



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

District or Charter Name: East Grand Forks Public Schools

Grades Served: Prek-12

WBWF Contact: Suraya Driscoll

A&I Contact: Suraya Driscoll

Title: Director of Teaching and Learning

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes No

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

This report has three parts:

WBWF: Required for all districts/charters.

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

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

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

World’s Best Workforce

Annual Report

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

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

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

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2019-2020 school year.*

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year. December 14, 2020 6:00 PM

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 made recommendations to the school board. December 3rd, 2019: 5:00-6:30 PM. Updating the board and public on December 14, 2020 at 6:00. Complete the list of your district advisory committee members for the 2019-20 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Karen Hillman	Parent	X
Donna DeCoteau	Parent American Indian Parent Advisory Council President	x
Lindsey Leehan	Parent	X
Angela and Seth Perdew	Parent	X
Joely Lee	Parent	X
Missy Thompson	School Board Member	x
Joe Campos	Grandpa	x
Yusuf Aden	Parent	x
Kamal Alshaban	Parent	x
Hamdi Ahmed	Parent	x
Deka Ali	Bi-lingual Liaison	x
Stephanie Larson	Counselor HS	X
Brian Loer	Principal HS	x
Melody Olstad	Achievement and Integration Coordinator	x
Rhonda Kallock	Title I Teacher	x
Lon Ellingson	CMS Principal	x
Peggy Dunn	SP Assistant Principal	x
Sherry Murphy	Social Worker	x
Katrina Brekke	Counselor Elementary	x
Erin Terpstra	Counselor HS	x
Mike Kolness	Superintendent	x
Suraya Driscoll	Director of Teaching and Learning	x

Equitable Access to Excellent and Diverse Educators

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

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

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during 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.**

We share the following data with our advisory team to have conversations about ensuring equitable access to experiences. We review this data yearly in a typical year.

Free and Reduced Rates:

East Grand Forks Public Schools school year 2019-2020 free and reduced rate of 34.21% and we continued the 20-21 school year to hover at the 34% free and reduced rate. That number since 2014 has increased from 32.64% to 34.81% in 20-21.

Number of Students of Color or American Indian or Alaska Native Students:

The district has 26.96% students of color or American Indian or Alaska Native students and is considered to have neither a high-nor-low number of students of color or American Indian or Alaska Native students.

Staff Experience and Education Levels:

83.85% of students who are free and reduced lunch have access to an experienced educator as do students of color or American Indian or Alaska Native Students. An experienced educator is

someone who has more than three years of experience. With that said, 99.69% of classes and courses are taught by licensed educators and 60.77% of our educators have advanced degrees. The MN REPORT CARD staffing profile, along with input from teaching staff and parent requests are used to help principals make the best placement of students with inexperienced teachers. East Grand Forks staffing profile shows the access level for students of free and reduced lunch status and students of color and American Indian or Alaska Native Students have experience teachers. At New Heights 85.71% is experienced, at South Point Elementary 83% is experienced, at Central Middle School 86.21 is experienced, and 91.89% is experienced at the Senior High. Senior High is also reviewing students who have access to their rigorous course offerings.

- 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.

We have developed a rigorous improvement strategy of mentoring and induction in the district the last three years. Our goal is to provide a systemic approach to develop, support, retain, and improve educator quality to improve equitable access for all students. East Grand Forks has a staff profile that is well above the 80% for students having access to experienced teachers, yet we still struggle to close opportunity and achievement gaps for students.

Through a grant with MDE the fall of 2019 we have put in place stipends for people to work with mentees and support them with teaching and learning and connecting them to the school community and the East Grand Forks area community. We utilized the Great Teachers and Leaders materials to guide us.

The district a received another grant from MDE to focus on SEL as a Systemic Community of Practice using the CASEL framework. Great teachers do more than promote the student's academic learning—they teach the whole child. A strong SEL approach is critical for the demands our children face to be career and college ready. Our needs assessment during our Community's in Schools work revealed the District has pockets of SEL work going on but not systemically. Through our SEL grant we will work with staff on culturally responsive teaching and promoting authentic engagement among culturally and linguistically diverse students.

The teacher growth and development plan are a part of the is goal as well. Principals providing feedback to teachers to assist with professional growth and academic growth of their students with a focus on equity. This plan is being rewritten this year.

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.

99.36% of teachers in East Grand Forks are White. In order to reflect the student population, the district would need to add the following amount of diverse teaching staff. The district has 1 Hispanic or Latino teacher and would need 14 more. The district as 1 teacher who is American Indian and Alaska Native, the district would need 1 more. The district has no black teachers at this time, the district has 1 black teacher and would need 17 more.

- 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.

In the East Grand Forks, we strive to have properly licensed, in-field teachers at all levels and in all subject areas. In certain CTE areas at the middle level, we have teachers currently working on obtaining licensure in their subject areas. Experience and effectiveness can only be achieved through time and efforts, and we continue to provide high quality professional development for all certified staff members so that all teachers can continue to grow in their pedagogy.

