



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

District or Charter Name:		Mahnomon Public Schools	
Grades Served:		PK-12	
WBWF Contact:	Jeff Bisek	A and I Contact:	Jeff Bisek
Title:	Superintendent	Title:	Superintendent
Phone:	218-935-2211	Phone:	218-935-2211
Email:	jeff.bisek@mahnomen.k12.mn.us	Email:	jeff.bisek@mahnomen.k12.mn.us

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

X	Yes	No
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[List of districts with a Minnesota Department of Education \(MDE\) approved Achievement and Integration plan during the 2019-20 school year.](#)

This report has three parts:

- [WBWF](#): Required for all districts/charters.
- [Achievement and Integration](#): Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 school year. *No charter schools should complete this section.*
- [Racially Isolated School](#): Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 school year. *No charter schools should complete this section.*

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

World's Best Workforce

Annual Report

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

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

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

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- <https://www.mahnomen.k12.mn.us/o/mahnomen-isd-432/browse/45423>
- Provide the direct website link to the A&I materials

Annual Public Meeting

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

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.
- [Public meeting was held April 17, 2019 to review goals, outcomes and strategies from the previous 2018-19 year and to plan for the upcoming year.](#)

District Advisory Committee

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

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

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

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Sarah Snetsinger	Parent	
Meredith McArthur	Parent	
Joan LaVoy	Parent	
Vince Olson	Parent	
Aimee Pederson	Indian Education Coordinator	X
Kevin Hedstrom	Secondary Principal	X
Jacob Melby	Elementary Principal	X
Amanda Okeson	Teacher	X

Equitable Access to Excellent and Diverse Educators

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

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

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

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

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

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It

is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

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

Respond to the questions below.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
 - District has one elementary school, one secondary school and one ALC school. All students have access equal to the same teachers. We review our data annually.
 - Who was included in conversations to review equitable access data? **Limit response to 200 words.**
 - School administration, School board and teachers are included in reviewing enrollment numbers.
 - What strategies has the district initiated to improve student equitable access to experienced, in field, and effective teachers?
 - Not applicable as all students attend the same school due to the small size of our District and enrollments.
 - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **Limit response to 200 words.**

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?
 - There are no Hispanic teachers in our District which is 2% of our student population.
 - 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.**
 - We would need to hire 50 teachers of American Indian ethnicity to replace existing teachers to reflect the same percentage of American Indian/Two or More 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.**
 - We encourage our graduating seniors to pursue a career in education and to become teachers.

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

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

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

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

Goals and Results

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

All Students Ready for School

Goal	Result	Goal Status
All students will be provided access to a high quality Early Childhood program/education as measured by Parent Aware System rating and local assessments.	District offers an Early Childhood Education program that is 4 star Parent Aware. This is open to all preschool age children in the District. The District also coordinates transportation for the local Head Start Program.	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 kindergarten
		<input type="checkbox"/> Unable to report

Narrative is required; 200-word limit.

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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Enrollment data in our Pre-K program
What strategies are in place to support this goal area?
Investment in Early Childhood education with 5-day everyday Pre-K programming to provide early interventions for students coming into Kindergarten.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status																		
<p>Average of 3% increase in the number of 3 rd grade students meeting proficiency as measured by the Minnesota Comprehensive Assessments compared to the previous year.</p> <p>80% of K-2 students will demonstrate growth in reading as measured by STAR and local assessments.</p>	<p>“Unable to report”</p>	<p>Check one of the following:</p> <table border="1" data-bbox="1015 945 1494 1575"> <tr> <td><input type="checkbox"/></td> <td>On Track (multi-year goal)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Not On Track (multi-year goal)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Goal Met (one-year goal)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Goal Not Met (one-year goal)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Met All (multiple goals)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Met Some (multiple goals)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Met None (multiple goals)</td> </tr> <tr> <td><input type="checkbox"/></td> <td>District/charter does not enroll students in kindergarten</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Unable to report</td> </tr> </table>	<input type="checkbox"/>	On Track (multi-year goal)	<input type="checkbox"/>	Not On Track (multi-year goal)	<input type="checkbox"/>	Goal Met (one-year goal)	<input 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 kindergarten	<input checked="" type="checkbox"/>	Unable to report
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Narrative is required; 200-word limit.

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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
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We use MCA proficiency data and STAR Reading and Math testing data to determine if our K-3 students are prepared.

