



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

District or Charter Name: Barnum Public Schools – ISD 91

Grades Served: PreK-12

WBF Contact: Mike McNulty

Title: _____

Title: Superintendent

Phone: _____

Phone: 218-389-6978

Email: _____

Email: mmcnulty@isd91.org

A&I Contact: NA

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

Yes No

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

This report has three parts:

WBF: 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. December 15, 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 2019-20 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 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 (BLT)	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mike McNulty	Superintendent	
Gregg Campbell	HS Principal	
Judi Vitito	Elementary Principal	
Alycia Dammer	HS Counselor	
Dave Duesler	Teacher/Activities Director	
Randi Lembke	Teacher	
Tania Moerke	Community Member	
Linda Redetzke	Teacher	
Kaitlin Warpula	CE/ECFE	
Beth Schatz	School Board/Parent/Community Member	
Jordan Collins	Parent/Community Member	
Nikki Kresky	Elementary 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.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data? *We will be using the data that shows our student demographics. Our area has very little diversity and so we will focus more on socioeconomic status as that is our greatest diversity item.*
 - Who was included in conversations to review equitable access data? *Our Building Leadership Team and Administration started this process last year but we were diverted in pursuing this further due to Covid.*

To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about a future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? *Stated below. 94.2% of our teaching staff were on a continued contract, while 5.8% were probationary teachers, thus we retain a very experienced and qualified staff for all of our students.*
- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
We will address that this upcoming year if Covid does not dominate the entire year as our focus will then be on providing as best we can, equitable Distance Learning.

To address this, the school district is assessing and evaluating student's access to effective teachers who reflect the diversity of enrolled students every 3 years. The District evaluates and adjusts its recruitment plan to recruit and retain teachers who represent the diversity of enrolled students by contacting universities and colleges about future teacher and student teaching placements as well as accessing media sources that focus on diversity efforts.

The District also looks at data from surrounding districts as well as comparable statewide data. Currently, Barnum has a relatively low turnover with licensed teachers which results in minimal change to teaching staff year after year.

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?

Our racial/ethnic breakdown is very limited, with 97% of our student groups being either White or Two races. Our staff demographics represent this breakdown.

- 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?

The Barnum district works with 3 local colleges in attracting candidates, along with statewide advertising of positions when we have openings. Our retention rate is strong. No present goal changes as our teacher breakdown represents our student diversity.

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.*

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.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Looking to increase our preschool student score percentage from 77% to 79% on the Brigance assessment.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>Fall scores only: 75% "Unable to report" spring scores and create a proper result.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in kindergarten <input checked="" type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

Type response here.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *We utilize the Brigance assessment, along with in house evaluation by staff.*
 - What strategies are in place to support this goal area?
 1. *Providing developmentally appropriate activities in all domains that align with the Early Childhood Indicators of Progress.*
 2. *We use OWL Opening the World of Learning A comprehensive Pre-Kindergarten Curriculum and Bridges in Mathematics Pre-K curriculum.*
 3. *Adapt lesson planning based on child's Brigance results.*
 4. *Access skills throughout the year to see what skills have been mastered and what skills that still need work.*
 5. *Create individual and/or group learning plans.*
 6. *Meet as an Early Childhood Special Education team monthly.*
 7. *Providing Kindergarten transition nights either in person or virtually where Early Childhood staff, parents/guardians and Kindergarten teachers get together to discuss the transition to Kindergarten.*

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Ensure reading proficiency for all students by the end of 3rd grade. We strive to accomplish this by providing the following listed in narrative and questions/answers below.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>"Unable to report"</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 3 <input checked="" type="checkbox"/> X Unable to Report</p>

Narrative is required; 200-word limit.

Core instructional practices include whole group, small group, and 1:1 conferencing with students in both reading and writing instruction. Comprehensive and scientifically based curricular resources from the Center for Collaborative Classroom, Collaborative Literacy - Being a Reader, Making Meaning, and Being a Writer, are used across all grade levels. Robust Intervention resources and process - Resources include Systematic Instruction in Phonological awareness, Phonics, and Sight words (SIPPs), Kilpatrick Equipped for Success, REWARDS, Florida Center of Reading Research. Our process includes an Multi-Tiered System of Support (MTSS) Team and monthly grade level meetings to review data and student progress.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *Assessments - FAST benchmarking is conducted fall, winter, and spring to identify learning needs of all students and provide instruction at the appropriate instructional level. Those students identified at risk are further assessed with diagnostic tools to identify specific learning needs and provide instruction that support this. Additionally, BES assesses reading levels of all students using Fountas and Pinnell Benchmark Assessment System (BAS) or Being a Reader. Students are progress monitored according to their level of intervention (weekly, bi-weekly)*
- What strategies are in place to support this goal area? *Professional Learning - our teachers engage in weekly Professional Learning Communities and opportunities throughout the year as designated by our school calendar. Additionally, teachers have specific on-site training with Center for Collaborative Classroom utilizing our literacy resources.*

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>All student groups to achieve set goals for MCAs. This determination was not completed in the winter/spring of 2020 due to Covid. Our team was setting new goals at this time.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Subject – Math "Unable to report" 2020 2025 Goal = 85%</p> <p>Subject – Reading "Unable to report" 2020 2025 Goals = 85%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input checked="" type="checkbox"/> X Unable to Report</p>

Narrative is required; 200-word limit.

