



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

District or Charter Name: Sleepy Eye Public Schools, ISD #84

Grades Served: Pre-K – 12th Grade

WBWF Contact: Kevin Schneider

A&I Contact: Samantha Schmit

Title: Co-Curriculum Coordinator

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

Yes No

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

This report has three parts:

WBWF: Required for all districts/charters.

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

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

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

World's Best Workforce

Annual Report

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

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

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

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- 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.

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)
Kevin Schneider	Curriculum Coordinator	X
Samantha Schmit	Curriculum Coordinator	X
Jeremy Domeier	School Board Member	X
John Cselovski	Superintendent/Elementary Principal	X
Caitlyn Pietig	High School ELA Teacher	X
Shane Laffen	High School Principal	X
Ann Steffl	Parent/Community Member	X
Jennifer Heiderscheidt	Parent/Community Member	X
Julie Ludewig	Parent/Para-professional/Community Member	X
Patty Fernandez	Parent/Community Member/Tri-Valley Migrant Coordinator	X
Kari Schieffert	Parent/Community Member/Para-professional	X
Emma Schieffert	Student	X
Carmen Lendt	Student	X

Equitable Access to Excellent and Diverse Educators

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

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

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

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

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

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

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

Respond to the questions below.

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

Limit response to 200 words.

Sleepy Eye Public Schools have no “ineffective teachers” (per the definition given in this document) in its employ. Having said that, we do have two “out-of-field teachers” teaching in the special education department. Both of these teachers are currently working towards their certification in special education. This information comes from examining teacher credentials and licensures in the employ of Sleepy Eye Public Schools. We are primarily a two section school, so this essentially means that all students will eventually have each of our core teachers. Administrators, board members, and curriculum coordinators are all voices at the table when it comes to hiring a highly qualified and diverse staff.

- 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.

Sleepy Eye Public School is a small district, and, therefore, experience challenges in meeting equitable access standards as set by the Minnesota Department of Education. Having said that, here is the process we employ in recruiting, hiring, assigning, and retaining highly qualified teachers.

When a position opens up, Sleepy Eye Public School advertises the position in numerous venues including, but not limited to, EdPost, Education Minnesota, and LinkedIn. Hiring committees consist of an administrator, teacher, curriculum coordinator, and school counselor. During the 2019-2020 school year certified teachers at Sleepy Eye Public School were all highly qualified, as defined by the state of Minnesota.

Data from our STAR (Staff Automated Reporting) system is our first filter in determining where teachers are assigned within our district. School administration examines other teacher certifications when assigning personnel. For example, a teacher with a reading specialist certification would be assigned to a reading intervention class.

We have a strong teacher induction program designed to support teachers as they continue to grow in their practice and discipline. Sleepy Eye School administration strives to ensure all students have a highly qualified teacher in each of their classrooms.

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

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

Limit response to 200 words.

We have two primary groups of students in our school – Hispanics and white, both fairly equal in numbers. Currently, we have only one Hispanic teacher in our district. We do, however, have several Hispanic Para-professionals in the employ of our district. Of course, if we were able we would need to hire several more Hispanic teachers if we want to reflect our student demographics proportionally.

- 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.

Again, as a small school district with limited resources we can only do so much in recruiting diverse teachers. We cannot hire those that do not apply. However, according to standardized test results there appears to be little discrepancy between our student of color and our white population. We have recently added a new college course (through SMSU's College Now Program) called "Introduction to Education." This course is designed for high school students considering education as a career. Last year (the first year offered) we had one student of color take the course. We are hoping we can grow in this number in subsequent years and foster an interest in education as a career amongst our Hispanic population.

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
Sixty percent of Pre-K students in the four-year old program enrolled during the 2019-2020 school year will identify at least 30 of 40 letters by May 8th, 2020.	Unable to report.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

Narrative is required; 200-word limit.

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

This goal was established based on the letter recognition requirements expected on the kindergarten assessment administered. This assessment requires that kindergarten students identify 40 of 40 uppercase and lowercase letters by the end of the first semester of their kindergarten year. As a result, it is important that Pre-K students have a strong base when they enter school as a kindergarten student. Strategies used that promote letter recognition include letter tracing in different mediums including sand and shaving cream, on paper, on whiteboards, as well as letter recognition activities with letter tiles and letter recognition tubs. Learners also work with letters in their name and do daily letter and word association during calendar time. These strategies are implemented with consistency and fidelity on a daily basis in an effort to promote recognition of upper and lowercase letters. To determine if learners are retaining knowledge of letters, various progress monitoring tools are administered including short worksheets at the end of every week as well as the tri-annual benchmark assessments which are given in the fall, winter, and spring of every year. The winter benchmarking data indicated that 58% of Pre-K students were able to identify 30 of 40 uppercase and lowercase letters as of March, 2020. It is anticipated that over 60% of Pre-K students would have met this goal had we been able to assess in May, 2020. Unfortunately, due to the COVID restrictions and the lockdown this assessment did not take place.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Fifty-seven percent of all students in grade 3 at Sleepy Eye Elementary School enrolled by October 1st, 2019 will meet or exceed the state reading accountability test in 2020.</i></p>	<p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