What strategies are in place to support this goal area?

Lower student to teacher home room ratios by having 3 sections in grades K-3.
 A 90-minute Reading block is implemented for all classrooms.
 Additional Title 1 supports students by using additional small group instruction for Reading.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																		
<p>MCA Math Assessment: Based on previous year’s MCA test scores the following student groups will increase proficiency by 3% on 2019 MCA assessment.</p> <ul style="list-style-type: none"> ○ American Indian student group ○ White student group ○ Special Education student group ○ Free & Reduced Lunch student group <p>MCA Reading Assessment: Based on previous year’s MCA test scores the following student groups will increase proficiency by 3% on 2019 MCA assessment.</p> <ul style="list-style-type: none"> ○ American Indian student group ○ White student group ○ Special Education student group ○ Free & Reduced Lunch student group 	<p>“Unable to report”</p>	<p>Check one of the following:</p> <table border="1" data-bbox="1013 774 1494 1400"> <tr> <td data-bbox="1013 774 1062 840"></td> <td data-bbox="1062 774 1494 840">On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1013 840 1062 905"></td> <td data-bbox="1062 840 1494 905">Not On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1013 905 1062 970"></td> <td data-bbox="1062 905 1494 970">Goal Met (one-year goal)</td> </tr> <tr> <td data-bbox="1013 970 1062 1035"></td> <td data-bbox="1062 970 1494 1035">Goal Not Met (one-year goal)</td> </tr> <tr> <td data-bbox="1013 1035 1062 1100"></td> <td data-bbox="1062 1035 1494 1100">Met All (multiple goals)</td> </tr> <tr> <td data-bbox="1013 1100 1062 1165"></td> <td data-bbox="1062 1100 1494 1165">Met Some (multiple goals)</td> </tr> <tr> <td data-bbox="1013 1165 1062 1230"></td> <td data-bbox="1062 1165 1494 1230">Met None (multiple goals)</td> </tr> <tr> <td data-bbox="1013 1230 1062 1337"></td> <td data-bbox="1062 1230 1494 1337">District/charter does not enroll students in kindergarten</td> </tr> <tr> <td data-bbox="1013 1337 1062 1400">x</td> <td data-bbox="1062 1337 1494 1400">Unable to report</td> </tr> </table>		On Track (multi-year goal)		Not On Track (multi-year goal)		Goal Met (one-year goal)		Goal Not Met (one-year goal)		Met All (multiple goals)		Met Some (multiple goals)		Met None (multiple goals)		District/charter does not enroll students in kindergarten	x	Unable to report
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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?

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status																		
<p>All students will take EXPLORE Assessment (8th), PLAN Assessment (10th), and ASVAB Assessment (11th)</p> <p>All students take Careers Course (12th) to prepare a career/college plan.</p> <p>All students will be provided with course opportunities with a challenging, rigorous, and relevant curriculum that includes basic skills/knowledge, elective career exploration, and College in the High School opportunities.</p>	<p>All District 8 th Grade students took the EXPLORE Assessment</p> <p>All District 10 th Grade students took the PLAN Assessment.</p> <p>All District 11 th Grade students took the ASVAB Assessment.</p> <p>All District 12 th Grade students take a Careers Course as a graduation requirement.</p>	<p>Check one of the following:</p> <table border="1" data-bbox="1019 594 1494 1220"> <tr> <td data-bbox="1019 594 1062 659"></td> <td data-bbox="1062 594 1494 659">On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1019 659 1062 724"></td> <td data-bbox="1062 659 1494 724">Not On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1019 724 1062 789"></td> <td data-bbox="1062 724 1494 789">Goal Met (one-year goal)</td> </tr> <tr> <td data-bbox="1019 789 1062 854"></td> <td data-bbox="1062 789 1494 854">Goal Not Met (one-year goal)</td> </tr> <tr> <td data-bbox="1019 854 1062 919">x</td> <td data-bbox="1062 854 1494 919">Met All (multiple goals)</td> </tr> <tr> <td data-bbox="1019 919 1062 984"></td> <td data-bbox="1062 919 1494 984">Met Some (multiple goals)</td> </tr> <tr> <td data-bbox="1019 984 1062 1050"></td> <td data-bbox="1062 984 1494 1050">Met None (multiple goals)</td> </tr> <tr> <td data-bbox="1019 1050 1062 1157"></td> <td data-bbox="1062 1050 1494 1157">District/charter does not enroll students in kindergarten</td> </tr> <tr> <td data-bbox="1019 1157 1062 1220"></td> <td data-bbox="1062 1157 1494 1220">Unable to report</td> </tr> </table>		On Track (multi-year goal)		Not On Track (multi-year goal)		Goal Met (one-year goal)		Goal Not Met (one-year goal)	x	Met All (multiple goals)		Met Some (multiple goals)		Met None (multiple goals)		District/charter does not enroll students in kindergarten		Unable to report
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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?

