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

District or Charter Name:	ROCORI Public School
Grades Served:	PreK-12

WBWF Contact:	Brad Kelvington	A and I Contact:	Sam Court
Title:	Superintendent	Title:	Principal/DAC
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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

X	Yes		No

List of districts with a Minnesota Department of Education (MDE) approved Achievement and Integration plan during the 2019-20 school year.

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 school year. *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 school year. *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 (2019-20) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

A&I Requirement: Districts must post a copy of their A&I plan,
a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.
- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-20 school year.*

WBWF
Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.
- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

District Advisory Committee

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

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

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

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Brad Kelvington	Superintendent	X
Nate Guetter	Secondary Principal	X
Eric Skanson	CSE Principal	X
Keri Johnson	RE Principal/Curriculum Director	X
Sam Court	JCE Principal/DAC	X
Stephanie Hillman	Community Education Director	X
Josh Austad	RHS Assistant Principal	X
Jake Nelson	RMS Assistant Principal	X
Joel Baumgarten	Activities Director	X
Jake Zauhar	District Lead Teacher	X
Stephanie Ruegemer	Distance Learning Coordinator	
Kristi Stavros	Teacher, Committee Chair	
Tara Levine	Teacher, Committee Chair	
Marsha Gilbertson	Teacher, Committee Chair	
Joyce Bauman	Teacher, Committee Chair	
Greg Spanier	Teacher, Committee Chair	
Chris Wander	Teacher, Committee Chair	
Mary Swanson	Instructional Coach, Committee Chair	
Jason Wesenberg	School Board	
Jennifer Bohnsack	School Board	
Sunny Hesse	School Board	
Debbie Nelson	Parent	
Nicole Bottelberghe	Parent	
Adam Haugen	Parent	

| Kristin Torell | Parent | |
| Emily Haus | Student | |

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 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.*

- Academic excellence is dependent upon quality teaching, which requires much professional development and support. ROCORI Public Schools is committed to continuous learning, reflection, and assistance for all. Currently, ROCORI schools has 33 teachers classified as Inexperienced and 5 teachers classified as Out of Field. MCA and local assessment data are analyzed by grade level comparing the percent proficient and student growth goals in Reading, Math, and Science. Teachers are placed in grade level/teaching assignments based on a balance of experience and advanced degrees. ROCORI public schools has an induction program for new teachers with the goal of supporting, guiding, and deepening the knowledge of new teachers in order to accelerate their professional growth as educators. All teachers participate in a Teacher Evaluation program based on the InTASC Model Core Teaching Standards and Learning Progressions for teachers
  - 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.*
    - ROCORI Schools wants all students to achieve academic excellence, and the district understands that resources need to be used equitabily to achieve these goals. Schools use data driven decisions in allocating resources and assigning staff. Each building has a building RtI team that disaggregates student data to identify areas for growth. Additionally, teachers use screening data, classroom formative assessments, and curriculur assessments to create supports for students who need additional review, acceleration, or scaffolding.

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.*
    - ROCORI Public Schools values student and staff identities and works to reflect the students that we serve. ROCORI has a long history of valuing Cultural Liaisons to support our families of color and students whose first language is one other than English. Currently, ROCORI schools reports 100% of licensed staff are white on the Minnesota Report Card. We have 11.5% Hispanic or Latino students, 2% students of Two or more races, and 1 percent Black or African American students. ROCORI would need to hire 18.5 Hispanic or Latino licensed staff members, 3 staff members of Two or more races, and 1.5 Black or African American staff to match our student numbers.
  - 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.*
    - ROCORI Schools works closely with local universities to recruit the best candidates possible. Our district lead teacher works to place student teachers and clinical students with our professional staff to build relationships that often lead to positions. ROCORI has a district equity committee that is receiving training in addressing inequities in schools and school activities. Moving forward the committee plans to provide equity training to all ROCORI staff as we work to build a bias-free equitable school and work environment.

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 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.

All Students Ready for School

Goal	Result	Goal Status
The percentage of students enrolled in the ROCORI Little Spartans Preschool Kindergarten Connection (4-year-old program) who are found on track and proficient with the OWL Curricular assessment will increase by 6% from fall 2019 to spring 2020.	Unable to Report	Check one of the following:

Goal Status detail:

	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)
	District/charter does not enroll students in kindergarten
X	Unable to report

Narrative is required; 200-word limit.

All preschool teachers train and collaborate on the assessment creating a standardized testing environment. Students are guided through age appropriate learning targets throughout the year as a way to elicit growth towards kindergarten readiness skills. Teachers are constantly observing for growth in their everday interactions, but also administer the assessment 3 times per year.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

ROCORI preschool tracks student data by program, teacher, and can also disaggregate the data by student needs (ie: special education). We strive to see growth in all students without widening the gap within our own program participants.

What strategies are in place to support this goal area?

