



2019-20 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Lake of the Woods School District

Grades Served: Pre K - 12

WBWF Contact: Mary Merchant

Title: High School Principal

Title: High School Principal

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A&I Contact: Mary Merchant

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes

No

[List of districts with an MDE approved Achievement and Integration plan during the 2019-20 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 2019-20 SY. No charter schools should complete this section.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

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

MDE understands this past school year (2019-2020) 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.
- www.lakeofthewoodsschool.org
- WBWF Report Summary 2019-20

- Provide the direct website link to the A&I materials.
- www.lakeofthewoodsschool.org
- WBWF Report Summary 2019-20

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 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 2019-20 school year.
- At a Separate Working Session of the School Board scheduled for November 23, 2020, the annual public meeting will be held to formally present the 2019-20 WBWF and Achievement and Integration Summary Report. WBWF Advisory Committee met on November 17, 2020 to review assessment data and to develop a continuous work plan. The WBWF Advisory Committee will meet in January to review, write goals and make recommendations for the 2020-21 WBWF and Achievement and Integration Plan.

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 2019-20 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)
Lynn Ellis	School Board Member	X
Tim Lyon	School Board Member	X
Jeff Nelson	Superintendent	X
Mary Merchant	High School Principal	X
Bob Laine	High School Teacher	X
Katie Hasbargen	High School Teacher	X
Leah Spee	Elementary Teacher	X
Brenda Nelson	Community Member	X
Katy Johnson	Parent	X
Dean Thompson	Parent	X
Tillie Thompson	Parent	X
Zach Thompson	Student	X

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 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.

The World’s Best Work Force Committee drives the conversations to review equitable access data. The conversations take place as part of the committee meeting. High School and Elementary teachers also review data at their regularly scheduled faculty meetings and in their PLC groups throughout the school year.

- 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.

All Lake of the Woods School students receive equitable access to experienced, in-field and effective teachers. There are no gaps in equitable access for any of the groups of students at Lake of the Woods School. Due in part to the small size of our school, all students have equal access to all teachers in the high school. All elementary teachers are highly qualified.

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.

The racial and ethnic students groups that are not yet represented in the licensed staff would include African American and American Indian. We would need to have one teacher of color and one American Indian teacher 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.

The same strategies are in place for all students to experienced, effective and in-field teachers. We make every attempt to advertise as soon as possible when there is an opening. Postings are listed in the local paper as well as on the district website and Edpost. In addition we reach out to colleges and universities to ask them to encourage graduating prospects to apply.

The District serves 447 students in a single Prek-12 building with an elementary site and a high school site. The elementary serves 247 students with 49.14% qualifying for Free & Reduced lunch prices. It is a two-section school with 19.62 licensed teachers. The high school serves 200 students with 41.71% qualifying for Free & Reduced lunch prices. There are 17.01 licensed teachers. Teaching Experience

Data: Elementary School

Less than 3 years of experience - 3

3-10 years of experience - 13 full time, 1 half time music teacher

More than 10 years of experience - 4 full time, 1 half time band teacher

Social Worker - 1

High School

Less than 3 years of experience - 6

3-10 years of experience -6 full time, 1 half time choir teacher

More than 10 years of experience -4 full time and 1 half time band teacher

- Inexperienced Teachers: 6
- Out-of-Field Teachers: 2
- Non-Licensed Community Expert: 1

Each site has a Data Review Team that annually reviews data for evidence of effectiveness at the individual classroom level. This information is shared with classroom teachers and appropriate action is taken to improve any areas that show a need for improvement. In addition to the data review, the District requires all teachers to complete a yearly growth plan based on student engagement and achievement data, formal evaluations by administration, and peer observations. In addition, the following strategies are used to improve students' access to effective teachers:

- Mentoring with a more experienced educator
- Staff Development offerings - specific to identified needs

- Peer Coaching and Team Teaching
- Teacher Improvement Plan (for staff identified as ineffective)

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 2019-20 WBWF summary report submission, *please check the lines below* 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>Provide the established SMART goal for the 2019-20 school year.</p> <p>For SY 2019-20, student assessment results showed an average of 67.75% students ready for Kindergarten using Rhyming, Letter Recognition, Letter Sounds, and Number Identification. For SY 2019-20, student assessment scores will increase by an average of 20 points as measured by FASTBridge earlyReading, FASTBridge earlyMath.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".</p> <p>Unable to report.</p> <p>Fall 2020, we had the following percentages of students ready for Kindergarten in the fall:</p> <ul style="list-style-type: none"> • Rhyming: 74% • Letter Recognition: 54% • Letter Sounds: 63% 	<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 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> <p><input checked="" type="checkbox"/> Unable to report</p>

<p>For SY 2019-20, we had the following percentages of students ready for Kindergarten in the fall:</p> <ul style="list-style-type: none"> ● Rhyming: 68% ● Letter Recognition: 64% ● Letter Sounds: 75% ● Number Identification 64% ● Average: 67.75% 	<ul style="list-style-type: none"> ● Number Identification 75% ● Average: 66.5% <p>Additional areas tested in Early Reading include:</p> <ul style="list-style-type: none"> ● Concepts of Print 63% ● Onset Sounds 58% <p>Additional areas tested in Early Math include:</p> <ul style="list-style-type: none"> ● Math Quantity 75% ● Number Sequence 72% 	
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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?

