



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: McGregor ISD#4

Grades Served: K-12

WBWF Contact: Brad Johnson

A&I Contact: Carrie White

Title: Superintendent

Title: Title One

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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)?

Yes No

This report has three parts:

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

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

World's Best Workforce

Annual Report

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

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

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

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

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year.

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.

- *WBWF and Achievement and Integration Annual Public meeting March 8, 2021*

District Advisory Committee

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

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and

other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

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

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Carrie White	Title One/ Leadership team	x
Sara Moser	Title One/ Leadership team	x
Cheryl Meld	Community Ed/ Grant Coordinator	x
Ryan Dillner	Dean of Students	x
Gretchen Polkinghorne	Counselor	x
Brad Johnson	Principal/ Superintendent	x
Lindsey Becker	Early Childhood	x

Equitable Access to Excellent and Diverse Educators

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

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

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

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

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused

with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

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

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

Respond to the questions below.

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

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?

81.4% of our teachers have more than 3 years of teaching experience.

- 98.4% of our teachers are teaching within their licensure areas.
- Our ratio of licensed staff to students is 10 to 1.
- 28% of teachers have advanced degrees.
- Our biggest gap is in the area of diverse teachers. We give equal opportunity to all applicants, but rarely receive diverse applicants that reflect the minorities in our school population. We are in a very small, rural area. Our school student population is currently 71% White, 24% Native American, 2% two or more races, and 1% each in other areas.
- McGregor employs an Indian Education Liaison that is available throughout the school day for student support. Culture classes are provided weekly to all Native American students.
- We review data Bi-annually at a minimum.
- Who was included in conversations to review equitable access data?
- World’s Best Workforce Committee
- High School and Elementary Principal and Indian Parent Advisory Committee meets bi-annually.
- Our elementary leadership reviews data each year.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

We are working to make some new connections with outside resources that will support our goal of broadening our level of experienced and diverse staff. Our Indian Ed liaison is available to offer guidance and networking opportunities to help train and educate our staff and students on how to better serve our Native American students. It is our goal to continue conversations and connect with outside resources to improve education for all students at our school.

McGregor school contracts with outside agencies to come to our school to do training and provide multicultural experiences throughout the school year. These opportunities are available to all teachers and paras. Our achievement and Integration opportunities expose students to licensed personnel in areas outside of the regular classroom.

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?
 - 30.2% of our students are Native American. Our licensed staff is predominately white, with 28% holding advanced degrees. We employ paras that represent our Native American and black population. Our Native American liaison is Native American. We would need about 10 Native American teachers to reflect our current 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?
 - Job postings go out to a broad audience. All qualified candidates are considered. Networking among other districts and agencies to help reach as many diverse candidates as possible. Students of diverse backgrounds are encouraged to participate in and lead our after school activities. The hope is to inspire the desire to stay in the community and be a part of our education system.

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

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

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

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

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

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

All Students Ready for School

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

Goal	Result	Goal Status
<p>The percentage of McGregor students enrolled in Kindergarten that score at or above the letter sound benchmark score (5) on Formative Assessment System for Teachers (FAST) reading will increase from 43% in 2020 to 55% in Fall 2021.</p>	<p>16% of Kindergartners scored at or above the letter sound benchmark of 5 on the FAST early reading measure in the fall of 2021, and did not meet our goal of 55% in 2021.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. 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?

Kindergartners are tested in the Fall using Early reading measures in FAST. Students that score below the benchmark are given extra support during WIN time. All age-eligible students in McGregor Preschool are in a Voluntary Pre-Kindergarten program that meets state requirements to prepare children for success before they reach Kindergarten. The McGregor Preschool Program uses the state approved assessment tool, DRDP, for assessments. We are using PLC time to create a better bridge communication between preschool and kindergarten. Preschool, kindergarten, special education, and other staff members are participating in training together and implementing further strategies to increase achievement.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
2020-2021: The percentage of 3rd graders proficient in reading will increase from 40% proficient on MCA reading tests in 2020 to 50% proficient on MCA reading tests in the spring 2021.	43% of third graders were proficient on the reading MCAs in the spring of 2021.	<p>Check one of the following:</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>

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?