All preschool teachers train and collaborate on the assessment creating a standardized testing environment. Students are guided through age appropriate learning targets throughout the year as a way to elicit growth towards kindergarten readiness skills. Teachers are constantly observing for growth in their everday

interactions, but also administer the assessment 3 times per year.

Teachers are consistently reflecting and collaborating on their assessment techniques as to monitor the consistency in test administration and remove as much subjectivity as possible.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The percentage of all students in grades K through 5 at ROCORI Elementary Schools enrolled by December 15 who show average to high growth on the earlyReading (Grade K,1) and aReading (Grades 3-5) will be at or above 80% when comparing Fall 2019 data to Spring 2020 data.	Unable to Report	Check one of the following:

Goal Status table:

	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)
	District/charter does not enroll students in kindergarten
X	Unable to report

Narrative is required; 200-word limit.

All students receive rigorous tier 1 instruction along with small group instruction. Additionally, teachers identify small groups and individuals for interventions in the classroom as well as for Title 1 reading support and for Reading Corps support. Local scores indicate that reading achievement is improving with the implementation of the new reading series and through teacher professional development in the areas of reading foundational skills. Unfortunately, all state and district testing was cancelled due to the COVID 19 pandemic.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
ROCORI Schools use MCA, aReading, earlyReading, CBMEnglish, and other local assessment data to analyze student achievement and growth at the elementary level.
What strategies are in place to support this goal area?

All students receive rigorous tier 1 instruction along with small group instruction. Additionally, teachers identify small groups and individuals for interventions in the classroom as well as for Title 1 reading support and for Reading Corps support. Local scores indicate that reading achievement is improving with the implementation of the new reading series and through teacher professional development in the areas of reading foundational skills.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status	
Each building will establish appropriate goals for general growth along with goals focused on the particular groups of students to reduce the achievement gap. Growth will be measured at the secondary level by MCA and STAR data and at the elementary level by Fastbridge data.	Unable to Report	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)
			District/charter does not enroll students in kindergarten
		X	Unable to report

Narrative is required; 200-word limit.

ROCORI Schools use in-class, screening, diagnostic and progress monitoring data along with MCA scores to examine progress toward each WBWF goal. Each individual building choses specific research-based strategies to work towards student growth for all students. The data would suggest that we are making progress toward our goals of reducing the achievement gap; however, we still have work to do.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Building RtI teams disaggregate data from statewide and local assessments to look for goal areas.
What strategies are in place to support this goal area?
ROCORI uses Monthly building and district collaboration meetings to analyze student data and adjust instruction. Additionally, building RtI teams meet to discuss students and student groups to target with additional supports and interventions.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
The percent of all students at RHS, enrolled by October 1, who are college and career ready by graduation on the ACT assessment will increase from 35% in 2019 to 38% in 2020	36% of students at RHS, enrolled by October 1, who took the ACT are College and Career ready based on the 2020 ACT assessment results	Check one of the following:

Check one of the following:

	On Track (multi-year goal)
	Not On Track (multi-year goal)
	Goal Met (one-year goal)
x	Goal Not Met (one-year goal)
	Met All (multiple goals)
	Met Some (multiple goals)
	Met None (multiple goals)
	District/charter does not enroll students in kindergarten
	Unable to report

Narrative is required; 200-word limit.

ROCORI high school continues to have a high percentage of studnts attempt the ACT. RHS students traditionally score above both the state and national average on the ACT

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
All ROCORI 10th grade students participate in the Pre-ACT test to measure thier current academic levels. These results are used to determine aras of need in classroom instruction and department scope and sequence.
What strategies are in place to support this goal area?
All students recieve instrucion in ACT assessed content areas in grades 9-11 to help prepare them for success on the ACT. Classroom insructors use ACT prep curriculum to supplement classromm instruction and also offer ACT prep classes for students to attend.

All Students Graduate

Goal	Result	Goal Status	
The percentage of all students at ROCORI high shool, enrolled by October 1, who will graduate will increase from 94.3% in 2019 to 95.5% in 2020.	Result was 91.5%	Check one of the following:	
			On Track (multi-year goal)
			Not On Track (multi-year goal)
			Goal Met (one-year goal)
		x	Goal Not Met (one-year goal)
			Met All (multiple goals)
			Met Some (multiple goals)
			Met None (multiple goals)
			District/charter does not enroll students in kindergarten
			Unable to report

Narrative is required; 200-word limit.

ROCORI High School continues to outperform other schools in the state and region as well as like size schools in the area on graduation rate.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
RHS Guidance team uses Skyward to track graduation credits and Minnesota and ROCORI district required classes to identify student needs and create a graduation plan for students.
What strategies are in place to support this goal area?
ROCORI High School uses a building wide RtI system to identify students and graduation plans constructed in conjunction with the ROCORI high school guidance team. The plan includes intervention and night school classes to help students gain the needed knowledge to comoplete credits requried for graduation.

