MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

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

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

- **https://www.ulenhitterdal.k12.mn.us/sites/ulenhitterdal.k12.mn.us/files/files/Private_User/uhtech/Updated%2019-20%20WBWF.pdf**

- 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.*

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)
Kim Skjold	School Counselor	
Cara Herzog	MTSS Coordinator	

Ryan Baron	Superintendent	
Jason Smith	Dean of Students	
Peg Bratten	American Indian Coordinator	
Laura Tweten	School Board Member	
Donna Jacobs	School Board Member	
Janet Maesse	3rd grade teacher	
Christine Crompton	Preschool Teacher	

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?

Type response here

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

The Ulen-Hitterdal Public School is fortunate to be able to hire highly qualified teachers who are licensed professional educators. Administration and classroom teachers discuss grade level and individual student needs when developing class lists and assigning licensed teachers. Most of our students are in one section, but we do have some grade levels in two sections, this allows us to provide more attention to the needs of our students. Data used to determine classes and needs are viewed monthly.

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Here at Ulen-Hitterdal, like all schools, strive to eliminate gaps that prevent our students from achieving at a level comparable with their peers. We, as a district, work towards these goals through a variety of programs offered.
Students who are struggling to learn are first identified at the classroom level. Our classroom teachers are our front line for identifying families in need. Once a need, or gap, is recognized our students have a few options available. Academically and socio-emotionally, we have a group of teachers who work together on our Teacher Assistance Team. This team is an opportunity to begin using a variety of strategies to assist these students and their education. This path may lead to Special Education, or it may be a chance to get a student the help they need to be successful in school, regardless of their socio-economic situations. If the need has more to do with a situation outside of our school, we work closely with our school social worker and Clay County (through our school resource officer), as well as an outside counseling service that offers assistance two days a week.
We offer a targeted services program as well as an after school program. The after school program works with elementary students on social skills, and the targeted services program works with academics. This allows parents to finish their work day, allowing for greater financial stability. It also allows students to work on those skills they need to be successful in school, and in life. We close the gap by giving these students both 21st century skills throughout the day and after school, and supporting them and their families using services provided by the County.

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.**

- **Currently, we have an American Indian Coordinator on staff that does a great job teaching lessons to our students about the American Indian culture.**

- **Ulen-Hitterdal administration along with other teachers will make a conscious effort to interview, evaluate and hire the most qualified individual for the job.**

- 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?

- **Ulen Hitterdal Public School makes a concerted effort to hire outstanding educators for all positions. We are a small school and we work hard to make every attempt to ensure all teachers are qualified for the classes they are teaching and that they do not teach classes that are out of their field. Since we are a small school we typically have only one, sometimes two class sections per grade level. As we assign teachers to grade levels, we attempt to spread our staff according to experience and effectiveness based on student needs. As we assign students to classes, we take into account the teacher's experience and effectiveness and we attempt to place students to classes where we expect to see the greatest success. We utilize district STAR and MCA data and student achievement data as a guide for placing teachers in a position that is the most effective for both students and our district.**

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

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

x___   District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

___   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
Provide the established SMART goal for the 2020-21 school year. **70% of preschool students will reach 83% accuracy in Letter Sound Fluency and Letter Naming by Spring Benchmark. Measured using AIMSweb**	Provide the result for the 2020-21 school year that directly ties back to the established goal. Letter Sounds: 68% students met spring benchmark. Letter Names: 84% of students met spring benchmark.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) __x_ Met Some (multiple goals) ___ Met None (multiple goals)

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?

- How is this data disaggregated by student groups?

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

- **Summative Assessments in which the children are asked Letter Naming and Letter Sounds in the classroom 3 or 4 times a year through Teaching Strategies Gold and using Creative Curriculum, anecdotal notes, and AIMSweb in which the children are assessed 2 or 3 times a year**
- **Preschool children learn from each other and are put in mixed groups at first and as progress with skills, groups are switched to become more focused in areas of need.**
- **Daily WIN (WHAT I NEED) intervention time where students are grouped by skills they need to practice. After data is collected through assessments this information is used to pull students one on one or in small groups practicing the same skills to further support learning.**
- **The teacher has also spent time viewing webinars with strategies to teach letters and sounds to young children.**
- **We are consistently meeting with students to support their needs during WIN groups as well as in the classroom. We also meet as a team to adjust goals and targets and to implement learning targets that are developmentally and age appropriate.**

All Students in Third Grade Achieving Grade-Level Literacy

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.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Goal 1: Third graders will read with a 80% accuracy rate as measured by AIMSweb benchmarks at the end of third grade. **Goal 2 : 80% of third grade students will read above the 50th percentile as measured by STAR Reading tests by the end of their third grade year.** **Goal 3: Third grade students will reach 80% proficiency on the spring MCA reading test.**	**Goal 1: 62% of students met fluency benchmarks.** **Goal 2: 51% of students met their end of year benchmark according to STAR reading** **Goal 3: Third grade students reached 41% proficiency on the spring MCA reading test.**	___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) _x__ Met Some (multiple goals) ___ Met None (multiple goals)

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?