All schools, subgroups, and grade levels in the areas of School Readiness, Math, Reading, Science, ACT Scores, and Graduation Rate will strive to close the achievement gap. The best practice strategies and action steps used to achieve these goals were developed collaboratively by specialists within each particular field and can be found in each school's detail below. All best practice strategies and action steps take advantage of district plans, programs, staff and resources, as well as community collaborations, to drive achievement forward and seek continued growth. Barnum Public Schools views closing the achievement gap as a shared team effort. Progress is monitored using MCA-III data, graduation rates, ACT scores, Brigance measurements and post-secondary participation.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *We have mainly used the MDE state MCA testing scores and results to track. Curriculum review, professional development, PLC's, study groups.*
- What strategies are in place to support this goal area? *District started a new Building Leadership Team to review and set up possible plan changes and goals to better meet 2025 goals. Utilize results from assessments to see if we are making progress each year.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>Barnum High School maintains a goal of more than 69% of graduating seniors attending college.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>4 year public - 20%</i></p> <p><i>4 year private - 10%</i></p> <p><i>4 year out of state - 3%</i></p> <p><i>2 year public - 22%</i></p> <p><i>2 year private - 0%</i></p> <hr/> <p><i>Total % attending college - 55%</i></p>	<p><i>Check one of the following:</i></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> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

Barnum Public Schools maintains a path for all students to be career and college ready. The district is organizing and facilitating more College/Career Ready assessments including PSAT & ACT (all of Grade 11), ACCUPLACER, and ASVAB.

What strategies are in place to support this goal area? The district vision has a system for conducting senior interviews with every senior each fall to assist with post-secondary planning, college application process, and credit tracking. The district uses post-secondary participation to measure progress.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p><i>The goal is for 100% of seniors at Barnum High School to graduate.</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>Graduation rate 2020 - 96.66%</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12 <input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

Barnum Public Schools strives to have all students graduate from high school with the current state target being 90% by 2020. Barnum High School remains well above the state goal. As such, we have set our goal at 100%. A collaborative effort between systemic district programs and staff, building level programs and staff and classroom best practices is used to reach goals.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? *To achieve this goal the district will incrementally seek improvement in each group and subgroup using the Minnesota Report card 4 year graduation rate data to measure progress.*
- What strategies are in place to support this goal area? *In addition to in-class best practices to reach graduation targets, the district uses strategies including (1) targeted professional development, (2) direct and constructivist instruction models (3) intervention and enrichment programs (4) dual credit opportunities for industrial tech classes (5) College-in-the-Schools program access (6) implementation of Ramp Up to Readiness program (7) increased student/staff advisory processes (8) implementation of MCIS (MN Career Inventory Survey) and (9) utilization of Perkins funds for career and vocational/technology courses.*

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. <div style="background-color: #f0f0f0; padding: 5px; text-align: center;">Type response here.</div>	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. <div style="background-color: #f0f0f0; padding: 5px; text-align: center;">Type response here.</div>	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." <div style="background-color: #f0f0f0; padding: 5px; text-align: center;">Type response here.</div>	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

Achievement and Integration Goal 2

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

Narrative is required; 200-word limit.

Type response here.

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

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

Narrative is required; 200-word limit.

Type response here.

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <div style="background-color: #f0f0f0; padding: 5px; display: inline-block;"> Type response here. </div>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal 	<p>Copy the baseline starting point from your 2017-20 plan.</p> <div style="background-color: #f0f0f0; padding: 5px; display: inline-block;"> Type response here. </div>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <div style="background-color: #f0f0f0; padding: 5px; display: inline-block;"> Type response here. </div>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

- What strategies are in place to support this goal area? Type response here.

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?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal 	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

- What strategies are in place to support this goal area? Type response here.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal 	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

- What strategies are in place to support this goal area? Type response here.

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

Integration

Narrative is required; 200-word limit.

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

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

Type response here.

Racially Identifiable Schools

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

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

School Name:

Achievement and Integration Goal 1

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

Narrative is required; 200-word limit.

Type response here.

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

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal 	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Type response here.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Type response here.</p>	<p>Check one of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

Type response here.

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

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

Integration

Narrative is required; 200-word limit.

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

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

Type response here.