



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: Westbrook-Walnut Grove Schools

Grades Served: Pre-K thru 12

WBWF Contact: Sam Woitalewicz

A&I Contact: Sam Woitalewicz

Title: HS Principal

Title: HS Principal

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

X - 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.

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

District Advisory Committee

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

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

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Loy Woelber	Superintendent	X
Sam Woitalewicz	HS Principal	X
Paul Olson	Elementary Principal/Parent	X
Maydra Maas	School Board Member	X
Greg Madsen	School Board Member	X
Kelly Quade	Elementary Teacher/Parent	X
Courtney Locke	Tech Integration/Testing Coordinator	X
Xiong Yang	Walnut Grove City Council/Community Member	
Rena Krentz	Community Member	
Nikki Jorgensen	Elementary Teacher/Parent	X
Mandy Dibble	HS Teacher/Parent	X
Adrienne Kletscher	HS Teacher/Parent	
Jamie Olson	Preschool Teacher	
Mona Ourada	School Counselor	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
May Thao	High School ELL Coordinator/Parent	X
Joseph Schmidt	District ELL Coordinator/Parent	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?

Limit response to 200 words.

Members of the WBWF/A&I Committee gathered to examine data on equitable access for students. Together we examined student demographics and compared them with teacher demographics, finding that our teacher demographics do not match up to our local Hmong population, though we are trending in the right direction based on recent hires into the district. We review this data once per year.

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.

To improve student equitable access to highly qualified teachers we are providing teachers in district with the opportunity to pursue higher education paid for through the school district. We currently have multiple teachers taking advantage of this opportunity, with one of them being a Hmong teacher who has received her Masters in TESL completely paid for by our school. Our goal is to have all teachers attain the status of "highly qualified" in addition to hiring highly qualified teachers that represent our student demographics.

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.

28.5% of our students are Asian. Ten additional Asian teachers in district would increase our licensed teacher staff to 30% staff of color which would be reflective of our Hmong student population.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

Limit response to 200 words.

Strategies the district has taken to increase and retain teachers of color in the district include offering higher education opportunities to teachers paid for by the district. Additionally, the school district is researching the implementation of introduction to education classes for college credit for local students. Lastly, the school offers specific scholarships to students going into the field of education after high school. To this end, we currently have one Hmong student who has graduated from WWG and entered a teacher prep program. We are continuing communication with that student and are hoping they will be able to come back to teach in our district.

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

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

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

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

Goals and Results

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

All Students Ready for School

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>During the 2020-2021 school year, the percentage of preschool students who will be kindergarten ready according to state -recognized early childhood assessments will increase from 64% to 68%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>81% of preschool students were ready for Kindergarten by the end of the 2021 school year according to state-recognized early childhood assessments.</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>

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 for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?: We use data from our assessments to determine what domains the students need more support in. All students are assessed Fall, Winter, and Spring, to view improvements and are supported based on their scores. We also identify needs through observation and interactions with the students. Some strategies to support this goal area have been using three preschool classrooms to decrease class sizes which in turn allows more one on one time with students. We also use our assessments and observations to determine which students may need the extra support to become Kindergarten ready. We also lesson plan to support Kindergarten readiness as well. We implement these strategies daily through observations, interactions, and through our lesson plans. We obtained and went above our goal, so we can see that our strategies are helping us make progress.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>In 2020-2021, the percentage of 3rd grade students that are proficient on the MCA Reading test will increase from 51% in the spring of 2020 to 57% in 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Unable to report fully. We do not have testing results to compare to from 2020, but spring 2021 MCA reading results indicate that 48% of our 3rd grade students were proficient on the MCA Reading test.</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 type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>X - Unable to Report</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.

Because we did not complete MCA testing in the spring of 2020 we cannot fully report results on this goal.

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?

WWG Elementary has an After School Academy for those who were below grade norms for NWEA testing, MobyMax computer program for all students, Accelerated Reader for all students, RAZ kids computer program for all students, and RTI services for students who qualify. Additionally, through A&I funding, WWG has hired a reading specialist to work with students below 3rd grade on reading strategies. All strategies are used throughout the year. WWG Schools uses MobyMax periodic placement tests, RTI weekly progress monitoring, and Accelerated Reader goals met by students as progress indicators.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>In 2020-2021, the WWG School District achievement gap between Southeast Asian/Pacific Islander and Caucasian students will narrow from an average of 18.91 points to an average of 16.00 points on 3rd grade MCA Reading test scores.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Unable to report due to no testing in 2020.</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 type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p>X - Unable to Report</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.

Because we did not complete spring MCA testing in 2020 we cannot report results on this goal.

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?

