**DEPARTMENT OF EDUCATION**

# 2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

**District or Charter Name**: Independent School District 518

**Grades Served**: K - 12

| | |
|---|---|
| **WBWF Contact**: Katie Clarke | **A&I Contact**: Soom Chandaswang |
| **Title**: Director of Teaching and Learning | **Title**: Achievement and Integration Coordinator |
| **Phone**: 507.372.1229 | **Phone**: 507.376.3348 |
| **Email**: Katie.clarke@isd518.net | **Email**: Soom.Chandaswang@isd518.net |

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

_X__ Yes        ___ No

This report has three parts:

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

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

# World's Best Workforce

## Annual Report

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

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

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

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

## Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year.** *This meeting was held on November 16, 2021.*

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

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

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

## District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year.** *See membership roster below.*

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

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

| District Advisory Committee Members | Role in District | Are they part of the Achievement and Integration leadership team? (Mark X if Yes) |
|---|---|---|
| Dr. Katie Clarke | Director of Teaching and Learning | X |
| Ms. Sarah Nystrom | Curriculum and School Improvement Coordinator | |
| Mr. Mark Prunty | Parent | |
| Ms. Sarah Darling | Parent | |
| Mr. Adam Blume | Community Member | X |
| Mrs. Lori Dudley | Community Member | X |
| Mrs. Jodi Hansen | Teacher | |
| Mrs. Julie Linder | Middle School Physical Ed. Teacher | |
| Ms. Vickie Lord-Anderson | Middle School Special Ed. Teacher | |
| Ms. Kerry Johnson | Teacher | |
| Mr. Josh Noble | Principal | |
| Ms. Kari Gjerde | Assistant Principal | |
| Mr. Josh Langseth | Non-teaching Staff Member | |
| Ms. Soom Chandaswang | NCIC | |

## Equitable Access to Excellent and Diverse Educators

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

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

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

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


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

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

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

**Respond to the questions below.**

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

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

• Equitable access conversations occur at both the district and building levels.  Data is reviewed to determine which staff are ineffective inexperienced, and out of field.  Specific student placements are made to overcome this challenge.

• Priority is given and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.

• When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.

• Occasionally, teachers request to transfer positions within the district.  Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.

• Since 66.6% of the student body is diverse, these students are in every building and every classroom.  All K-4 students attend the same school and are heterogeneously dispersed among classrooms.  Data used for student placement includes ACCESS data, formative assessments, teacher recommendation, and parent recommendation.

• The school district reviews teacher licensure data and identifies those who are on a variance.  These individuals are placed throughout the system as to not create disparities due to distribution.

• Currently, the district is collaborating with Minnesota West Community and Technical College and Southwest State University in Marshall to develop a Grow Your Own program.  This program will focus on recruiting culturally diverse students to complete a teacher education program in Worthington.

• The teacher application pool is minimal for many positions.  We embrace and attempt to hire culturally diverse teachers whenever possible.

• To build capacity in the growing number of inexperienced teachers, the district has invested in instructional coaching and implement a teacher induction program through the New Teacher Center.  This program focuses on standards, curriculum, and best pedagogical practices

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
    o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Limit response to 200 words.**

We believe that if students are taught by teachers who are culturally diverse and/or implement culturally responsive teaching strategies, they will be more likely to embrace the profession and will consider teaching as a career.  In an effort to increase racial and ethnic diverse teachers, ISD518 has partnered with Southwest State University in Marshall, and Minnesota West Community College in Worthington to apply for and receive a four year grant from the McKnight Foundation to launch this initiative.

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.
  The Teacher Pathway project provides opportunities for high school students to complete five concurrent (college credit courses) in the high school and then finish their two years of schooling in Worthington.  Due to cultural values, not all culturally diverse students are able to leave families to attend a college in another town.  Southwest State University will begin offering years 3-4 of an elementary teacher education program in Worthington.  This will reduce barriers for participants.  Further, the collaborative project is connecting with the National Center for Teacher Residencies to place students within the Worthington School District system for all coursework.  This program is in the first planning and implementation year and the end goal is to increase the number of racial and ethnically diverse staff in the district.

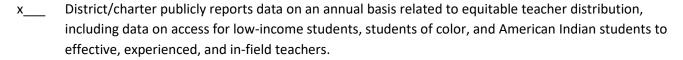  o 

  Type response here

  o 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?
    The district participates in the Teacher Pathway program, of which the goal is to increase culturally diverse teachers within the district.  The goal of the program is to reduce barriers associated with class times, transportation, and cost.  Strategies also include implementing cultural competency training for district staff.