For new teachers, we provide mentorship from experienced teachers, as well as continued, timely development and evaluation from licensed administrators. District-wide, our most of our remedial classes are taught by highly qualified, effective, and experienced teachers.

We have also through our Achievement and Integration Plan started to create a Pipeline for students of color and American Indian/Alaska Native Students.

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

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

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.

All Students Ready for School

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>To increase the number of slots the School Readiness Program from 170 in 2018-2019 to in the SY 2019-2020, 200.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>In SY 2019-2020 we filled 175 spots.</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> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</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?

The district uses enrollment data for School Readiness, ECFE information, and Head Start information. The data is looked at find which families are missing, and outreach is conducted to ensure all early learning program slots are filled. Since 2018 we have had a partnership with community early childhood programs to increase slots. Expansion of the screening process has increased access to all families, especially those with the highest needs. We have increased marketing to make sure that families are aware of the programming. The length of the preschool day and number of days a child attends preschool has increased. Training continues to implement Teaching Strategies Gold, the curriculum and assessment program used at the Preschool levels. Teachers focused on the literacy dimension during their PLC time. As teachers transitioned to e-learning in the spring, rhyming continued to be an intentional focus in Google Meets with preschoolers and through Seesaw activities as was purposeful incorporation of repeated read aloud research-based best practices.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Reading Goal 70% of all New Heights students will score in the 75th percentile based on the Fastbridge Benchmark Assessment in reading 2019-2020.</p> <p>Grades 3-5 at South Point Elementary who are proficient in all Reading Accountability Tests (MCA, MTAS) will increase proficiency from 46.9% to 59.9%.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>No result available do to COVID 19.</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><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

Fastbridge Assessment and MCA assessments along with Benchmarking data are used to put in place multi-tiered supports and aid teachers with instruction in the five areas of literacy instruction. Tier 1 reading language arts in grades K-5 needed to be strengthened and a literacy group was put together of teachers and principals. They did a year- long study and adopted a program called into Reading for the school year 2020-2021.

South Point is a school on needs improvement and implemented reading logs.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The district will reduce achievement gaps in both Math and Reading on the MCA’s each year so that we are above the state average in achievement gap closures 2019-2020 for student groups served.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>UNABLE TO REPORT</p>	<p><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 type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

The district disaggregates this data by all student groups represented in the district and monitors this data through Fastbridge, STAR testing, and MCA data. Data used for this goal is generated from our MCA and MTAS results in reading and math. The data is disaggregated by all student groups to determine the gap. We provided data on assessment results to respective students' teachers and interventionists to best meet the needs of all students in turn to help all students achieve. Action plans through the Plan/Do/Study/Act process began at our summer CIS training in August of 2019. Those plans are continually reviewed by school leadership/data teams in order to implement the plans.

The district hired a Coordinator to implement the Ramp Up for Student Success model of integrated student supports. This professional development is powered by Communities in Schools. CIS trained school teams with the tools to address the non-academic barriers that can keep students from succeeding in the classroom. Each of the four course modules are designed and were tailored to the unique needs of the East Grand Forks community.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>The number of courses failed will decrease from 535 failures for the school year of 2018-2019 to 300.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>799 failures 2019-2020. School had switched to distance learning in March.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not on Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> 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?

East Grand Forks High School has established a course failure rate reduction since 2018-2019. Data is disaggregated by all student groups to determine any achievement gaps. Investigation of National and State Programs that provide the best career and college readiness opportunities. A group of staff and board members went to view the Academies of Nashville, Tigerpaths at Hutchinson, and Detroit Lakes Career and College plan both were visited as well. A plan was developed to start with freshman seminar the 2020 school year to expand opportunities each year until Academies are fully implemented.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. 90% of students will graduate from Senior High in Four Years.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 91.8% graduated in 4 years in 2019.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not on Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input 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) <input type="checkbox"/> District/charter does not enroll students in grade 12 <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?

Graduation data is used each year to review the successes and opportunities for growth with all student groups. All student groups are looked at with the 4-year rate. Intervention opportunities are used to help students graduate in the four years, such as tutoring afterschool, GradPoint classes, and before school help with teachers.

A strong focus on attendance has been put in place and training on early warning indicators and strategies to help prevent drop-out rates.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 18-24 of this document.

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

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

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

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

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

Achievement and Integration Goal 1

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

Narrative is required; 200-word limit.

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

Type response here.

Achievement and Integration Goal 2

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

Narrative is required; 200-word limit.

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

Type response here.

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

Integration

Narrative is required; 200-word limit.

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

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

Type response here.

Racially Identifiable Schools

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

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

School Name:

Achievement and Integration Goal 1

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

Narrative is required; 200-word limit.

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

Type response here.

Achievement and Integration Goal 2

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

Narrative is required; 200-word limit.

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

Type response here.

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

Integration

Narrative is required; 200-word limit.

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

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

Type response here.

