



## 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](#). You can copy your responses from this template into the electronic form.

**District or Charter Name:** North Shore Community School

**Grades Served:** PreK-6th

**WBWF Contact:** Shelly Pierson

**A&I Contact:** \_\_\_\_\_

**Title:** Executive Director

**Title:** \_\_\_\_\_

**Phone:** 218-525-0663

**Phone:** \_\_\_\_\_

**Email:** spierson@nscsk6.org

**Email:** \_\_\_\_\_

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

Yes       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.

<https://www.keepandshare.com/doc9/23769/nscs-20-21-combined-wbwf-summary-report?dn=y>

We are updating our webpage December 31, 2021 and this link may change.

**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 2020-21 school year.**

*November 5, 2020*

**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.

## 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)
Shelly Pierson	Executive Director	
Sheri Camper	Licensed Teacher	
Linda Johnson	Licensed Teacher	
Leigh Jackson	Licensed Teacher	
Nikki Carpenter	Business Manager	
Gina Gallagher	Parent/Board Member	
Carla Hendrickson	Parent/Paraprofessional	
Ava A.	Student	
Addison G.	Student	
Lissa H.	Student	

**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.**

NSCS reviews equitable access data annually. We review current MDE licensure data and Minnesota Report Card data to determine how we are doing compared to state averages. As we have limited teacher turnover at our school, we mainly look at changes that may have happened over the past year.

All teachers and the board are involved in conversations to review equitable access data. Reviews occur annually. The Director reviews class lists each spring to ensure that Free and Reduced students are spread equally among effective and experienced teachers. All NSCS licensed teachers have 1-25 years of experience. Ninety-three percent of our teachers having taught for more than

three years with 100% licensed in the area in which they teach. Sixty-eight percent of our teachers hold a master's degree. All teachers are meeting professional standards.

- 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.**

All NSCS teachers are experienced and effective. We have 100% of our teachers holding a teaching license and 100% are teaching in their licensed area. We have a formal 3-year evaluation cycle and yearly peer observations with targeted feedback to support growth. We also participate in PLC's to monitor and analyze assessment data for all students.

If we did have equitable access gaps, we would work with those teachers to identify specific areas in need of growth, set-up a professional growth plan with measurable goals, and timelines to meet those goals and provide support in achieving the goals.

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.**

Our student population is 95% white and 5% Hispanic or Latin American, Black or African American, Asian, or two or more races. Our teacher population is 100% white.

We would need 1.5 teachers of color or American Indian teachers to reflect the student population

- 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.**

When we have an opening, we post the opening on Ed Post, which reaches candidates throughout the state and nationally. We also post through Facebook, our school website, and our family newsletter. We interview all qualified candidates.

## 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.

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. 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
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><i>90% of students will demonstrate Kindergarten Readiness as determined by the Kindergarten Readiness Checklist and the following indicators by the end of the 2020-2021 school year:</i></p> <ul style="list-style-type: none"> <li>• 100% will be 5 years old at the start of school</li> <li>• 90% will have early childhood screening</li> <li>• 90% will be immunized</li> <li>• of the students who completed preschool at NSCS during the 2020-2021 school year, and will be entering kindergarten in the fall of 2020, 80% will achieve a Preschool Assessment score of Proficient on their local assessment</li> </ul>	<p>Provide the result for the 2020-21 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>95% of students entering kindergarten during the 2020-2021 school year showed kindergarten readiness based on:</p> <p>100% were 5 years old at the start of the school year</p> <p>95% had early childhood screenings</p> <p>86% were immunized</p> <p>95% achieved a proficient score on the Kindergarten Readiness Checklist</p>	<p><b>Check one of the following:</b></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 checked="" 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>

**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 used the age of the child as provided by parents with a copy of the birth certificate, early childhood screening confirmation, and immunization records as provided by parents and local clinics.

We did not review disaggregated data for the 2020-2021 school year.

NSCS offers a Preschool on site with a licensed preschool teacher. We offer Kindergarten Orientation in April to help students transition to Kindergarten and give parents information on the importance of early childhood screening and immunizations. NSCS offers a Kindergarten Meet and Greet in August to support parents and students with the transition. With the pandemic, we modified our orientation to limit group size, and canceled our summer meet and greet.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><i>By the end of the 2020-2021 school year, at least 77% of all NSCS 3rd grade students will meet/exceed grade level targets for the Benchmark Assessment System (BAS).</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><i>Based on end of year BAS assessments, 71% of 3<sup>rd</sup> grade students met or exceeded their grade level target.</i></p> <p><i>63% of all K-6 students met or exceeded grade level target.</i></p>	<p><b>Check one of the following:</b></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 checked="" 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>

**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?

Our students perform slightly higher on the BAS assessment than they do on the MCAIII for reading, but they remain below our target goal. We review data for our Free and Reduced Lunch and Special Education populations, along with reviewing data for all students to determine where we need to provide more support.