  Type response here

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

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

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

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

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

## Goals and Results

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

## *All Students Ready for School*

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

| Goal | Result | Goal Status |
|------|--------|-------------|
| The percentage of children who participate in the district preschool program will maintain the 2018 results of kindergarten readiness of at least 90% as measured by a local Kindergarten Entry Profile tool. | There were 64% (43/67) of students who met the score of 52 or higher on the local Kindergarten Entry Profile tool. | *Check one of the following:*<br><br>_x__ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br>___ Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>___ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

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

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

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

We are implementing the strategies well.  We have seen an increase in Kindergarten Readiness again this year. Parents have demonstrated interest and commitment to education by participating in parent/family education opportunities.  Our teachers are becoming more focused on assessing students' progress by observing skills throughout the class.  We are still adapting to our new evaluation tool.

Following the completion of the local kindergarten entry profile tool in the spring, early childhood teachers may refer children to the summer Kindergarten Transition program.  Up to 60 students participate in this 15 day summer program.  So students who did not meet the readiness standard in May have additional learning opportunities in June.

*All Students in Third Grade Achieving Grade-Level Literacy*

| Goal | Result | Goal Status |
|---|---|---|
| By 2022, 60% of students in grade 3 at Prairie Elementary enrolled by October 1, will be proficient on the Reading MCA (all accountability tests). | 22.6% of third graders met or exceeded the Reading MCA accountability test | ***Check one of the following:*** <br><br> _x__ On Track (multi-year goal) <br><br> ___ Not On Track (multi-year goal) <br><br> ___ Goal Met (one-year goal) <br><br> ___ Goal Not Met (one-year goal) <br><br> ___ Met All (multiple goals) <br><br> ___ Met Some (multiple goals) <br><br> ___ Met None (multiple goals) |

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

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

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

This is a five year established goal that was developed in the spring of 2018.  This goal is articulated and aligns with the Read Well by Third Grade Plan.  Data used to identify goals include:  MCA assessments, ACCESS results, FastBridge Learning Curriculum-Based Measures, and common formative assessments.  Data is disaggregated by ethnicity and each student group.  Strategies in place to ensure ALL students meet this goal include:

• Focused leadership composed of administrators and teachers at Prairie Elementary.  The Prairie Leadership Team (PLT) completes a Comprehensive Needs Assessment each year and develops and regularly updates a School Improvement Plan, as required by MDE and the Regional Centers of Excellence.

• Grade level Professional Learning Communities (PLC) meet weekly to analyze and discuss standards, instructional practices, and data to improve outcomes for students.

• Guided Reading and Accountable Talk are building-wide strategies selected to increase student learning in the literacy area.  Grade level, job-embedded staff development is provided to staff to increase teacher competency these areas.  Fidelity of strategy implementation is assessed regularly.

• Visual Phonics has been implemented to support phonics instruction in Kindergarten and First grade.

• Instructional coaching is provided to aide with data-driven, standards aligned, research-based instructional practices in the classroom.

*Close the Achievement Gap(s) Between Student Groups*

| Goal | Result | Goal Status |
|---|---|---|
| By 2022, the percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments (MCA) in Math and Reading. | MCA Reading and Math proficiency levels on next slide represents all students, grades 3-10 in the Worthington District. Due to COVID-19, no summarized assessment data is available for 2020 | *Check one of the following:*<br><br>_x___ On Track (multi-year goal)<br><br>____ Not On Track (multi-year goal)<br><br>____ Goal Met (one-year goal)<br><br>____ Goal Not Met (one-year goal)<br><br>____ Met All (multiple goals)<br><br>____ Met Some (multiple goals)<br><br>____ Met None (multiple goals) |

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

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

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

Teachers are supported through professional learning opportunities inside and outside of the district. They also have opportunities to write curriculum and work through an aligned curriculum and instruction committee framework.

*All Students Career and College-Ready by Graduation*

| Goal | Result | Goal Status |
|---|---|---|
| By 2022, the percentage of students at Worthington High School and Learning Center who are college and career ready will increase from 75% to 85%, as measured by the criteria listed below. | • Rate of attendance, at least 90%<br>   o HS – 81.8%<br>   o LC – 40%<br>• Career goals in written format<br>   o HS – 100%<br>   o LC – 79%<br>• Completing a career assessment<br>   o HS – 100%<br>   o LC – 74% | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br>___ Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>_x__ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

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

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

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

Data that is reviewed for this goal includes attendance data, classroom career goal completion and the completion of a career assessment. We offer guidance and counseling at all levels that helps students prepare to become college and career ready.

