



## 2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Hills – Beaver Creek ISD 671

**Grades Served:** K - 12

WBWF Contact: Mr. Todd Holthaus

A and I Contact:

Title: Superintendent

Title:

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Phone:

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Email:

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

☐ Yes ☒ No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

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

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools 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.

# World's Best Workforce

## 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.
- Provide the direct website link to the A&I materials

## 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.

## 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)
Tami Rauk	School Board Member	
Harley Fransman	School Board Member	
Arlyn Gehrke	School Board Member	
Jason Phelps	Curriculum Director/Elem. Principal	
Todd Holthaus	Superintendent/Secondary Principal	
Heather Erickson	Support Staff	
Kale Wiertzema	Secondary Instructor	
Stephanie Bass	Secondary Instructor	
Nora Wysong	Secondary Instructor	
Halden VanWyhe	Elementary Instructor	
Haley Tollefson	Elementary Instructor	
Lexi Moore	Community Member	
Tonia Swan	Parent	
Bailey Swan	Student	

### Equitable Access to Excellent and Diverse Educators

**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? **The superintendent, elementary principal and guidance counselor review student makeup per grade in the elementary classes and then the composition of the class rosters for the middle school and high school using JMC, our SIS. This is reviewed yearly.**
  - Who was included in conversations to review equitable access data? **Superintendent, elementary principal, and guidance counselor primarily**
  - What equitable access gaps has the district found? **No gaps were found.**
  - What are the root causes contributing to your equitable access gaps? **As a small district the whole grade is typically in one section and everyone has the same access.**
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers? **The district continues to improve the mentoring and induction program to help develop our new, inexperienced teachers. We also model our professional development on the Charlotte Danielson framework to continue to grow all of our staff as professionals. The personnel committee evaluates teaching assignments on a yearly basis.**
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps? **We will utilize our mentoring program, professional development, and coaching through evaluations to grow individuals. We also work to recruit, hire, and retain high quality professionals.**

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 do not yet have a staff member who are of color. We had three students out of 364 (0.80%) students that enrolled identifying as black.**
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population? **H-BC has one staff member that is Hispanic out of 29.3 FTE teachers (3.4%). Our student minority groups consist of Hispanic, black, or multi-racial of either Hispanic or black with white for 4.40% minority population total. We would need to add 0.3 FTE to be equivalent to our student population.**
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers? **Our staff is very closely representative of our student population composition. We live in a very rural, conservative, ag-based community that is quite homogenous; our lack of teachers of color or American Indian teachers is due to a lack of applicants when we have job openings.**
  - 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 advertise on a nationwide website called Ed Post hosted by St. Cloud State University. If the number of applicants is few, then we also contact colleges and universities with the desired program field within a couple hour radius to search for candidates. Our district has a competitive salary and benefits package along with a robust mentoring program and continued opportunities to develop our professionals.**

## 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 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.

## All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>In the fall of 2018, 70% of students entering the kindergarten program will score at a proficient level in the early reading composite assessment of the FastBridge assessment.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>In the fall of 2018, 88% of kindergarten students were at a proficient benchmark on the early reading composite from the FastBridge assessment suite.</p>	<p><b>Check one of the following:</b></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> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</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? The data is analyzed by the kindergarten teacher in collaboration with the Title I/lead teacher first to assess the composite and subtest scores from the FASTBridge Learning Assessment Tool. The FAST earlyReading English assessment allows us to screen and monitor a student's progress in developing reading skills. Our Title One team works with students individually to complete four assessments. These measures are designed for students in the early primary grades and are typically used in kindergarten. After the assessment is administered, our team analyzes the data to determine the students that fall into Tier 3 category, which is the lowest 20% of the class. We then determine what specific interventions need to be administered for individuals that fall into the lowest 20% of the class.
- What strategies are in place to support this goal area? The preschool teacher, kindergarten teacher, and reading coach (title I) engage in professional development together and develop RTI supports early on. This collaboration encourages a better understanding of the standards and benchmarks at each level and how they build upon each other. H-BC also encourages family engagement in Early Childhood Family Education for youth ages 0 – 4.
- How well are you implementing your strategies? We have had good attendance at ECFE events, our teaching team meets informally often when planning, and we analyze data formally to check progress consistently.
- How do you know whether it is or is not helping you make progress toward your goal? We are a small school and are able to provide additional resources or time with individuals and connect with families early when students are not progressing towards the early childhood benchmarks. From this "RTI" process, we have progress monitoring data to look at individual growth and collectively as a class in early childhood settings and kindergarten.

## 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>In 2018, 79% of third grade students at H-BC elementary scored proficient on the MCA-III Reading Assessment. In 2019, the percentage of third grade students that score proficient will increase to above 80%.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>In 2019, the third grade students at H-BC were 72% proficient on the MCA-III Reading Assessment.</p>	<p><b>Check one of the following:</b></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</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? The Fastbridge assessments are used at the K-2 universal screener and progress monitoring. We utilize the STAR assessments as the universal screener starting in 2<sup>nd</sup> grade through 8<sup>th</sup> grade. Students at risk, the bottom 20% of the class, are identified early in the fall of each year and placed in appropriate reading intervention groups and met with daily in addition to their 90-minute minimum ELA block. The team of teachers meets to identify what strategies to use to best assist the students in those groups. The elementary principal keeps spreadsheets of ongoing data, with some disaggregated information on students for low-income, title I served students, and special education served students.
- What strategies are in place to support this goal area? We have an RTI process to identify and serve students individually or in small groups. We utilize the classroom teacher, the reading specialist, and a trained paraprofessional to rotate among the groups working on specific reading skills and strategies identified by the data and made as a team decision.
- How well are you implementing your strategies? The teaching staff meet every three weeks to formally analyze progress of students and determine what is working or what needs to change. The staff discuss daily informally the plans and progress for student groups.
- How do you know whether it is or is not helping you make progress toward your goal? Since hiring a reading specialist/lead teacher and dialing in on the elementary RTI process, the H-BC elementary MCA-III scores in each category have improved between 12-20% over the past four years. Although the goal was not met this year, individually the students are making gains.

