



2022–23 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 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Chatfield ISD 227

WBWF Contact: Edward Harris

Title: Superintendent

Phone: 507-867-4210

Email: eharris@chatfieldschools.com

A&I Contact: Eric Nelson

Title: Principal, Chatfield Secondary

Phone: 507-867-4210

Email: enelson@chatfieldschools.com

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 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 2022–23 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

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: **Type response here**

Provide the direct website link to the A&I materials: **Type response here**

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

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 2022-23 SY: **December 13, 2023**

Goals and Results

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 |
|--|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>At the start of the 22-23 school year, we would like 73% of our incoming kindergarten students to have attended a preschool course. This would be a 2% improvement over the previous year goal.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>During the 2022-2023 SY we had 75% of our Kindergartners enrolled that had participated in a preschool program.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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> |

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

| Goal | Result | Goal Status |
|--|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>After spring benchmark testing, 67.7% or more of Chatfield Elementary second graders will score at or above Norm Grade Level Mean RIT on the NWEA MAP test for overall performance. This would be a 2% increase over the previous year.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The 2022-2023 2nd Grade Spring NWEA results show that 47/65 students that took the assessment scored above the 41% percentile which reflects the average. 72.3%</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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> |

| Goal | Result | Goal Status |
|------|--------|--|
| | | <input type="checkbox"/> Met None (multiple goals) |

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

| Goal | Result | Goal Status |
|--|--|--|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Reading: Increase percentage of students proficient in Reading from 70.7% proficient (2022) to 72.7% proficient in the spring of 2023. Increase percentage of 8th grade students proficient in reading from 48.6% proficient (2022) to 50.6% proficient in the spring of 2023.</p> <p>Math: Increase percentage of students proficient in Math from 69.9% proficient (2022) to 71.9% proficient in the spring of 2023. Increase percentage of 8th grade students proficient in math from 44.6% proficient (2022) to 46.6% proficient in the spring of 2023.</p> <p>Science: Increase percentage of 5th grade students proficient in science from 56.3% proficient (2022) to 58.3% proficient in the spring of 2023. Increase percentage of 8th grade students proficient in science from 18.7% proficient (2022) to 20.7% proficient in the spring of 2023.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>The percentage of 3rd-6th grade students proficient in MCA Reading in 2023 resulted in 62.4%. The percentage of 8th grade students proficient on MCA Reading in 2023 was 42.6.</p> <p>The percentage of 3rd-6th Grade students proficient in MCA Math in 2023 resulted in 60.9%. The percentage of 8th grade students proficient on MCA Math in 2023 was 49.2.</p> <p>The percentage of 5th grade students proficient in MCA Science in 2023 resulted in 51.7%. The percentage of 8th grade students proficient on MCA Reading in 2023 was 24.6.</p> | <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> |

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

| Goal | Result | Goal Status |
|---|---|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Class of 2023 graduates will receive a “College and Career Ready” designation on their transcripts if they: 1. complete the MCAs and ACT; 2. complete all graduation course requirements; and 3. Complete yearly goal setting, career interest inventories, and a senior job shadow or informational interview assignment.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Members of the Class of 2023 received feedback about their Career and College Readiness based upon their participation in testing, meeting course requirements, and engaging in senior meetings with our counselor.</p> <p>The students that were deemed career and college ready received a note indicating their status on their transcript.</p> | <p>Check one of the following:</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> |

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

| Goal | Result | Goal Status |
|---|--|---|
| <p>Provide the established SMART goal for the 2022–23 SY.</p> <p>Chatfield High School will have more than 96% of their 2023 graduating class earn a high school diploma by the end of June 2023.</p> | <p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Of the 82 students in the Class of 2023, 80 received a high school diploma. Graduation completion plans were created for the other two students with one electing not to finish and the other electing to complete the GED examination.</p> | <p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" 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> |

2022–23 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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been 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).

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 2022–23 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 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2022–23 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Chatfield Public Schools

A and I Contact: Dr. Eric Nelson

Title: Principal, Chatfield Secondary

Phone: 507-867-7115

Email: enelson@chatfieldschools.com

Section Not Applicable for Chatfield in 2023

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). *If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022–23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration Goal 2

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration Goal 3

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Please note: If you have more than three 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 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Section Not Applicable for Chatfield in 2023