*All Students Graduate*

| Goal | Result | Goal Status |
|---|---|---|
| The percentage of student graduates in the Worthington School District will increase from 78.9% to 85% (7 year), as measured by the Minnesota Department of Education Report Card. | District 4 year: 73.5%<br><br>District  year: 76.49%<br><br><br>HS 4 year: 80.66%<br><br>HS 7 year: 88.54%<br><br><br>LC 4 year: 51.52%<br><br>LC 7 year: 48.48% | *Check one of the following:*<br><br>___ On Track (multi-year goal)<br><br>___ Not On Track (multi-year goal)<br><br>___ Goal Met (one-year goal)<br><br>___ Goal Not Met (one-year goal)<br><br>___ Met All (multiple goals)<br><br>_x__ Met Some (multiple goals)<br><br>___ Met None (multiple goals) |

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

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

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

Data used for goal determination is reported by the district to the MN Dept of Education.  The data is disaggregated by ethnicity and special populations.  Students have opportunities for several exploratory classes including fine arts, music, agriculture, business, and other CTE courses.  Additionally, core instructional opportunities include Advanced Placement and concurrent enrollment courses.

# 2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

**This progress report has two parts:**

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

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

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2020-21 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.**

# Achievement and Integration

**District Name: ISD 518 Worthington School District**

**A and I Contact: Soom Chandaswang**

**Title: NCIC Coordinator**

**Phone: 507-376-3348**

**Email: soom.chandaswang@isd518.net**

## Annual Public Reporting

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

- https://www.isd518.net/wp-content/uploads/2020/11/Worthington-AI-Plan-1.pdf

- https://www.isd518.net/; https://www.isd518.net/community/ncic/achievement-and-integration-2/

## Annual Public Meeting

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

- November 16, 2021

# Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

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

*School Name: ISD 518 Worthington School District*                                          

## Achievement and Integration Goal 1

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| By 2023, the percentage of students in the FRPL subgroup of grade 8 will increase from the current proficiency level of 33% to 40% or greater as measured by the MCA's in Math. | Check one of the following:<br><br>☒ Achievement Goal<br><br>☐ Integration Goal<br><br>☐ Teacher Equity | 33% | 12.8% | Check **one** of the following:<br><br>☐ On Track<br><br>☒ Not on Track<br><br>☐ Goal Met<br><br>☐ Unable to Report |

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

- What data have you used to identify needs in this goal area?
  - 8th grade Math MN Comprehensive Assessment results
  - Student performance-based assessments and teacher referrals

- How is this data disaggregated by student groups?
  - This data has been disaggregated by student groups by tracking the Free and Reduced Price Lunch subgroups as well as the racial/ethnic diversity of the participants of our programs.
- What strategies are in place to support this goal area?
  - School interventionists to provide academic support to middle school students that are below grade level on math
  - Out-of-school time programs and/or summer STEAM programs to provide extra academic support to middle school students

# Achievement and Integration Goal 2

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| By 2023, 70% of teachers, an increase from the baseline of 0%, will participate in professional development trainings that are designed to increase understanding of factors that contribute to achievement gaps and will increase implementation of strategies designed to close achievement gaps. | Check one of the following:<br><br>☒ Achievement Goal<br><br>☐ Integration Goal<br><br>☐ Teacher Equity | No baseline | Unable to report<br><br>Due to Covid-19, no summarized assessment data available for 2020-2021. | Check **one** of the following:<br><br>☐ On Track<br><br>☐ Not on Track<br><br>☐ Goal Met<br><br>☒ Unable to Report |

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

- What data have you used to identify needs in this goal area?
    - No data for 2020-2021 school year

- How is this data disaggregated by student groups?
    - This data has not been directly disaggregated by student groups. Instead the focus has been on teachers and staff recognizing the importance of cultural competency and reducing achievement gaps between student groups.

- What strategies are in place to support this goal area?
    - NCIC continues to share strategies, tools, and resources that are designed to increase understanding of factors that contribute to achievement gaps.

Due to Covid-19, professional development opportunities were limited. The goal is to provide more opportunities from NCIC to the districts for teacher/staff to engage in professional development workshop/trainings to increase implementation of strategies designed to close achievement gaps.

# Achievement and Integration Goal 3

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| By 2023, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report on improved school climate will increase from 70% to 75%. | Check one of the following:<br><br>☐ Achievement Goal<br><br>☒ Integration Goal<br><br>☐ Teacher Equity | No baseline | Unable to report<br><br>Due to Covid-19, no summarized assessment data available for 2020-2021. | Check **one** of the following:<br><br>☐ On Track<br><br>☐ Not on Track<br><br>☐ Goal Met<br><br>☒ Unable to Report |

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

- What data have you used to identify needs in this goal area?
  - No data for 2020-2021 school year
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Due to Covid-19, NCIC's regular grade level character retreats did not happen. Our focus shifted more towards academic support in the schools during the pandemic. The funding shifted toward academic Interventionists.