- **Data used: STAR Reading data and AIMSWeb.**
- **PRESS DATA**
- **Summative Assessments**
- **Teacher Observation**

- How is this data disaggregated by student groups?

- **It currently isn't separated into different student groups besides by grade level. We do not disaggregate data based on ethnicity or socioeconomic status currently.**

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

- **Grade Level Meetings, Data Tracking, daily intervention time.**
- **Team teaching, planning time and supplementing areas where students need more practice.**

Close the Achievement Gap(s) Between Student Groups

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.	*Check one of the following:* ___ On Track (multi-year goal)

Overall proficiency in the Free and Reduced Lunch and American Indian/Alaskan Native categories will increase, thus aiding in closing the achievement gap by utilizing current student achievement, best practices and actions steps. All other demographic areas aside from Free and Reduced Lunch result in counts too small to report for high school.	*American Indian/Alaskan Native (cell size too small, won't calculate)* *Special Education (cell size too small)*	___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- **MCA Reading Data and STAR Reading Assessments**
- What strategies are in place to support this goal area?
- **Grade level meetings in the elementary to discuss individual student needs based on data from STAR assessments as well as classroom assessments**
- **High school meets to discuss individual students and what interventions can be used to increase student achievement**

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. **90% or more of Ulen-Hitterdal juniors and seniors taking college classes will earn a C or higher.**	Provide the result for the 2020-21 school year that directly ties back to the established goal. **96% of Ulen- Hitterdal juniors and seniors taking college courses**	*Check one of the following:* _x__ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal)

50% of Ulen-Hitterdal juniors who took the ACT will reach or exceed the college ready ACT composite score of 20. **Ulen-Hitterdal will increase the percentage of 8th graders reaching the MCA proficiency rates by 10% in math and 10% in reading.**	**earned a C or higher.** **54% of Ulen- Hitterdal Juniors who took the ACT reached or exceeded the ACT composite score of 20.** **8th Grade MCA proficiency decreased by 9% in Math and 20% in Reading.**	___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?

- **Based on the grade reports in the past from students we have seen that for students taking an online college class they may need more support.**

- **Based on attendance reports we can also identify students who may need additional support for the more challenging courses.**

- How is this data disaggregated by student groups?

- **It currently isn't separated into different student groups besides by grade level. We do not disaggregate data based on ethnicity or socioeconomic status currently.**

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

- **Grade checks implemented every two weeks help with navigating online materials as well as communication with teachers.**
- **Introduction materials and resources to help study for the ACT.**
- **The On to College program used to help students be prepared for the ACT.**

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. **Ulen-Hitterdal Public School will maintain or exceed a graduation rate of 90%**	Provide the result for the 2020-21 school year that directly ties back to the established goal. **Ulen- Hitterdal Public School had a graduation rate of 96.5% for the 2020-21 school year.**	*Check one of the following:* _X__ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

		___ Met All (multiple goals)
		___ Met Some (multiple goals)
		___ Met None (multiple goals)

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?

- **As a district we track students' grade progress every two weeks, attendance checks every two weeks and any credit recovery options that are needed.**

- How is this data disaggregated by student groups?

- **Currently we separate the data by grade levels and by attendance. We can track to see if there is a trend between attendance and grades. We do not track based on socioeconomic status or ethnicity.**

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

- **We have automatic checks every two weeks for both grades and attendance. When students reach a certain threshold there are parent meetings that are scheduled. If a student ends up needing credit recovery options we work with the teachers and a program near us with accredited teachers.**

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:

- **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.

- **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 HYPERLINK](https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary-and-Achievement-and-Integration-A-I-Progress-Report-copy) "https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary -and-Achievement-and-Integration-A-I-Progress-Report-copy"& HYPERLINK "https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary -and-Achievement-and-Integration-A-I-Progress-Report-copy"I Annual Summary HYPERLINK "https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary -and-Achievement-and-Integration-A-I-Progress-Report-copy"& HYPERLINK "https://survey.alchemer.com/s3/6457272/2020-21-Combined-World-s-Best-Workforce-WBWF-Summary -and-Achievement-and-Integration-A-I-Progress-Report-copy" 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: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity | Copy the baseline starting point from your plan implemented in the 2020-21 SY. | Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." | **Check one of the following:** ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report |

Narrative is required. 200-word limit.

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

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

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

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ____ On Track ____ Not on Track ____ Goal Met ____ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
-
- **Please note:** If you have more than three goals, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

Racially Identifiable Schools

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

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

School Name: Enter school name here

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

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

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

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

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
-
- **Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here