The goal was established based on data from the fall benchmark assessments, specifically the STAR test, EXACT PATH test, and Fountas Pinnell test results, which gives grade level equivalency. Our test coordinator disaggregates test data into student groups in determining services. Students below the benchmark are flagged for Title I services and specific interventions are administered daily in accordance with their specific need. Those students are referred to our after school targeted services program where students receive an additional hour of instructional support. Progress monitoring is done weekly to determine whether interventions are impacting student growth toward grade level standards. Even through distance learning, interventions were still administered on a regular basis two to three times a week depending on that particular week's schedule.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>The percentage of Free/Reduced Price Lunch students in all grades tested within Sleepy Eye that are proficient on the state reading accountability test will increase from 48 percent in 2019 to 52 percent in 2020. Similarly, the percentage of Non-Free/Reduced Price Lunch students in all grades tested within Sleepy Eye that are proficient on the state reading accountability test will increase from 65.7 percent in 2019 to 66 percent in 2020.</i></p>	<p>Unable to respond.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

In determining this goal, student achievement diagnostic tools employed include the Minnesota Comprehensive Assessment (MCA), American College Testing (ACT), Armed Services Vocational Aptitude Battery (ASVAB), Preliminary School Aptitude Test (PSAT), and numerous summative assessments administered by individual teachers. Students in grades 7-11 partake in timed readings every two weeks in preparation for the MCAs and ACT. The results are analyzed by our ELA departmental teachers and are used in framing instructional strategies, focus areas, and lesson plans. We disaggregate data by using the subgroups designated by the state; FRP, non-FRP students, and SPED. These are the only groups large enough for us to consider.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Sixty percent of all students in grade 8 at Sleepy Eye Public School enrolled by October 1st, 2019 will meet or exceed the state reading accountability test in 2020.</p> <p>Sixty percent of all students in grade 8 at Sleepy Eye Public School enrolled by October 1st, 2019 will meet or exceed the state math accountability test in 2020.</p> <p>Fifty-five percent of all students in grade 8 at Sleepy Eye Public School enrolled by October 1st, 2019 will meet or exceed the state science accountability test in 2020.</p>	<p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

Eighth grade MCA scores were used in determining these goals, as well as our students' future needs. Additional individual support time will be given to these students before, during, and after school. Reading support will focus on CBM data to target those students not progressing at a reasonable rate. Students not progressing at a reasonable rate will be given additional time during the school day to work on grade level standards in all three content areas. Additional support for the reading and science areas will utilize two different online programs that identify specific standards in which students need additional practice. These programs/opportunities are available to students in school and independently outside of school. Current support systems for math will be maintained, as they seem to be effective given the improvement in our MCA math scores. Further, we hired a full-time interventionist who, along with our school counselor, created ACE (Academic Coaching for Excellence) classes for students who are struggling academically.

All Students Graduate

Goal	Result	Goal Status
<p>The percentage of all twelfth grade students at Sleepy Eye Public Schools enrolled on or by the school designated commencement date in 2020 will maintain at 100 percent, as was the case in 2019.</p>	<p><i>The percentage of all twelfth grade students at Sleepy Eye Public Schools enrolled on or by the school designated commencement date decreased from 100 percent in 2019 to 95 percent in 2020.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input 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"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

Student progress towards graduation is monitored by our school's counselor and student advisors. In the case where students are not necessarily on track for graduating with their class, parents are contacted and students and parents are informed of the areas their child is deficient in. Credit recovery options are available to students, including summer school classes as well as online credit recovery programs. All efforts are made to encourage students to take advantage of these opportunities to get "back on track." Ultimately, the decision is theirs. Parents and students are made aware of these opportunities. In disaggregating this data, student racial and ethnic demographics were considered. Of the 2020 senior class that did not graduate on time with their classmates, one student is Hispanic and one is white.

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?
The number of students at Sleepy Eye High School enrolled in vocational and or college prep/level courses will increase by five percent from 2018-2019 to 2019-2020.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	In 2018-2019 sixty-seven percent of students at Sleepy Eye High School were enrolled in vocational or college prep/level courses.	In 2019-2020 seventy-one percent of students at Sleepy Eye High School were enrolled in vocational or college prep/level courses.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not 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?

From the Achievement/Integration (A/I) needs assessment that we conducted, and from subsequent discussion with the A/I Planning Team, that in 15-16, 17% of our students enrolled in either vocational and or college courses as determined and reported in Infinite Campus. Therefore, we will employ a “.5 Post Secondary Advocate” whose focus will be to create awareness of college and career paths and meet with students and families to encourage participation in these courses. This person will also work in and with the community to build partnership in careers.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Ninety percent of sixth grade students at Sleepy Eye Elementary school will attend the College Expo hosted by the Cottonwood River Integration Collaborative (CRIC).	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	In 2018-2019 ninety percent of sixth grade students at Sleepy Eye Elementary school attended the College Expo hosted by the Cottonwood River Integration Collaborative (CRIC).	Unable to report.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input checked="" 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?

Although this event was planned, COVID restrictions shut it down before it was able to be held. Therefore, we have no data or results to report.

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.

Unable to report.

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?

Quite honestly, we as a district were not really concerned with meeting our integration goal in the spring of 2020. The focus was on how we can best meet our students' emotional and academic needs remotely. We, like every other school in the state, had short window of time to create a distance learning plan that effectively accomplished these two main goals. Even when given extra time by the state department to evaluate and revise our distance learning model, we were directed to focus on our student's mental health needs and improve academic delivery.

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.

- 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: <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.

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

Narrative is required; 200-word limit.

- 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?
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.

- 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 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.

- 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?
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.

- 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.