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 2017-20). 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?
To increase innovative and integrated learning environments for PreK-12 from 0 to 4 as measured by Student Multicultural Relations Survey by June 2020.	Check one of the following: ☐ Achievement Goal ☒ Integration Goal	N/A	Year 1: 3.54 Year 2: 3.6 Year 3: 2019-20 – Unable to Report	Check one of the following: ☐ Goal met ☐ Goal not met ☒ Unable to report

Narrative is required; 200-word limit.

Moving forward, we are working on training our District Leadership Team in equity literacy practices and strategies. We have also established a District Equity team to receive training and eventually train the rest of the ROCORI staff in identifying and redressing inequities.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
District staff, student, and family survey, local assessment data, state/national assessment data. Building RtI teams meet monthly and discuss data including the data disaggregated by student groups.
What strategies are in place to support this goal area?
Through our previous book study of Culturally and Linguistic Responsive Teaching and Learning by Dr. Hollie, our staff identified the goal of becoming more effective in our cultural and linguistically responsive teaching. • CLR Training for teachers to increase culturally responsive teaching in classrooms, Utilize Youth Frontier Kindness Retreat to increase cultural interaction and global awareness, Common Ground student group partners with other districts to increase racial and economic awareness and integration. Common Ground works to connect and empower students to break down social and cultural barriers within the community.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
To increase Reading proficiency for free and reduced students from 46% to 54% by June 2020 as measured by Minnesota Comprehensive Assessments.	Check one of the following: [X] Achievement Goal [ ] Integration Goal	2016-17: 46%	2017-18: 47% 2018-19: 48.5% 2019-20: Unable to Report	Check one of the following: [ ] Goal met [ ] Goal not met [X] Unable to report

Narrative is required; 200-word limit.

For this goal, the District measures the success of assessments and interventions on increasing the number of students demonstrating growth in Reading as evidenced through state assessments (MCA) and through local assessments like STAR and FastBridge. Student scores are compared across all student groups including Free and/or Reduced Meals, Special Education, English Learners.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Local assessment data, state/national assessment data. Building RtI teams meet monthly and discuss data including the data disaggregated by student groups.
What strategies are in place to support this goal area?
PRESS Intervention in reading was implemented at the elementary level to address gaps in reading instruction and to target student need with the appropriate reading intervention.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
To Increase Math proficiency for free and reduced students from 42% to 52% by June 2020 as measured by	Check one of the following: [X] Achievement Goal	2016-17: 43%	2017-18: 45% 2018-19: 42% 2019-20: Unable to Report	Check one of the following: [ ] Goal met [ ] Goal not met

Minnesota Comprehensive Assessments.	Integration Goal			X	Unable to report

Narrative is required; 200-word limit.

For this goal, the District measures the success of assessments and interventions on increasing the number of students demonstrating growth in math as evidenced through state assessments (MCA) and through local assessments like STAR and FastBridge. Student scores are compared across all student groups including Free and/or Reduced Meals, Special Education, English Learners.

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Local assessment data, state/national assessment data. Building RtI teams meet monthly and discuss data including the data disaggregated by student groups.
What strategies are in place to support this goal area?
At the elementary level, schools utilize small group math instruction and a math intervention block to target student need. At the secondary level, schools utilize intervention courses to target student need.

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.

Our partnership with St. Cloud Area Schools and other surrounding A&I districts has been beneficial in increasing the integration and academic achievement of Rocori Public Schools. We are continuing to adjust our connections and family engagement strategies as a district. Moving forward, we will be going away from the Family Night model due to low attendance and engagement from our targeted families. The family engagement section of our work will be changing so that we can increase family engagement at events that are already planned like conferences, back to school nights, or other planned reading and math nights.

We have adjusted the professional development target moving forward in order to create a district-wide equity plan that works to support all students in their academic and social-emotional growth. The district leadership team has received training in equity literacy in order to build the skills of recognizing inequities, responding to inequities within our system, redressing biases, and sustaining equity efforts within our system. By the end of our next A & I cycle, we plan to have all ROCORI staff trained in equity literacy strategies.

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?

Distance learning greatly changed our ability to measure and complete our achievement and integration plans. Without end of the year surveys, kindness retreats, and MCA/screening data, we were unable to measure progress for most of our A & I goals. Moving forward, we have adjusted many of our goals so that we do not have to rely so heavily on MCA data. We are using local screening data which could also be at risk if we have to go to distance learning again, but hopefully our other measurements and strategies will be measurable in any setting.

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.	Check one of the following: ☐ Achievement Goal ☐ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	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"	Check one of the following: ☐ Goal met ☐ Goal not 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?

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.	Check one of the following: ☐ Achievement Goal ☐ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	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"	Check one of the following: ☐ Goal met ☐ Goal not 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 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.

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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?

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