

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

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: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	33%	12.8%	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	No baseline	Unable to report Due to Covid-19, no summarized assessment data available for 2020-2021.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> 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: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	No baseline	Unable to report Due to Covid-19, no summarized assessment data available for 2020-2021.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> 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?
<p>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.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>No baseline</p>	<p>POC support staff 31.12%</p> <p>POC Licensed Teachers 3.78%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area?
 - 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?
<p>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.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	45	54	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area?
 - 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