

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: Mountain Lake Public School District #173

Grades Served: PK-12

WBWF Contact: Michelle Larson

Title: High School Principal

Phone: 507-427-2325

Email:mlarson@mountainlake.k12.mn.us

A&I Contact: Bill Strom

Title: Superintendent

Phone: 507-427-2325

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

School Website Address of the Combined report:

https://mountainlakeps.ss10.sharpschool.com/district/worlds_best_workforce

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.

PUBLIC MEETING: Monday, November 15, 2021 at 5:00 p.m.

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)
Bill Strom	Superintendent	X
Michelle Larson	High School Principal	X
Brandon Henning	Elementary Principal	X
Shawn Naas	parent	
Dave Bucklin	Board member	X
Pam Hoek	Parent, Board Member	X

Jessica Svehla	Teacher	
Emily Inglett	K-12 Counselor	
Lois Herrig	Support Staff	

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.

Mountain Lake Public School Narrative:

The district administration examines data from staff hiring, teaching assignments, evaluations, and observations. This is reviewed annually. For FY20-21 the district had no (0) teachers of color. The district follows an evaluation system to ensure teachers are effective in their instruction. Teachers new to the district are paired with a mentor for the first year.

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

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

Limit response to 200 words

Mountain Lake Public School Narrative:

In the elementary, students in each grade are divided into 2 sections by gender, ethnicity, and SPED status. In the high school students are divided into 2 sections for general education core subjects. In most cases both sections are taught by the same teacher, so students have equal access. The building principal reviews class assignments to ensure equity. In order to reduce and eliminate the achievement gaps, the district increased its English Language learner teaching staff from .5 to .75. Paraprofessional assistance was increased and estimated .5 to 1.0.

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.

Mountain Lake Public School Narrative:

Our student population is 26.9% Hispanic, 11.7% Asian, 1% Black or African-American, 5.7% two or more races and 54.3% white. Our teacher population of 42 teachers is 100% white. When we advertise for teaching positions, we receive no applicants of color. If our teacher population reflected our student population, we would need 20 teachers of color including 11 Hispanic and 5 Asian.

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.

Mountain Lake Public School Narrative:

Our goal is to have teachers of color. We advertise for these positions in the local newspaper, our school website, facebook, along with statewide postings. In the 2020-2021 school year, we did have 2 paraprofessionals who were people of color. We encourage high school students of all races to consider education as a career. We require job shadowing of all seniors. We offer an occupations course where students can get work experience. One of their options is to work in a classroom with students to let them experience education from a staff perspective.

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
85% of our Kindergarten students will have completed a preschool or headstart program before attending school during the 2020-2021 school year.	100% of our Kindergarten students attended a preschool or headstart program before attending school during the 2020-2021 school year.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

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.

N/A

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 collected from parental registration forms and cross referenced with interviews of the district’s Kindergarten teachers, Preschool teacher, support staff, and Daycare staff. The district encourages preschool attendance via Facebook messages, newspaper advertisements, word of mouth and newsletters. In addition, the school district has four different preschool screening sessions throughout the school year.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
65% of Mountain Lake third grade students will score proficient on the Minnesota state assessments in Reading (MCA-III or MTAS) in Spring 2021.	All students in grade 3 at MLPS took the MCA III. 29% of the students scored proficient on the MCA-III in Reading.	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input 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>

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.

N/A

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?

The data used to identify needs was MCA data. (see chart below). Data is disaggregated by student needs on the MCA to include all students in grades 3-6. To support students in this area we use an RTI approach for grades K-3. Students are progress monitored and benchmarks are completed three times per year. Assessments such as the NWEA are used to determine growth for students. Guided reading is being used throughout the elementary to instruct students.

MCA-III Reading Results

Year	Percent Proficient at MLPS	Percent Proficient Statewide
2021	29	48
2020	N/A	N/A
2019	43	54
2018	70	56
2017	69	57

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Goal #1:</p> <p>On the MCA-III Reading test, in all grades tested, the gap between the percent proficient for white students and the percent proficient for Asian students will be reduced by 1.9% from 13.9% in 2019 to 12% in 2021.</p> <p>Goal #2:</p> <p>On the MCA-III Reading test for all grades tested, the gap between the percent proficient for white students and the percent proficient for Hispanic students will be reduced by 3.7% from 29.7% in 2019 to 26% in 2021.</p>	<p>Goal #1:</p> <p>On the 2021 MCA-III Reading test, the gap between the percent proficient for white students and the percent proficient for Asian students was 21.6%</p> <p>Goal #2:</p> <p>On the 2021 MCA-III Reading test, the gap between the percent proficient for white students and the percent proficient for Hispanic students was 16.7%</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> <p>Goal #2</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.

N/A

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?

Mountain Lake Narrative:

Data used by the district for these goals are the MCA-III scores in spring of 2019 and 2021. Data is disaggregated by race and grade level.

