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

**District or Charter Name:** Alexandria Public Schools

**Grades Served:** WBWF Contact: Rick Sansted

Title: Assistant Superintendent

Phone: 320-762-2141

Email: rsansted@alexschools.org

A and I Contact:

Title:

Phone:

Email:

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

___ Yes    X  No

List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has three parts:

- **WBWF:** Required for all districts/charters.

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

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

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

Annual Report

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

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

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

Annual Public Meeting

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.
  - November 18, 2019

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).
<table>
<thead>
<tr>
<th>District Advisory Committee Members</th>
<th>Role in District</th>
<th>Are they part of the Achievement and Integration leadership team? (Mark X if Yes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt Adolphsen</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Amanda Larson</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Harliann Baas</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>Jessica Corle</td>
<td>Lincoln Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Jennifer Halvorson</td>
<td>Woodland Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Neil Stroklund</td>
<td>Voyager Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Sarah O’Kane</td>
<td>AAHS Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Kjersten Cook</td>
<td>GMC Parent Representative</td>
<td></td>
</tr>
<tr>
<td>Chara Anderson</td>
<td>Primary Instructor Representative</td>
<td></td>
</tr>
<tr>
<td>Abigail Furth</td>
<td>Intermediate Instructor Representative</td>
<td></td>
</tr>
<tr>
<td>Sara Kosters</td>
<td>DMS Coach/Instructor Representative</td>
<td></td>
</tr>
<tr>
<td>Jason Lattimer</td>
<td>Business Representative</td>
<td></td>
</tr>
<tr>
<td>Jen Jabbas</td>
<td>Business Representative</td>
<td></td>
</tr>
<tr>
<td>Angie Krebs</td>
<td>School Board Representative</td>
<td></td>
</tr>
<tr>
<td>Bob Cuniff</td>
<td>School Board Representative</td>
<td></td>
</tr>
<tr>
<td>Kirsten Vaagenes</td>
<td>Community Representative</td>
<td></td>
</tr>
<tr>
<td>Lisa Pikop</td>
<td>Elementary Administrator</td>
<td></td>
</tr>
<tr>
<td>Heather Timm</td>
<td>Secondary Administrator</td>
<td></td>
</tr>
<tr>
<td>Julie Critz</td>
<td>Superintendent</td>
<td></td>
</tr>
<tr>
<td>Rick Sansted</td>
<td>Asst. Superintendent Teaching and Learning</td>
<td></td>
</tr>
</tbody>
</table>
Equitable Access to Excellent and Diverse Educators

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

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

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

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

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

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

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

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
  - Our teacher mentorship program along with our coaching model help to support teachers in their professional growth. We do not have data that suggests that we are not providing access to experienced, effective and in-field teachers for our students of color, low-income and American Indian students.
  - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    - District process is implemented to examine the distribution of experienced, effective and out-of-field teachers across the district and within school sites using student and staff data. This process happens each spring as administrators review teacher assignments and subsequent retirements and staff transitions.
Who was included in conversations to review equitable access data?

- District administration retains right of assignment for teachers.

What equitable access gaps has the district found?

- Our data discrepancies across sites are minimal and would refute teachers at one school are less qualified than those at another.
  - When we do have data discrepancies’ we develop plans with the teachers on that team to improve the learning experiences for students.
  - Focus on academic growth for each individual child
  - Utilize Professional Learning Communities to focus on the strategies that impact achievement for all students
  - Use of data warehouse to analyze data at site level via School Intervention Teams
  - Goals in our district operational plan address closing the achievement gaps by student group

- Schools with a greater percentage of students who qualify for FRPM are included in the hiring process with the other school administrators as our hiring is done in a collaborative fashion.
- Teachers with the most seniority are placed in a different grade level when enrollment demands cause for teacher movement. This provides great support for our new teachers.
- We have a grid that helps analyze number of years of experience, class size and assessment results. This grid help to ensure equitable access for students.

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

- We do believe we have equitable access. We also recognize that we are a part of a society that includes characteristics such as income inequality and institutionalized racism.
- We are also aware that our actions as a district, including our MTSS work, impact student’s results. Our building Student Intervention Team meet monthly to analyze student data and attempt to assess the causes of the learning gaps. We then respond with appropriate interventions given the data. Should student learning not improve we continue to partner with families to seek solutions to support student growth.

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

- We continue to analyze student data to ensure equitable access to effective teachers.

