

# 2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information.Responses should be submitted electronically in the [**Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**.** You can copy your responses from this template into the electronic form.

**District or Charter Name**: LIFE Prep

**Grades Served**: Pre-K-6th grade

**WBWF Contact**: Leah Jones

**Title**: Director

**Phone**: 651-793-6624

**Email**: leah.jones@lifeprepschool.org

**A&I Contact**: Type response here

**Title**: Type response here

**Phone**: Type response here

**Email**: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

\_\_\_ Yes \_\_x\_ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World’s Best Workforce

### Annual Report

MDE understands this past school year (2020-21) 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.
* [www.lifeprepschool.org](http://www.lifeprepschool.org), under the heading Board, click on WBWF Report 2020-21
* Provide the direct website link to the A&I materials.
* N/A

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year.** *Report on this measure for the 2020-21 school year.*

**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 2020-21 school year.
* May 17, 2021

### 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 2020-21 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) |
| --- | --- | --- |
| Leah Jones | Executive Director |  |
| Christine Obermueller | Teacher |  |
| Mike Day | Community Member |  |
| Katie Scholsser | Parent |  |
| Christyna Jamma | Assistant Director |  |
| Nou Yang | Parent |  |
|  |  |  |

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 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.**

Student placement is monitored closely. A student is rarely placed in a classroom two years in a row with a teacher who has less than 3 years experience or with a teacher who is placed on an improvement plan. Teachers are evaluated regularly by the Q Comp team and administration. We look at NWEA, MCA, F&P scores and classroom assessments. NWEA data is reviewed monthly and F&P data is reviewed every 8 weeks. Classroom teachers, administration, and Title teachers review this 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?

LP teachers participate in professional learning communities and QComp. QComp engages teachers in sharing teaching techniques and strategies that teachers can incorporate into their repertoires. The collaborative nature of the program allows teachers to share their best tools with other teachers, which raises the quality of teaching. Teacher observations are done 3 times per year. Once by an administrator and twice by a Comp leader. Ongoing coaching occurs between the administrator and the QComp leaders. Over the last several years, teachers have not received PD in literacy or math instruction. Our goal over the next five years is to provide teachers with comprehensive literacy and math PD. Also, our newly hired literacy coach will be providing regular coaching sessions. We are also encouraging staff to complete a master’s program by adding an additional pay lane to our pay scale. This allows us to be more competitive with other school districts and maintain experienced and effective teachers.

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 do not have any teachers who are American Indian or Black. We would need to replace more than half of our experienced and highly qualified staff to represent our student population. We have only about 10% white students. However, we have a diverse non-licensed support staff.

* + 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?

Our goal is to hire a more diverse licensed staff when a position opens. We make every effort to recruit and hire a more diverse staff. We have reached out to several Universities and Colleges with the hopes of bringing in more teachers of color. Signing bonuses are offered to recruit a more diverse staff. All teachers are provided high quality professional development and teachers work within collaborative teams to support retention.

### 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 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

\_\_x\_ 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.

\_x\_\_ 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. Please fill out the table below with your specific SMART goals.

#### All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| 80% of students enrolled in Pre-K at LIFE Prep will be proficient on the Kindergarten  level reading assessment in the spring preceding their Kindergarten year. | Provide the result for the 2020-21 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.”  Unable to report. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
* What strategies are in place to support this goal area?

Normally all Kindergarten students would take the NWEA Map assessment. Due to distance learning and the lack of ability to connect to the online assessment, all Kindergarten students were unable to take the test. No data was collected.

#### All Students in Third Grade Achieving Grade-Level Literacy

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| By FY 2023, 60% of third graders who have been continuously enrolled since October 1st will read at grade level as measured by the year end NWEA. NWEA will be administered fall, winter and spring. Reading proficiency will increase, as noted below, as measured by NWEA year-end scores. | Provide the result for the 2020-21 school year that directly ties back to the established goal.  Not able to report | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_x\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
* What strategies are in place to support this goal area?

