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

**District or Charter Name:** Cloquet Public Schools, ISD #94

**Grades Served:** Preschool - 12th grade

**WBWF Contact:** Rebekkah Morrison

**Title:** WBWF Coordinator and Teacher

**Phone:** (218) 879-6721 (ex 6304)

**Email:** rmorrison@isd94.org

**A and I Contact:** Teresa Angell

**Title:** Director of Indian Education Programs

**Phone:** (218) 879-1457

**Email:** tangell@isd94.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year? **Yes** **No** (Have plan implemented for 2019-20 SY)

**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.

https://www.isd94.org/Page/1174

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 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.
  - January 27, 2020

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).
<table>
<thead>
<tr>
<th>District Advisory Committee Members</th>
<th>Role in District</th>
<th>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Michael Cary</td>
<td>Superintendent</td>
<td>X</td>
</tr>
<tr>
<td>Bekki Morrison</td>
<td>Co-Chairperson; WBWF Coordinator; Teacher</td>
<td>X</td>
</tr>
<tr>
<td>Michelle Brenner</td>
<td>Curriculum Representative and DAC Co-Chair</td>
<td>X</td>
</tr>
<tr>
<td>Jennifer Kolodge</td>
<td>SDM Site Coordinator-Churchill</td>
<td></td>
</tr>
<tr>
<td>Ashlee Lennartson</td>
<td>Teacher; Education Minnesota-Cloquet Rep</td>
<td></td>
</tr>
<tr>
<td>Angela Garbett</td>
<td>SDM Site Coordinator-CAAEP; Teacher</td>
<td></td>
</tr>
<tr>
<td>Carolyn Kedrowski</td>
<td>Education Minnesota-Cloquet Rep; Teacher</td>
<td></td>
</tr>
<tr>
<td>Stef Biebl</td>
<td>SDM Site Coordinator-CMS; Teacher</td>
<td></td>
</tr>
<tr>
<td>Tom Brenner</td>
<td>Principal</td>
<td>X</td>
</tr>
<tr>
<td>David Wangen</td>
<td>Principal</td>
<td>X</td>
</tr>
<tr>
<td>Karrie Osvold</td>
<td>Secretary</td>
<td></td>
</tr>
<tr>
<td>Duane Buytaert</td>
<td>School Board Member</td>
<td></td>
</tr>
<tr>
<td>Ted Lammi</td>
<td>School Board Member</td>
<td></td>
</tr>
<tr>
<td>Jody Zeleznikar</td>
<td>Special Education Coordinator</td>
<td></td>
</tr>
<tr>
<td>Kim Broman</td>
<td>SDM Site Coordinator-Washington; Teacher</td>
<td></td>
</tr>
<tr>
<td>Chandra Allen</td>
<td>SDM Site Coordinator-CHS; Teacher</td>
<td></td>
</tr>
<tr>
<td>Andrea Cacek</td>
<td>Educational Technology Representative; Teacher</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Jessica Gagne</td>
<td>Educational Technology Representative; Teacher</td>
<td></td>
</tr>
<tr>
<td>Ann Doesken</td>
<td>Educational Technology Representative; Teacher</td>
<td></td>
</tr>
<tr>
<td>Annika Bogucki</td>
<td>Educational Technology Representative; Teacher</td>
<td></td>
</tr>
<tr>
<td>Teresa Angell</td>
<td>American Indian Education Director</td>
<td></td>
</tr>
<tr>
<td>Eli Jazdewski</td>
<td>Student Representative - CMS</td>
<td></td>
</tr>
<tr>
<td>Maddie Dostal</td>
<td>Student Representative - CHS</td>
<td></td>
</tr>
<tr>
<td>Josh South</td>
<td>Student Representative - CHS</td>
<td></td>
</tr>
<tr>
<td>Wendy Benson</td>
<td>Community / Business Reviewer for WBWF</td>
<td></td>
</tr>
<tr>
<td>John Benson</td>
<td>Community / Business Reviewer for WBWF</td>
<td></td>
</tr>
<tr>
<td>Jill Elwood</td>
<td>Parent - CHS; Teacher</td>
<td></td>
</tr>
<tr>
<td>Rick Sievert</td>
<td>Parent - Churchill; Teacher</td>
<td></td>
</tr>
<tr>
<td>Lisa Berube</td>
<td>Parent - Churchill; Teacher</td>
<td></td>
</tr>
<tr>
<td>Sarah Buhs</td>
<td>Parent - Washington</td>
<td></td>
</tr>
<tr>
<td>Ruth Reeves</td>
<td>Community Education Director</td>
<td></td>
</tr>
<tr>
<td>Deb Peterson</td>
<td>Gifted and Talented Coordinator</td>
<td></td>
</tr>
<tr>
<td>Janelle Barney</td>
<td>Parent - Special Education Rep</td>
<td></td>
</tr>
<tr>
<td>Annette Rennquist</td>
<td>Parent - American Indian Education Rep</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
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<td></td>
</tr>
<tr>
<td>Connie Hyde</td>
<td>Principal; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Laura Sieben</td>
<td>Family School Support Worker; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Robbi Mondati</td>
<td>Principal; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Shannon Sams</td>
<td>Guidance Counselor; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Steve Battaglia</td>
<td>Principal; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Tom Lenarz</td>
<td>Assistant Principal; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Wendy Waha</td>
<td>Teacher; Restorative Practices Coordinator; A&amp;I Team</td>
<td></td>
</tr>
<tr>
<td>Tim Prosen</td>
<td>Assistant Principal; A&amp;I Team</td>
<td></td>
</tr>
</tbody>
</table>
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.
### Cloquet Schools: Who Works Here?