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

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

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
  - We do not have data that suggests that we are not providing access to experienced, effective and in-field teachers for our students of color, low-income and American Indian students.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?
    - American Indian or Alaska Native
    - Asian
    - African American
    - Hispanic
    - Native Hawaiian
  - How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
    - 25
  - What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
    - Lack of teachers of color stems from a variety of causes. As a fairly homogenous white community it becomes challenging to recruit teachers of color.
  - 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?
    - Targeted recruiting and job postings
    - Promote equity and inclusion across the community

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

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

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

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

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

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

All Students Ready for School

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>60% of children enrolled in APS early education programming will increase phonological awareness skills as identified by the Early Childhood Indicators of Progress (ECIP) L5 Phonological Awareness.</td>
<td>62.26% of students demonstrated growth in phonological awareness...</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ On Track (multi-year goal)</td>
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<td>__ Not On Track (multi-year goal)</td>
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<tr>
<td></td>
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<td>X  Goal Met (one-year goal)</td>
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<tr>
<td></td>
<td></td>
<td>__ Goal Not Met (one-year goal)</td>
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<tr>
<td></td>
<td></td>
<td>__ Met All (multiple goals)</td>
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<tr>
<td></td>
<td></td>
<td>__ Met Some (multiple goals)</td>
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<tr>
<td></td>
<td></td>
<td>__ Met None (multiple goals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ District/charter does not enroll students in kindergarten</td>
</tr>
</tbody>
</table>

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?
  o Parent engagement
  o Self-Regulation
  o Literacy and numeracy skills
  o Increase screening participation
  o Grow collaboration with ECSE
● How well are you implementing your strategies?
● How do you know whether it is or is not helping you make progress toward your goal?

All Students in Third Grade Achieving Grade-Level Literacy

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>By June 2019, students meeting end-of-year proficiency, as measured by the MCA, will increase from 65% to 68.</td>
<td>52.7% of Grade 3 were proficient in Reading as measured by the Spring 2019 MCA</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ On Track (multi-year goal)</td>
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<tr>
<td></td>
<td></td>
<td>__ Not On Track (multi-year goal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>X  Goal Met (one-year goal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ Goal Not Met (one-year goal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ Met All (multiple goals)</td>
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<tr>
<td></td>
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<td>__ Met Some (multiple goals)</td>
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<tr>
<td></td>
<td></td>
<td>__ Met None (multiple goals)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__ District/charter does not enroll students in grade 3</td>
</tr>
</tbody>
</table>
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?
  - STAR Reading and Early Literacy - This screening tool allows us to provide support as determined by the data. Our data warehouse allows us to disaggregate data by student group.

- What strategies are in place to support this goal area?
  - MTSS implementation
  - Standardize literacy framework
  - Student goal setting
  - Training and coaching for teachers
  - Parent engagement

- How well are you implementing your strategies?
  - Strategy implementation is effective. Comparison data between STAR and MCA allows us to gauge student progress toward meeting standards.

- How do you know whether it is or is not helping you make progress toward your goal?
  - Students are screened three times per year in reading, math and behavior. After the screening assessments or inventories, each school has a SIT (School Intervention Team) team that meets to review the data. This data then informs next steps on interventions or supports that are needed for students.

### Close the Achievement Gap(s) Between Student Groups

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
</table>
| By June 2019, reductions in all gap areas will be evident as measured by comparison from spring 2018 to spring 2019 MCA scores | The special education gap in reading increased from 39.1% to 40.0% when comparing all students to those who receive special education services. The free and reduced gap in reading decreased from 14.6% to 13.1% when comparing all students to those who qualify for free and reduced priced meals. | Check one of the following:  
__ On Track (multi-year goal)  
__ Not On Track (multi-year goal)  
__ Goal Met (one-year goal)  
X Goal Not Met (one-year goal)  
__ Met All (multiple goals)  
__ Met Some (multiple goals)  
__ Met None (multiple goals) |

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?
  - MCA - Data along with local data identified the need. The data is disaggregated by student group via our data warehouse and through staff analysis of the data.

- What strategies are in place to support this goal area?
  - Refine and implement MTSS
Increase mentorship
Refine and implement CFES
Maximize staff resources
Student goal setting
Parent engagement

How well are you implementing your strategies?
Strategy implementation is effective. Comparison data between STAR and MCA allows us to gauge student progress toward meeting standards.

