



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: Lake of the Woods School District

WBWF Contact: Mary Merchant

A&I Contact: Mary Merchant

Title: 6-12 Principal

Title: 6-12 Principal

Phone: 218-634-2510

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Email: mary_m@lakeofthewoodsschool.org

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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: 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 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: October 23, 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
<p>Provide the established SMART goal for the 2022–23 SY.</p> <p>For school year 2022-23 student assessment results showed the percentage of students that were ready for Kindergarten in the fall:</p> <p>Concepts of Print 76%</p> <p>Onset Sounds 61%</p> <p>Letter Names 52%</p> <p>Letter Sounds 42%</p> <p>Rhyming 71%</p> <p>Numeral Identification 70%</p> <p>Match Quantity 76%</p> <p>Number Sequence (verbal) 70%</p> <p>Composite Score for Early Reading 55%</p> <p>Composite Score for Early Math 61%</p> <p>Students will demonstrate 80% proficiency in each area on spring assessments.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>52% of students demonstrated on track developmentally on spring 2022 assessments for Reading.</p> <p>67% of students demonstrated on track developmentally on spring 2022 assessments for Math.</p> <p>Letter Sounds 30%</p> <p>Word Segmenting 85%</p> <p>Decodable Words 52%</p> <p>Sight Words (50) 52%</p> <p>Number Identification 58%</p> <p>Decomposing 91%</p> <p>Number Sequence (verbal) 79%</p> <p>Although the goal was not met, percentages of meeting the benchmark increased from the previous year.</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>

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
<p>Provide the established SMART goal for the 2022–23 SY.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p>

Goal	Result	Goal Status
<p>Students in Grade 3 on MCA Reading scored 22.% proficiency in Spring 2022.</p> <p>Students in Grade 3 will score at state average or higher for proficiency on state MCA Reading Spring 2023.</p>	<p>Grade 3 MCA Reading scores showed a proficiency of 37.5% for all third graders.</p> <p>State Reading scores were at 47.4% proficiency.</p> <p>Although the goal of scoring at state average or higher was not met, students scored 15.2% higher than the previous year.</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>

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>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 30.0% on 2022 MCA Reading.</p> <p>All students in grades 3-10 had a proficiency rate of 38.1% on 2022 MCA Reading.</p> <p>Students in grades 3-6 had a proficiency rate of 34.1% on 2022 MCA Reading.</p> <p>Students in grades 7-10 had a proficiency rate of 43.3% on 2022 MCA Reading</p> <p>By Spring 2023 the student achievement gap will decrease by 5%.</p>	<p>Provide the result for the 2022–23 SY 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 32.2% on 2023 MCA Reading.</p> <p>All students in grades 3-10 had a proficiency rate of 41.2% on 2023 MCA Reading.</p> <p>Students in grades 3-6 had a proficiency rate of 47.7% on 2023 MCA Reading.</p> <p>Students in grades 7-10 had a proficiency rate of 31.9 % on 2022 MCA Reading.</p> <p>The student achievement gap did not decrease due to the increase in the achievement gap for all 3-6 grade students. However, the percentage of proficiency did increase for FRP students in grades 3-10 by 2.2%.</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>

Goal	Result	Goal Status

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>100% of the students in grades 10-11 will complete their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2022-23.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>100% of students in attendance in grade 11 completed their MCIS Career Portfolio with identified and submitted post-secondary career or college plans for 2022-23. 100% 10th grade students completed their MCIS Career Portfolio as part of the Careers class requirement.</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>

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 the 12th grade students will graduate at the conclusion of the 2022-23 school year.</p>	<p>Provide the result for the 2022–23 SY 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 2022-23 school year.</p> <p>Note that this percentage is not in alignment with MDE’s rate which has a two year lag time and is based on 4 year enrollment from 9th grade.</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>

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: Lake of the Woods School District

