



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: New London-Spicer School District #345

Grades Served: Prekindergarten-12th grade

WBWF Contact: Tracy Detloff

A&I Contact: Bill Adams

Title: Q Comp District Coordinator

Title: Superintendent

Phone: 320-354-2252 ext 2421

Phone: 320-354-2252 ext 2101

Email: detlofft@nls.k12.mn.us

Email: adamsw@nls.k12.mn.us

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

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- NOV 18, 2021

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

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. *Report on your membership list.*

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)
Bill Adams	Superintendent	x
Jennifer Fuchs	Middle School Principal	x
Randall Juhl	Elementary Principal	x
Jamie Boelter	High School Principal	x
Nancy Wehseler	School Board Member	
Renee Nolting	School Board Member	
Amanda Titus	Parent	
Tracy Detloff	QComp Coordinator	x
Jenny Hedrick	Parent	
Jenny Marxhausen	High School Counselor	
Kristi Barber	Parent	
Kristina Reuss	Parent	
Lisa Sieve	Title I Teacher	
Naomi Johnson	Community Member	
Marni Paffrath	Gifted and Talented Teacher	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Abbie Kershner	Parent	
Stephanie Munsch	Parent	
Jeffrey Vetsch	School Board Member	
Ashley Thorson	Parent	
Michael McArthur	Community Member	
Jackie Anderson	Parent	

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.

Type response here

District staffing profile data is reviewed annually to determine district staffing needs. According to the MDE Report card, 91.3% of NL-S teachers have more than 3 years of teaching experience. Per the MDE Report Card, 98.08% of teachers are appropriately licensed for the subject area being taught.

In addition, the NL-S School District ensures students have access to experienced, in-field and effective teachers by utilizing teacher self-assessment and reflection, Individual Growth and Development Plans (IGDPs), collaborative work in Professional Learning Teams, job-embedded professional development, and observations conducted by principals and peer reviewers. This is also included in our Teacher Development and Evaluation Plan.

This data is analyzed when creating class rosters and making instructional decisions to ensure equitable access to experienced effective teachers. Teachers and administration are a part of this process and conversation.

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

Limit response to 200 words.

Type response here

The district has initiated disaggregation of data pertaining to various student populations. This information drives instruction across all classrooms. The district has a goal to be more intentional about equal distribution of

student population and access to experienced and effective teachers. The district is working to continue to provide Cultural Competency training to all teaching staff to increase effectiveness. The district continues to recruit, hire, and retain a teaching staff that reflects our student population. It is the philosophy of the school district to not only look at student assessment data, but also the social and emotional needs of students when considering the in placement. The district has a goal of continuous improvement for fostering experienced and effective teachers. In addition, the district will be even more intentional about equal distribution of student population and access to experienced and effective teachers when creating class rosters.

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.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
Limit response to 200 words.

Type response here

8.1% of our student population are classified as Hispanic/Latino. At the current time, we have 0% Hispanic/Latino teachers.

The district would need to hire 9.6 additional teachers of color in order to reflect the student population.

- 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?
Limit response to 200 words.

Type response here

The district resides in outstate Minnesota, approximately two hours west of the metropolitan area. This creates a unique challenge that we continually address in our recruiting efforts. The district consistently posts employment opportunities on various open source websites that are accessed internationally. The district's goal is to continue to recruit, hire, and retain a teaching staff that reflects our student population.

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.

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. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? yes

Goal	Result	Goal Status
<p>At the end of 2020-2021, the percent of children at or near target (Yellow or Green) on the GOLD assessment in Creative Curriculum in the 4 areas of literacy will increase by 2% from 2018-2019 in each area or have a minimum of 75% of children at or near target.</p>	<p>According to the 2020-2021 results, this goal was not achieved.</p> <p>However, 3 out of the 4 areas of literacy had a minimum of 75% of children at or near target.</p> <p>The following data indicates that the percentage of four year-olds enrolled in pre-school meeting the Spring 2021 GOLD assessment in Creative Curriculum benchmarks:</p> <p>Letter names: 88%, Rhyming: 84%, Alliteration: 30%, Letter Sounds: 76%</p>	<p>Check one of the following:</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>

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.

