



2022–23 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 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

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

WBWF Contact: *Keith Kottke*

A&I Contact: *Jeff Kuehn*

Title: *Superintendent*

Title: *Elementary Principal*

Phone: *507-723-4283*

Phone: *507-723-4286*

Email: *keith.kottke@springfield.mntm.org*

Email: *jeff.kuehn@springfield.mntm.org*

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 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 2022–23 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 2022–23 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

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: <https://www.springfield.mntm.org/Domain/192>

Provide the direct website link to the A&I materials: <https://www.springfield.mntm.org/Domain/192>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

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 2022-23 SY: **November 8, 2023**

Goals and Results

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
Provide the established SMART goal for the 2022–23 SY. 80% of all kindergarten students will be able to recognize all letters of the alphabet by fall benchmark assessments 80% of all kindergarten students will be able to recognize numbers 1 through 10 by fall benchmark assessments	Provide the result for the 2022–23 SY that directly ties back to the established goal. 79% of the kindergarten class recognized all letters by fall benchmark assessments 82% of the kindergarten class recognized all numbers 1-10 by fall benchmark assessments	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. 80% of third grade students will meet or exceed grade-level reading proficiency on the MCA.	Provide the result for the 2022–23 SY that directly ties back to the established goal. 61% of third grade students were proficient on the MCA reading assessment (NOTE—this was a 10% improvement from 2022)	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p><i>Springfield Public Schools will reduce the proficiency gap in reading (as measured by all state accountability tests) between FRP and non-FRP students from the current (baseline) gap of 6.6% in 2022. Targets for achievement gaps are 6% for 2023, 4% for 2024, 2% for 2025, and 0% for 2026.</i></p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p><i>In 2023 our achievement gap was 20.3%. This was a decline of 13.7%. After further inspection it was determined that our FRP population dropped by 3.4% while our non-FRP population improved by 10.3% thereby expanding the gap. Thus, while it appears that a decline in gap achievement performance occurred, there was actually a net improvement in overall proficiency. This will be something that we study further and explore with staff development and data analysis in the coming school year.</i></p>	<p><i>Check one of the following:</i></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>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</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 2022–23 SY that directly ties back to the established goal.</p> <p><i>100% of 6th grade students at Springfield Public Schools participated in this event.</i></p>	<p><i>Check one of the following:</i></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>

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>100% of all twelfth-grade students will graduate by or on the school-designated commencement date.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>100% of all twelfth-grade students graduated in the spring of 2023.</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>

Repeat table for additional graduation goals as necessary.

2022–23 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 was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

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 2022–23 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 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2022–23 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: *Springfield School District*

A and I Contact: *Jeff Kuehn*

Title: *Elementary Principal*

Phone: *507-723-4286*

Email: *jeff.kuehn@springfield.mntm.org*

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Springfield Public Schools will reduce the proficiency gap in reading (as measured by all state accountability tests) between FRP and non-FRP students from the current (baseline) gap of 6.6% in 2022.</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>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Our baseline achievement gap is 6.6% (2022). Targets for achievement gaps are 6% for 2023, 4% for 2024, 2% for 2025, and 0% for 2026.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2023 our achievement gap was 20.3%. This was a decline of 13.7%. After further inspection it was determined that our FRP population dropped by 3.4% while our non-FRP population improved by 10.3% thereby expanding the gap. This will be a point of emphasis with staff development and data analysis in the coming school year.</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>