A and I Contact: Mary Merchant

Title: 6-12 Principal

Phone: 218-634-2510

Email: mary_m@lakeofthewoodsschool.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>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 30.0% on 2022 MCA Reading. All students in grades 3-10 had a proficiency rate of 38.1% on 2021 MCA Reading. By spring 2023 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>Target for 2023 FRP is 35%.</p> <p>All 3-10 grade 44%.</p> <p>Close gap 31%.</p> <p>Study Time 5%.</p>	<p>Copy the baseline starting point from your plan implemented in the 2022–23 SY.</p> <p>Students in grades 3-10 who receive free or reduced price lunch had a proficiency rate of 32.2% on 2023 MCA Reading.</p> <p>All students in grades 3-10 had a proficiency rate of 41.2% on 2023 MCA Reading.</p> <p>Achievement gap was 9.0 %</p> <p>Study time attendance for 2022-23 was 5%</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>Students in grades 3-10 who receive free or reduced price meals had a proficiency rate of 32.2% on 2023 MCA Reading.</p> <p>All students in grades 3-10 had a proficiency rate of 41.2% on 2023 MCA Reading.</p> <p>Proficiency rates increased in 2023 for all students grades 3-10 and all students in grades 3-10 who receive free or reduced price meals.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input 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?*

Data from 2022 and 2023 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 2022-23 school year.

Study time continued for students in grades 7-12 during the 2022-23 school year to provide academic support before and after school to secondary students. Summer school took place for elementary and high school students as well as tutoring throughout the summer of 2022. 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.

Intervention time during the school day was implemented for students in grades 7-8 in the areas of math and ELA.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
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<p>Copy the SMART goal statement from your plan implemented in the 2022–23 SY.</p> <p>Students in grade 10 interaction between students of different racial and economic backgrounds will increase by attending a minimum of one college and/or career fair 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 2022–23 SY.</p> <p>60% of 10th grade students will attend a Career Fair at the Alerus Center in Grand Forks with adjoining school districts Kelliher and Northome.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>60% of 10th grade students attended a Career Fair with students from adjoining school districts Kelliher and Northome.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>
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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?*

Data used to identify integration needs is from MDE and is based on adjoining schools Kelliher and Northome. Lake of the Woods School will partner with Kelliher and Northome school to visit area career fairs and post-secondary institutions. A minimum of one trip 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 achieve an attendance rate of 60%.

Data used to identify needs in this goal area is based on MDE identifying Kelliher as a racially identifiable district. Lake of the Woods qualifies as Kelliher being an adjoining school district. Data is disaggregated by each school district using their data on student participation. On October 26, 2022 students from Lake of the Woods, Kelliher and Northome attended a Career Fair at the Alerus Center in Grand Forks, ND. Strategies to support the goal area include interaction of students and surveys completed after attending the Career Fair. Through engaging in activities and socializing with students from partner districts, students’ cultural fluency, competency and interaction will achieve 60% participation.

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>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><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> 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>100% of students in grades K-6 received instruction on SEL.</p> <p>All staff were given the opportunity to participate in a SEL book read using Onward.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>grades K-6 received instruction on SEL.</p> <p>A SEL book read using Onward took place monthly during the 2022-23 school year.</p> <p>All staff attended a SEL training on August 29, 2022.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input 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?*

Data to identify needs is based on teacher, student and parent feedback. Many students have had difficulty acclimating to a regular school day after 1 1/2 years with distance learning and numerous absences due to COVID. Data is not disaggregated by student groups. All students K-12 will be included in SEL instruction and practices. All staff participated in SEL, Social Emotional Learning training on August 29, 2022. Training was provided by Kathy Magnusson. Staff was invited to continue professional development during the school year through use of the Outward textbook and workbook.

All elementary students will participate in Second Step curriculum for the 2022-23 school year.

High school teachers will use PLC time during the 2022-23 school year to develop SEL work with students as part of the school day throughout the school year. Through a grant received spring of 2023, two high school teachers will be lead coordinators for SEL and PBIS for the remainder of the 2022-23 school year and for the 2023-24 school year.

