



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: Pierz ISD 484

WBWF Contact: George Weber

A&I Contact: George Weber

Title: Superintendent

Title: Superintendent

Phone: 320-468-6458

Phone: 320-468-6458

Email: gweber@pierzschoools.org

Email: gweber@pierzschoools.org

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: <https://www.pierzschoools.org/Page/106>

Provide the direct website link to the A&I materials: <https://www.pierzschoools.org/Page/106>

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 25, 2023

Goals and Results

All Students Ready for School

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

Goal	Result	Goal Status
Using Fast Bridge Letter Sound Fluency as our Assessment, our goal is to have 90% of students enter Kindergarten at or above the Fall Benchmark.	During our 2022 Fall Assessment sweep of Kindergarten children, 72 out of 80 children scored at or higher than the Fall Benchmark. Therefore we achieved our Kindergarten Readiness goal in 2022-23.	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Goal	Result	Goal Status
The Literacy Goal was that 60% of all 3 rd grade children will achieve a Proficient or higher score on the Grade 3 MCA Reading Assessment for the 2022-23 school year.	The 2023 Pierz Grade 3 MCA results for Reading showed 62.1% of the students achieved Proficiency or higher. Therefore, we did not achieve our goal.	<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>

It should be noted that we lowered our goal by 5% from the goal we had set in 2021-22. In that year we tried to achieve a very high goal of 65% Proficiency. This compares to a state average of about 48% or so for 3rd graders across Minnesota.

We did perform higher than the state in 2022, but our Proficiency % that year was only 51%, thus far under our goal. We decided to change our goal to 60% for 2022-23 based upon our belief that we would do better and that we had added more Literacy interventions into the classroom for the 2022-23 school year.

It was noted in last year’s WBWF report that we invested in providing in depth LETRS training for our interventionist, principal and offered it with a stipend for all K-4 classroom teachers. In addition we implemented and worked to embed the SPIRE strategy into regular Reading instruction for all children in all K-4 classrooms.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Our Goal is to decrease the gap in Reading Proficiency by 3%, as measured across all MCA Reading Scores, between the students who do not qualify for Free & Reduced and those that do qualify.</p> <p>In 2022, when all grades 3-10 are combined, the gap between those two student groups was 11.8%.</p>	<p>In 2023 the difference in Proficiency Percentage between students who do not qualify for free and reduced, vs. those who do qualify for free and reduced was 10.6.</p> <p>Therefore we did NOT achieve our goal. We did lower the gap, but not by 3*.</p> <p>*see notes below</p>	<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>

*Although we did not achieve our goal, we ironically performed much higher with our Free & Reduced students overall than we did the prior year. In 2022, 44% of our F & R students across all tested grades were Proficient in Reading. In 2023 that percentage increased to 51.8%. So that demonstrated a dramatic improvement.

The reason our Gap was not decreased is because our Non Free & Reduced also performed much better in 2023 compared to 2022. Our Non-F & R students across all grades tested went from 55% proficient in 2022 to 62.4% proficient in 2023.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Increase the percentage of students who performed Proficient or higher as measured by the 8th Grade MCA Math Assessment. The goal is to increase that percentage by 5% from 2022 results.</p>	<p>The percentage of students who performed proficient or higher on the 2023 Grade 8 MCA test was 43.2%. The percentage of proficiency in 2022 was 35.5%. Therefore, the District met the goal of improving proficiency by 5%.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
<p>Achieve a 93% Graduation Rate for the 2022-23 school year, as measured by the 4-year rate.</p> <p>Historical data as measured by the 4-Year Rate is as follows:</p> <p>2019- 91%</p> <p>2020- 94.9%</p> <p>2021- 90.1%</p>	<p>Using the 4 Year Graduation Rate as our measure, our Graduation Rate in 2022 was 92.6%. Therefore, we did not reach our goal of achieving a 93% Graduation Rate for the Class of 2022.</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>

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.