How do you know whether it is or is not helping you make progress toward your goal?
Students are screened three times per year in reading, math and behavior. After the screening assessments or inventories, each school has a SIT (School Intervention Team) team that meets to review the data. This data then informs next steps on interventions or supports that are needed for students.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
<th>Goal Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>80% of the class of 2019 will demonstrate readiness for college and career by:</td>
<td>72.1% of the class of 2019 earned a college credit, a certification or were engaged in a capstone experience with a business partner.</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td>• Earning 3 or more college credits</td>
<td></td>
<td>___ On Track (multi-year goal)</td>
</tr>
<tr>
<td>• Earning a certification</td>
<td></td>
<td>___ Not On Track (multi-year goal)</td>
</tr>
<tr>
<td>• Completion of a Capstone experience</td>
<td></td>
<td>___ Goal Met (one-year goal)</td>
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<td></td>
<td></td>
<td>___ X Goal Not Met (one-year goal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___ Met All (multiple goals)</td>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>___ Met None (multiple goals)</td>
</tr>
</tbody>
</table>

Narrative is required; 200 word limit.

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

We analyze student post-secondary choices along with ACT data. We also have staff analyze data connected to progress toward graduation from a credits standpoint. Our Portrait of a Graduate is also now a component of our student experience. The data is disaggregated by student group via our data warehouse and through staff analysis of the data.

What strategies are in place to support this goal area?
Implement Portrait of a Graduate
Increase college credit and certification
Expand PBL implementation
Promote culture of innovation and student voice
Increase options for capstone experience
Content Literacy Training for high school staff
How well are you implementing your strategies?
  - We are implementing effectively. Expanded Online-learning options at AAHS: Lang. Arts & Social Studies. Defined course progressions and offerings for 19-20. All students experiencing PBL across content areas.

How do you know whether it is or is not helping you make progress toward your goal?
  - Student assessment data
  - Student surveys.
  - Student focus groups.
  - Teacher observations

**All Students Graduate**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>By spring 2019, we will increase our 4 year graduation rate from 91% to 93%</td>
<td>Graduation rate reported by Minnesota Department of Education (MDE) is 88.0% in 2018. <em>which reflects the 2018 4 year graduation rate as the final 2019 graduation rate is still being calculated by MDE</em></td>
</tr>
</tbody>
</table>

**Goal Status**

*Check one of the following:*
  - On Track (multi-year goal)
  - Not On Track (multi-year goal)
  - Goal Met (one-year goal)
  - Goal Not Met (one-year goal)
  - Met All (multiple goals)
  - Met Some (multiple goals)
  - Met None (multiple goals)
  - District/charter does not enroll students in grade 12

**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?
  - Graduation Rate
  - The data is disaggregated by student group via our data warehouse and through staff analysis of the data.

- What strategies are in place to support this goal area?
  - Create and implement plan to address poor attendance
  - Purposeful meetings between advisors, parents and mentors
  - At risk student matched with mentors
  - Refine and implement CFES

- How well are you implementing your strategies?
  - We are implementing effectively but know we need to continue to provide more support at an earlier age (ie – grade 9) in order to be proactive vs. reactive.

- How do you know whether it is or is not helping you make progress toward your goal?
  - Student data continues to inform us on our progress in addition to student feedback, focus groups and parent feedback.
Achievement and Integration

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

Achievement and Integration Goal 1

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

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?
## Achievement and Integration Goal 2

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

### Narrative is required; 200-word limit.

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

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

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

Narrative:

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

<table>
<thead>
<tr>
<th>Goal Statement</th>
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<tbody>
<tr>
<td>Copy the SMART goal statement from your 2017-20 plan.</td>
<td>Check one of the following:</td>
<td>Copy the baseline starting point from your 2017-20 plan.</td>
<td>Provide the result for the 2018-19 school year that directly ties back to the established goal.</td>
<td>Check one of the following:</td>
</tr>
<tr>
<td></td>
<td>__ Achievement Goal</td>
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<td></td>
<td>__ Integration Goal</td>
<td></td>
<td></td>
<td>__ Not on Track</td>
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<td></td>
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<td>__ Goal Met</td>
</tr>
</tbody>
</table>

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?
### Achievement and Integration Goal 2

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

**Narrative is required; 200-word limit.**

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

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

### Integration

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

**Narrative:**

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