



## 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form. *Board Approved December 1, 2021*

**District or Charter Name:** Athlos Academy of St. Cloud

**Grades Served:** K-8

**WBWF Contact:** Randy Vetsch

**A&I Contact:** N/A

**Title:** Vice Principal

**Title:** N/A

**Phone:** 320-281-4430

**Phone:** N/A

**Email:** rvetsch@athlosstcloud.org

**Email:** N/A

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

☐ Yes ☒ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

# World's Best Workforce

## Annual Report

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

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

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

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

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.***

**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)
Randy Vetsch	Administration	
Kim Strandemo	Administration	
Kate Hill	Parent	
Kerin Helmke	Parent	
Aaron Schwenzfeier	Community Member	
Rebecca Hull	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?

**Limit response to 200 words.**

- *Athlos Academy uses reports that include demographic information, behavior, and attendance data, as well as, academic data to ensure equitable access. This data is reviewed quarterly.*
- *Athlos Academy administration, academic and behavior team, and Lead and classroom teacher were involved in the conversation.*

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.**

- *The Athlos Academy Administrative Team uses measures when placing teachers with students and determining student class lists. They discuss placement in the Spring and again in the Fall. Athlos Academy believes that experience of teachers is an important factor in determining teacher excellence; however, it is only one of four factors that we use. Athlos Academy administration places teachers using data in the following four areas:*
  - *Training in the specific content area or grade level which goes beyond licensure*

- *Successful past experience in the grade level or content area*
- *Past evaluation results from Athlos Academy*
- *Coaching support for teachers in order to help them be successful in the classroom*
- *Using the four factors listed above, we place teachers with the students who most align to their strengths. Athlos Academy also works hard to have heterogeneous class lists. This prevents teachers from having an overload. Within the first six weeks of a semester, the team evaluates student performance both academically and behaviorally. Some changes to classroom assignments or in-class supports will be modified.*
- *The goals at Athlos Academy to reduce and eliminate access gaps is continue to provide interventions for students with Title and EL Services with push in and pull out supports. Teachers are also differentiated and doing small group pullouts based on skills needed. We do data discussions every 6 weeks to discuss students' progress and regression. PLCs meet weekly to discuss data and instruction.*

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, the demographics of our teachers does not reflect the diversity of the students enrolled. However, we have seen an increase in diversity in staff (non-teaching positions) that represents our student population. Our Black, specifically Somali, demographics is underrepresented. Eight more teachers of color are needed to be hired reflect our student population.*

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

**Limit response to 200 words.**

*Athlos Academy has created partnerships with universities in regards to student teacher placement. We are also attending educational job fairs. Athlos Academy is also implementing a tuition reimbursement program for non-teachers to enter the teaching profession to obtain more teachers of color.*

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

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

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

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

### ***All Students Ready for School***

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  In 2020-2021, 75% of kindergarten students will be prepared for school according to a nationally developed assessment for both math and reading skills.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  According to the Dibels Assessment that was administered to Kindergarteners this fall only 32% were identified as prepared for school.	<b><i>Check one of the following:</i></b>  <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)

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

**Narrative is required. 200-word limit.**

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

*We used results from the Dibels Assessment to measure the results for kindergarten students this fall. The data identified the students that required intensive support. The data is distributed to EL and Title to aid in the creation of groups and instruction. Teachers also use this data to establish small groups/differentiation and to aid in their planning and instruction.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>80% of 3rd graders at Athlos Academy will achieve 50% growth in their Fall to Spring Literacy scores using the STAR assessment.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Due to the COVID-19 Pandemic, this goal was not realized. Only 26% of 3<sup>rd</sup> graders achieved more than 50% growth on their Fall to Spring Star Assessment.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

**Narrative is required. 200-word limit.**

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

*We used results from the STAR Assessment to measure the results. We can also use the data from the STAR Assessment to determine which grade level standards and skills are deficient. The data is distributed to EL and Title to aid in the creation of groups and instruction. Funds were used to purchase technology and resources and to hire more intervention staff to address these needs/goals.*



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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state reading accountability tests (MCA and MTAS) will decrease from 56.1% in 2019 to 36.1% in 2021. The proficiency gap between nonblack and black students enrolled in grades 3-8 at Athlos Academy using the state math accountability tests (MCA and MTAS) will decrease from 54.3% in 2019 to 44.3% in 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Due to the COVID-19 pandemic, the gaps widened in math and reading as students there were interruptions in educational/instructional models.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

**Narrative is required. 200-word limit.**

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

*The 2021 MCA Data was used to determine the effectiveness of the goal. The proficiency of Black to Non-Black students decreased by 11.3% in math and 4.9% for Black students as compared to 16% in math and 24.2% for Non-Black students. All demographics decreased in proficiency percentages. More resources and technology was purchased and more instructional staff was hired to provide more interventional support services to students who are below grade level.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Our district does not currently have a Career and College Readiness Program. Athlos Academy will identify and implement a Career and College Readiness Program for students in 6th - 8th grade.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p>	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

**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?

*Nothing is currently in place. We are exploring some programs for our middle school students.*

### ***All Students Graduate***

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year.  N/A	Provide the result for the 2020-21 school year that directly ties back to the established goal.  N/A	<b><i>Check one of the following:</i></b>  <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)

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

**Narrative is required. 200-word limit.**

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

N/A

## 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

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

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Type response here

**A and I Contact:** Type response here

**Title:** Type response here

**Phone:** Type response here

**Email:** Type response here

### ***Annual Public Reporting***

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

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

### ***Annual Public Meeting***

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

***Achievement and Integration Goal 1***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following:  ___ 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."	<b>Check one of the following:</b>  ___ 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 <b>one</b> 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 <b>one</b> 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:**

### ***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 <b>one</b> 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 <b>one</b> 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 <b>one</b> 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