Number of students that complete College & Career Readiness indicator exams such as the EXPLORE, PLAN and ASVAB exam.

What strategies are in place to support this goal area?

School administers the exams to the approximate grade level students.
 Careers Course is a required class for all students.
 Utilize a career counselor through a consultant from Rural MN CEP (local workforce center) to meet with students and plan their career future.

All Students Graduate

Goal	Result	Goal Status																		
Average of 5% increase in the number of students graduating high school compared to the previous year.	There was a 4% increase in the average number of students graduating high school compared to the previous year.	Check one of the following: <table border="1" data-bbox="1015 388 1502 1008"> <tr> <td data-bbox="1015 388 1063 451"></td> <td data-bbox="1063 388 1502 451">On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1015 451 1063 514"></td> <td data-bbox="1063 451 1502 514">Not On Track (multi-year goal)</td> </tr> <tr> <td data-bbox="1015 514 1063 577"></td> <td data-bbox="1063 514 1502 577">Goal Met (one-year goal)</td> </tr> <tr> <td data-bbox="1015 577 1063 640">X</td> <td data-bbox="1063 577 1502 640">Goal Not Met (one-year goal)</td> </tr> <tr> <td data-bbox="1015 640 1063 703"></td> <td data-bbox="1063 640 1502 703">Met All (multiple goals)</td> </tr> <tr> <td data-bbox="1015 703 1063 766"></td> <td data-bbox="1063 703 1502 766">Met Some (multiple goals)</td> </tr> <tr> <td data-bbox="1015 766 1063 829"></td> <td data-bbox="1063 766 1502 829">Met None (multiple goals)</td> </tr> <tr> <td data-bbox="1015 829 1063 934"></td> <td data-bbox="1063 829 1502 934">District/charter does not enroll students in kindergarten</td> </tr> <tr> <td data-bbox="1015 934 1063 1008"></td> <td data-bbox="1063 934 1502 1008">Unable to report</td> </tr> </table>		On Track (multi-year goal)		Not On Track (multi-year goal)		Goal Met (one-year goal)	X	Goal Not Met (one-year goal)		Met All (multiple goals)		Met Some (multiple goals)		Met None (multiple goals)		District/charter does not enroll students in kindergarten		Unable to report
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Narrative is required; 200-word limit.

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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Previous year's graduation rate on the MN Report Card indicated the deficiency. Change in graduation rate on MN Report Card.
What strategies are in place to support this goal area?
Credit Recovery options for secondary students as an after-school program during the year as well as a summer school program.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-20). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

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

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

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

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

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

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:	Mahnomen Public School District
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Achievement and Integration Goal 1

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
The percentage of students eligible for Free & Reduced Lunch in grades 4-6 at	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal	78% STAR Math Assessment.	"Unable to report"	Check one of the following: <input type="checkbox"/> Goal met

Mahnomen Elementary who are at grade level on the STAR Math Assessment will increase from 78% in 2019 to 87 % in 2022.	<input type="checkbox"/>	Integration Goal			<input type="checkbox"/>	Goal not met
	<input type="checkbox"/>	Teacher Equity Goal			<input checked="" type="checkbox"/>	Unable to report

Narrative is required; 200-word limit.