Type response here

What data have you used to identify needs in this goal area?
How is this data disaggregated by student groups?

- Teaching Strategies GOLD assessments
- IGDI’s assessments
- Minnesota Reading Corps assessments

What strategies are in place to support this goal area?

- Targeted curriculum completed daily
- Assessments are completed 3 times per year
- Tier 2 & 3 interventions daily
- Weekly Professional Learning Team meetings
- Strategies are being implemented by 100% of the team members
- Monthly progress monitoring data
- Analyze GOLD and IGDI's assessment data

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Students in grades K-4 at Prairie Woods Elementary will increase reading proficiency from 61.6% meeting proficiency in the fall of 2020 to 65% meeting proficiency in the spring of 2021 by scoring at or above the grade level benchmark on the aReading (grades 2-4) or earlyReading (grades K-1) FastBridge assessment.</p>	<p>In the spring of 2021, 56.02% of students in grades K-4 at Prairie Woods Elementary met proficiency by scoring at or above the grade level benchmark on the FastBridge assessment. In the spring of 2020, the GOLD assessment was not administered to prek students due to COVID-19 disruptions. From the fall of 2020 to the spring of 2021, the percentage of students K-4 decreased by 5.58% in scoring at or above the grade level benchmark on the aReading (grades 2-4) or earlyReading (grades K-1) FastBridge assessment.</p>	<p>Check one of the following:</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>

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.

Type response here

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

How is this data disaggregated by student groups?

- Professional Learning Team meetings analyzed and discussed student progress
- Monitored and adjusted curriculum pacing to reflect student needs
- Created formative assessments to guide instruction
- Conducted fidelity checks to ensure that all interventions were provided with the integrity needed to move our students forward

- progress monitored each student who received an intervention to adjust when necessary.
- Data was disaggregated by individual students
- Data was disaggregated by comparing results from students on free and reduced lunch and non-free and reduced lunch.
- The benchmark report compared school-level performances on MCA items from each benchmark against the performance expected in the school given student scores on the entire test.

What strategies are in place to support this goal area?

- Multi-tiered System of Support
- Generated and categorized interventions that could be used for support of students in reading.
- Trained Title Staff in data analysis and matching interventions with student's skill deficit.
- Implemented Systems of Support Block for grade level students.
- Conducted FastBridge screening and benchmark.
- Screening reports were reviewed and responded to through interventions
- Formative assessments were administered and analyzed
- Progress monitoring was administered and utilized to respond to gaps in learning

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Math: The percentage of all FRP-eligible students in grades K-8 who are at or above the benchmark on the local standardized math assessments FastBridge (grade K-4) and Star (grades 5-8) will increase at least 2% from fall 2020 to spring 2021.</p> <p>Reading: The percentage of all FRP-eligible students in grades K-8 who are at or above the benchmark on the local standardized reading assessments FastBridge (grade K-4) and Star (grades 5-8) will increase at least 2% from fall 2020 to spring 2021.</p>	<p>Math: According to the local standardized math assessments, this goal was met. In the spring of 2021, 58.33% of all FRP-eligible students in grades K-8 scored at or above the benchmark on the local standardized math assessment.</p> <p>There was a 5% increase in the percentage of all FRP-eligible students in grades K-8 who were at or above the benchmarks on the local standardized math assessments from the fall of 2020 to the spring of 2021. In the fall of 2020, 53.33% of all FRP-eligible students in grades K-8 were at or above the benchmark on the local standardized math assessment. In the spring of 2021, this increased to 58.33%.</p> <p>Reading: According to the local standardized reading assessments, this goal was met. There was a 4.21% increase in the percentage from the fall of 2020 to the spring of 2021 of all FRP-eligible students in grades K-8 who were at or above the benchmark on the local standardized reading assessments.</p> <p>In the Fall of 2020, 41.03% of FRP-eligible students were proficient in reading according to local standardized reading assessments, FastBridge (K-4) and Star (grades 5-</p>	<p>Check one of the following:</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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Goal	Result	Goal Status
	8). In the Spring of 2021, 45.24% of FRP-eligible students were proficient in reading which is an increase of 4.21%.	

