



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: Mahnomen Public School District #432

Grades Served: PreK - 12

WBWF Contact: Jeff Bisek

A&I Contact: Amanda Okeson

Title: Superintendent

Title: Curriculum & Student Intervention Director

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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.
- <https://www.mahnomen.k12.mn.us/o/mahnomen-isd-432/browse/45423>
- Provide the direct website link to the A&I materials.
- https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1014274/Mahnomen_A_I_Plan.pdf

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.
- [Public meeting was held October 21, 2020 to review goals, outcomes and strategies from the previous 2019-20 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 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)
Desi Linden	Parent	
Aimee Pederson	Indian Education Coordinator	X
Joan LaVoy	Parent	
Meredith McArthur	Parent	
Jacob Melby	Elementary Principal	X
Kevin Hedstrom	Secondary Principal	X
Amanda Okeson	Teacher	X

Equitable Access to Excellent and Diverse Educators

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

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

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

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

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

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

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

Respond to the questions below.

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

- How did the district examine equitable access data?
 - What data did you look at?
 - District has one elementary school, one secondary school and one ALC school. All students have access equal to the same teachers.
 - How frequently do you review the data?
 - We review our data annually
 - Who was included in conversations to review equitable access data?
 - School administration, School board and teachers are included in reviewing enrollment numbers.

Limit response to 200 words.

Type response here

- 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.

Type response here

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?
 - [There are no Hispanic teachers in our District which is 2% of our student population.](#)
 - [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.](#)
 -

Limit response to 200 words.

Type response here

- 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?
- [We encourage our graduating seniors to pursue a career in education and to become teachers.](#)

Limit response to 200 words.

Type response here

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
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.	<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?

Type response here

- Enrollment data in our Pre-K program
- Investment in Early Childhood education with 5-day everyday Pre-K programming to provide early Interventions for students coming into Kindergarten.

- COVID-19 reduced the number of students enrolled in our Pre-K programming by about 25%.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Average of 3% increase in the number of 3rd 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>There was a 4% decrease in Reading of 3rd grade students meeting proficiency as measured by the Minnesota Comprehensive Assessments compared to the previous year.</p> <p>44% of K-2 student demonstrated 1-year equivalent growth in reading as measured by STAR and local 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 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 checked="" 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?

Type response here

- We use MCA proficiency data and STAR Reading and Math testing data to determine if our K-3 students are prepared.
- 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.
- COVID-19 affected our data since our participation rate dropped to 85% from 99% in previous years.

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>Based on previous year’s MCA Math scores.</p> <ul style="list-style-type: none"> • American Indian student group did not increase by 3% on MCA assessment. • White student group did not increase by 3% on MCA assessment. • Special Education student group did not increase by 3% on MCA assessment. • Free & Reduced Lunch student group did not increase by 3% on MCA assessment. <p>Based on previous year’s MCA Reading scores.</p> <ul style="list-style-type: none"> • American Indian student group did not increase by 3% on MCA assessment. • White student did not increase by 3% on MCA assessment. • Special Education student group did not increase by 3% on MCA assessment. • Free & Reduced Lunch student group did not increase by 3% on MCA assessment. 	<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 checked="" 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?

Type response here

- We use MCA proficiency data in Reading and Math testing to determine if our students are closing the achievement gap.
- COVID-19 affected our data since our participation rate dropped to 88% from previous years.

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>The EXPLORE Assessment and PLAN Assessments have been discontinued.</p> <p>All District 11th Grade students took the ASVAB Assessment.</p> <p>All District 12th Grade students take a Careers Course as a graduation requirement.</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 checked="" 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?

Type response here

- Number of students that complete College & Career Readiness indicator exams such as the EXPLORE, PLAN and ASVAB exam.
- 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.
- COVID-19 affected our data since our participation rates dropped from previous years due to distance learning.

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 6% decrease in the average number of students graduating high school compared to the previous year.	<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. 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?

Type response here

- Previous year’s graduation rate on the MN Report Card indicated the deficiency.
- Change in graduation rate on MN Report Card was used to measure.
- Credit Recovery options for secondary students as an after-school program during the year as well as a 6-week summer school program.
- COVID-19 affected our data due to number of students that were in distance learning.

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: Mahnomen Public School District

A and I Contact: Amanda Okeson

Title: Curriculum & Student Intervention Director

Phone: 218-935-2211

Email: aokeson@mahnomen.k12.mn.us

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://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1046891/2019-20_Combined_WBWF_and_A_I_Summary.pdf
- Provide the direct website link to the A&I materials.
- https://core-docs.s3.amazonaws.com/documents/asset/uploaded_file/1014274/Mahnomen_A_I_Plan.pdf

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.
- [Public meeting was held October 21, 2020 to review goals, outcomes and strategies from the previous 2019-20 year and to plan for the upcoming year.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>The percentage of students eligible for Free & Reduced Lunch in grades 4-6 at Mahnomen Elementary who are at grade level on the STAR Math Assessment will increase from 78% in 2019 to 87 % in 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</p>	<p>78% STAR Math Assessment.</p>	<p>“Unable to report.”</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?

Type response here

- Data was to be collected from STAR Math assessment but due to COVID and Distance Learning we were unable to complete.
- The Summer Camp; 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
- COVID-19 affected our data due to number of students that were in distance learning and not able to correlate STAR Math testing for the year.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>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.</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</p>	<p>Graduation rate for FRP was 31% in 2017.</p>	<p>Graduation rate for FRP was:</p> <p>65% in 2018</p> <p>76% in 2019</p> <p>54% in 2020</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 checked="" 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?

Type response here

- Graduation rate on MN Report Card for Mahnomen Secondary School disaggregated by FRP.
- School hired a Graduation Success coach to provide interventions.
- Mahnomen 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.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>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 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>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Likert Scale of 4.5 out of 5 on average comfort level.</p>	<p>“Unable to report”</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?

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

Type response here

- Self assessment by students in grades 6-8.
- STAR Program: Students Teaching Attitudes of Respect (STAR) Program which is designed to increase social and emotional skills of 6th grade students. Selected students from Mahnomen will partner with 50-55 students from the partner school districts. The selected Mahnomen 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 2nd year a new cohort of 6th grade students will be added and the activities continue with the previous year's cohort and in the 3rd year an another cohort will be added. Grade level to be served: Grade 6-8
- COVID-19 affected our data due to number of students that were in distance learning and the STAR program was suspended due to mitigation strategies by schools to not mix students.

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

- We were not able to measure the impact due to ending the STAR program for the 2020-21 School Year due to COVID mitigation strategies adopted by the participating schools that prevented the combining of students from different schools..

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

- 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.

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