



2020-21 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Lake of the Woods School District

Grades Served: Pre K - 12

WBWF Contact: Mary Merchant

A&I Contact: Mary Merchant

Title: High School Principal

Title: High School Principal

Phone: 218-634-2510

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

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

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

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

lakeofthewoodsschool.org

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

lakeofthewoodsschool.org

Annual Public Meeting

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

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

Date of annual School Board Meeting to review progress on WBWF plan and Achievement and Integration plan is November 22, 2021.

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

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

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Lynn Ellis	School Board Member	X
Tim Lyon	School Board Member	X
Jeff Nelson	Superintendent/Elementary Principal	X
Mary Merchant	High School Principal	X
Bob Laine	High School Teacher	X
Katie Hasbargen	High School Teacher	X
Leah Ojard	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 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

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

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

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

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

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

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
 - What data did you look at?
 - How frequently do you review the data?
 - Who was included in conversations to review equitable access data?

Limit response to 200 words.

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 meeting and in their Professional Learning Communities throughout the school year. Data reviews includes postings for positions, time of year posted, licensure requirements, number of applications received, number of people interviewed and did person who was offered the position accept the position.

- 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 received equitable access to experienced, in-field and effective teachers. Strategies used to assure equitable access include advertise on Edpost and the local paper as well as posting on the district website. Open positions are also shared with area principals to see if they have any applications for the open position that they would recommend. Information is also shared with staff and the School Board when positions are open for hiring.

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 low population of our school, all students have equal access to all teachers in the high school. All elementary teachers are also 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 student group that is not yet represented in the licensed staff would include African American. We would need to have one teacher of color to reflect the student population of African American students. All other racial and ethnic student groups are represented by licensed staff for the current school year.

- o 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 district has a Mentor Program to support and retain all new teachers to the district. The district makes 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 prospective graduates to apply.

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

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

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

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

Goals and Results

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

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>For school year 2020-2021 student assessment results showed an average of 67.75% of students ready for Kindergarten using Rhyming, Letter Recognition, Letter Sounds and Number Identification. For school year 2020-2021, student assessment scores will increase by an average of 5 percentage as measured by FASTBridge earlyReading and FASTBridge earlyMath.</p> <p>For school year 2020-2021 the following percentages of students were ready for Kindergarten in the fall:</p> <p>Rhyming 74%</p> <p>Letter Recognition 54%</p> <p>Letter Sounds 63%</p> <p>Number Identification 75%</p> <p>Average 66.5%</p> <p>Additional areas tested in Early Reading include:</p> <p>Concepts of Print 63%</p> <p>Onset Sounds 58%</p> <p>Additional areas tested in Early Math include:</p> <p>Math Quantity 75%</p>	<p>Provide the result for the 2020-21 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>Spring 2021</p> <p>Rhyming</p> <p>Letter Recognition</p> <p>Letter Sounds</p> <p>Number Identification</p> <p>Average</p> <p>Additional areas tested in Early Reading include:</p> <p>Concepts of Print</p> <p>Onset Sounds</p> <p>Additional areas tested in Early Math include:</p> <p>Math Quantity</p> <p>Number Sequence</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>

Goal	Result	Goal Status
Number Sequence 72%		

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- 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 used to identify needs in this goal area include: Incoming Kindergarten student FASTBridge scores, which are not disaggregated by students groups. PreK and Headstart programs are available to all children of PreK age in the areas. Parent events and partnerships with community programs are scheduled in the fall and spring. There is not tuition; bussing is free and meals are available to all PreK students. PreK teacher participates in PLC’s and professional development opportunities. Interventions will be added throughout the school year as needed.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 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 Reading Spring 2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Grade 3 MCA Reading scores showed a proficiency of 43.6% for all third graders.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- 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 spring 2019 and spring 2021. Data is not disaggregated by student group. Title reading includes Tier 2 and Tier 3 interventions for identified students along with weekly progress monitoring for at-risk students. Benchmark screening 3 times per year with FASTBridge takes place. Teachers participate in staff development opportunities as well as PLC’s. Staff meets regularly to review benchmarking and progress monitoring data to guide progress toward goals.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 39% on 2019 MCA Reading. All students in grades 3-10 had a proficiency rate of 48.2% on 2021 MCA Reading. By Spring 2021 the student achievement gap will decrease by 5%.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 29.6% on 2021 MCA Reading. All students in grades 3-10 had a proficiency rate of 39.2% on 2021 MCA Reading.</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>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- 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 from 2019 and 2021 MCA scores was used to determine growth. The data is disaggregated by free and reduced meal participants. Title services, progress monitoring, MTSS, study time, summer school, PLC’s, staff professional development and before and after school tutoring with teachers took place during the 2019 school year until March 16, 2019. From March 2019 through the end of the year, regular programming was interrupted. On February 16, the school went from Hybrid to all in person learning through the end of the school year. However, there were several students who continued to distance learn full time through the end of the 2020-21 school year. Summer school took place for elementary and high school students as well as tutoring throughout the summer of 2021. Credit recovery for core classes was the focus for 7-8 grade students. 9-12 students completed credit recovery for core classes as well as elective classes. Math and reading were the primary focus for elementary students.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>100% of the students in grades 10-12 will complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2020-2021.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>100% of students in grades 10-12 did complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2020-2021.</p>	<p><i>Check one of the following:</i></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>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- 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?