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.

Type response here

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- MCA Math Proficiency on All Accountability Test by Subgroups, All Grades
- Non-FRPL and FRPL, compared to district and state
- Weekly PLT meetings for teachers to analyze student data
- Weekly PLT meetings to guide classroom instruction
- Monitored and adjusted curriculum pacing to reflect student needs
- Created formative assessments to guide instruction
- Conducted fidelity checks to ensure that all interventions were provided with the integrity needed to move our students forward
- Progress monitored each student who received an intervention to adjust when necessary
- Data was disaggregated by individual students
- Data was disaggregated by comparing results from students on free and reduced lunch and non-free and reduced lunch

What strategies are in place to support this goal area?

- Provided on-going training for the implementation of Professional Learning Communities/Professional Learning Teams
- Incorporated Professional Development Lead Teachers and Curriculum Area Lead Teachers
- Provided job embedded opportunities for professional development
- Utilized the Kim Marshall teacher evaluation process in order to provide feedback to teachers
- Provided Math professional development

- Utilized the principal evaluation system to review goals and strategies to support professional learning teams
- Provided time for curriculum area meetings to enhance and update vertical and sequential standards alignment and implement curriculum area improvements as identified by each PLT
- Followed the District Q Comp plan
- All 123 certified staff (100%) met the requirements of the teacher evaluation component by completing the administrative evaluation cycle and/or by participating in peer review as outlined in the district Q Comp plan

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
100% of 9th grade students will complete an individual learning plan during the 2020-2021 school year which will include career and college planning and preparation.	98% of 9th grade students completed an individual learning plan during the 20-21 school year that included career and college planning and preparation. 2% of 9th grade students completed a transition activity that was appropriate for their developmental level. Overall, 100% of 9th grade students completed an individual learning plan that was appropriate for their career and college planning and preparation.	<p>Check one of the following:</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>

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.

Type response here

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

How is this data disaggregated by student groups?

- Guidance counselors assisted in using MCIS (Minnesota Career Information System) to complete individualized learning plans including career and college planning
- Students completed a learning styles inventory and the career cluster inventory
- The data is not disaggregated due to the expectation that all students complete the plan

What strategies are in place to support this goal area?

- Guidance Counselors assist students in completing individual learning plan, including career and college planning
- A career unit is provided to all 9th graders
- College Career Fairs
- Host Senior Job Expo
- ACT/PSAT preparation with students
- Guest speakers to promote college and career opportunities

- The career counseling department continues to research other areas to determine what data to measure to assure our students are career and college ready
- Continue to partner with local businesses to make sure the school understands the skills the workforce is looking for
- Counselors follow up with students to make sure individual learning plans are updated and completed

All Students Graduate

Goal	Result	Goal Status
<p>The class of 2020 will increase the graduation rate by 2% or continue to maintain a graduation rate over 90%.</p>	<p>Data is not released from MDE at this time.</p> <p>According to the MN Report Card, NLS graduation rates have declined from 96.9% in 2017 to 92.4% in 2020.</p>	<p>Check one of the following:</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>

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.

Type response here

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

How is this data disaggregated by student groups?

- Graduation data by student groups are evaluated such as: graduation rates for EBD students including all special education students
- Graduation rates by ethnicity. Hispanic/Latino and White are the two student groups that meet the accountability cell size requirements
- Graduation rates for students on free/reduced priced lunch
- Graduation rates four-year cohorts, five-year cohorts and six-year cohorts

What strategies are in place to support this goal area?

