



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

District or Charter Name: Springfield School District, ISD #85

Grades Served: PreK-12

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

☒ Yes ☐ No

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

This report has three parts:

WBWF: Required for all districts/charters.

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

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

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

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

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

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

Springfield Public Schools WBWF web link: <https://www.springfield.mntm.org/Page/1006>

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

Springfield Public Schools A & I web link: <https://www.springfield.mntm.org/Page/1102>

Annual Public Meeting

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year. **November 14, 2018**

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
<i>Brenda Anderson</i>	<i>Parent</i>	<i>X</i>
<i>Sara Groebner</i>	<i>Parent</i>	<i>X</i>
<i>Tiffany Trapp</i>	<i>Parent</i>	<i>X</i>
<i>Megan Quesenberry</i>	<i>Parent/School Board Member</i>	<i>X</i>
<i>Mandy Rasset</i>	<i>Parent/School Board Member</i>	<i>X</i>
<i>Eric Schwarzrock</i>	<i>Parent/School Board Member</i>	<i>X</i>
<i>Jake Veenstra</i>	<i>Student</i>	<i>X</i>
<i>Eva Mark</i>	<i>Student</i>	<i>X</i>
<i>Libby Tonn</i>	<i>Student</i>	<i>X</i>
<i>Gigi DeBerg</i>	<i>Counselor</i>	<i>X</i>
<i>Paul Dunn</i>	<i>Parent/Teacher</i>	<i>X</i>
<i>Darcy Hoyt</i>	<i>Teacher</i>	<i>X</i>
<i>Jim Eckstein</i>	<i>Teacher</i>	<i>X</i>
<i>Jeff Kuehn</i>	<i>Parent/Elementary Principal</i>	<i>X</i>
<i>Pat Moriarty</i>	<i>Parent/HS Principal</i>	<i>X</i>
<i>Keith Kottke</i>	<i>Parent/Superintendent</i>	<i>X</i>

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by

inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

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

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

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

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

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

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Utilizing the annual Teacher Evaluation Rubric, Grade Level and Subject Professional Learning Community goals, and standardized student test data results via: Aims Web, NWEA, MCA.

- Who was included in conversations to review equitable access data?

Teacher Grade Level and Subject Professional Learning Community; District Advisory Committee

- What equitable access gaps has the district found?

No gaps found. Our school is primarily two sections per grade. The district departmentalizes instruction by subject matter starting in 2nd grade. Teachers organize student sections based upon balancing demographics and academic student performance data as measured by MAP, AIMSweb, STAR, MCA, and common formative assessment data.

- What are the root causes contributing to your equitable access gaps?

Gaps in equitable access to experienced, effective and in-field teachers do not exist.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

The district Teacher Evaluation System requires all probationary teachers receive 3 formal observations annually, while tenured teachers receive at least one formal observation annually. The district actively seeks to hire licensed in-field teachers. The district use of frequent professional learning community meetings has been integral in ramping up less experienced teachers command of district pedagogy methods by subject.

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Due to our school size and educational programming design, these gaps do not exist and goals designed are based upon personalized learning and individual student academic needs.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?

The district ethnicity rate is 7.6% Hispanic, 0.2% Asian, 0.2% Black or African-American, and 92% White. The district is having a difficult time finding in-field teachers. The district has not received applicants for any open teaching positions that would provide access to teachers that would reflect our student diversity.

- How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

To reflect our student population, the school district would need to hire 3.5 Hispanic teachers. The state of MN currently has 1034 Hispanic teachers reported and would need to hire 5920 additional Hispanic teachers to reflect the 9.48% of Hispanic students served in Minnesota school districts.

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?

Lack of available teacher applicants including those of color. State of Minnesota teaching demographics identify the following teaching breakdown by percent: Hispanic-1.41%, American Indian-0.37%, Asian-1.52%, Black of African-American-1.30%, Hawaiian or Pacific Islander-0.04%, White- 94.41%, Two or more races-0.81%, Unknown Race-0.15%. The needs of attracting people of color to enter the teaching profession is a concern across our state.

- 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 post's teaching positions on St. Cloud State Edpost, MASA, K-12 Job Spots, Frontline Education(nationwide) and the district website. Frontline Education is a purchased program. We feel fortunate in today's teacher shortage to get more than one applicant for some positions. The district is an equal opportunity employer.

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

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to

experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

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

Goals and Results

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

All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>80% of all school readiness students will be able to recognize all letters of the alphabet.</p> <p>80% of all school readiness students will be able to recognize numbers 1 through 10.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>79% of all school readiness students attained letter recognition.</p> <p>97% of all school readiness students will be able to recognize numbers 1 through 10.</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 type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Narrative is required; 200-word limit.

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

We use AIMSweb screenings 3 times per year to measure letter and number recognition for our kindergarten students. This goal is measured based upon the results of the fall screening upon entry into kindergarten.

- What strategies are in place to support this goal area?

This goal is supported by an RtI model that is embedded within both our preschool and elementary.

- How well are you implementing your strategies?

We have seen success with this effort and look forward to building upon past achievements. This year in particular, we saw a 9% increase in our letter recognition and 13% increase in our number recognition goals.

- How do you know whether it is or is not helping you make progress toward your goal?

Multiple screenings and data collected throughout the school year.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>81% of third grade students will meet or exceed grade-level reading proficiency on the MCA.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>71% of third grade students will meet or exceed grade-level reading proficiency on the MCA.</i></p> <p><i>NOTE—This was a 14% improvement from last year. Also, 90% of these students exceeded the national norm on the NWEA.</i></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> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Narrative is required; 200-word limit.