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- 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 are off track with our goal in this area due to the fact that our achievement gap widened from 6.6% to 20.3%. This is based on overall reading proficiency in our district between the two subgroups of FRP and Non-FRP students. Our primary focus for improving this result is two-fold. First, we will continue building a strong pyramid of interventions that provide students with the time and support they need to be successful (HOVER, ICU, Pro-Kinship, MRC, etc.). Second, we will continue to educate our staff on the science of reading and a structured literacy model through LETRS training. By enhancing the quality of instruction at Tier I we can improve reading proficiency and limit the need for further interventions in the years that follow. We are actively working within our PLC model to implement these strategies and our progress is motivating. We will review progress monitoring and benchmark data throughout the year to evaluate the impact that these strategies are having.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Springfield Public Schools will ensure that 100% of our elementary students receive daily instruction from both male and female educators during the 2024-2026 timeframe (baseline was 100% in 2022).</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Our baseline performance with this goal is 100% from 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2023 our goal was achieved with 100% of our elementary students receiving daily instruction from both male and female educators.</p>	<p>Check one of the following:</p> <p>___ On Track</p> <p>___ Not on Track</p> <p><input checked="" type="checkbox"/> Goal Met</p>
<p>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</p> <ul style="list-style-type: none"> • 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? <p>We have met this goal and anticipate meeting it in the remaining years of our plan. We have assigned elementary staff and built our master schedule in a manner that allows for sustained success in this area. In the event that staffing challenges were to arise we would work through a thorough and extensive process to recruit, hire, and assign staff that will allow us to continue meeting this need. As we move forward, we will review our staffing practices to consider the needs of students to develop relationships and receive instruction from staff of both genders.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Springfield Public Schools will ensure that 100% of our 6th grade students participate in an integrated post-secondary expo during each of the 2024-2026 school years (baseline was 100% from 2022).</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Our baseline performance was 100% participation from 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>100% of our 6th grade students participated in the integrated post-secondary expo during the 2023 school year.</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>
<p>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</p> <ul style="list-style-type: none"> • 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? <p>We have met this goal and anticipate meeting it for the remaining years of or plan. Our school district has work closely with our integration collaborative to plan and coordinate a post-secondary expo for 6th grade students. This event also allows for the integration of students from multiple districts. Their interactions at this event help to build familiarity with students from diverse backgrounds and experiences all while building a broader understanding of the opportunities available to them after graduation. Our plan is to continue building upon this experience in the years ahead and to be reflective of the conditions we create to build awareness and respect for people of all backgrounds.</p>				

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

Achievement and Integration Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022- 23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Springfield Public Schools will aim to enroll and provide supplementary summer STEAM instruction to an increasing percentage of our elementary math Title I students during each of the 2024-2026 school years (baseline of 11% of qualifying students during 2022)</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>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Our baseline performance with this goal is 11% from 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2023 we had 38% of our elementary math Title I students participate in the summer STEAM Academy (this was a 27% increase from our baseline in 2022).</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>

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- 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're proud of the progress we showed with in meeting this goal this year. We had a 27% increase in the number of Title math eligible students that participated in our summer STEAM Academy. This was the result of proactive communication with families through emails, phone calls, and personal interactions at year's end. We have identified this opportunity as one that can both enhance student knowledge and skills, as well as something that can keep them connected with staff and friends over the summer months. We've scheduled it to align with our other summer recreation activities as well as our summer meal program and other community events. Our goal will be to continue increasing participation in this program in the years ahead and to reflect on the factors that are either push or pull considerations in student enrollment.

Achievement and Integration Goal 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Springfield Public Schools will work to ensure that 100% of students participating in our ACT/college prep experience will communicate a high degree of confidence/readiness for the ACT assessment as measured by an annual exit survey throughout the 2024-2026 school years (100% baseline).</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>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Our baseline performance with this goal is 100% from 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>In 2023 our goal was achieved with 100% of students communicating that they had a high degree of confidence/readiness for the ACT assessment.</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>

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- 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 have met this goal and are pleased with the feedback that we’re receiving from students that are participating in the ACT/college prep course. They are communicating things that indicate a growing confidence and awareness of the things that are necessary for them to be successful at the next level. Our leadership team will continue to survey students regarding their experience and will track ACT results as a measure to reflect the impact of our work to support these students in their journey to post-secondary learning.

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 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The impact of our integration goals has been overwhelmingly positive. The opportunities that our 6th grade students have to experience the programs, staff, and student-life environments of post-secondary institutions (SMSU and South Central College) is outstanding. Likewise, the opportunities that students have to interact with a diverse group of peers from other schools is extremely valuable. The learning that occurs and the relationships that are developed help to propel students to the next steps in their journeys to being college and career ready.