



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

District or Charter Name: Wheaton Area Schools

Grades Served: PK-12

WBWF Contact: Daniel Posthumus A&I Contact: N/A

Title: Superintendent Title: N/A

Phone: 320-563-8282 Phone: N/A

Email: dposthumus@wheaton.k12.mn.us Email: N/A

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?  
 Yes  No

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

This report has three parts:

**WBWF:** Required for all districts/charters.

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

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

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

# World's Best Workforce

## Annual Report

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

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

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

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
  - [www.wheaton.k12.mn.us](http://www.wheaton.k12.mn.us)
- Provide the direct website link to the A&I materials.
  - Not Applicable

## Annual Public Meeting

The WBWF Plan was reviewed at the Wheaton High School Library on Monday, December 14<sup>th</sup>.

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year. Report on your membership list.**

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Heidi Rinke	Staff Development/ Parent	
Jayne Oachs	Career & Tech Ed.	
Janet Koch	Community Ed	
Ray Gibson	Technology	
Kelley Berger	English/Parent	
Melissa Deal	Special Education/Parent	
Amanda Olsen	Parent/Elementary	
Sarah Young	Counselor	
Brittany Erickson	Science	
Marty Lanter	Administration/Parent	
Daniel Posthumus	Administration	
Corey Spilde	Social Studies/Parent	

## Equitable Access to Excellent and Diverse Educators

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

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

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

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.

- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

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

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

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

**Respond to the questions below.**

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

**Limit response to 200 words.**

Our District is very small, and most grades and classes only have 1 teacher per class. Students who choose that class or go into that grade level all have the same teachers available to them. We can access the data by reviewing our student class lists. Each spring our administrators review the upcoming secondary school schedule and ensure all students have access to all classes and opportunities as appropriate to their grade level.

- 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.**

Wheaton Area Schools will hire and place the best instructors available for all classes to ensure equitable access for all students in all grades and subjects.

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.**

Hispanic, Black, American Indian and Asian ethnic groups are represented in our district students, that are not yet represented by our teaching staff.

We would need to hire an additional four teachers of color and American Indian decent in order to 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.**

We continue to advertise teaching positions state-wide, seeking a large application pool that will hopefully include teachers of racially diverse backgrounds.

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

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

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

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

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

## Goals and Results

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

## All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>80% of students entering Kindergarten will meet the standards for Kindergarten Readiness established by the Start Early Literacy Assessments given in September of 2019.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>We were not in school and therefore could not administer the assessments.</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 type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input checked="" type="checkbox"/> Unable to report</p>

### Narrative is required; 200-word limit.

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

Because our goal was based on results for the Early Literacy Assessments, which could not be administered, we continue to move forward based on our local assessments.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The percentage of all students in grade 3 at Pearson Elementary enrolled by October 1, who are proficient on the Reading MCA will be 75% or higher in 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Students were not on campus and therefore could not take the MCA tests.</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 type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

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

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

Because our goal was based on MCA results, which we were not able to administer, we continue to move forward based on our local assessments.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Our FRP lunch data assessment results showed that 49.2% of our students were proficient, as assessed on the Spring 2019 Reading MCA on a District-wide scale, compared 64% of “all” students being proficient on the Spring 2019 MCA. This showed a 14.8% gap. The Students at Wheaton Area Schools will reduce that to a 10% gap between for 2020, based on the MCA results.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>We were unable to assess this goal since we did not administer the MCA tests in 2020.</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 type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

### Narrative is required; 200-word limit.

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

Because our goal was based on MCA results, which we were not able to administer, we continue to move forward based on our local assessments.



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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Wheaton Area Schools will increase by 10% for the 8<sup>th</sup> grade math for the 2019-2020 MCA test results. 37% of students were proficient for the 2018-2019 MCA assessment.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report</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 type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

### Narrative is required; 200-word limit.

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

Because our goal was based on MCA results, which we were not able to administer, we continue to move forward based on our local assessments.

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Wheaton Area Schools will achieve a graduation rate of 90% for all students in the cohort group (enrolled in grade 9 and graduate four years later) with no student subgroup achieving less than 85% by 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Nineteen of 20 high school seniors (19/20) graduated on time in the spring of 2020. This shows a 95% graduation rate by these calculations.</p>	<p><b>Check one of the following:</b></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

### Narrative is required; 200-word limit.

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

We used the graduation data that we know, which is which students graduated on time. Last year, due to the distance learning model that we had to follow, we had students stop participating. Contacting parents, the student, social services and meeting with the student and parents were not enough to keep the student engaged.

Strategies:

Our District utilizes the Response to Intervention (RTI) model to ensure students are progressing toward grade level requirements. Once monthly, teachers have an opportunity to discuss concerns about students who are not progressing toward grade level targets with our Child Study Team (CST). The Child Study Team consists of general education classroom teachers, a Title teacher (at the Elementary level), special education teachers, and an administrator. The CST then analyzes assessment data to match students in need with appropriate research-based interventions. The CST reviews student progress to determine whether an intervention is appropriate. If the data indicates a need for a change in the intervention, adjustments are made to the student's programming.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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

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

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

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

### Achievement and Integration Goal 1

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

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

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

Type response here.

## Achievement and Integration Goal 2

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

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

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

Type response here.

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

## Integration

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

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

Type response here.

## Impacts from Distance Learning

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

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

Type response here.

## Racially Identifiable Schools

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

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

**School Name:**

### Achievement and Integration Goal 1

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

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

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

Type response here.

## Achievement and Integration Goal 2

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

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

Type response here.

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

## Integration

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

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

Type response here.

## Impacts from Distance Learning

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

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

Type response here.



## Achievement and Integration

**This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year A&I plan (SY 2018-20). If you are reporting on year 1 of your 3-year A&I plan (SY 2020-22), please use pages 16-22 of this document.**

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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

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

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

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

## Achievement and Integration Goal 1

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

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

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

Type response here.

## Achievement and Integration Goal 2

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

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

Type response here.

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

## Integration

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

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

Type response here.

## Impacts from Distance Learning

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

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

Type response here.

## Racially Identifiable Schools

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

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

**School Name:**

### Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
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- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here.

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

## Integration

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

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

Type response here.

## Impacts from Distance Learning

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

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

Type response here.