m1 DEPARTMENT OF EDUCATION

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

District or Charter Name: __TRIO Wolf Creek Distance Learning Charter School__

Grades Served: __Ninth grade, 10th grade, 11th grade, and 12th grade__

WBWF Contact: __Tracy Quarnstrom__

Title: Director

Phone: (651) 213-2017

Email: tquarnstrom@wolfcreekhs.org

A&I Contact: _____

Title: _____

Phone: _____

Email:

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year? **No**

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.

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-2020 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 2019-20 school year.

Date for WBWF meeting at Wolf Creek was held on January 14, 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)
Tracy Quarnstrom	Director	
Martha Airhart	SPED Teacher	
Brenda Swanson	Dean of Students	
Shelli Matheson	ADSIS Coordinator/Data Lead	
Sandra Flint	Math Teacher/Data Lead	
Catherine Veith Bruno	Parent/Guardian	
Jennifer Lake	Board Member/Reading Specialist	
Jolene Lauderbaugh	AmeriCORPS Promise Fellow	
Lindsay Miller	Licensed School Counselor	

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.

    o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    o Who was included in conversations to review equitable access data? **Limit response to 200 words.**

It has been determined in accessing our data on site and from MDE that our cell sizes are too small to determine a reliable gap. We don't feel as if this is reliable data. As part of our plan as an identified school for improvement, Wolf Creek is working alongside the Regional Centers on an implementation plan to increase overall success in performance. A primary focus of this plan is in the areas of curriculum development. During our current curriculum development process, teachers are remapping standards and implementing educational tools and strategies to best serve all populations of students with differentiated educational options online. We continue to have conversations as a staff and school about providing equitable access to all students. We want to attract all students to our public charter school and allow them to feel welcome based on seeing themselves in our curriculum offerings. We met 3-4 times during the 2019-2020 school years to discuss equity on various levels of competence.

    o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    o What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Limit response to 200 words.**

Currently all teachers at Wolf Creek are considered effective teachers. Due to the void of equitable access gaps, Wolf Creek continues to monitor all of our teachers for an evaluation period even during the COVID Pandemic times. Wolf Creek is committed to continue to monitor for any new or evident gaps and support all teachers in being and becoming 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.

    o 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**

Wolf Creek students are primarily white and the staff is 100% white. Our 5% student population of diversity is a small data pool under 10 students based on the demographics of our school locations. Racial/Ethnic groups represented in our student population are not reflected in our staff population, however, the number of staff serving the school is very small, as is the representation of diverse student groups. Wolf Creek's root cause for the lack of diversity in staffing comes from the nature of our innovative program; it is difficult to attract applicants to a non-traditional method of teaching. Additionally, Wolf Creek's physical location and staff required lab attendance attracts a pool of candidates from a predominantly white region. Alongside these barriers, Wolf Creek is also experiencing the teacher shortage across Minnesota with a small pool of applicants for each open position. Wolf Creek prides itself on teacher retention and has little staff turnover, leaving few vacancies. As an online program, Wolf Creek continues to be innovative in staffing and is exploring options of teachers serving in an online-only role to draw from a larger candidate pool rather than the immediate area.

- o 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.**

Wolf Creek stands committed to increasing and retaining teachers of color and American Indian Teachers in our charter school. We will seek out job fairs and opportunities to market the charter school to these teacher populations. The charter school director has begun to work with several local universities and their teacher placement departments in order to allow more opportunities for student teaching and attracting teachers of various backgrounds. Wolf Creek understands the need for our students of color and American Indian students to see themselves in their teachers. We also know that all students benefit from teachers that are diverse from diverse backgrounds. The charter school remains committed to continuing to pursue teachers of all backgrounds that are interested in working at Wolf Creek.