Based on our review of the data at the end of the 2018-2019 school year, we have adjusted how we implement interventions for the 2020-2021 school year. We implemented a grade level WIN Time (What I Need) intervention block for each grade level. We also determine students not at grade level according to BAS and now administer diagnostic assessments to determine specific learning gaps. We made adjustments from the 2019-2020 to 2020-2021 school year intervention block due to COVID-19 restrictions.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><i>By the end of the 2020-21 school year, students in the Free and Reduced Price subgroup in grades 3-6 will achieve an increase:</i></p> <ul style="list-style-type: none"> <li>• Math from 57% to 60%</li> <li>• Reading from 54% to 55%</li> </ul> <p><b>Goal:</b> <i>By the end of the 2020-21 school year, 72% of students in grades 3-6 will be proficient in math as measured by MCA III, NWEA MAP, and/or BAS assessment data.</i></p> <p><b>Goal:</b> <i>By the end of the 2020-21 school year, 76% of students in grades 3-6 will be proficient in reading as measured by MCAIII, NWEA MAP, and/or BAS assessment data.</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p><b>Math (NWEA MAP and MCAIII):</b> All Students: 59% of students met or exceeded proficiency.</p> <p>Free Reduced Price sub population: 53% of students met or exceeded proficiency.</p> <p><b>Math NWEA MAP:</b> 68% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 70% of students met or exceeded grade level norm RIT scores.</p> <p>64% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 52% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores</p> <p><b>Math MCAIII:</b> 59% of students met or exceeded proficiency on the MCAIII.</p> <p>42% of students in the Free Reduced Price subpopulation met or exceeded proficiency on the MCAIII.</p> <p><b>Reading (NWEA MAP and MCAIII): :</b> All Students: 68% of students met or exceeded proficiency.</p>	<p><b>Check one of the following:</b></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 checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
	<p>Free Reduced Price sub population: 50% of students met or exceeded proficiency.</p> <p><b>Reading NWEA MAP:</b> 66% of students met or exceeded NWEA MAP grade level norm RIT scores. Last year, 66% of students met or exceeded NWEA MAP grade level norm RIT scores.</p> <p>51% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores. Last year, 43% of students in the Free Reduced Price sub population met or exceeded grade level norm RIT scores.</p> <p><b>Reading MCAIII:</b> 70% of students met or exceeded proficiency on the MCAIII.</p> <p>48% of students in the Free Reduced Price subpopulation met or exceeded proficiency on the MCAIII.</p>	

**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 used the data shown on the School Report Card on the MDE website by selecting the Free Reduced Price subgroup, as well as NWEA MAP data. It is our school’s only subgroup (as a small, rural charter school).

Based on our review of the data at the end of the 2018-2019 school year, we have adjusted how we implement interventions for the 2020-2021 school year. We implemented a grade level WIN Time (What I Need) intervention block for each grade level. We also determine students not at grade level according to BAS and now

administer diagnostic assessments to determine specific learning gaps. We made adjustments from the 2019-2020 to 2020-2021 school year intervention block due to COVID-19 restrictions.

Teachers use research based strategies to differentiate instruction, including small group guided reading and guided math.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p><b>Goal 1:</b> <i>By the end of the 2019-20 school year, 75% of students will meet or exceed NETS grade level standards as assessed by our grade level rubric.</i></p> <p><b>Goal 2:</b> <i>By the end of the 2019-20 school year, 90% of all 5<sup>th</sup> grade students will have:</i></p> <ul style="list-style-type: none"> <li>• <i>Completed their sessions for BizTown</i></li> <li>• <i>Participated in the BizTown simulation</i></li> <li>• <i>Completed a resume</i></li> </ul> <p><i>as reported by their classroom teacher.</i></p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Goal 1: Grade level rubric results show 96% of students in K-6 met or exceeded NETS standards.</p> <p>Goal 2: Teacher documentation shows 100% of 5th grade students completed their BizTown requirements of participation and completing a resume.</p>	<p><b>Check one of the following:</b></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 checked="" 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>

**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 reviewed classroom checklists and teacher reported documentation for each of these goals. We did not disaggregate this data.

We have 4-6 computers per classroom in K-3, a dedicated computer lab, and laptop carts which provide a computer for each student in 4th through 6th grade. In support of our 5th grade students leading up to BizTown, our teachers engage others in our school community to hold interviews and provide information pertaining to different careers.

**All Students Graduate**

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	<p><b>Check one of the following:</b></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"/> District/charter does not enroll students in grade 12</p>

**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](#)).

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](#). 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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."	<b>Check one of the following:</b> <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.**

- 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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 <b>one</b> 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.**

- 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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 <b>one</b> 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.**

- 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:**

### ***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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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 <b>one</b> 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.**

- 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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 <b>one</b> 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.**

- 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: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> 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 <b>one</b> 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.**

- 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