



2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: La Crescent – Hokah Public School

Grades Served: Pk- 12

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A and I Contact: N/A

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

☐ Yes

☒ No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

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

Part A: Required for All Districts

Annual Report

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.isd300.k12.mn.us/district/wbwf>

- *Provide the direct website link to the A&I materials. N/A*

Annual Public Meeting

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 2018-19 school year.*

December 12, 2018 – focus on data and goals progress.

February 6, 2019 – WBWF meeting and State of the School presentation

District Advisory Committee

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 2018-19 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)
Kevin Cardille	Superintendent	
Jill Rodeberg	Board Chair	
Patti Balacek	Board member	
Steve Smith	Secondary Principal 5-12	
Josh Mallicoat	Secondary Assistant Principal 5-12	
Jeffrey Copp	Elementary Principal PK-4	
Beth Theede	Community Ed Director	
Abby Kemp	HS Counselor	
Curt Murray	Community Member	
Kelly Fabian	Community Member	
Linda Larson	Community Member	
Caryn Peterson	Staff member	
Merry Kocar	Elem teacher	
Eileen Krenz	Chamber/ Community member	

Equitable Access to Effective and Diverse Teachers

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. Limit response to 400 words.

- *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?*
 - *Our committees, which meet monthly, looked at ACT, MCA, and Fastbridge data to determine academic success. We also used the results of the State Student Survey, parent surveys, and student engagement surveys to provide insight into what works to improve student learning and what does not. From there we established staff development needs, classroom needs and curriculum needs and did our best to secure what we needed to improve student learning.*
 - *Who was included in conversations to review equitable access data?*
 - *Our School board, staff through various committees; Oversight, Curriculum and Staff Development as well as PLC meetings. These committees are comprised of parents, teachers, administrators and board members. These committees reviewed assessment and survey data to determine what is needed for us to reach our struggling learners.*
 - *What equitable access gaps has the district found?*
 - *The two areas that we find as gaps are our free and reduced population and our special education student populations. We have turned a focus to evaluate these groups and find ways to improve students learning as measured on the various assessments we use for all students.*
 - *What are the root causes contributing to your equitable access gaps?*
 - *Our primary gaps are with those students who are the most struggling learners and those with learning disabilities.*
 - *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?*
 - *We have worked hard to find licensed teachers in all areas. It took us three years to find an industrial arts teacher and also a science teacher. This is a sad state to have to say this for a profession of this importance. We have been diligent in making sure we have the best teachers in front of the students. We also have done extensive training with staff to teach them how to recognize students who are struggling and how to make connections with students and get them engaged.*
 - *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*
 - *We will continue to improve our special education programs and work on more specific goals for those students to improve student learning. We are working on more hands on learning opportunities and our district just approved a referendum for a new Elementary building and remodel of the secondary build. Our design will have increase student learning as its driving force.*

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. Limit your response to 400 words.*
 - *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?*
 - *We have African American and Asian students in our buildings. We have very few, but we also have staff from these minority groups that represent a similar percentage.*
 - *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?*
 - *I believe we have a pretty close ratio at this point.*
 - *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?*
 - *I would say the availability of teachers from those groups.*
 - *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 are an equal opportunity employer. We have a posting on our website that we Provide equal access to all with no bias to race, creed, or beliefs.*

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers 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 2018-19 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.