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
Provide the established SMART goal for the **2019-20** school year. 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:* __ 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) _X_ District/charter does not enroll students in kindergarten __ 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.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. 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:* __ 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) _X_ District/charter does not enroll students in grade 3 __ 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.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students in grade 10 at TRIO Wolf Creek on all state reading accountability tests will decrease from a 3-year average 23.92% in 2015 to 2017 to 15.0% 3-year average in 2019 to 2021 by increasing the percent proficient of the groups as follows: a) non-FRP students from 46.86% in 2015 to 2017 average to 60.0% in 2019 to 2021 average b) FRP students from 38.89% in 2015 to 2017 average to 45.0% in 2019 to 2021 average.* *Multi-year goal.*	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." 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) _X_ Unable to Report

Unable to report due to MDE cancelation of MCA testing

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?

Unable to report due to no MCA testing due to COVID 19 Pandemic. As stated the goal above is a multi-year goal and we continue to work on gaining results that will be shown on future academic testing cycles.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *During the 2020-2021, 2021-2022, and 2022-2023 school years at least 80% of Wolf Creek students will pass their advisory course that is based on the "Ramp Up to Readiness" curriculum options.*	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" 77% of students passed their advisory course in 2019-2020	*Check one of the following:* _X_ 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) __ Unable to Report

Narrative is required; 200-word limit.

The Ramp Up to Readiness curriculum was added to the advisory curriculum in each school year. Our student groups are too small to analyze data at this time. We employed a new advisor model by grade to communicate college and career goals with students.

Data we utilized included completion rates for all students as all students are enrolled in the advisory course. We look at each year of students in completion rates as we want to ensure that 9th graders are receiving needed information early in their high school careers.

Strategies are working well since we were able to meet our goal once again this year - We will continue to thrive for higher completion rates in this important advisory course. Students use an individualized Professional learning plan and indicate post secondary goals.

Success will be indicated by students who will self-report and MEARS will concur that more students are leaving Wolf Creek with a post-secondary plan and entering needed colleges, programs, and careers with needed information to be successful in life.

- 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 used our completion rate data to ensure that we are meeting our goals in this needed advisory area. We found as we moved to online learning at 100% due to the COVID 19 pandemic that we were able to use this advisory course that touches all students to add social and emotional support as well. We were able to see added benefits in this course and were able to see completion rates increase in this course and academic courses so we feel that the data is important. The ability to disaggregate is not

possible due to our small class sizes and enrollment and cell numbers. We will continue to use our weekly virtual staff meetings to keep staff safe and ensure that they feel that we are serving our student well in areas of SEL and mental health needs. This being at the forefront in the pandemic allows for teachers to work on true academic supports and we are seeing the needed results in our completion rates and feel we will also see it in future test scores.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. *By the 2020-2021 school year, Wolf Creek will increase the three-year average graduation rate from 42% (average of 2015-2016-2017) to 52% (2019-2020-2021)*	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:*** _x_ 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) __ District/charter does not enroll students in grade 12 __ Unable to Report

Three year Average Graduation Rate

School Year	Graduates	Total Students	Grad Percent
2014-2015-2016	65	183	36%
2015-2016-2017	94	222	42%
2016-2017-2018	98	213	46%
2017-2018-2019	112	223	50%
2018-2019-2020			
2019-2020-2021			

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?

When graduation rates are released in February of 2021 we anticipate being on track of our multi-year goal. WE did meet our goal for the last reporting period of February 2020. MDE graduation rates were used as well as our own Wolf Creek graduation rate and credit completion data points. Data is not disaggregated due to small numbers of students and counts too small to disaggregate correctly. Staff are given a variety of strategies to ensure that all students graduate. We meet as a staff in a student assistance team at least once per month to make intervention plans for students not on track to graduate especially in their senior year. We work as a problem solving team to ensure that students are interacting with high quality teachers, high quality curriculum measures, and high quality interventions when they are falling behind on credit attainment.

Data was changed by MDE and rates were adjusted*

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?
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.

- 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	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.

- 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.

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 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: __ 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.

- 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	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.

- 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.

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: ___ Achievement Goal ___ Integration Goal ___ 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: ___ Goal Met ___ Goal Not 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, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
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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.

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 <u>districts with one or more racially identifiable schools.</u>

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?
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Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
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Narrative is required; 200-word limit.

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- 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.