



2019-20 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Lakeview Independent School District #2167

Grades Served: PreK-12

WBWF Contact: Dr. Chris Fenske

A&I Contact: Dr. Chris Fenske

Title: Superintendent

Title: Superintendent

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. <https://www.lakeview2167.com/domain/202>
- Provide the direct website link to the A&I materials. <https://www.lakeview2167.com/Page/1370>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *There was no meeting this year to due rising COVID-19 cases in the fall of 2020. It will occur once again in November of 2021.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year. November 16, 2020

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Chris Fenske	Superintendent	X
Mr. Scott Hanson	High School Principal	X
Mrs. Courtney Frie	Elementary Principal/Curriculum Director	X
Mrs. Susanne Lee	Community/Literacy	
Karen Hartke	Parent	
Mr. Alan Grube	Community	
Mrs. Vicki Myers	Parent	
Mr. Andrew Dallmann	Elementary Teacher	
Mrs. Traci Olson	Parent	
Mrs. Heidi Louwagie	Kindergarten Teacher	
Mrs. Carmen Zupfer	High School Instrumental Music Teacher	
Mrs. Wendy Best	Special Education Teacher	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

Each year administration use counts from Special Education, Free and Reduced Price Lunch Students, and Teacher Referrals to balance elementary classrooms and ensure all students have access to highly qualified teachers. In the secondary school, teachers with advanced degrees teach advanced and college in the school courses. MCA assessment, AIMSWEB, STAR, and Teacher observation data are used. The data is reviewed at least three times per year in the elementary and at least annually in the secondary. Principals, Special Education Teachers, Social Worker, Guidance Counselor, and Classroom Teachers examine the data.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

We are continually challenged by low applicant pools and limited diversity within the pool. This is due to our location in rural southwest Minnesota. We advertise for all teaching positions in the tri-state area, state colleges/universities, edpost, social media, and local media. We are fortunate to have a well-educated and experienced staff with 57% of our teachers holding a Master’s Degree or higher. Our primary goal to accomplish this is to attract and retain quality teachers the best that we can.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

Limit response to 200 words.

We would need one additional teacher to be approximately equal to the student population. We currently have all groups represented.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

Our primary goal is to retain the teachers we have. Teachers all belong to a job alike Professional Learning Community and all probationary teachers belong to our three-year mentoring and induction program. Each teacher also has access to three professional development days per school year.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of students enrolled in Lakeview School Readiness that will be ready for Kindergarten in the fall of 2020, based on teacher administered work sampling assessments, will be at least 97%. All children will enter kindergarten in the fall of the 2019-2020 school year with Personal and Social, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, Arts, Physical Development (fine and gross motor), and Health and Safety skills gained through developmentally appropriate curriculum, and assessed by Work Sampling</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Forty-Four (44) of Forty-Five (45) students assessed were deemed ready for Kindergarten based on their scores on the Work Sampling Assessments.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

The work sampling assessments were issued to all students in eight (8) areas: Personal & Social, Language & Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, Arts, Physical Development, and Health & Safety Skills.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Data is collected for early childhood students in the learning domains of: Personal and Social, Language and Literacy, Mathematical Thinking, Scientific Thinking, Social Studies, the Arts, and Physical Development, Health, and Safety, using Work Sampling by Pearson.
- Data is disaggregated using the terms "Not Yet," "In Progress," and "Proficient." Students are grouped for development based off these criteria and curriculum is designed to meet the needs of the students in each domain, scaffolding on their skills in the area.
- The early childhood teachers discuss the needs of the students based off of their individual and group standing and plan activities that foster these skills to prepare them for Kindergarten and beyond.

What strategies are in place to support this goal area?

Strategies and Initiatives

Curriculum and Programming

- Alignment of Early Childhood programming with K-12
 - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and Work Sampling.
- Implementation of Developmentally Appropriate Curriculum
 - The curriculum includes learning-center based activities and developmentally appropriate play experiences.
- Parental involvement opportunities
 - Opportunities for parents to visit and participate in classroom activities is encouraged throughout the preschool program. Parents are invited to attend conferences and open communication is encouraged through email, phone calls and shared virtual spaces such as Bloomz. Parents in the Three's Preschool need to complete four hours of volunteering, and parents in the Pre-K program need to complete twelve hours of volunteering. We finished the 2019-2020 school year with distance learning, which provided more opportunities for parent engagement and parent education.

Professional Learning Communities

- Integration of all Pre-K and Kindergarten staff as an early childhood unit.
 - All District Early Childhood staff meet on a regular basis with Kindergarten teachers to ensure there is an alignment of expectations, curriculum and programming.
- All Early Childhood Teachers participate in a PLC.

Community Outreach

- Provide opportunities for training for childcare providers and community partners.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The goal for Lakeview third graders in the spring of 2020 is that third grader students enrolled on October 1, 2018 will increase their reading proficiency percentage from 51.8% in 2019 to 62.7% in 2020 on the MCAIII reading assessment.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>"Unable to Report"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Student needs are identified by multiple measures of student data. Lakeview uses AIMSweb R-CBM, STAR, and the Benchmark Assessment System for identification.
 - Special Education students in third grade were not proficient in reading compared to the non-special education student population. Also, students who were on free-reduced price lunch had a lower proficiency than students who did not qualify for free-reduced price lunch.