MCA test scores and Fastbridge data drive our data decisions and goals. We have identified our Native American and Special Education student groups as those that need targeted support in reading. We have implemented many strategies as a school including guided reading, Orton Gillingham and LLI reading intervention as part of our elementary improvement plan. We use FASTbridge to assess student progress throughout the school year and monitor individual student needs regularly. We prioritize students in grades K-3 when providing additional reading support.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
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2020-21 Goal: Native American consistent attendance will be greater than 63.8% (2019 data) attending at least 90% of the school days (174) during the 2020-2021 school year..

The percentage of all students enrolled October 1, 2020 in grades 3-12 in McGregor Public School who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 53% in 2019 to 60% in 2021.

The percentage of Native American students enrolled October 1, 2020 in grades 3-12 in McGregor Public Schools who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA III will increase from 39.5% in 2019 to 50% in 2021.

64% of our Native American students had consistent attendance in 2019-2020. We do not have new data for 2020-2021 due to COVID.

The percentage of all students enrolled October 1, 2021 in grades 3-12 in McGregor Public School who earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA was 43.6%.

22% of Native American students enrolled October 1, 2021 in grades 3-12 in McGregor Public Schools earned an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA.

Check one of the following:

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)

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

Narrative is required. 200-word limit.

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

Type response here

As a comprehensive Improvement School, we have reviewed student data extensively using MCA data and FASTbridge to identify student needs in reading and math. We meet during PLCs to disaggregate this data by student race, free and reduced, and Special Ed. Our Native American and Special Ed populations have been our focus for goal setting and strategies. Strategies that have been implemented include providing more “push-in” special education support than pull out. To better support our American Indian students, we have increased the diversity of our library, speakers, curriculum, and knowledge of our teachers and paras by providing multiple opportunities of experiences and resources relating to the Native American culture.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
The percentage of the McGregor students who take the ACT, the percentage who meet at least one ACT college-ready benchmark (reading, English, math, or science) will increase from 42% in 2020 to 50% in 2021.	In March of 2021, 13 McGregor 11th graders completed the ACT Test. Of the 13 students who completed the test, six met at least one ACT college-ready benchmark. This is an increase from 42% to 46%, but falls short of the goal of 50%.	<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. N/A

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 goal area was identified using ACT Score Report data. This data is not disaggregated by student groups. In order to make progress towards this goal, we have encouraged students to enroll in the higher level math courses in order to build their skills.

All Students Graduate

Goal	Result	Goal Status
<p>An analysis of McGregor’s four-year rate shows that most non-graduates are continuing their education, but are behind in credits. The percentage of students who are on-track with credit completion at the end of 11th grade will increase from 79% in 2020 to 85% in 2021.</p>	<p>At the end of the 2021 school year 60% of 11th graders were on track with credit completion. Goal of 85% was not met.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. 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. N/A

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 data used for this goal area is an audit of credit completion for the spring 2021 11th graders. This data is not disaggregated by student groups. Students are able to enroll for credit recovery through the McGregor ALP.

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: McGregor ISD#4

A and I Contact: Carrie White

Title: Title One

Phone: 218 768-5163

Email: cwhite@isd4.org

Annual Public Reporting

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

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

Annual Public Meeting

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.
 - March 8th, 2021

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Improve student achievement for all students in grades K-11 in math from 42% in 2019 to 48% proficient as measured by the math MCAs by June 2022.</p> <p><i>Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>The percentage of students proficient on Math MCAs in grades 3-12 will increase from 42% in 2019 to 46% by the year 2021..</p>	<p>30.4% of all students in grades 3-11 were proficient in math according to the MCA's in 2021.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

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

We use MCA and FastBridge data to identify needs in math. We have identified our Special Education and Native American student groups as those that need extra support. The elementary utilizes the Principles to Action philosophy, focusing on the eight teaching practices in all grades K-6. We have also added a full time math interventionist in the elementary this school year to work with students in grades K-6. We monitor and adjust student support according to student needs using FastBridge throughout the school year.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Improve student achievement for all students grades K-10 in reading from 50% proficient in 2019 to 56% as measured by the reading MCAs by June 2022.</p> <p><i>Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups</i></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>The percentage of students proficient on Reading MCAs in grades 3-12 will increase from 50% in 2019 to 54% by the year 2021.</p>	<p>43.6% of students in grade K-10 were proficient in reading in 2020-2021.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