We lack complete data to report on this goal. Only 17 out of 35 students were able to complete the test and many students did not complete the test in a reasonable amount of time. Of the 17 students who took the test, 53% were at grade level. Students who qualify receive Title 1 services in reading, Reading Corps supports students, and LP has individual tutors available to students. All students have an ILP and their progress is tracked. Adjustments to the ILP are made if progress is not adequate.

#### Close the Achievement Gap(s) Between Student Groups

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| For students in grades 3-6 who have been continuously enrolled for one year, the reading gap of 3.5% (between the “all” and “black” student population) will be reduced .5% annually, from the original baseline | All racial and economic achievement gaps are closed. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_x\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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 used MCA data for this goal.

45 out of 95 students took the MCA.

3/18 Black students met or exceeded

0/14 Asian students met or exceeded

The count is too small to report on other races.

* What strategies are in place to support this goal area?

Title I and Reading Corps are available for those who qualify and all students have access to paraprofessionals and tutors daily. PLCs work together with administration to track student progress and this drives instruction.

#### All Students Career and College-Ready by Graduation

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Students in 6th grade, in preparation for career readiness, will be able to identify 3 different careers, with a project focus on 1 career through a 12-week course, led by the school counselor. Through this 12-week course students will be able to plan out their future by participating in the Career One Stop's interest assessment, Career One Stop's skills assessment, and the Minnesota Reality Checklist. 100% of 6th grade students, by the end of the 12-week course, will be able identify and explain their career awareness through a career presentation. | Not able to report | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_x\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
* What strategies are in place to support this goal area?

Due to COVID students were not able to complete the career presentation. However, the school counselor was able to meet with students and complete two lessons with 6th grade and discuss future careers.

#### All Students Graduate

| **Goal** | **Result** | **Goal Status** |
| --- | --- | --- |
| Provide the established SMART goal for the 2020-21 school year.  N/A | Provide the result for the 2020-21 school year that directly ties back to the established goal. | ***Check one of the following:***  \_\_\_On Track (multi-year goal)  \_\_\_ Not On Track (multi-year goal)  \_\_\_ Goal Met (one-year goal)  \_\_\_ Goal Not Met (one-year goal)  \_\_\_ Met All (multiple goals)  \_\_\_ Met Some (multiple goals)  \_\_\_ Met None (multiple goals) |

**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

**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?
* What strategies are in place to support this goal area?

N/A

## 2020-21 Achievement and Integration (A&I) Progress Report

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](https://www.revisor.mn.gov/statutes/cite/124D.862)).

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 is on track. 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 2020-21 A&I plan goals for each of those schools were on track.

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).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

**This progress report has two parts:**

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

*MDE understands this past school year (2020-21) brought on 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.*

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the** [**Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy)**. You can copy your responses from this template into the electronic form.**

### Achievement and Integration

**District** **Name**: Type response here

**A and I Contact**:Type response here

**Title**: Type response here

**Phone**: Type response here

**Email**: Type response here

#### Annual Public Reporting

**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.
* Provide the direct website link to the A&I materials.

#### Annual Public 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 2020-21 school year.

#### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | **Check one of the following:**  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* 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** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* What strategies are in place to support this goal area?

Type response here

#### Achievement and Integration Goal 3

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* What strategies are in place to support this goal area?

**Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

#### 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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

#### Impacts from Online Learning

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

Type response here

### Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section 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**: Enter school name here

#### Achievement and Integration Goal 1

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* 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** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* What strategies are in place to support this goal area?

Type response here

#### Achievement and Integration Goal 3

| **Goal Statement** | **Achievement or Integration Goal?** | **Baseline** | **Actual Result (2020- 21 SY)** | **On Track?** |
| --- | --- | --- | --- | --- |
| Copy the SMART goal statement from your plan implemented in the 2020-21 SY. | Check one of the following:  \_\_\_ Achievement Goal  \_\_\_ Integration Goal  \_\_\_ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 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.” | Check **one** of the following:  \_\_\_ On Track  \_\_\_ Not on Track  \_\_\_ Goal Met  \_\_\_ Unable to Report |

**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?
* What strategies are in place to support this goal area?

**Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

#### 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 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

#### Impacts from Online Learning

**Narrative is required. 200-word limit.**

Briefly explain how you modified your strategies this past school year 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 2021-22 school year?

Type response here