**Note:** Cloquet District is not considered high or low poverty and is not considered to have a high or low percentage of students of color or American Indian students.

<table>
<thead>
<tr>
<th>Building/District</th>
<th>% of American Indian Students or Students of Color</th>
<th>% of Students Receiving Free or Reduced Lunch</th>
<th>% of Teachers with more than 3 Years Experience</th>
<th>% of Courses Taught by Teachers Licensed in Field</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>District</strong></td>
<td>27.27</td>
<td>42.42</td>
<td>87.37</td>
<td>95.64</td>
</tr>
<tr>
<td><strong>State High Poverty</strong></td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>State Low Poverty</strong></td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td><strong>CAAEP (Alternative)</strong></td>
<td>34.52</td>
<td>69.05* high poverty</td>
<td>90</td>
<td>86.84</td>
</tr>
<tr>
<td><strong>Cloquet Middle School</strong></td>
<td>26</td>
<td>44.59</td>
<td>91.07</td>
<td>95.76</td>
</tr>
<tr>
<td><strong>Cloquet High School</strong></td>
<td>24.72</td>
<td>34.39</td>
<td>88.89</td>
<td>96.84</td>
</tr>
<tr>
<td><strong>Churchill Elementary</strong></td>
<td>26.28</td>
<td>42.35</td>
<td>94.12</td>
<td>100</td>
</tr>
<tr>
<td><strong>Washington Elementary</strong></td>
<td>32.45</td>
<td>46.04</td>
<td>87.50</td>
<td>100</td>
</tr>
</tbody>
</table>

*Source: MN Report Card

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**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?
  - We review the data from the MN Report Card annually. We compare our district and each individual building to each other and the state averages.

- Who was included in conversations to review equitable access data?
  - Our District Advisory Committee reviews the data.

- What equitable access gaps has the district found?
  - We are basically at or above state average in all buildings for number of teachers considered experienced and for percent of courses taught by licensed educators. Our buildings are within a few percentage points of each other, as well. The only minor discrepancy is experienced teachers in our elementary buildings with a 6.6% difference between buildings.

- What are the root causes contributing to your equitable access gaps?
  - Retirement and new hires. Last year the building that has 6.6% less experienced teachers had 100% of teachers considered experienced.
What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
- Our DAC reviews the data annually. Thus far there have not been any noticeable inequities.

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?
- Currently none because there have not been any noticeable inequities.

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?
  - Staff from each ethnic group are present, but groups are underrepresented in staff numbers.

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
  - Currently 27.27% of students identify as American Indian or students of color, but only 7.52% of staff identify that way.

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
  - Lack of available teachers representing those ethnic 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?
  - Our local tribal and community college (FDLTCC) has started an American Indian Elementary Education program in conjunction with Winona State University. We are currently in talks with them to recruit American Indian students to their education program and, subsequently, our district. We are working on a plan to partner their program with our high school and offer coursework within our high school to prepare students for the teacher education program. There is also the possibility of tuition reimbursement for students who continue with the program after graduation.
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.

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

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

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

All Students Ready for School

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| The percent of Cloquet School District preschoolers (Cloquet School Readiness, Little Thunder and Little Lumberjacks) who are proficient on the Brigance School Readiness Assessment (academic/social emotional skills) will increase from 84% to 86% by the fall of 2019. | **GOAL NOT MET:**
  39 T4T kids 67% on track
  11 LLLC kids 100% on track
  7 LTLC 86% on track
  Total: 57 PreK
  43 kids on track for K = 75%                                      | **Check one of the following:**
  ___ On Track (multi-year goal)
  ___ Not On Track (multi-year goal)
  ___ Goal Met (one-year goal)
  **X** Goal Not Met (one-year goal)
  ___ Met All (multiple goals)
  ___ Met Some (multiple goals)
  ___ Met None (multiple goals)
  ___ District/charter does not enroll students in kindergarten |