- Counseling services to support students to be career and college readiness
- Numerous opportunities for students to excel outside of the school building bricks and mortars
- Credit recovery opportunities
- School success program through the Achievement and Integration Program

- Addition of a .5 high school counselor, 1.0 district social worker and .5 elementary social worker

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: New London-Spicer School District #345

A and I Contact: Bill Adams

Title: Superintendent

Phone: 320-354-2252 ext 2101

Email: adamsw@nls.k12.mn.us

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.

- 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

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.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
The percentage of all FRP-eligible students in grades K-8 who are at or above the benchmark on the local standardized math assessments will increase at least 5% from 2019 to 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2019: 53.6% 2020: Unable to report	2021: 58.33%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

Type response here

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

- MCA Math Proficiency on All Accountability Test by Subgroups, All Grades
- Non-FRPL and FRPL, compared to district and state
- STAR (local) assessments three times per year
- Weekly PLT meetings for teachers to analyze all student data
- Weekly PLT meetings to guide classroom instruction
- Monitored and adjusted curriculum pacing to reflect student needs
- Created formative assessments to guide instruction
- Conducted fidelity checks to ensure that all interventions were provided with the integrity needed to move our students forward
- Progress monitored each student who received an intervention to adjust when necessary
- Data was disaggregated by coordinator for individual students
- Data was disaggregated by coordinator by comparing results from students on free and reduced lunch and non-free and reduced lunch

What strategies are in place to support this goal area?

- Provided on-going training for the implementation of Professional Learning Communities/Professional Learning Teams

- Incorporated Professional Development Lead Teachers and Curriculum Area Lead Teachers
- Provided job embedded opportunities for professional development
- Utilized the Kim Marshall teacher evaluation process in order to provide feedback to teachers
- Provided Math professional development
- Utilized the principal evaluation system to review goals and strategies to support professional learning teams
- STAR (local) assessments three times per year
- Provided time for curriculum area meetings to enhance and update vertical and sequential standards alignment and implement curriculum area improvements as identified by each PLT
- Followed the District Q Comp plan
- All 123 certified staff (100%) met the requirements of the teacher evaluation component by completing the administrative evaluation cycle and/or by participating in peer review as outlined in the district Q Comp plan

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
All K-12 students will have increased access to classrooms taught by educators trained in culturally responsive teaching strategies from 0% in 2019 to 80% in 2023 as measured by educator Continuing Education Units.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	2019: 0% 2020: Unable to report	2021: 70.73%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

Type response here

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

How is this data disaggregated by student groups?

- Percentage of teachers trained in cultural awareness
- Post-training surveys
- 87 of our 123 staff completed the training (70.73%)
- This data is not disaggregated by student groups

What strategies are in place to support this goal area?

- Encourage, engage, and provide culturally responsive training
- On January 18, 2021, the NLS School District provided four hours of professional development for Cultural Awareness training
- This PELSB approved Online Cultural Awareness Training was provided by SWWC

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Increase New London-Spicer FRPL-eligible students access to career and college readiness programs and support from 55.76% in 2020 to 60.76% by 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	2020: 55.76%	2021: 66.67%	Check one of the following: <input checked="" type="checkbox"/> On Track <input 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?

How is this data disaggregated by student groups?

- ACT-test data from previous years for Students Ready for College-Level coursework
- Guidance counselors assisted in using Minnesota Career Information System (MCIS) to complete individualized learning plans including career and college planning
- FRP-eligible students are encouraged to access CCR programs (CTE, PSEO, AP)
- All our counseling services are offered to all students whether on free and reduced lunch or not.
- No business tours were completed due to Covid

What strategies are in place to support this goal area?