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: Not Applicable

Achievement and Integration RIS Goal 1

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration RIS Goal 2

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration RIS Goal 3

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|---|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met |
| <p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> • <i>What strategies are in place to support this goal area?</i> • <i>How well are you implementing your strategies?</i> • <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Please note: If you have more than three goals for this RIS, 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 your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022–23 SY) | On Track? |
|--|---|---|---|--|
| Proficiency rates on the Minnesota Comprehensive Assessment Reading Test will increase by two percentage points per year while free and reduced students will increase by three percentage points. | Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | 2022 MCA proficiency rates: Elementary: 70.7% Secondary: 53.2% Free/Reduced: N/A | 2023 MCA proficiency rates: Elementary: 62.4% Secondary: 49.8% Free/Reduced: N/A | Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met |
| <p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> The Minnesota Comprehensive Assessment (Reading) was used to measure student performance from one cohort to the next. <i>What strategies were in place to support this goal area?</i> LETRs training for elementary staff, reading interventions at both levels, middle-level curriculum that may be adapted to meet individual readers' needs. <i>How well did you implement your strategies?</i> The 2023 cohort did not perform at the same levels as the previous cohort despite additional interventions. The LETRS training for elementary teachers offers additional skills that will be used this year and in the future. <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> We are obviously disappointed with the performance of our students compared to the previous cohort. The students that engaged in the interventions generally saw growth that exceeded the levels that they were projected to achieve without interventions. At the 7-12 levels there is a need for universal screening to better identify needs and post-intervention growth. | | | | |

Achievement and Integration Goal 2

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|---|--|---|
| Proficiency rates on the Minnesota Comprehensive Assessment Math Test will increase by one percentage points per year while free and reduced students will increase by two percentage points. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | 2022 MCA proficiency rates: Elementary: 69.9% Secondary: 41.9% Free/Reduced: N/A | 202 MCA proficiency rates: Elementary: 60.9% Secondary: 41.2% Free/Reduced: N/A | Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met |

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?* The Minnesota Comprehensive Assessment (Math) was used to measure student performance from one cohort to the next.
- *What strategies were in place to support this goal area?* Math interventions at both levels (both in-class and more intensive pull-out), skills recovery classes at the middle level, and Access time and after school tutoring at the high school.
- *How well did you implement your strategies?* Teacher recommendations and student assistance team recommendations were able to identify students in need. The PLC at the middle level also was able to direct a number of personalized plans for specific underperforming students requiring math services.
- *How do you know whether your strategies did or did not help you make progress toward your goal?* We are obviously disappointed with the performance of our students compared to the previous cohort. The students that engaged in the interventions generally saw growth that exceeded the levels that they were projected to achieve without interventions. At the 7-12 levels there is a need for universal screening to better identify needs and post-intervention growth.

Achievement and Integration Goal 3

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|---|--|--|---|
| K-12 teachers in the District will increase their skills in using culturally responsive and trauma-informed instructional practices. | Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | No recent professional development work has been provided in these critical areas. | Survey of teachers regarding CRT and T-I strategies completed: 86% participation. Equity training session completed for all teachers. | Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met |
| <p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> By using a google survey, we were able to verify staff participation levels on the survey. All licensed staff participated in the equity training. <i>What strategies were in place to support this goal area?</i> A survey was developed that focused on the individual respondents' familiarity and use of culturally responsive and trauma-informed practices. Respondents used a four or five-option scale to report their responses. <i>How well did you implement your strategies?</i> Both initiatives were successful. <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> The use of these strategies have become a part of pre and post-observation meetings surrounding teacher observations at the 7-12 level. PLCs have also discussed ways to implement the strategies in their courses. | | | | |

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

Integration

Narrative is required. 200-word limit.

Our partnership with Rochester Public schools was limited by the transition of Achievement and Integration responsibilities between departments. This meant that all of the integration efforts were done within our own district. Our high school principal was, however, able to initiate dialogue and jumpstart the process for the next

three year A& I goal process. Eventually, Rochester finalized the oversight of the process after the March 15th deadline had passed.

Chatfield made do with its best effort to advance our achievement and equity work despite the lack of cooperation from our RIS district.

Section Not Applicable for Chatfield in 2023

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: Not Applicable

Achievement and Integration RIS Goal 1

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|--|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met |
| <p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration RIS Goal 2

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|--|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met |
| <p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Achievement and Integration RIS Goal 3

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2022-23 SY) | On Track? |
|---|--|--|--|--|
| Copy the SMART goal statement from your plan implemented in the 2022–23 SY. | Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity | Copy the baseline starting point from your plan implemented in the 2022–23 SY. | Provide the result for the 2022–23 SY that directly ties back to the established goal. | Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met |
| <p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> <i>What strategies were in place to support this goal area?</i> <i>How well did you implement your strategies?</i> <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p> | | | | |

Please note: If you have more than three goals for this RIS, 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 your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here