Achievement and Integration

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

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

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

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

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

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

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>To Scale up School and Community Partnerships so that we increase from a 22.8% average on the Minnesota Student Survey question in grades 5, 8, 9, and 11, “How much do you feel adults in your community care about you”, to 45% by 2022.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Increase from 22.8%</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to measure</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

Survey data is used to guide this goal. The RAMP UP professional development from Communities in Schools laid the foundation for action planning, a framework, and team mobilized around student success. A deep comprehensive needs assessment identified district and community partnerships and Mental Health support needs for families and parents was identified as a need. The district also uncovered a systemic need for social emotional learning. A partnership with Polk County Health with their Wellness initiative and Northwest Mental Health allowed for us to apply for an SEL Communities of Practice Grant. The district wrote a grant and was awarded the grant for SY’s 2020-2022 to build a strong foundation and implementation plan for professional development around the CASEL framework. A referral process was put in place to include non-academic data as a part of early warning indicators to identify and provide integrated student supports. The Coordinator worked with resources in the Community to provide tutoring and mentorship opportunities for students in the district.

Achievement and Integration Goal 1A				
Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. To increase the number of students participating in accelerated geometry who are served by free and reduced lunch from 0% to 25% by 2022	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. KIPPS for 2019-2020 Identified a measurement of 1 student.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." 1 student was enrolled in accelerated geometry.	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Unable to Report

Narrative is required; 200-word limit.

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

We use the MN student survey and survey data given to students twice a year to measure progress. Also, enrollment in accelerated courses is monitored. Strategies put in place is the CIS coordinator. We have put mentors in place working with the UND Physical Therapy students with our EL students. They also provide tutoring to those students each time they come. Also, a daily afterschool tutor session is available with community members. We will be reviewing an equitable course enrollment policy uses multiple measures to identify students for advanced coursework so that no single measure excludes their participation.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>To expand school and community-based teacher preparation pathways so that our teacher workforce starts to become representative of our students from .7% to 2% by 2022.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>.7 to 2% by 2022</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Lost momentum in March due to COVID.</p> <p>1 future teacher candidate of taking MTLE prep classes.</p> <p>2 students of ethnic background mentored by a teacher at SH.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

Monitor SLEDs data of students going into teaching of all student groups. Strategies we are use include student shadowing of teachers who have interests in becoming a teacher. Providing assistance to teachers who are in a teacher licensing programming with interest in working in the school district with MTLE test prep and certification testing requirements. Providing mentorship opportunities to teachers of color and affinity

groups outside of the school district such as Greater Grand Forks Young Professionals Group and to the Grow and Thrive program offered through the MNEEP group.

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

Achievement and Integration Goal 3				
Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2019-22 plan.</p> <p>The proficiency gap of students who are non-free reduced price and free and reduced-price lunch will decrease at Central Middle School by increasing the proficiency percentage of the non-free reduced price by 3.5% each year and increasing the free and reduced students 7.4% each year as measured by the MCA Science test by 2022.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from your 2019-22 plan.</p> <p>Close achievement gap of non-free reduced lunch students and free and reduced lunch students in the area of science by increasing proficiency of the reduced students by 7.4%.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to report due to COVID-19.</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

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

This was in integration project with the Crookston Public Schools and TRF public schools. We were unable to bring students together for the Spring and Summer sessions due to COVID-19.

Integration

Narrative is required; 200-word limit.

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

Due to COVID-19 we were unable to implement the A & I integration with Crookston and Thief River Falls during the 2019-2020 School Year.

The East Grand Forks Public Schools is working on becoming a full-service community school. Integrated Services were the first step the district took. The coordinator along with the food service director and community members established a food pantry at the Senior High. The bilingual liaison and community education director implemented a family literacy program with the NWSC and ESCF for English Learner families.

A referral process that included non-academic indicators to alert school leadership teams to find the barriers families and students are experiencing and to connect them to services in the community has been implemented.

The school leadership teams went through extensive training with Communities in Schools (CIS) called Ramp Up to create a shared commitment to collaborative leadership and practices for deeper and trusting relationships between families and schools' staff and between teacher and administrators. CIS provided ongoing coaching for the principals and coordinator throughout the school year.

A mentorship program student to student was established across the district. The district worked with Community Partner UND to bring in Physical Therapy students to mentor and tutor EL students.

A summer program for two weeks was implemented to ease students back into school into a hybrid model.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

We were unable to as a part of our integration work, to partner with Thief River Falls and Crookston Public Schools. Our goal is each summer, students at the middle school level will gather together for two weeks to explore nature in our River View Nature Camp. This camp focuses on nature, cultural awareness, and relationships building. COVID-19 prevented us from being able to gather together.

Racially Identifiable Schools

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

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

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check 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, Integration or Teacher Equity Goal?	Baseline	Year 1 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2019-22 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity Goal	Copy the baseline starting point from your 2019-22 plan. Type response here.	Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report." Type response here.	Check 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.

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

Integration

Narrative is required; 200-word limit.

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

Type response here.

Impacts from Distance Learning

Narrative is required; 200-word limit.

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

Type response here.