<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Goal 1: For the 2018-19 school year, the percentage of total children completing the Early Childhood Screening in the La Crescent-Hokah School District between their 3rd and 4th birthdays will increase from 44% to 50%.</p> <p>Goal 2: For the 2018-19 school year, the La Crescent-Hokah School District's inclusive and integrated School Readiness program, partnered with both Semcac Head Start and Early Childhood Special Education, will maintain or exceed an enrollment of 90% of program capacity.</p> <p>Goal 3: In the 2018-19 school year, the La Crescent-Hokah Early Childhood administrative team will identify demographic data needs for the district's early childhood education programs, including how child data is entered into and moved through the district to support successful programming, in preparation for district-wide student information system transition in the summer of 2019.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal</i></p> <p>In SY 2017-18, 44% of total children completing the Early Childhood Screening in ISD 300 were screened between their 3rd and 4th birthdays. In SY 2018-19 41% of total screened children were screened between their 3rd and 4th birthdays. There was an increase in the percentage of children screened within 30 days to kindergarten entry, due to an increase of students moving to/enrolling in the district in August of 2018. The percentage of children screened between their 4th and 5th birthdays decreased by 5% over SY 2018-19.</p> <p>In SY 2018-19, the ISD 300 School Readiness program had an enrollment of 95% of capacity.</p> <p>Throughout the 2018-19 school year, the La Crescent-Hokah Early Childhood administrative team worked with team members of the Minnesota Department of Education GrEaT (Growing Evaluability Together) project. A data flow of current information management procedures for how a child's information moves into and through the district was completed. Analysis of the data flow identified opportunities for further integrating</p>	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></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> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>
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	Early Childhood Special Education as well as opportunities to streamline the data entry of all required demographic data needed to complete MDE reporting requirements that help ultimately inform our local early childhood program needs and outcomes.	
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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?

- The Early Childhood Administrative team, with assistance from MDE personnel, developed a logic model, stakeholder analysis and assessment analysis to enhance early childhood program-wide planning and evaluation.
- Our district continues to strive for 100% of children screened prior to kindergarten entrance. The data of number of children screen at age 3, at age 4, at age 5, and at or after kindergarten entrance is captured by the annual Early Childhood Screening Report.

• *What strategies are in place to support this goal area?*

- Within our district's wide array of early childhood program options provided to families, our early childhood staff are engaged in ongoing professional development that is aligned with the Early Childhood Indicators of Progress as well as specific tool and model related learning such as the Pyramid Model and the Teaching Strategies GOLD assessment.
- Our department is engaged in ongoing evaluation and gathering feedback from stakeholders in regard to our new Early Childhood Screening process and procedures.

• *How well are you implementing your strategies?*

- These strategies are being implemented with fidelity.

• *How do you know whether it is or is not helping you make progress toward your goal?*

- Ongoing collection of feedback from early childhood program stakeholders is one of our biggest indicators of if we are moving in the right direction for meeting our goals or if we need to consider new directions to reach the goals.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Elementary Goal: Goal was 62.2% proficiency on the Fastbridge - aReading MAP test. This is a 10% expected increase from the year prior.</p> <p>Reading benchmark of Fastbridge - Our goal is for 80% of students to be at or above benchmark, growing each year.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>We achieved 64% proficiency on aReading.</p> <p>Reading benchmark for Fastbridge - 35 of 71 students were at or above benchmark in 3rd grade. This is 49.3%</p>	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></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> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></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?*

Using Fastbridge AReading data as a formative assessment

- *What strategies are in place to support this goal area?*

We altered the way we taught reading this past year. We focused on “What I Need” or WIN time for the students. We ability grouped students and looked at formative assessments to determine what they needed.

- *How well are you implementing your strategies?*

We feel that it took some time for all staff to buy in, but a focus was on what is best for the student and that is helping us to be successful.

- *How do you know whether it is or is not helping you make progress toward your goal?*

I believe it is reasonable to expect that in 19-20 - we will have 59.3% of students at or above benchmark in 3rd grade. This is a 10% increase.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Closing the Achievement Gap:</p> <ul style="list-style-type: none"> We can examine only 2 student subgroups as we do not have enough diversity to look at racial subgroups. <p>Special Education Subgroup</p> <ul style="list-style-type: none"> Our SPED population <p>Free / Reduced Subgroup</p> <ul style="list-style-type: none"> We also look at our Free/Reduced Lunch population. 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> Our SPED population has shown proficiency levels ranging from 25% to 15.9% in math and 28.6% to 21.7% in reading district wide. This compares to state averages of 30% to 27% in math and 30.6% to 29.9% in reading. We range from 47% to 32% proficiency in reading which compares to the state levels of 41% to 40%. In math we range from 31.7% to 32.2% compared to state levels of 39% to 34%. 	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one year goal)</p> <p><input type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</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?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