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

We utilize MCA reading and FastBridge data to guide our decision and goal making. We look at each student group and have identified our Special Education and Native American students as those that need additional support. In reaction to this, we have implemented the Principles to Actions framework in grades K-6 to guide teaching. We are working to extend much of the same guidance across the high school in the upcoming year.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Increase consistent attendance for Free and Reduced students in grades K - 12 from 67.7% in 2019 to 73.7% by June, 2022.</p> <p><small>Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups</small></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Consistent attendance for free and reduced students will increase by 2% each year with 71.1 by year 2021.</p>	<p>192 or 67.2% of students qualified as having consistent attendance in the Spring of 2021.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

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

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

A student is considered “consistently attending” if they attend more than 90 percent of the time the student is enrolled during the year. Data from MDE shows that in 2018, we had 232 students qualify for F/R meals with a consistent attendance of 67.7%; In 2019, 219 students qualified with an attendance of 63.9%; In 2020, 192 students qualified with attendance of 67.2%. The decrease in numbers may be due to the decrease in enrollment as well as all meals being free for all students - which does not require parents to fill out the Free/Reduced forms.

There is a discrepancy between the consistent attendance percentages between Native American students and all others, typically around 20% less attending regularly. Part of the lower percentages is related to new issues arising, such as those without equitable technology. This, along with the many of our students living in large families within a single home, are possible reasons for the decrease in percentages. Although not drastic, one change that has been made is utilizing more In-School Suspensions rather than Out-Of-School because it keeps students present in the building. Making the activity bus a priority for after school programs is also helping with student attendance rates, as they have transportation provided.

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.

McGregor school has offered several different opportunities and activities for students and families during the school year and throughout the summer. Students attended STEAM activities in both McGregor and Cromwell during the year. Cromwell students also attended summer programming here in McGregor where a wide range of multicultural activities were offered. McGregor held a community meal featuring traditional Native American, locally grown foods. Students have had access to a wider variety of activities, experiences, and expertise since partnering with Cromwell.

We have seen increased awareness and participation of families that don't usually attend since implementing integration strategies. We have served a number of new families that had not previously participated in extracurricular activities many of which were a part of programming in the summer and beyond. After participating in summer activities, some students, including students of color, are working in our after school programming learning job skills (American Indian, Hispanic) during the current school year.

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?

Our after school activity bus did not run at all last year. This deeply impacted our after school programming. Many of our strategies were carried out without being too affected by distance learning, as we were in school in person for most of the school year. Some of our family activities were carried out as take home kits and families completed at home rather than in person. This still continues. Virtual learning will continue, not the same as on-site programming. McGregor school is partnering with the public library to do outreach for students in 4th grade and older to develop story time using the library to do literacy programming.

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:McGregor ISD 4

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>The percentage of American Indian students in McGregor Public Schools who are in classes taught by teachers with an advanced degree will increase from 17% in 2019-20 to 20.0% in 2020-21.</p> <p><small>Aligns with WBWF area: Close the Achievement Gap(s) Between Student Groups</small></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</p>	<p>Percentage of licensed educators with advanced degrees will increase from 17% in 2019 to 19% in 2022.</p>	<p>Percentage of licensed educators with advanced degrees was 27.9% in 2021.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required. 200-word limit.

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

All students need equal access to highly trained teachers. We used data from MDE to track the percentage of educators employed by McGregor Schools that have advanced degrees. Strategies in place include incentives to move across lanes on the pay scale. We are currently working towards providing a mentorship program to new teachers. We have invited speakers from the Mille Lacs Band to share insight and information that will help our staff to better understand how to help our Native American students. Our PLC time has included discussions around various books that focus on the Native American culture and we have added many books by Native American authors to our school library and classrooms.

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.

McGregor school partnered with the Cromwell school district and participated in several activities throughout the school year and summer. The availability of a larger variety of activities with a larger pool of students and instructors has impacted our students by giving them access to a broader range of experiences and learning that can be difficult to provide in a small community. Planning our strategies has created more of an intentional focus on making some positive changes that will help our students succeed.

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?

Many of the staff development opportunities were not offered or available during the 2020-2021 school year, MEIA Conference was cancelled in 2020-2021, and postponed again this fall. We are hoping to send staff when it is rescheduled this spring.

Most student enrichment activities were not available to students after school during the school year, due to not having after school busing available. Data from these activities is not available. When taking this into consideration for the current school year, we made the activity bus being available a priority!