## 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>In 2018, sub-groups included in Achievement Gap Reduction were 52% proficient in MCA Reading and 54% proficient in MCA Math. In 2019, students in these sub-groups will increase MCA proficiency by 2%.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>In 2019, the sub-groups included in Achievement Gap Reduction were 55% proficient in MCA Reading and 56% proficient in MCA Math.</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p>X <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>

**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 sub-groups that we have a large enough population for achievement gap reduction include the free and reduced lunch group as well as students receiving special education services. Students with individualized education plans have multiple data collection points, consistent meetings and communication with a team to make ongoing decisions to support their growth. Students that are free and reduced lunch are more difficult to track because of the confidentiality of this indicator. The elementary principal would gather data on all students in a spreadsheet and be able to identify and draw attention to students in this sub-group, without drawing attention to the FRL code. The assessments used would be consistent for universal screeners including FASTbridge assessments and STAR assessments in addition to the MCAs.
- What strategies are in place to support this goal area? Students involved in Special Education services are receiving tier 1 classroom instruction and then in addition to that tier 2 and tier 3 supports in the form of individual services or small group services from the special education staff and the title I staff, specially designed to their needs based on diagnostic assessments. Students that are FRL, but not in special education would receive services through our RTI system identifying the bottom 20% of the class as those that would receive additional targeted supports first.
- How well are you implementing your strategies? Students are working daily in small groups and in one to one a setting receiving additional support to better develop their reading, writing, and math skills. We continue to have collaborative meetings to discuss student success and setbacks and try to look at the system as a whole to find what professional learning is needed either as a district or for individuals.
- How do you know whether it is or is not helping you make progress toward your goal? We made a 3% gain in the reading score and a 2% gain in the math scores. The MTSS or RTI system in place is working, but maybe not as quickly or effectively as we would like in an ideal world.



## 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>In 2019, the composite score of H-BC students will increase to a composite score of 23.</p> <p>100% of students at H-BC Secondary School will participate in a career or college fair experience in their high school career.</p> <p>For the 2018-2019 school year H-BC Secondary School has added career and college ready programs (CEO and medical). At least 10% of students in grades 11 and 12 will participate in one of these programs.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The ACT composite score for H-BC students was 22.8 in 2018.</p> <p>The sophomore and junior classes attended the annual college and career fairs in 2018-2019. The freshmen class participated in a career exploration unit led by the guidance counselor.</p> <p>In 2018-2019, 12.5% of the juniors and seniors were involved with the CEO and medical careers courses, specifically.</p>	<p><b>Check one of the following:</b></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 checked="" 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? The secondary principal and guidance counselor review the booklet of data from the ACT that is disaggregated by student groups and content areas. From this data, we take this into consideration for our course offerings and focus areas needed for professional development. We also review the data for course enrollment in college and career ready offerings and explore additional opportunities for our students.
- What strategies are in place to support this goal area? We work to coordinate with the organizations that put on the college and career fairs yearly, meet with board members or other committees that spearhead new college and career ready type course opportunities for Southwest Minnesota students, and also utilize the On To College, John Baylor prep program to work with our students in ACT preparation, and how to choose the right college for the right price.
- How well are you implementing your strategies? We continue to expand our options for CTE, college and career offerings and opportunities for students to engage in. From some of these experiences, the two students that were involved in the medical careers course as juniors are planning to major in nursing, influenced by the class. As a whole, the use of the On To College ACT prep has not likely had a large impact on our composite, but for several individual students it has helped them raise their scores a range of two to six points.
- How do you know whether it is or is not helping you make progress toward your goal? The guidance counselor and principal evaluate the data, including reviewing the current senior plans and the past graduates' plans. We are continuing to look for more opportunities to connect students to career opportunities. The ACT score narrowly missed the mark for the goal, but the other portions of this goal were met.

## All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Graduation rate is measured and reported by the state. The current H-BC graduation rate is 90%. The H-BC Graduation rate will increase to 92%.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>The H-BC class of 2019 graduation rate was 100%.</p>	<p><b><i>Check one of the following:</i></b></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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? The principal and guidance counselor work with students and parents to set course schedules and keep track of credits, finding replacement courses when necessary. We find this information in the cum folders and through the SIS (JMC).
- What strategies are in place to support this goal area? The guidance counselor has a system in place that helps students be accountable to track their credits during the process of registering for classes. He also meets with the 8<sup>th</sup> grade and 9<sup>th</sup> grade yearly to do a careers unit that also includes course scheduling needed to best support that career path.
- How well are you implementing your strategies? This graduating class had 100% as graduated. The guidance counselor also tracks the student's post-graduation plans; there has been a shift to more students going to trade schools and two-year programs and finding success that route getting to their career of choice faster.
- How do you know whether it is or is not helping you make progress toward your goal? The tracking system, whole group, and individual meetings to help guide students (and parents) through the credit requirement and finding a potential career is helping make progress towards the goal as this class had 100% graduate.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

### Achievement and Integration Goal 1

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:  ___ Achievement Goal  ___ 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 <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ 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:  ___ Achievement Goal  ___ 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 <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ 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 more than two goals, copy and paste additional A&I Goal tables 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 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?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following:  ___ Achievement Goal  ___ 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 <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ 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:  ___ Achievement Goal  ___ 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 <b>one</b> of the following:  ___ On Track  ___ Not on Track  ___ 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 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

**Narrative:**

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