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

The school district annually reviews MAP, AIMSweb, STAR, MCA, and common formative assessment data to determine the reading achievement of our students. Data is disaggregated by individual needs of students and intervention strategies are personalized.

- What strategies are in place to support this goal area?

The school district uses this data to inform our instruction and to plan interventions for students that are below grade-level. These interventions range from Title support, to after-school tutoring, to inclusion in the Minnesota Reading Corps.

- How well are you implementing your strategies?

The school district believe that we are implementing these strategies with fidelity and the continuous improvement model promotes improved best practices from year to year.

- How do you know whether it is or is not helping you make progress toward your goal?

Progress monitoring throughout the year is completed collaboratively by teaching staff through their departmental professional learning communities. The district continues to monitor our progress and adapt to the needs of our students and families accordingly.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p><i>To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic year for all grades tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 9.2% for 2017, 6.7% in 2018, 4.2% in 2019, and 1.7% in 2020. This progression represents an annual reduction of 2.5% from 2017-2020.</i></p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p><i>In 2019, the FRP proficiency rate in reading was 58.6% while the non-FRP proficiency rate was 79%. This represents a current achievement gap of 20.4%.</i></p> <p><i>NOTE—Our overall school proficiency improved by 3%. This gap is 10.1% better than the statewide average (30.5% between non-FRP and FRP)</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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 type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
The school district uses annual MCA data to measure our proficiency rates in the area of reading. MCA data provides disaggregated information.
- What strategies are in place to support this goal area?
The school district literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading.
- How well are you implementing your strategies?
The school district believes that we're implementing interventions with great fidelity and that support systems are in place to ensure student learning.
- How do you know whether it is or is not helping you make progress toward your goal?
When comparing our data with state averages, we far exceed the performance elsewhere (20.4% gap locally vs. 30.5% statewide). We will continue to monitor our progress on this goal and pursue high achievement for all students in the area of reading.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p><i>To improve student readiness and awareness for post-secondary education by ensuring that all (100%) 6th grade students in the CRIC collaborative school districts participate in an integrated post-secondary expo experience.</i></p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p><i>We have met our goal as all 6th grade students within our collaborative had the opportunity to participate in our college and career expo which was held at the Southwest Minnesota State University in March of 2019.</i></p>	<p>Check one of the following:</p> <p><input checked="" 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 type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

We use attendance and survey data to measure the participation and understanding gained by students through this annual event. All students are invited to attend and participation has been 100% annually. We believe that this goal is being pursued with fidelity and achieved with great success.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>100% of all twelfth-grade students will graduate by or on the school-designated commencement date.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>94% of all twelfth-graders graduated by or on the school-designated commencement date.</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Graduation data is used to measure this goal and it is an area of great success for our school. We utilize a variety of intervention efforts (including ICU and online learning platforms) to ensure that all students earn the credits necessary to graduate. We believe that we are implementing these strategies with great fidelity and that our efforts are bearing great fruit for the students graduating from our school district. The district had designed and laid out programming needed for those that did not graduate to meet graduation requirements over the summer months. We look forward seeing continued success in this goal area.

Achievement and Integration

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

[View list of participating districts.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>To reduce the achievement gap between the FRP and non-FRP student population enrolled the full academic year for all grades tested within Springfield Public Schools on all state reading accountability tests (MCA and MTAS). Targets for the achievement gap are 9.2% for 2017, 6.7% in 2018, 4.2% in 2019, and 1.7% in 2020. This progression represents an annual reduction of 2.5% from 2017-2020.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>In 2017, the FRP proficiency rate in reading was 56.4% while the non-FRP proficiency rate was 72.1%. This represents an initial achievement gap of 15.7%.</i></p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p><i>In 2019, the FRP proficiency rate in reading was 58.6% while the non-FRP proficiency rate was 79%. This represents a current achievement gap of 20.4%. While our gap has widened, we have seen an increase in the overall proficiency of both subgroups (2.2% FRP and 6.9% non-FRP).</i></p> <p><i>NOTE—Our overall school proficiency improved by 3%. This gap is 10.1% better than the statewide average (30.5% between non-FRP and FRP)</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Our district uses annual MCA data to measure our proficiency rates in the area of reading. MCA data provides disaggregated information. Our local literacy plan and professional growth process embeds consistent goal setting and intervention efforts to ensure that all students are making gains in the area of reading. We believe that we're implementing interventions with great fidelity and that support systems are in place to ensure student learning. When comparing our data with state averages, we far exceed the performance elsewhere (20.4% gap locally vs. 30.5% statewide). We will continue to monitor our progress on this goal and pursue high achievement for all students in the area of reading.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>To improve student readiness and awareness for post-secondary education by ensuring that all (100%) 6th grade students in the CRIC collaborative school districts participate in an integrated post-secondary expo experience.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>Initial participation was 100%.</i></p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p><i>We have met our goal as all 6th grade students within our collaborative had the opportunity to participate in our college and career expo which was held at the Southwest Minnesota State University in March of 2019.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" type="checkbox"/> Goal Met</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

We use attendance and survey data to measure the participation and understanding gained by students through this annual event. All students are invited to attend and participation has been 100% annually. We believe that this goal is being pursued with fidelity and achieved with great success.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: *Our integration goal (regional college EXPO) has allowed our students the opportunity grow in their awareness and capacity to engage in learning with peers of a wide variety of backgrounds. There is a mutual respect and appreciation of the various cultures and backgrounds that these students come from. We're thankful for the opportunities our students have to integrate with their regional peers and we look forward to continuing the work of building these connections in future years.*

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

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

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan.	Check one of the following: ___ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan.	Provide the result for the 2018-19 school year that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

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