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

SMART Goal #4: In order to increase outcomes for Lake of the Woods students, the average experience of teachers at Lake of the Woods School will decrease from 5 teachers with two or less years of experience in 2022-23 to 3 teachers with two or less years of experience in 2023-24.

WBWF Goal Area: Teacher equitable access to excellent and diverse educators.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration 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>In order to increase outcomes for Lake of the Woods students, the average experience of teachers at Lake of the Woods School will decrease from 5 teachers with two or less years of experience in 2022-23 to 3 teachers with two or less years of experience in 2023-24.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> 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>There were 5 teachers at LOW with two or less years of experience in 2022-23. There are currently less than 3 teachers with two or less years of experience for the 2023-24 school year.</p>	<p>Provide the result for the 2022-23 school year that directly ties back to the established goal.</p> <p>The results are demonstrated on the current seniority list for teaching staff at LOW for the 2023-24 school year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input 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?

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

The World's Best Work Force and Achievement and Integration Plan Committee drive the conversations to review equitable access data. The conversations take place as part of the committee meetings. All Lake of the Woods School students receive equitable access to experience, in-field and effective teachers. Strategies used to assure equitable access include advertising on Edpost, in the local paper and on the District website. Open positions are 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 position are open for hiring.

Beginning with the 2023-24 school year, students in grade 6 will receive instruction from teachers licensed in each subject area. They will be part of the junior high grades 6-8 September 2023.

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.

Additional opportunities were provided during the 2022-23 school year to increase integration opportunities for students in grades 5-12. In October 2022, students in grade 10 attended the Career Fair in Grand Forks which included Kelliher and schools surrounding Grand Forks in northern Minnesota. Junior high students attended the Creativity Festival in Bemidji in November 2022 which provided integration opportunities with students from Kelliher, Northome, Bemidji and surrounding districts. Students in grades 5-8 attended the Young Authors Conference in Thief River Falls. Once again, giving opportunities for students to interact and engage with students from surrounding school districts.

Implementation of a separate period for MTSS in the high school has had a positive impact on student learning. Each student who received support for a period a day made progress in the subjects they were failing and passed classes for the 2022-23 school year. The skills gained and study skills implemented have made a positive impact.

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: Kelliher and Northome School Districts

Achievement and Integration RIS 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>The percentage of all students enrolled in grades 3-10 at Lake of the Woods School who are free/reduced-price meals that are proficient on the Minnesota reading accountability tests will increase from 32.4% in 2021 to 35.0% in 2023.</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>32.4% of all students enrolled at LOW who are FRP meals are proficient on the Minnesota reading accountability test.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>32.4% of all students enrolled at LOW who are FRP meals are proficient on the Minnesota reading accountability test.</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?*

Students at Lake of the Woods School fall below state average on MCA scores. The focus is to increase student achievement in the area of reading and decrease disparities in student academic performance. Achievement will be demonstrated by students in grades 3, 4, 5, 6, 7, 8, and 10 increasing reading proficiency on MCA scores. The percentage of students based on race or ethnicity is too low to indicate a percentage of students. The focus group will be students who are free/reduced-price meals.

Teachers will participate in professional development to prepare for working with students during the 2022-23 school year. Best practice grants will be provided to develop instructional strategies for interventions students in the area of reading. Students will receive support through additional strategies during and after the school day. Beyond the Bell has been termed for the time scheduled to work with 7-12 grade students before and after school. Use of IXL, Accelerated Reader, Fastbridge, Star will be implemented by teachers to provide additional support for students not achieving proficiency on spring 2022 MCA Reading. Students in grades 7 and 8 will receive academic support during the school day as well through direct intervention work with a licensed teacher. Tutoring will be available for elementary students after school.