- Increase access to career and college readiness programs
- Students in the senior class will complete business tours by graduation
- Students will complete individualized learning plans using MCIS (Minnesota Career Information System)
- A career unit is provided to all 9th graders
- ACT/PSAT preparation opportunities for all students
- Any student that is not meeting requirements or struggling academically receives additional targeted time and resources which may include Structured Study Hall, access to summer school for credit recovery, access to the ALP for credit recovery, individual appointments with counselors

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Students who attend summer GAMMA and STEM programming will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by 2023 .</p>	<p>Check one of the following: ___ Achievement Goal __x_ Integration Goal ___ Teacher Equity</p>	<p>Baseline data was unable to be established. The Summer Programming was canceled during the 2020-2021 school year due to the COVID-19 pandemic.</p>	<p>Unable to Report</p>	<p>Check one of the following: ___ On Track ___ Not on Track ___ Goal Met __x_ Unable to Report</p>

Narrative is required. 200-word limit.

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

- Enrollment data- Disaggregated by collaborative districts and by student group in racially isolated district
- Perception data- pre/post surveys given to students who attend summer programs

How is this data disaggregated by student groups?

- Increase the number of protected class students participating in the summer **GAMMA** program from the racially isolated district
- For students of all ability levels in order to avoid segregating students by ability

What strategies are in place to support this goal area?

- Increasing cultural fluency, competency, and interaction

- Collaboration with seven districts making up the West Central Achievement and Integration Collaborative (WCAIC)
- Hands-on problem-solving activities with an emphasis on multiple and varied representations of concepts that encourage elaboration, questioning and explanation
- A field experience that relates to the themes taught during the week
- Establishing positive relationships between students of different racial, ethnic, and economic backgrounds while developing their math skills
- Interactive large and small group learning that will use hands-on problem-solving activities, inquiry, explanation, elaboration and questioning around the project they are working on
- GAMMA is a collaborative math course between Willmar School District, a racially isolated district, and all of our partnering districts. Teachers and students going into grades 6-8 from all of the districts will come together for a five-day learning experience focused on math with overarching themes of self-identity, community, equity, and integration.
- The STEM/Robotics course is a collaborative science, technology, engineering, and mathematics (STEM) learning experience between Willmar School District, a racially isolated district, and all of our partnering districts. Teachers and students entering grades 6-8 from all of the districts will come together for a ten-day learning experience focused on the areas within STEM along with overarching themes of self-identity, community, equity, and integration.

Integration

Narrative is required. 200-word limit.

Seven districts make up the West Central Achievement and Integration Collaborative (WCAIC). During the summer of 2020, the STEM/Robotics and GAMMA programs were canceled due to the pandemic. During the summer of 2021, two summer course offerings were provided to students in grades 6-8 from all the seven districts. The program was promoted to all students in the WCAIC and particularly those from racial and ethnic groups that are historically underrepresented in the districts' advanced math and science courses. The courses were taught by teachers from the various school districts who planned and collaborated on the delivery of activities to strengthen mathematics and science benchmarks. The first course, GAMMA, was a mathematics course. The second course was a STEM/Pre-Robotics course. Through these courses, students explored science and math concepts through interactive large and small group learning that used hands-on problem-solving activities, inquiry, self-explanation, elaboration and questioning around the concepts being taught. Both courses emphasized team-building and interpersonal skills while working with students of various achievement levels, backgrounds, and cultures.

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.

Type response here

Impacts from Online 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?

NLS modified many strategies to accommodate the impacts of distance learning. Professional Development through the use of Professional Learning Communities continued to meet weekly to analyze instruction and student data. Teams met virtually or social distanced in rooms and adjusted SMART goal action plans to ensure quality teaching and learning to all students. In addition, teams adjusted curriculum pacing guides and identified essential standards during distance learning. Teachers continued to modify their delivery of instruction to meet the needs of their learning in the variety of learning models utilized. They utilized online platforms conducive to distance and hybrid learning.

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:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”	Check one of the following: <input type="checkbox"/> On Track <input 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?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
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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?

Type response here

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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?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

Type response here

Integration

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Type response here