To develop strategies, additional data from NWEA, Pre-ACT, ACT, Aimsweb, and classroom grades are used.

Strategies include:

- Local assessments in content areas
- I Love to Read (K-6)
- Title I services (K-6)
- Star Reading (2-6)
- Interventions - RTI, Additional support for reading and math (K-8)
- PLC meetings to review goals, progress, student data and needs (K-12)
- Social worker (K-12)
- School Counselor (7-12)
- Study skills unit in grade 7
- EL Services (K-12), including increased paraprofessional support for ELL students K-12
- After school tutoring (grades 7-12)
- Special Education teacher training on assessments for minority students
- Re-organized student support teams and process to include more general education teachers.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
All (100%) of students in 9th grade will use the MN Career Information System (MCIS) and complete inventories, career exploration, and college options components.	All 9th grade students made an account in MCIS and completed the inventories component. Only 70% completed the career exploration and college option components.	<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>

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.

N/A

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?

Mountain Lake Narrative:

Mountain Lake Public School uses the MN Career Information System (MCIS) to complete the digital learning plan for each student. The MCIS system contains other components to assist students in career exploration and guidance. The data used is student account information from MCIS. The school counselor met with all 9th grade students in multiple class periods to create accounts, create their electronic portfolio, and work through components. Data used is account information from the MCIS administrative account. In the past students have not completed the components outside of the school day. The district has dedicated class periods for students to complete components in MCIS.

All Students Graduate

Goal	Result	Goal Status
The 4 year graduation rate for Mountain Lake Public School will remain at 100% from 2019 to 2020.	The 4 year graduation rate for MLHS in 2020 is 94.9%.	<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>

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.

N/A

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?

Mountain Lake Narrative:

The data used for the 4 year graduation rate is the data from the Minnesota Report Card. Our graduation rate is above the state average (see the chart below.)

Strategies to prevent dropouts and maintain our graduation rate are:

- Weekly monitoring of students in grades 9-12 earning D’s or F’s
- Established truancy program
- Implementation of attendance plans for students with attendance issues

- Credit checks and counseling by school counselor
- Credit recovery courses offered in neighboring ALC with transportation provided by the district
- Professional development for instructional staff
- Study Table program for students to have access to staff and tutors after hours

4- Year Graduation Rate for Mountain Lake Public School

Year	MLPS Graduation Rate	State Graduation Rate	# of Students in MLPS Class
2020	94.9%	83.8%	39
2019	100%	83.7%	43
2018	100%	83.2%	38
2017	97.4%	82.7%	38
2016	100%	82.5%	38

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: 0173 Mountain Lake

A and I Contact: Bill Strom

Title: Superintendent

Phone: 507 427 2325

Email: bstrom@mountainlake.k12.mn.us

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.

The school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year was held on November 15, 2021.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Reduce the achievement GAP between White and Hispanic / Latino Students in Math for grades 3-11.</p> <p>Math Gap Goal for SY21: 25.0%</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>Baseline SY20 Gap: 26.8%</p> <p>Math Gap Goal for SY21: 25.0%</p>	<p>Math Gap Result SY21: 37.7</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?

Disaggregated Groups: White & Hispanic / Latino Students in Math for grades 3-11. Strategies: Title 1, increased EL student support with increase of a .5 FTE, to .75 FTE, class reduction 3rd grade, after school study table, low student teacher ratio 37 to 1, restructured student support team K-12, added teacher prep time on Friday afternoon to accommodate COVID learning strategies (online, quarantine, infected, absentees, etc.).

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Reduce the achievement GAP between White and Hispanic / Latino Students in Reading for grades 3-11.</p> <p>Reading Gap Goal for SY21: 26.0%</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>Baseline SY20 Gap: 27.5%</p> <p>Reading Gap Goal for SY21: 26.0%</p>	<p>Reading Gap Result SY21: 21.6</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><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 used: Minnesota Report Card. ISD 173. MCA Data SY21. Disaggregated Groups: White & Hispanic / Latino Students in Reading for grades 3-11. Strategies: Title 1, increased EL student support with increase of a .5 FTE, to .75 FTE, class reduction 3rd grade, after school study table, low student teacher ratio 37 to 1, restructured student support team K-12, added teacher prep time on Friday afternoon to accommodate COVID learning strategies (online, quarantine, infected, absentees, etc.).

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
<p>Students from MLPS, JCC and Windom will participate in activities designed to foster relationships across economic, ethnicity and racial backgrounds. Evidenced by a survey where students indicate that MLPS students include others who are different from themselves.</p> <p>Baseline: 75.0%</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>Baseline Goal SY20: 75.0%</p> <p>agree that MLPS students include others who are different than themselves.</p>	<p>Unable to report a result because of disruptions 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?

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

Unable to report a result because of disruptions due to COVID-19.

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.

Unable to report a result because of disruptions due to COVID-19.

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?

Unable to report a result because of disruptions due to COVID-19.