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

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

District or Charter Name: Oshki Ogimaag Charter School #4195

Grades Served: K-6

WBWF Contact: Carmen Keyport	**A&I Contact**: Type response here
Title: Director	**Title**: Type response here
Phone: 218-475-2112	**Phone**: Type response here
Email: director@oshkiogimaag.org	**Email**: Type response here

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

___ Yes ___X___ 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. http://oshkiogimaag.org/documents__forms

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.

> December 9, 2020 Annual meeting by zoom at 6:00 pm.
> December 8, 2021 Annual meeting at 6:00 pm at Oshki Ogimaag Charter School

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)
Carmen Keyport	Director	
Erik Redix	Teacher/School Board Member	
John Morrin	School Board Member	
Patty Winchell-Dahl	School Board Member	
Carol Cleveland	School Board Member/Parent Advisory Committee	
Yastrianne Spry	School Board Member/Parent Advisory Committee	
Travis Novitsky	School Board Member	
Jeana VanDyne	Teacher/Parent Advisory Committee	
Daniel Deschampe	Parent Advisory Committee	
Krysten Flett	Parent Advisory Committee	
Danelle Reilly	Parent Advisory Committee	
Christina Deschampe	Parent Advisory Committee	
Kristi Krenz	Parent Advisory Committee	

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?

We are a very small school located in Northeast MN (6 miles from the Canadian border). We are located on the Grand Portage Indian Reservation, every year most or all of our students are American Indian. We have a high rate of students eligible for free/reduced price lunch and we have a high percentage of students that have IEP's.

We are a small school- we have only a few students in each grade and have multi grade classrooms. We do not have to look at data to see how to arrange our classrooms or how to see which students will be with which teacher. One teacher for grade K/1, one teacher for grades 2/3, one teacher for grades 4-6.

- 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?

Equitable Access to experienced and effective teachers is not going to change until there is more state funding for schools- especially Charter Schools- so they can pay higher salary and offer teachers better benefits. When teachers can earn a better salary more people will go into the field of teaching.

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?

The student body at Oshki Ogimaag is almost predominately American Indian. We started the school year having 2 licensed teachers and 1 paraprofessional that identify as American Indian and 3 licensed teachers and 0 paraprofessionals that identify as white.

- 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?

As a school that is located on an Indian Reservation we advertise all job opportunities on the reservation, we are happy to give employment opportunities to people that know our students and have a vested interest in seeing our school succeed. I encourage our paraprofessionals to continue their education to become teachers. I encourage our youth to do well in school and be leaders and be teachers if that is their interest. We interview all people that apply for positions. We not only advertise here on the reservation but at the colleges we try to reach out to folks that may know some American Indian

students that would have an interest in relocating to our reservation or coming back home. We live in a fairly remote area so it is difficult to attract folks that may rather live in the big city.

Strategies to hire American Indian teachers are that we post on American Indian websites, through college advisors that work with AI students at the college level, through Minn-Indian digest, through reservation Facebook pages, through word of mouth and anywhere else the board of directors can think of. Our school board members are American Indians and generally have connections to other groups of people that may be aware of educators looking for jobs-if there are any- word of mouth is great advertisement.

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.

X   District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. 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
From FY18 to FY 23, the aggregate percentage of Kindergarten students entering the school who have completed an Early Childhood Screening will be 100%. The screening will be through Head Start or ISD 166..	Students are being screened, many are attending Head Start and are being screened through their program.	***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.

- If students enter school with pre-school screening records or an IEP we know they have participated in the screening. We are generally 90-100% American Indian students, all are treated equally.
- Educate parents and community about how important it is to participate, encourage families to enroll their child in Head Start, make it well known when screenings happen, personal invites.
- It is working if all students are being screened before entering Kindergarten.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Over the period of the contract, students at OOCS will demonstrate proficiency in reading as measured by state accountability tests. From FY18 to FY19 and FY21 to FY22, the aggregate percentage of students in grades K-6 that will achieve grade level proficiency (Average or above) as measured by the spring FASTbridge assessment as reported on the FASTbridge "Class Report" will be at least 50%. (FY20 is excluded due to impacts from Covid-19 and distance learning.) From FY19, FY21, and FY22, the aggregate percentage of students in grades K-6 who meet or exceed grade level reading expectations based on FASTbridge for Reading in spring will be at least 50%.	OOCS used FASTbridge for both measures we did not meet our goal on these measures. It is important to remember that we have a high number of special education students, and it is not realistic to expect them to be at grade level.	***Check one of the following:*** ___ On Track (multi-year goal) X___ 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.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?

Data from FASTbridge assessment was used for this goal. We are continuing to offer 1:1 support to students, encouraging reading at home, encouraging students to read on IXL or similar programs to help with reading skills.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
From FY18 to FY20, the aggregate percentage of students who attend OOCS will demonstrate growth on their Anishinaabe language oral communication skills - from basic developmental proficiency stage to intermediate developmental proficiency in the areas of listening and speaking from fall to spring- as measured by the Ontario Ministry of Education's First Nations Language Benchmarks will be at least 75%.	100% of our students were able to progress from the beginner proficiency stage to intermediate developmental stage in Ojibwe language. We have a full time Ojibwe language teacher that works with all students every day. He has a variety of techniques to help students learn to listen to and understand the language as well as speak the language. Consistency and Repetition while making it fun.	*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? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

This is a goal that is set for students' school wide. We are located on the Grand Portage Indian Reservation, our student population is 90% + American Indian or of American Indian decadency. We feel that if students can better identify with their culture they can feel better about themselves, when students feel better about themselves they will likely stay in school longer and do better in school.

The strategy we use to support this goal is we have an Ojibwe language teacher on staff full time, he teaches each class daily and also uses the language throughout the day and school as a means to communicate- although we are not an immersion school. It has been proven that students can pick up on a second language easier when they are younger, and it helps with their brain development and their speaking skills.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Over the period of the contract, students at OOCS will demonstrate growth in reading as measured by state accountability tests and nationally normed assessments. From FY21 to FY22, the aggregate average growth percentile from fall start score of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aReading will be greater than 50%. From FY21 to FY22 in aggregate, greater than 50% of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aReading will have a growth percentile from fall start score of greater than 50%. From FY21 to FY22, the average growth percentile from fall start scores of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aMath will be greater than 50%. From FY21 to FY22, greater than 50% of students in grades K-6 enrolled in OOCS for both the fall and spring FAST aMath will have a growth percentile from fall start score of greater than 50%.	OOCS met both goals for FY 21 the caveat being Kindergarten students were not in the calculation because FASTbridge did not calculate them in the 'growth % by start score' in aReading. The 19 students considered in measure 3.4 the average growth percentile was 50.2%. Measure 3.5 10 of 19 students scored greater than 50% in growth percentile fall to spring. OOCS made very good effort on approaching the target of this goal area. The average growth percentile was 44.7% and 8 of the 19 students assessed scored greater than 50% in growth percentile from fall to spring. Kindergarteners were not included in the calculation.	*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?

Data from FASTbridge assessment was used for this goal. Some students showed a lot of growth in reading and they still are not at grade level. Growth is good, it shows they are learning and trying. We have a high number of special needs students so the expectation is not that they will be at grade level.

We continue working with them in special ed, if they are a special ed student, or in small groups or 1:1 if they are a gen ed student to keep working towards each student's full potential.

All Students Graduate

Goal	Result	Goal Status
OOCS is a K-6th grade school.		***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) ___ 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?

Type response here

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."	**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