



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

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

**District or Charter Name:** Sauk Rapids-Rice Public Schools

**Grades Served:** K-12

**WBWF Contact:** Jenny Bushman

**Title:** Director of Teaching and Learning

**Phone:** 320.258.1822

**Email:** Jenny.bushman@isd47.org

**A&I Contact:** Jenny Bushman

**Title:** Director of Teaching and Learning

**Phone:** 320.258.1822

**Email:** Jenny.bushman@isd47.org

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

Yes  No

This report has three parts:

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

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

## World's Best Workforce

### Annual Report

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

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

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

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

### Annual Public Meeting

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

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

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

- November 10, 2021

### District Advisory Committee

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

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board. Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Jenny Bushman	Director of Teaching and Learning	X

Aby Froiland	Principal	X
Lisa Loidolt	Parent/Board Member	
Tracy Morse	Board Member	
Amy Buttweiler	Parent	
Gina Rudolph	Parent/Teacher	
Kristina Tykwinski	Parent	
Megan Rogholt	Parent	X
Mike Rogers	Teacher	
Ryan Smith	Parent	
Sandy Coyle	Parent	
Tracey Fiereck	Parent	X
Emma Waabe	Teacher	
Mindy Roering	Teacher	
Sue Linn-Hasbrouck	Parent	
Shelby Chollett	Teacher	X

### Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

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

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

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

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

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

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

**Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

**District Response:**

**The Sauk Rapids-Rice Board of Education and administration recognize the importance of hiring the most qualified teachers and support staff to meet the needs of students. The district also recognizes the importance of identifying and actively recruiting candidates who represent and reflect students served across all buildings. Consequently, providing access to quality and diverse staff remains a priority for and focus of the Sauk Rapids-Rice School District.**

**It is the district’s policy and practice to provide equal educational opportunity for all students, as evidenced through School Board Policy, as well as the District’s vision and mission statements. All policies and information related to the District’s believe statements, mission and vision are available on the district website: <https://www.isd47.org/about/mission-vision-beliefs>**

**Root causes contributing to lack of student access to teachers of color and American Indian teachers include living outside the metro area and in close proximity to St. Cloud which is able to attract and hire more teachers of color because it more closely mirrors the population in St. Cloud.**

**Annually, school administrators review staffing in terms of student needs (i.e. achievement, social emotional, etc.), demographics served within each site, and the experience, skills and qualifications of staff. Transfer requests submitted by staff are also considered at this time. This process allows the district to examine and ensure, to the best of its ability, equitable teacher distribution and student success.**

- 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?

**District Response:**

**The district recognizes the need to attract and hire additional teachers from diverse backgrounds. Strategies used to attract and retain staff of diverse backgrounds include communicating and connecting with diverse employees and asking for recommendations, and attending job and education college fairs in the metro and locally. In addition, principals attend resume review sessions at St. Cloud State University to provide feedback and recruit as appropriate. The district**

**will continue to explore additional opportunities to recruit in-field teachers from diverse backgrounds.**

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?

**District Response:**

**According to the MN Department of Education Data Center, 14.32% of students identify as students of color or American Indian, Alaska Native. Currently less than 1% of licensed staff identify as teachers of color or American Indian, Alaska Native, so there is still work to be done in hiring and retaining teachers of color or American Indian, Alaska Native.**

**The racial and ethnic student groups that are minimally, or not, represented in the licensed staff across the district include Black, Hispanic/Latino, American Indian/Alaskan Native, Arabic, and Asian. There would need to be a minimum of 30 additional teachers of color and American Indian teachers to have teachers in each building that reflect the racial and ethnic backgrounds of the students served in the district.**

- 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.**

**District Response:**

**Strategies used to attract and retain staff of diverse backgrounds include communicating and connecting with diverse employees and asking for recommendations, and attending job and education college fairs in the metro and locally. The district has expanded the out of state advertising for positions as well. In addition, principals attend resume review sessions at St. Cloud State University to provide feedback and recruit as appropriate.**

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

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

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

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

**Goals and Results**

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

All Students Ready for School

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

Goal	Result	Goal Status
Ninety percent of students in Sauk Rapids-Rice Early Childhood programming will be able to establish and maintain positive relationships while identifying their own emotions and seeking adult support as needed at their current developmental stage.	This goal was met for those students who were able to attend programming consistently.	<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 checked="" type="checkbox"/> <b>Goal Met (one-year goal)</b></p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

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

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

**District response:**

**This goal was identified as district kindergarten and Early Childhood teachers collaborated, and kindergarten teachers shared data around kinder needs to identify and own their emotions and seeking support as needed. This data was gathered and disaggregated by student group from teacher observation. Early Childhood teachers were intentional to incorporate activities that allowed students to identify feelings and get support when needed. They also used roll playing and modeling to support the goal. Covid did impact the attendance of some students who struggled in addition to presenting new challenges for students as they were asked to play and interact differently due to social distancing.**

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

Goal	Result	Goal Status
The district will increase the number of third grade students able to demonstrate proficiency on the 2021 Reading MCA by at least 8%.	In 2019 (no MCA in 2020) 53% of third graders met or exceeded proficiency on the Reading MCA. In 2021 44.8% of students. Met or exceeded proficiency on the Reading MCA.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> <b>Goal Not Met (one-year goal)</b></p> <p><input type="checkbox"/> Met All (multiple goals)</p>

		<input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)
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**Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal.** For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

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

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

**District response:**

The district utilized longitudinal FastBridge data and prior reading MCA results to identify this goal. Data was disaggregated by student groups through reporting tools in FastBridge and though the district’s data warehouse. FastBridge was used as benchmarking and progress monitoring so teachers were able to identify gaps in reading, implement an aligned intervention and progress monitor students throughout the year. The COVID-19 pandemic did not necessarily affect the quality of the data (only a moderate number of students were not able to take the assessment or families opted out), but the frequency and change in learning models impacted early phonics and phonemic awareness skills across the district. Strategies in place to support this goal included intentional interventions with PRESS, HagerTTY, LLI, etc, and a cohort of teacher being LETRS trained. Those teachers engaged in LETRS training also implemented their new learning with students.