Due to Covid-19, all of the grade level retreats were cancelled, out of school time programs were limited on student capacity or through zoom, and most every other in person opportunity or program was cancelled. The programs that were held, were attempted to be held outdoors to limit exposure. Book clubs were started to engage students in reading. The NCIC collaborated with school Summer lunch programs to meet where lunch was served to do various activities or kits available for students to take with their lunch. NCIC staff also assisted with language support. The goal is to reactivate in person programs when it is safe to do so to support the districts partnered together.

## Achievement and Integration Goal 4

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| By 2023, the percentage of racially/ethnically diverse teachers will increase from 4% to 5% and racially/ethnically regularly scheduled support staff will increase 24% in order for all students to have a greater academic outcome and equitable education experience. Equity Council will review local data and best practices research on strategies on recruiting and retaining teachers of color. | Check one of the following:<br><br>☐ Achievement Goal<br><br>☐ Integration Goal<br><br>☒ Teacher Equity | No baseline | POC support staff 31.12%<br><br>POC Licensed Teachers 3.78% | Check **one** of the following:<br><br>☒ On Track<br><br>☐ Not on Track<br><br>☐ Goal Met<br><br>☐ Unable to Report |

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

- What data have you used to identify needs in this goal area?
  - MDE website
  - Internal school data
- How is this data disaggregated by student groups?
  - This data has not previously been directly disaggregated by student groups.
- What strategies are in place to support this goal area?
  - District plans to work with NCIC to assist in attracting applicants and retaining staff members of color. NCIC's strategy also includes diversifying the teaching workforce by providing scholarships for the Teacher Pathway Program.

# Achievement and Integration Goal 5

| Goal Statement | Achievement, Integration, or Teacher Equity Goal? | Baseline | Actual Result (2020-21 SY) | On Track? |
|---|---|---|---|---|
| By 2023, 150 students from FRPL student subgroup, an increase from the baseline of 45 students, will participate in NCIC out-of-school time programs. Students will demonstrate an increase in college and career readiness by writing an individualized learning plan, making at least one college visit, and participating in leadership or civic engagement activities. Seniors will complete a college application, FAFSA, or job application. | Check one of the following:<br><br>☒ Achievement Goal<br><br>☐ Integration Goal<br><br>☐ Teacher Equity | 45 | 54 | Check **one** of the following:<br><br>☒ On Track<br><br>☐ Not on Track<br><br>☐ Goal Met<br><br>☐ Unable to Report |

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

- What data have you used to identify needs in this goal area?
  - Participants cumulative GPA
  - Individualized learning plans
  - NCIC internal student tracking system
- How is this data disaggregated by student groups?
  - This data has been disaggregated by student groups using racial/ethnic background and grade level of student participation.
- What strategies are in place to support this goal area?
  - 7th-12 grade after-school youth programs
  - College preparation opportunities for students and parents
  - Leadership development, civic engagement, volunteerism, and culturally-integrated learning opportunities
  - College visits for parents
  - Direct student support in classrooms
  - Recruitment for programs and opportunities for students during students lunch time
  - Connecting/mingling with students during lunch time
  - CoderDojo programming for 1st-12th grade students

# Integration

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

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

We needed to modify and shift to a more academic focus during the pandemic and decrease our in person events due to Covid-19. We were not able to host our grade level retreats working on character aspects that promote welcoming and inclusive environments. Our funding focus shifted to support the work that was allowed as we attempted to change and brainstorm throughout the pandemic.

# Impacts from Distance Learning

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

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Many opportunities were canceled or were offered through Zoom. The main impact on our data collection continues to be small due to Covid-19 school restrictions. The value of comparison to previous years has reduced, through the data we did collect still provides a valuable insight into the performance of each strategy.

**Programs/events:**

**5th Grade Kindness Retreat –** Cancelled
**7th Grade Courage Retreat –** Cancelled
**9th Grade Respect Retreat** – Cancelled

*Note – During the grade level retreats was when the students from six member school districts come together to integrate and learn from and with one another.

**Out of School Time Programs** – Limited on student capacity when able to have in person otherwise, the program was through ZOOM
**Volunteer Opportunities for students** – Cancelled
**Business Tours** – Cancelled
**College Visits** – Cancelled
**Home Visit Programs for Teachers and Counselors** – Cancelled or through ZOOM
**EL Sistema Imagine** – Multi-district elementary music program – Cancelled