**In a normal year, WWG would employ the following strategies: Data from the state of MN regarding WWG 3rd grade reading assessments was used. Data was disaggregated between different student populations. WWG Elementary has an After School Academy for those who were below grade norms for NWEA testing, MobyMax computer program for all students, Accelerated Reader for all students, RAZ kids computer program for all students, and RTI services for for students who qualify. All strategies are used throughout the year. WWG Schools uses MobyMax periodic placement tests, RTI weekly progress monitoring, and Accelerated Reader goals met by students as progress indicators. Additionally, WWG Schools has made changes to its EL programming, hiring a district EL coordinator who works exclusively in our elementary school and elementary students on EL programming. Lastly, through A&I funding, the school was able to hire a reading specialist to work with students on reading skills.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>In 2020-2021, 100% of all WWG 8th grade students will complete the My Future/My Way Career Assessment Program.</p> <p>In 2020-2021, 100% of WWG 10th grade students will participate in the Job Shadow/Career Intentions Day.</p> <p>In 2020-2021, 100% of WWG 11th grade students will take part in the Career Information System Program.</p> <p>In 2020-2021, 40% or more of WWG Juniors and Seniors will take part in Concurrent College Classes which include: (Physics, Chemistry, English Comp., and Algebra).</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Each of these sub-goals were met with 100% inclusion of students in each program or career day.</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>

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?

WWG schools uses percentages from 8th grade students completing the My Future/My Way Career Assessment Program, the percentage of students who participate in Career Fair Day, the percentage of students who take part in job shadow programs, and the percentage of WWG students in concurrent enrollment classes. Data is disaggregated by grade level and participatory groups. Each year the My Future, My Way Career Assessment

program, the Career Fair, and job shadow programs are planned by school staff who make sure every student participates. Fortunately, no students have been sick on these days. Each year students are encouraged to take concurrent enrollment classes from highly qualified teachers at WWG. WWG schools has successfully reached smart goals for this area each year. WWG schools has successfully reached smart goals for this area each year.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>In 2020-2021, the percentage of WWG grade 12 students who will fulfill all graduation requirements for a diploma will be 100%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>In the spring of 2021, 20 of 21 WWG seniors graduated high school, which means 95% of grade 12 students from WWG were able to receive their diploma.</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 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>

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.

The one student we had not graduate felt significantly impacted by Covid-19, stating she didn't feel comfortable coming into the building due to Covid. As such, we set her up with online classes, of which she did not complete any work online. Though we tried to continue working with this student, she eventually stated her intention to not finish the school year and graduate, but rather pursue her GED next year.

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?

Student graduation rates for 2021 school year were used. WWG schools has several strategies in place to help students graduate. We use online credit recovery courses through our local COOP (STARRS Program) for students who are behind in credits. We have highly qualified teachers in every subject area and available to every student. Our graduation rates are above 95% every year. WWG schools has high graduation rates each year.

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: Westbrook-Walnut Grove Schools

A and I Contact: Sam Woitalewicz

Title: HS Principal

Phone: 507-274-6111

Email: woitalewiczfac@wwgschools.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.
<https://www.wwgschools.org/policiesandstatedocs.lasso>
- Provide the direct website link to the A&I materials.
<https://www.wwgschools.org/policiesandstatedocs.lasso>

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. **11/15/21**

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Increase the average number of college credits earned by qualifying WWG HS FRLP students while in high school from 10 in 2019 to 20 in 2023</p>	<p>Check one of the following:</p> <p>X - Achievement Goal</p> <p>___ Integration Goal</p> <p>___ Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>10</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Qualifying FRLP seniors graduated from WWG in 2021 with an average of 22 college credits earned.</p>	<p>Check one of the following:</p> <p>X - On Track</p> <p>___ Not on Track</p> <p>___ Goal Met</p> <p>___ Unable to Report</p>

Narrative is required. 200-word limit.

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

Data used to identify needs in this goal area was taken from student transcripts upon graduation. FRLP students were underserved when it comes to college-level courses offered and taken, which puts them at a disadvantage to their peers if they decide to pursue higher education. WWG high school currently uses school counselor services to ensure students are on track to be able to take higher ed courses by 11th grade and into 12th grade. Additionally, we continue to broaden our college course offerings for students at WWG, adding College Government to our course offerings last year and with a plan to add Biology courses for the 2022-23 school year. Last year we amended this goal to include only FRLP students who qualified for higher ed courses in our totals, which provides a more accurate reflection of the post-graduate offerings we have for students. As a result, FRLP students who qualified averaged 22 credits obtained.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Increase 3rd grade FRLP students' reading proficiency on the MCA from 28% in 2019 to 48% in 2023</p>	<p>Check one of the following:</p> <p>X - Achievement Goal</p> <p>___ Integration Goal</p> <p>___ Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>28%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>FRLP 3rd grade student proficiency on MCA testing in spring of 2021 was 9%.</p>	<p>Check one of the following:</p> <p>___ On Track</p> <p>X - Not on Track</p> <p>___ Goal Met</p> <p>___ Unable to Report</p>

Narrative is required. 200-word limit.