Student data is housed with MCIS. Career Portfolios are accessible to students throughout their high school years. Data is not disaggregated by student groups other than grade level. Strategies in place to support the goal area is the Careers class for 10th graders and then support from teachers for students in grade 12 to complete final work on the Career Portfolio.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2020-21 school year.</p> <p>100% of the 12th grade students will graduate at the conclusion of the 2020-21 school year.</p>	<p>Provide the result for the 2020-21 school year that directly ties back to the established goal.</p> <p>100% of the 12th grade students enrolled at Lake of the Woods high school graduated at the conclusion of the 2020-21 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>

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type “N/A” as your answer.

Narrative is required. 200-word limit.

- 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?

Date used to identify 12th grade students graduating at the end of the 2020-21 school year is based on enrollment at Lake of the Woods High School at the end of the 2020-21 school year. Data is disaggregated by grade level. Strategies in place to support this goal include teacher support during classtime as well as before and after school. Credit recovery through Acellus available to students to make up credits not earned.

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

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

Achievement and Integration

District Name: Lake of the Woods School District

A and I Contact: Mary Merchant

Title: High School Principal

Phone: 218-634-2510

Email: mary_m@lakeofthewoodsschool.org

Annual Public Reporting

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

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

Annual Public Meeting

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

School Board annual meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year was held on November 22, 2021.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 39% on 2019 MCA Reading. All students in grades 3-10 had a proficiency rate of 48.2% on 2021 MCA Reading. By spring 2021 the student achievement gap will decrease by 5%.</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 2020-21 SY.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 39% on 2019 MCA Reading. All students in grades 3-10 had a proficiency rate of 48.2% on 2021 MCA Reading.</p>	<p>Provide the result for the 2020-21 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>Students in grades 3-10 who receive free or reduced price meals had a proficiency rate of 29.6% on 2021 MCA Reading. All students in grades 3-10 had a proficiency rate of 39.2% on 2021 MCA Reading. Proficiency rates dropped in 2021 for all students and for students who receive free and reduced price meals.</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> <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?

Data from 2019 and 2021 MCA scores was used to determine growth. The data is disaggregated by free and reduced meal participants. Title services, progress monitoring, MTSS, study time, summer school, PLC's, staff

professional development and before and after school tutoring with teachers took place during the 2019 school year until March 16, 2019. From March 2019 through the end of the year, regular programming was interrupted. On February 16, the school went from Hybrid to all in person learning through the end of the school year. However, there were several students who continued to distance learn full time through the end of the 2020-21 school year. Summer school took place for elementary and high school students as well as tutoring throughout the summer of 2021. Credit recovery for core classes was the focus for 7-8 grade students. 9-12 students completed credit recovery for core classes as well as elective classes. Math and reading were the primary focus for elementary students. Study time before and after school has been implemented to support student achievement to assist students.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Students in grade 9-12 interaction between students of different racial and economic backgrounds will increase by attending a minimum of one college and/or career fair and business with partner schools.</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 2020-21 SY.</p> <p>The starting point for the plan is zero. Due to COVID-19, students were not able to attend any off campus events.</p>	<p>Provide the result for the 2020-21 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</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal 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?

Data is based on Lake of the Woods High School students will partner with Kelliher and Northome High School students to visit area career fairs and diverse businesses that employ a labor force that supports a variety of job skills and raining. Up to four trips will be planned to provide opportunities for students to participate in activities and programs that will increase their awareness and understanding of differences and increase the ability and

willingness to establish positive relationships. Through interacting and socializing with students from partner districts, students' cultural fluency, competency and interaction will increase from zero to 75% attendance.

Due to COVID-19, students were unable to attend any off campus events during the 2020-21 school year.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>All teachers and students will receive SEL training and/or instruction to provide innovative and integrated learning environments K-12.</p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>___ Integration Goal</p> <p><u> x </u> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2020-21 SY.</p> <p>Baseline is zero. No program in place.</p>	<p>Provide the result for the 2020-21 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>___ On Track</p> <p>___ Not on Track</p> <p>___ Goal Met</p> <p><u> x </u> 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?

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

A core team of staff participated in SEL, Social Emotional Learning training during the 2020-21 school year through MDE. Outward textbook and workbook were used to support the training. The SEL team met on a regular basis and then met with teachers to share the training. Elementary students will participate in Second Step curriculum starting with the 2020-21 school year. High school teachers receiving training in Move This World curriculum during the 2020-21 school year. High School students will participate in Move This World curriculum starting with the 2021-22 school year. Lake of the Woods Prevention Coalition provided funding for Move This World for high school students grades 7-12.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Integration strategies were unable to be implemented with Kelliher and Northome due to limitations placed on schools due to COVID-19. Off campus events were canceled therefore, students were not able to participate with partner school for integration strategies.

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Due to hybrid and distance learning, any outside activities with partner schools were unable to be held. Strategies were modified to complete virtual field trips but this did not take place with outside agencies.

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

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

School Name: Lake of the Woods High School

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2020-21 SY.</p> <p>Students will participate in field trips with a racially isolated district.</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 2020-21 SY.</p> <p>Baseline starting point was participating in two field trips during the 2019-2020 school year.</p>	<p>Provide the result for the 2020-21 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>Students were unable to participate in any field trips during the 2020-21 school year due to COVID-19.</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 type="checkbox"/> Goal 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?

Data used to identify needs in this goal area is based on the 2019-2020 school year activities that Kelliher, Northome and Lake of the Woods School participated in. Two field trips took place October 29-30, 2019 to Grand Forks, ND and December 2, 2019 to Roseau and Warroad, MN. Data is disaggregated by students in attendance at each school. Strategies to support the goal area include interaction of students and surveys. Due to COVID-19, no trips were able to take place during the 2020-2021 school year.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

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

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> Unable to Report

Narrative is required. 200-word limit.

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

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

Type response here

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Type response here