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 from Brigance Assessment assessing school readiness**
    - Kindergarten students assessed in fall changed to spring assessments for district Early Childhood programs
    - 4-year-olds participating in Jump Start 4 Kindergarten (JS4K) program the year prior to Kindergarten assessed in Spring
    - 3-year-olds in district Early Childhood programs

- What strategies are in place to support this goal area?
  - **Part of county-wide collaborative, JS4K, working towards ensuring all children in our county are ready for Kindergarten**
    - Provides support for Early Childhood Educators, ongoing training on Brigance, and other trainings for Educators to prepare children for Kindergarten
  - **Participation in BRIDGE**
    - Fosters communication and continuity for transition between Early Ed. and Grade 4
  - **District Early Ed. Programs maintain 4-Star-Parent-Aware rating**
    - Assists Early Childhood Programs to improve quality and provide families with additional financial support to participate in early education programs
○ Participation by Program Coordinators/Directors in County Collaborative CHILD Network meetings
  ■ Assists Early Childhood programs with networking, collaboration and resources from county programs serving Early Childhood

● How well are you implementing your strategies?
  ○ Participation/partnership with stated programs creates stability and stronger connections in District/County
  ○ Data provides framework in guiding and implementing classroom instruction

● How do you know whether it is or is not helping you make progress toward your goal?
  ○ Data collected shows areas of mastery and identifies gaps in School Readiness skills
  ○ Connection and communication with County/District programs keeps us informed of best practices in Early Childhood
### All Students in Third Grade Achieving Grade-Level Literacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| The percent of Cloquet 3rd graders who are reading at or above benchmark as measured by our *Read Well by 3rd Grade* designated assessments in fluency and comprehension will increase from 85% to 87% by the end of the 18-19 school year. | GOAL MET:  
Fluency 86%  
Comprehension 89%  
Average: 87.5% | Check one of the following:  
__ On Track (multi-year goal)  
__ Not On Track (multi-year goal)  
X  Goal Met (one-year goal)  
__ Goal Not Met (one-year goal)  
__ Met All (multiple goals)  
__ Met Some (multiple goals)  
__ Met None (multiple goals)  
__ District/charter does not enroll students in grade 3 |

**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?
  - *AimsWeb and STAR Reading tests are used to benchmark all students in K-4 three times per year. This data is disaggregated by grade level, subgroups, and individual students.*

- What strategies are in place to support this goal area?
  - *This data is analyzed by all stakeholders three times per year. Our Grade Level Teams, Problem Solving Team (PST), SpEd Team, Title, Indian Education, and classroom teachers work together during fall and winter benchmark windows to determine which students could benefit from additional reading support. Up to 50 minutes of tiered reading interventions are provided to those most at risk. PST and CST (Child Study Teams) meet weekly. Students at risk are progress monitored every two weeks. Classroom teachers review progress on a regular basis. Students who are identified as not making adequate progress are brought to PST.*

- How well are you implementing your strategies?
  - *This data is analyzed and monitored by numerous groups to ensure at-risk students are supported.*
  - *Tiered interventions are provided consistently and with fidelity on a daily basis.*

- How do you know whether it is or is not helping you make progress toward your goal?
  - *Results of progress monitoring, observations of classroom teachers and various teams are analyzed.*
Close the Achievement Gap(s) Between Student Groups

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| ● By the end of the 2020-21 school year Churchill Elementary School special education students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System. | YEAR ONE PROGRESS: Churchill Special Education Students Attendance Threshold: 77.27 (below state threshold) Churchill Special Education Students Reading Threshold: 48.27 (above state threshold) Washington American Indian Students Attendance Threshold: 64.61 (below state threshold) Washington American Indian Students Reading: 70.8 (above state threshold) | 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)  
X Met Some (multiple goals)  
__ Met None (multiple goals) |
| ● By the end of the 2020-21 school year Washington Elementary School American Indian students will meet the reading and attendance thresholds set by the Minnesota Department of Education Northstar Accountability System. | State Thresholds: Attendance 84.85 Math 48.09 Reading 46.32 | |

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?
  ○ We have analyzed MCA, RW3G, Benchmark, Attendance, Poverty and Behavior data disaggregated by subgroup (FRP, SpEd, American Indian, 2 or more races).

● What strategies are in place to support this goal area?
  ○ Attendance and reading intervention programs
  ○ AIE Teachers and tutors present in each building
    ■ Daytime and after school instruction/tutoring
  ○ SpEd and/or Title I programming in each building
    ■ Resource rooms, co-teaching, tutoring, para assistance in class
  ○ Building Trauma Teams providing both training and interventions

● How well are you implementing your strategies?
  ○ Strategies are being implemented as planned.