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

Goal	Result	Goal Status
In 2021 the district will decrease racial and economic achievement gaps by 10% while maintaining overall growth as measured by MCA reading and math test results.	<p>Based on the 2021 Math MCA data, 45.1% of white students were proficient and 26.1 of non-white students were proficient. In 2019, 56.1% of white students were proficient on the Math MCA and 39.6% of non-white students were proficient.</p> <p>Based on the 2021 Reading MCA data, 52.5% of white students were proficient and 44.2% of non-white students were proficient. In 2019, 58.5% of white students were proficient on the Reading MCA and 48% of non-white students were proficient.</p>	<p><b>Check one of the following:</b></p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> <b>Goal Not Met (one-year goal)</b> <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

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

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

**District Response:**

- **The district continues to use FastBridge (K-5) and MAPS data to help identify and monitor this goal area. FastBridge is used both as a screener and resource for interventions and progress monitoring. The Screen 2 Intervention (S2I) is a more widely used tool that helps teachers look at data and determine when a whole class or individual intervention is needed. The secondary uses MAPS data to help guide programming for students. The district’s goal for FY22 is to look for ways to support secondary students with the same or similar levels of specificity around interventions needed**
- **The district has trained one cohort of 17 teachers in LETRS and will be adding a second cohort of teachers in the 2021-22 school year.**
- **One specific area where progress continued to be made was in the reduction of our Discipline Disparity based on Race/Ethnicity. For the past five years, that number has held steady with at least a 2:1 ratio of referrals to the number of "Non-White" students. COVID-19 impacted this area of the goal due to the various changes in learning models.**

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

Goal	Result	Goal Status
In 2021, 100% of students at SRRHS will continue to have a grade appropriate postsecondary plan by the end of trimester 2	Although not to the depth of previous years (due to COVID-19 and the various learning models), all students at SRRHS had engaged in a grade appropriate postsecondary plan.	<p><b><i>Check one of the following:</i></b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <b>Goal Met (one-year goal)</b></p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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

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

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

**District Response**

- **Data used to measure this goal is based on the number of students at Sauk Rapids-Rice High School (SRRHS) who have a grade or student appropriate post-secondary plan started in the Minnesota Career Information System (MCIS) or an individual IEP. In addition, the district looks at student participation in Connections or a more individualized look at Career and College Readiness.**
- **SRRHS currently provides time and a structure for all students to work on career and college readiness plan through a class called connections. During this time, students engage in Ramp up to Readiness (modified) as well as other career and college readiness activities. This was impacted by COVID-19 as students didn't get an opportunity to meet in Connections on a consistent basis**
- **Teachers meet consistently to plan for this time, and time is built into the school day for students to meet with connections teachers on a regular basis.**

**Implementation success/progress is based on both student participation in connections and online activities in MCIS as well as the ongoing work on their plan. In addition, looking at the number of students on track to graduate in four years is also a way the high school can monitor the progress toward the goal.**

**All Students Graduate**

Goal	Result	Goal Status
In 2020, 93% or more of students will graduate in 4 years; 98% will graduate within 5 years.	In 2020 87.3% of SRRHS seniors graduated in 4 years. Ninety one percent of seniors graduate in five years.	<b><i>Check one of the following:</i></b> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

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

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

**District Response:**

- **The previous year's graduation rate was used to measure this goal. Disaggregating data by student group is an area for growth. The two largest student groups at the HS are special education and students receiving free/reduced-price lunch and looking more closely at this data would serve our students well.**
- **Consistent and ongoing grade checks, student monitoring whether they are on track to graduate is another way this goal is monitored. When students are struggling with this, there is a team that meets to discuss the best way to support the student.**
- **Sauk Rapids-Rice High School has a fairly high four-year graduation rate but continues to look for ways to improve in supporting students in this goal in a new/different manner.**

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

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

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

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

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

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

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

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

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

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

## **Achievement and Integration**

**District Name:** Sauk Rapids-Rice Public Schools

**A and I Contact:** Jenny Bushman

**Title:** Director of Teaching and Learning

**Phone:** 320.258.1822

**Email:** jenny.bushman@isd47.org

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

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

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

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

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

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

***Achievement and Integration Goal 1***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	<b>Check one of the following:</b> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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?

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

Type response here

### ***Integration***

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

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

### ***Impacts from Online Learning***

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

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here

## Racially Identifiable Schools

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

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

**School Name:** Enter school name here

### ***Achievement and Integration Goal 1***

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Actual Result (2020- 21 SY)</b>	<b>On Track?</b>
Copy the SMART goal statement from your plan implemented in the 2020-21 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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal 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?

**Please note:** If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

### ***Integration***

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

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

### ***Impacts from Online Learning***

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

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here