- What strategies are in place to support this goal area?
 - Support is provided for teacher professional development. Intervention programming is provided for students in need of support. This additional programming is funded through Title 1, district general budget, and ADSIS funding.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>The Achievement Gap in reading between FRP and Non-FRP students will decrease by 2% in each of the next three years by increasing the proficiency of the FRP students by 4% each year while maintaining or increasing the proficiency of non-FRP students as measured by the MCAs.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>"Unable to Report"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Local assessments, NWEA, and MCA data on individual students will be used. Identified students will then work with the literacy interventionist and/or MN Reading Corp Tutor. Also, a REACH intervention program for grades 9-12.

- What strategies are in place to support this goal area?
 - Fall, Winter, and Spring data meetings to discuss all students. Interventions are discussed and aligned to meet student needs. A variety of Tier II interventions have been implemented to include (ROAR, Sondag, Read Naturally, and LLI).

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>In 2019-20, the percentage of students completing grade 11 earning credit in two or more CTE or college-level courses will increase from 38.8% in 2019 to 40.4% in 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Nineteen (19) of Forty-One (41) students earned credit in at least two or more CTE or college-level course in 2019-20. This is 46.3%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Data is derived from ACT College Readiness Results and ASVAB assessment. This has been an identified need area for all student groups while working within our "Ramp up to Readiness" curriculum.

- What strategies are in place to support this goal area?
 - This district has "Ramp up to Readiness" on its early out Wednesday and has really promoted timelines and curriculums to help students plan for post-secondary options.
 - The district is part of the "Minnesota River Valley Career and Technical Education Collaborative" which is designed to offer more CTE electives to junior and senior students.
 - We offer College-Now courses within our high school. Courses are taught by Lakeview teachers.
 - We have CTE electives offered in FACS, Business, Industrial Education, and Agriculture.
 - CTE courses have industry site visits built into the curriculum
 - All junior students participate in College visits in October as part of our Integration Collaborative

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of all students who graduate from Lakeview High School will remain at least 93% in 2020 with no student group below 90%. The MDE graduation trend calculation from the district will remain at least 94% in 2020, which exceeds the state of Minnesota.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Sixty-One (61) out of Sixty-One (61) Students graduated in the class of 2020. This was 100%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - We use the Northstar Accountability data for graduation rate calculations. Our student groups in Special Education and Free/Reduced Price lunch are calculated into the overall graduation rates which exceed state of Minnesota goals.
- What strategies are in place to support this goal area?
 - Our guidance counselor does credit checks on students in grades 9-12, the counselor meets with students and families who are falling behind, students who are behind have credit recovery options, and we started the REACH program to provide more support to students in high school.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The goal for Lakeview third graders in the spring of 2018, 2019, and 2020 is that third grade students enrolled on October 1 each year will increase their reading proficiency to at least 58.4% by 2020.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>53.8 %</p> <p><i>proficiency on MCA reading for third grade students in 2017</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>"Unable to Report"</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>To increase career and college readiness from 81.8% to 91.7% as measured by letters of acceptance to a college or military for each of the graduating classes, 2018, 2019, and 2020.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>81.8% of graduates in 2017.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>93.4% had received acceptance prior to graduation in June 2020.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
 - Many of our students will be the first generation to attend a post-secondary institution. A good percentage of these students have not done individual visits to college campuses and do not have an understanding of the process of applying to college
- What strategies are in place to support this goal area?
 - The YMIC has an Integration Coordinator who will set up partnerships with post-secondary institutions to plan visits to colleges, college fairs, career expos, and business tours. The goal is to help prepare and inform YMIC students about choosing a career pathway, a postsecondary education and institution that will fit with their pathway plan and financial education on the cost of pursuing their postsecondary degree.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

We had a very good start to the 2019-20 school year and were able to complete most of our planned integration activities with our partner districts in the Yellow Medicine Integration Collaborative (YMIC). We partner with Canby, Dawson-Boyd, Minneota, RCW, YME, and Ivanhoe. We had many college and career opportunities planned for our students in the College Expo, College Visits, College Fair/Business Tour, and Spring College experience. Our students have been provided more college experience opportunities made possible by our Achievement and Integration dollars. They also get to develop networks with other students in our collaborative.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Due to COVID-19 and Distance Learning, we were not able to provide integration activities in March and April of 2020. This included the 9th Grade College & Career Fair, College Experience, YMIC Art Day, or the Diary of Anne Frank trip. We also were not able to gather any MCA data in the Spring of 2020. This data is used to report our achievement goals as outlined in our Achievement & Integration plan. In our next three year plan, we kept the same activities as we assumed that COVID would affect some of the 2020-21 school year, but the 2021-22 and 2022-23 school years would run as close to normal as possible.

Racially Identifiable Schools

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.” Type response here.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check one of the following: ___ Goal Met ___ Goal Not Met ___ Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.

Racially Identifiable Schools

If your district’s 2019-22 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.” Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Type response here.
- What strategies are in place to support this goal area? Type response here.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Narrative is required; 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

Type response here.