<ul style="list-style-type: none"> ● Incoming student FASTBridge scores, which are not disaggregated by student groups ● PreK and Headstart programs are available to all children of PreK age in the area as well as parent events and partnerships with other community programs ● There is no tuition; bussing is free, meals are available to all PreK students ● PreK teacher participates in PLC and professional development opportunities ● It did not help with making progress toward our goal, therefore we will be adding additional winter screening to PreK students and add interventions as needed

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Students in Grade 3 on MCA reading scored 23.8% proficiency in Spring 2019. Students in Grade 3 will score 27% or higher for proficiency on state MCA assessments by Spring 2020.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to report.</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 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> <p><input checked="" type="checkbox"/> Unable to Report</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?

- Data was based on MCA Reading assessment for grade 3 in 2018 and 2019, data is not disaggregated by student group.
- Title reading includes Tier 2 and 3 interventions for identified students, weekly progress monitoring for at-risk students.
- Benchmark screening 3 times per year, staff development opportunities available to all teachers, all teachers participate in PLC.
- Strategy implementation has been partially successful.
- Staff meets regularly to review benchmarking and progress monitoring data to help us make progress toward our goal.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>Students in grades 3-10 will increase from 48.2% proficient on the MCA Reading assessment in spring 2019 to 52.0% proficient in spring 2020.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 39.0% on the 2019 MCA Reading assessment. By Spring 2020, we will decrease the current achievement gap in reading (5% compared to the all student group).</p> <p>Students in grades 3-11 will increase from 39.4% proficient on the MCA Math assessment in spring 2019 to 45.0% proficient in spring 2020.</p> <p>Students in grades 3-11 who receive free or reduced price lunch had a proficiency rate</p> <p>of 28.2% on the 2019 MCA Math assessment. By Spring 2020, we will decrease the current achievement gap in math (5% compared to the all student group).</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</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 type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</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?

- Data is from 2019 MCA assessments, data is disaggregated by free and reduced lunch participants (cell sizes for Special Education and Minority groups are too small to disaggregate data).
- Title services, progress monitoring, RtI/MTSS, homework club, Freshwater offerings, American Indian Education programming, PLCs, Community Education, staff professional development, Gifted and Talented and Enrichment opportunities, reviewing math curriculum to adopt K-12 math curriculums for 2019 school year, exploring FASTBridge Learning assessments for future use.
- Improvement is needed with strategy implementation based upon this data.
- We also use data from ACT Aspire, NWEA MAP, and AIMSWeb to track student growth and compare to MCA performance.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>100% of the students in grades 9-12 will complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2019-20.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>100% of the students in grades 9-12 did complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2019-20.</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> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

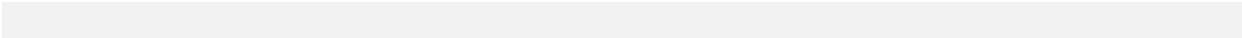
- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- All students in grades 9-12 complete the MCIS Career Portfolio as a local graduation requirement.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>100% of the 12th grade students will graduate at the conclusion of the 2019-20 school year.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>100% of the 12th grade students will graduate at the conclusion of the 2019-20 school year.</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> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- 4 year graduation rates from MDE graduation rate data shows a gap of 12% between free and reduced and non-free and reduced eligible students.
- In 2019-2020 the gap was reduced to 2%.
- Strategies included MTSS and homework club.



Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

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 has been met. 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 2019-20 A&I plan goals for each of those schools were 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).

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not 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	Year 3 (2019-20) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Type response here.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	Copy the baseline starting point from your 2017-20 plan. Type response here.	Provide the result for the 2019-20 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." Type response here.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not 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.

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

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The following narrative is provided from a Kelliher School staff member. Field trips were planned throughout the school year to provide 11th and 12th grade students from Kelliher, Northome and Lake of the Woods High School a variety of experiences for options following graduation. I tell students that we want one of the “three E’s” for them after high school: enrollment, enlistment, or employment.

Trip 1 – Camp Riley The first trip was scheduled for Sunday and Monday, September 15th and 16th. We were going to leave Sunday afternoon and travel to Brainerd for a get-acquainted activity of miniature golf. We were heading to Little Falls for supper and then to Camp Ripley for tours and career presentations on Monday. However, on the Friday afternoon before we were to travel, the National Guard cancelled our trip because they said our group of 20 was too small to qualify for a career day experience.