We continue to use the MCA and MTAS tests to measure proficiency in our 2 subgroups for SPED and FRPL. Our SPED PLC is working toward more efficient methods of delivering content and offering more course replacement to challenge each learner where they are. Overall our PLC groups work with the Curriculum Steering committee to address gaps in learning for all learners. We have been consistent on proficiency levels and continue to look for ways to create improvement in both areas.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>High school Goal</p> <ul style="list-style-type: none"> The percentage of all students in grade 11 at La Crescent Hokah High School who meet or exceed College Readiness Benchmarks on the <u>ACT</u> in 3 or more of the academic areas will increase from 49.3% in 2018 to 51.5% in 2019. 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Result:</p> <ul style="list-style-type: none"> The percentage of 11th grade students who did meet or exceed benchmark on at least 3 academic areas was 41%. 	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met (one year goal)</i></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>

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?*
 - *How well are you implementing your strategies?*
 - *How do you know whether it is or is not helping you make progress toward your goal?*
- **Narrative: As we evaluate our ACT data we recognize that even though we experienced a decline it still represents a favorable comparison to the state average which is consistently around 43%. We also see an increase on scores from the Junior to Senior year as our students continue to add more college core curriculum. This is evidenced by this last graduating class raising their percentage to 53% meeting benchmark on at least 3 areas on the ACT.**

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Middle school Goal:</p> <ul style="list-style-type: none"> • The percentage of all students enrolled in grades 5-8 at La Crescent Hokah Middle School for at least half a school year who are proficient on the Math tests (MCA and MTAS) will increase from 53.5% in 2018 to 57.0% in 2019. This increase will be rigorous and will allow us to close the gap with the state average as well. 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Result:</p> <ul style="list-style-type: none"> • The percentage of all students enrolled in grades 5-8 at La Crescent Hokah Middle School for at least half a school year who were proficient on the Math tests (MCA and MTAS) was 40.8% in 2019. 	<p><i>Check one of the following.</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input checked="" type="checkbox"/> <i>Goal Not Met (one year goal)</i></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>

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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Narrative: This last year we saw a significant decline in proficiency. The last 3 years have been consistent with proficiency ranging from 49% to 53%. We will continue to look at how our benchmark reports and our curriculum align. We did have 9 fewer days of instruction last year as well. Statewide there was a 2% decline in proficiency as well which is also significant.**

Provide the established SMART goal for the 2018-19 school year.

Elementary Goal: Goal was 62.2% proficiency on the Fastbridge aReading MAP test. This is a 10% increase from the year prior.

Provide the result for the 2018-19 school year that directly ties back to the established goal.

We achieved 64% proficiency on aReading.

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)

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?*

Data on each individual student is processed to provide the child with what they need.

- *What strategies are in place to support this goal area?*

The district has supported staff with curriculum, staffing, and training. This was very important to our success.

- *How well are you implementing your strategies?*

It took some time for all to buy in, but the success has proven to those that struggled with change that it was a good process.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Seeing the success of student learning has helped to make all staff feel comfortable.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>All Students Graduate:</p> <ul style="list-style-type: none"> Goal: The percentage of students who graduate will remain the same from 100% in 2018 to 2019 school year using the 4 year cohort as reported on the Minnesota Report Card 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>100% of the students graduated in 2019.</p>	<p><i>Check one of the following.</i></p> <p><input checked="" type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Narrative: La Crescent again met the goal of 100% of students graduating for the third consecutive year. We have been recognized at the state level for our success in this area. As a district we continue to examine ways to have early interventions to promote student success. This also is trending ahead of state averages over the last three years of 82% to 85%.**

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an [approved A & I Plan during the 2018-19 school year](#).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

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?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

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 on [this list](#) with one or more racially identifiable schools.

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

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

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?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

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

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Copy, paste, and complete the goal tables and integration section for each racially identifiable school in your district.