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

It is believed that a big factor in the drop in score has to do with learning loss, inability to continue needed services, and overall loss or teaching time due to Covid. There were months at a time over the past year and a half where our students had to learn from home, and as a direct result were underserved. It has been difficult for our district, especially with our FRLP student population, to get students to complete adequate amounts of school work online and engage in the online school process. As such, learning loss occurred as evidenced by the low percentile score our FRLP 3rd grade students received on MCA tests last spring.

We use the MCA Reading tests results to determine if students qualified during our CNA during the month of June 2021. These findings were then used to work on various aspects of each student's weaknesses on the state tests in the future. We also looked at our NWEA assessment test results to give us another assessment to look at for student achievement. Student lists were created for the entire after school year program. Different curriculum was covered throughout the after school program. Students were invited to come to partake in the curriculum areas that they tested weaker in. Even top students in each grade were invited to one or more curriculum areas because of individual testing results. Additionally, we have hired a full-time reading specialist

to work with students in need in order to help them read well by 3rd grade, and by proxy do well on 3rd grade MCA reading tests.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds as measured by environmental science camp exit surveys.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p>X - Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>100%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>100% of students were able to attend the Lake Carlos science camp and reported an improved ability to work with people of different backgrounds as a result.</p>	<p>Check one of the following:</p> <p>X - On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

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

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

Trained facilitators at Lake Carlos Environmental Camp conduct a three day experiential learning experience that 1) increases student knowledge of various eco systems, 2) provides outdoor survival skills, and 3) teaches high

levels of teamwork amongst groups of people from different cultural backgrounds. The goal is to provide experiences in which students collaboratively work with students from different social, cultural, and economic backgrounds resulting in student's better understanding of the diversity in our world. Each year we get great feedback from our students about their experience at the camp and how it gave them different, positive perspectives of people from different backgrounds.

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?

We have not been able to modify this strategy for Covid. Either we are able to attend the camp or we are not because it was cancelled due to Covid. We are looking into strategies involving holding a local environmental camp (Partnering with a local school and a local summer camp to offer winter environmental science activities at nearby Lake Shetek State park) in addition to our Lake Carlos trip, and these additional strategies would fulfill an integration goal, but will not be part of our A&I Plan.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Increase WWG 11th grade students' ACT composite score from an average of 19.8 in 2019 to 21.3 in 2023.</p>	<p>Check one of the following:</p> <p>X - Achievement Goal</p> <p>___ Integration Goal</p> <p>___ Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>19.8</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>In 2021, junior students from WWG averaged a 21.3 composite score on the ACT.</p>	<p>Check one of the following:</p> <p>X - On Track</p> <p>___ Not on Track</p> <p>___ Goal Met</p> <p>___ Unable to Report</p>

Narrative is required. 200-word limit.

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

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

To gather data we use ACT results. Staff involved in the Integrated ACT Preparation Program Day sit down afterward with students and discuss what they felt were the good learning experiences for the day and what were not. This information in turn will be given to the Superintendent for preparation for next year's ACT test prep day. WWG Schools has also purchased the OnToCollege ACT Prep program to help junior students prepare to take the ACT. The first time we used this program was spring 2019, of which we saw an increase in ACT scores from 19.3 in 2018 to 19.8 in 2019. Lastly, we have taken to the strategy of encouraging our students to take the ACT multiple times over the course of their high school career, so we have many 10th grade students who will take the ACT for the first time as sophomores in preparation to take it their junior year, which we have seen to increase student success on the test as well.

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.

The biggest success from integration in the recent school years has been the sharing of knowledge about what makes other students from other schools successful in this endeavor. We had heard that the OnToCollege Prep program was successful from other area schools and decided to get it at WWG, with group pricing from schools in our consortium which made it affordable for us. That has helped immensely as it is a good prep program for the ACT test and our students benefit from it because of the strategies learned in the program.

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?

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Access for all students to classes taught by educators trained in Cultural Competency best practices will increase from 0% in 2019 to 100% by 2023.</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p>X - Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>0%</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>During the 2021 school year, 35% of WWG Staff members became adequately trained in Cultural Competency best practices.</p>	<p>Check one of the following:</p> <p>X - On Track</p> <p>___ Not on Track</p> <p>___ Goal Met</p> <p>___ Unable to Report</p>

Narrative is required. 200-word limit.

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

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

Teachers in the WWG School District will receive Cultural Competency training through online or in-person coursework that meets state standards. This will allow teachers at WWG to follow best practice in understanding, communicating, interacting with, and developing positive attitudes towards students across all cultures. Training will deepen teachers' understanding of their own frames of reference, the potential bias in these frames, and their impact on expectations for and relationships with students, students' families, and the school community. We analyzed this as a need in our school after talking with our local COOP about the added need for cultural competency training, and have opened up avenues for our teachers to receive this training through the COOP, among other sources.

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.

We currently partner with our local COOP in this endeavor. The COOP also supports our partnering districts in the same way.

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?

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:

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.”	Check one 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 one 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 one 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