Trip 2 – Grand Forks area Our next trip was October 29-30. Twenty-nine students and four chaperones traveled from the three schools to the Grand Forks area. The Kelliher and Northome students traveled together and we met up for lunch with group from Lake of the Woods. We then toured Crystal Sugar and the University of North Dakota campus. Following dinner, the students had time to get to know other students at the pool and while watching movies. After our hotel breakfast, we attended the Northern Valley Career Expo, and Northland Community and Technical College in East Grand Forks.

Trip 3 – Roseau and Warroad Our next trip was held December 2nd and 3rd. We traveled to Roseau on Monday and toured the Polaris manufacturing center and the Polaris Experience Center. We had 25 students and 5 chaperones from the three schools. Because the group from Lake of the Woods live much closer, they left following the tours. We planned a bowling and pizza party for the students to socialize. That evening, the students spent time in the pool and watched movies together. The second day featured a tour of the Marvin Windows facility in Warroad and lunch on the drive back.

Trip 4 – Itasca Community College and Iron Range Engineering This trip was scheduled for March 18, 2020. Covid-19 had the colleges and us shut down so we were unable to complete the trip.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring 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 2020-21 school year?

Strategies were modified through virtual contact with students through Zoom or Google Meet. Progress towards goals was halted due to having to cancel the remaining field trips. We were also unable to complete student surveys to determine student satisfaction with the activities that they participated in.

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 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The percentage of Lake of the Woods RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on the school climate surveys will increase from 50% to 75% from</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>50% for 2019 .</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

2019 to 2020.				
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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?
- Data is based on survey from 2019.
- Strategies for the 2019-2020 school year were implemented until schools were closed in March 2020. A survey was not given at the end of the school year so we are unable to track progress for 2019-2020.
- Based on the activities that took place from September through February, the strategies/interventions were showing progress towards the goal.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>The percentage of American Indian students enrolling into concurrent enrollment classes will increase from 32% in 2019 to 42% in 2020.</p>	<p>Check one of the following:</p> <p><input 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>32% of American Indian students enrolled into concurrent enrollment classes in 2019.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to report.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input checked="" type="checkbox"/> Unable to Report</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?

Due to a turnover in teachers in the building, we are no longer able to offer the same concurrent courses for the 2020-21 school year as in previous years. The goal will need to be changed to reflect American Indian students enrolling in classes that align with their career path.

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

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

The following narrative is provided from a Kelliher School staff member. Field trips were planned throughout the school year to provide 11th and 12th grade students from Kelliher, Northome and Lake of the Woods High School a variety of experiences for options following graduation. I tell students that we want one of the “three E’s” for them after high school: enrollment, enlistment, or employment.

Trip 1 – Camp Riley The first trip was scheduled for Sunday and Monday, September 15th and 16th. We were going to leave Sunday afternoon and travel to Brainerd for a get-acquainted activity of miniature golf. We were heading to Little Falls for supper and then to Camp Ripley for tours and career presentations on Monday. However, on the Friday afternoon before we were to travel, the National Guard cancelled our trip because they said our group of 20 was too small to qualify for a career day experience.

Trip 2 – Grand Forks area Our next trip was October 29-30. Twenty-nine students and four chaperones traveled from the three schools to the Grand Forks area. The Kelliher and Northome students traveled together and we met up for lunch with group from Lake of the Woods. We then toured Crystal Sugar and the University of North Dakota campus. Following dinner, the students had time to get to know other students at the pool and while watching movies. After our hotel breakfast, we attended the Northern Valley Career Expo, and Northland Community and Technical College in East Grand Forks.

Trip 3 – Roseau and Warroad Our next trip was held December 2nd and 3rd. We traveled to Roseau on Monday and toured the Polaris manufacturing center and the Polaris Experience Center. We had 25 students and 5 chaperones from the three schools. Because the group from Lake of the Woods live much closer, they left following the tours. We planned a bowling and pizza party for the students to socialize. That evening, the students spent time in the pool and watched movies together. The second day featured a tour of the Marvin Windows facility in Warroad and lunch on the drive back.

Trip 4 – Itasca Community College and Iron Range Engineering This trip was scheduled for March 18, 2020. Covid-19 had the colleges and us shut down so we were unable to complete the trip.

Impacts from Distance Learning

Narrative is required; 200-word limit.

Briefly explain how you modified your strategies this spring 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 2020-21 school year? Due to distance learning, we were not able to complete the field trips with our partner schools. We were unable

to complete student surveys in the spring of 2020. Planning for the 2020-21 school year needs to be adjusted due to inability to have in person contact with other schools as well as go on field trips. The plan will be adjusted to complete field trips virtually as able.

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 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here.

Impacts from Distance Learning

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Type response here.