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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Data was to be collected from STAR Math assessment but due to COVID we were unable to complete.
What strategies are in place to support this goal area?
The Summer & After-School STEAM Camp will serve students at Mahnomen Elementary through supplemental academic support by designing interactive STEAM classes that engage students in hands-on learning. Students will work with teachers in grade level appropriate units in a multitude of STEAM subjects. Grade level to be served: 4-6

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration or Teacher Equity Goal?	Baseline	Year 3 (2019-20) Actual	On Track?												
The percentage of students eligible for Free & Reduced Lunch students at Mahnomen Secondary graduating in 2022 will increase from 31% in 2017 to 46% in 2022.	Check one of the following: <table border="1" style="margin-left: 20px;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Achievement Goal</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Integration Goal</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher Equity Goal</td> </tr> </table>	<input checked="" type="checkbox"/>	Achievement Goal	<input type="checkbox"/>	Integration Goal	<input type="checkbox"/>	Teacher Equity Goal	Graduation rate for FRP was 31% in 2017.	Graduation rate for FRP was 65% in 2018.	Check one of the following: <table border="1" style="margin-left: 20px;"> <tr> <td><input checked="" type="checkbox"/></td> <td>Goal met</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Goal not met</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Unable to report</td> </tr> </table>	<input checked="" type="checkbox"/>	Goal met	<input type="checkbox"/>	Goal not met	<input type="checkbox"/>	Unable to report
<input checked="" type="checkbox"/>	Achievement Goal															
<input type="checkbox"/>	Integration Goal															
<input type="checkbox"/>	Teacher Equity Goal															
<input checked="" type="checkbox"/>	Goal met															
<input type="checkbox"/>	Goal not met															
<input type="checkbox"/>	Unable to report															

Narrative is required; 200-word limit.

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What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
Graduation rate on MN Report Card for Mahnomens Secondary School disaggregated by FRP.
What strategies are in place to support this goal area?
School hired a Graduation Success coach to provide interventions. Mahnomens Secondary will continue to develop and implement a comprehensive 4-year college and career readiness program. Students in Grades 7-12 will participate in Ramp-Up to Readiness and use MCIS as a tool to track progress. Identified at-risk students will meet with the Success Coach who will help them create their individual plan for successful completion of secondary graduation. The strength of the program will be the collaborative result between the student, parent and school.

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 3 (2019-20) Actual	On Track?												
Given the opportunity to participate in integration activities with one or more partner school districts, selected Mahnomens students will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically)	Check one of the following: <table border="1" style="margin-top: 10px;"> <tr> <td><input type="checkbox"/></td> <td>Achievement Goal</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Integration Goal</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Teacher Equity Goal</td> </tr> </table>	<input type="checkbox"/>	Achievement Goal	<input checked="" type="checkbox"/>	Integration Goal	<input type="checkbox"/>	Teacher Equity Goal	Likert Scale of 4.5 out of 5 on average comfort level.	“Unable to report”	Check one of the following: <table border="1" style="margin-top: 10px;"> <tr> <td><input type="checkbox"/></td> <td>Goal met</td> </tr> <tr> <td><input type="checkbox"/></td> <td>Goal not met</td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td>Unable to report</td> </tr> </table>	<input type="checkbox"/>	Goal met	<input type="checkbox"/>	Goal not met	<input checked="" type="checkbox"/>	Unable to report
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<p>y diverse, socioeconomically diverse) from and average comfort level of 4.5 out of 5 to an average comfort level of 4.8 out of 5, by the end of the of the 2021-2022 school year, as measured by a shared multidistrict collaborative survey utilizing a 5-point Likert scale.</p>				
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Narrative is required; 200-word limit.

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<p>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</p>
<p>Self assessment by students in grades 6-8.</p>
<p>What strategies are in place to support this goal area?</p>
<p>STAR Program: Students Teaching Attitudes of Respect (STAR) Program which is designed to increase social and emotional skills of 6 th grade students. Selected students from Mahnommen will partner with 50-55 students from the partner school districts. The selected Mahnommen students will mirror the demographics of the District. Students along with an adviser will come together for a multi day camp with STAR staff to learn leadership skills and ways of presenting social emotional topics to others. STAR schools are then provided a curriculum called Speak Your Peace to use back home in their home schools. The 2 nd year a new cohort of 6 th grade students will be added and a the activities continue with the previous year’s cohort and in the 3 rd year an another cohort will be added. Grade level to be served: Grade 6-8</p>

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.

We were not able to measure the impact due to ending the STAR program early due to COVID in the spring of 2020.

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?

Our STEAM activities and STAR program were cut short due to not being able to bring students in for hands-on activities which affected progress towards goals. The Graduation Coach was able to continue to reach out and provide interventions with at risk students and help keep them on track to meet graduation requirements.