Achievement and Integration RIS 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>Increase the percentage of students in grades 5-12 participating in career focused field trips with adjoining districts from 60% in 2021 to 85% by 2025.</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>60% of sophomores attended the Career Fair in 2021.</p> <p>35 junior high students attended the Creativity Festival in 2022.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>60% of sophomores attended the Career Fair in 2022.</p> <p>80% of junior high students attended the Creativity Festival in 2022.</p> <p>A 5% increase was achieved with the two combined groups.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>
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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?*

Lake of the Woods students will partner with Kelliher and Northome students to visit area career fairs and college fairs. The Alerus Center in Grand Forks, ND hosts a career fair in the fall for sophomores. This will be the first group we bring together. We will increase the number of students that participate in these visits through providing transportation and encouraging student participation. By fostering interaction between students of the three Districts, we hope to encourage positive relationships and build knowledge of racial, ethnic and socioeconomic background other than their own. Students are selected based on the host site guidelines.

Lake of the Woods students will partner with Kelliher and Northome students to participate in the Creativity Festival and Young Authors Conference sponsored by the Northwest Service Cooperative. Students are selected based on the host site guidelines. Students in grades 5-8 participating in the events will be chosen by their classroom teachers. Attendance for the Young Authors Conference is limited to 10 students per grade level. Transportation and lunch will be provided for students. By fostering interaction between students of the three Districts, we hope to encourage positive relationships and build knowledge of racial, ethnic and socioeconomic background other than their own.

Achievement and Integration RIS 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>Lake of the Woods’ student access to teachers with SEL training will increase from 90% of teachers and paras to receive SEL training and /or instruction to provide innovative and integrated learning environments K-12 in 2022 to 100% in 2025.</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 2022–23 SY.</p> <p>Lake of the Woods’ student access to teachers with SEL training will increase from 90% of teachers and paras to receive SEL training and /or instruction to provide innovative and integrated learning environments K-12 in 2022 to 100% in 2025.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>100% of teachers and para received SEL training and / or instruction to provide innovative and integrated learning environments K-12 in 2023.</p>	<p>Check one of the following:</p> <p><u>x</u>___ On Track</p> <p>___ Not on Track</p> <p>___ 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?*

A core team of staff participated in SEL, Social Emotional Learning training during the 2020-21 school year through MDE. Training through Outward textbook and workbook has been expanded to include any and all interested staff. Elementary students will participate in Second Step Curriculum. High school will incorporate the components of SEL as supported by CASEL; curriculum used to be determined. Move This World was used during the school year 2020-21 however, it is not supported by CASEL; therefore, high school teachers will research and recommend another platform for the 2022-23 school year.

Please note: If you have more than three goals for this RIS, 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 your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

This plan will create efficiencies and eliminate duplicative programs and services because it has been developed district wide. The World's Best WorkForce Committee and the Achievement and Integration Plan Committee are the same group of people which also provides consistency in programming. The committee is composed of school board members, superintendent, high school principal, elementary and secondary teachers, student and parents.

The plan will create efficiencies through teachers in grades 3-10 working to achieve a common goal for all students. Support will be put in place for students who are not yet proficient on MCA Reading, while challenging students who are proficient to exceed proficiency. Lake of the Woods is a small school District so there is no concern for a duplicate program being developed. Elementary students will receive services from the same instructor as well as 7th and 8th graders having the same teacher for interventions during the school day during a scheduled class period.

Each of the three school districts separately visit post-secondary institutions and businesses on a limited basis. By combining students from all three Districts and Kelliher's counselor taking the lead role in planning, there will be a time and cost savings in planning and transportation to offer more visits and increase opportunities for students from the different schools to learn from each other and share their experiences.

The three school districts have separately or have not participated in the Northwest Service Cooperative Creativity Festival and/or Young Author's Conference. These events are for students in grades 5-8 and will allow for and encourage interaction of students in neighboring districts during classroom time, lunch and activities during down time.

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.

NA

http://s-f89931-i.sgizmo.com/s3/?snc=aabd4baf0d6c61caa8332f99523dce45&sg_navigate=start