● How do you know whether it is or is not helping you make progress toward your goal?
  ○ Progress monitoring and Winter Benchmark data analysis will provide us with data to identify whether or not progress is being made.
All Students Career- and College-Ready by Graduation

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of the Accuplacer Reading tests taken by Cloquet students from July 2018 - June 2019, the percent who place into college level English will increase from 66% to 68%.</td>
<td><strong>GOAL NOT MET</strong> &lt;br&gt;Of the Accuplacer Reading tests taken from July 2018-June 2019, 65% placed into college level English. &lt;br&gt;<em>Dave Bergan (CHS Counselor) and Damien Paulson (FDLTCC Accuplacer Administrator)</em></td>
<td><strong>Check one of the following:</strong> &lt;br&gt;__ On Track (multi-year goal) &lt;br&gt;__ Not On Track (multi-year goal) &lt;br&gt;__ Goal Met (one-year goal) &lt;br&gt;** X Goal Not Met (one-year goal)** &lt;br&gt;__ Met All (multiple goals) &lt;br&gt;__ Met Some (multiple goals) &lt;br&gt;__ Met None (multiple goals)</td>
</tr>
</tbody>
</table>

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?
  - We analyzed Accuplacer Reading test score reports from tests given by FDLTCC, looking for tests with scores high enough for students to enter College Level English.
  - Data is not disaggregated by student group
  - For the 2019-20 school year we have shifted our focus to the ACT Test and completion of the pre-apprenticeship program for the Carpenter’s Union being offered at Cloquet High School in order to be more inclusive of career readiness, as well.

- What strategies are in place to support this goal area?
  - Reading strategies remedial courses are offered to help boost skills
  - English curriculum includes topics and activities to prepare for college level coursework and entrance exams
  - Tutor study halls are offered specifically for English
  - AVID program for college readiness
  - Restorative practices
  - Vocational coursework/pathways

- How well are you implementing your strategies?
  - More options for vocational coursework/pathways are being offered each year.
  - We added AVID programming this year to help students increase their study skills for college readiness.

- How do you know whether it is or is not helping you make progress toward your goal?
  - Observing an increase in enrollment in advanced college courses and vocational courses
## All Students Graduate

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| According to the MN Report Card, the four year graduation rate average of the last three years (2015-17) for the Cloquet Area Alternative Education Program was 38.2%. With support from the Regional Centers for Excellence, the percent of students graduating from CAAEP will increase to 43% for 2018-19. | GOAL TENTATIVELY MET Building graduation rate calculations show an approximate 59% four year graduation rate. (Final results from the MN Report Card will be available at a later date.) *Cloquet Area Alternative Education Program graduation records | Check one of the following:  
__ On Track (multi-year goal)  
__ Not On Track (multi-year goal)  
X Goal Met (one-year goal)  
__ Goal Not Met (one-year goal)  
__ Met All (multiple goals)  
__ Met Some (multiple goals)  
__ Met None (multiple goals)  
__ District/charter does not enroll students in grade 12 |

*Source: MN Report Card and School District Graduation Records for 2018-19*

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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?
  - Data from the MN Report Card as well as numbers generated by the CAAEP graduation records.
  - Data is broken down by subgroups (AIE, FRP, SpEd, and 2 or more races)

- What strategies are in place to support this goal area?
  - MEIRS 2.0 strategies for identifying students at-risk for academic performance and attendance
  - Work with the Regional Centers for Excellence to monitor progress and suggest strategies
  - Weekly staff meetings to monitor student progress and check in on MEIRS 2.0 strategy implementation and fidelity
  - Restorative practices for behavior and attendance issues
  - Symposium courses offered quarterly for credit recovery and to build community within the school in order to encourage retention
  - Online credit recovery courses offered both during the day and after school
  - Credit recovery academies during school calendar breaks

- How well are you implementing your strategies?
  - Doing well; staff is involved and committed. Receiving great support from the Regional Centers for Excellence.

- How do you know whether it is or is not helping you make progress toward your goal?
  - Graduation rate is improving
  - Maintaining consistency with a weekly analysis of attendance and course performance data
  - Consistent interventions offered based on a list generated by staff in conjunction with the Regional Centers of Excellence and then documented
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

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Achievement or Integration Goal?</th>
<th>Baseline</th>
<th>Year 2 (2018-19) Actual</th>
<th>On Track?</th>
</tr>
</thead>
</table>
| 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 one 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

<table>
<thead>
<tr>
<th>Goal Statement</th>
<th>Achievement or Integration Goal?</th>
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Narrative is required; 200-word limit.

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

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Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
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### Achievement and Integration Goal 2

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**Narrative is required; 200-word limit.**

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