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District and Contact Information

District Name: Pierz ISD 484

A and I Contact: George Weber

Title: Superintendent

Phone: 320-468-6458

Email: gweber@pierzschoools.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>Decrease the Gap in Math performance, by 4%, for all students in Grades 5-8, between those who qualify for Free & Reduced Lunch and those who are over income to qualify for Free and Reduced Lunch; as measured by Proficiency on the MCA Math Test.</p>	<p>Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>The baseline data showed there we had a 16% gap between F & R students in grades 5-8 and Non-F & R students in grades 5-8 as measured by Proficiency on the MCA Math test.</p> <p>**See Data in Notes Regarding Process for Determination of Baseline Data.</p>	<p>Overall Test Results were as follows:</p> <p>In 2022, the Proficiency Gap, for all Grades 5-8 students on the MCA Math test, between Non F & R and F & R students was 8%.</p> <p>In 2023, the Proficiency Gap, for all Grades 5-8 students on the MCA Math test, between Non F & R and F & R students was 14.65%.</p> <p>**See Data below regarding test results for both groups in 2022 and 2023.</p>	<p>Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met</p>

**It should be noted that for all of our A & I goals, the most significant subgroup we have in our district is the population of students who qualify for Free & Reduced Lunch. That population is about 30 to 40% for all students, depending upon the Grade Levels. Historically, that percentage decreases in the older grades. But in all cases, it is a large enough group where our strategies are best solved through excellent core teaching, not through interventions.

The following year, in 2022 the overall Proficiency for all students in Grades 5-8 who qualify for Free & Reduced Lunch on the MCA Math Test was: 44.9%.

So we were able to increase Proficiency with the F & R Students by 7.85%.

Also in 2022, the Proficiency for all students in Grades 5-8 who are Non Free & Reduced on the MCA Math Test was: 52.9%. So the change for Non F & R students from 2021 was nothing. It basically stayed at 53%.

Therefore **the Gap between Non F & R and F & R students in 2022 did decrease to only 8%**. That was a significant decrease in that Gap.

MCA Math Assessment Results from Spring of 2023 were as follows:

Grade 5.	F & R Students were 72.1% Proficient.	Non F & R students were 89.2% Proficient.
Grade 6.	F & R Students were 56.5% Proficient.	Non F & R students were 65.1% Proficient.
Grade 7.	F & R Students were 35.4% Proficient.	Non F & R students were 67.1% Proficient.
Grade 8.	F & R Students were 43% Proficient.	Non F & R students were 44.2% Proficient.

Proficiency for all Free & Reduced students in Grades 5-8 was: 51.75%.

Proficiency for all Non-Free & Reduced students in Grades 5-8 was: 66.4%.

Therefore overall we showed an improvement again in all Math Scores for Grade 5-8 students.

The Free & Reduced Students increase Proficiency by 6.85% from 2022 to 2023.

But the Non Free & Reduces students also increased Proficiency by 13.5% from 2022 to 2023.

So if we look at the 2 year history, we showed dramatic improvement for all students. But we were not able to increase the Free & Reduced students at a more significant rate than the improvement for the Non Free & Reduced.

The difference between the two groups was 14.65%.

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? We consistently evaluate and track and compare our MCA scores and the manner in which our subgroups perform over time. This data has been presented at Principal meetings as well as staff meetings.*

- What strategies are in place to support this goal area?*

From a systems perspective, we have created a Teacher led Instructional Learning Team whose focus is the implementation of Highly Effective Teaching using the Highly Reliable Schools framework for Teacher Development and Teacher Evaluation. Two of our Teachers on that team are going through the process of being certified as Highly Reliable Teachers. Those two staff members are very engaged in our Math instruction and provide support for our staff through professional development and modeling.
- How well are you implementing your strategies?*

We have implemented a strong Intervention model for Grades 5 and 6. We are still working to determine how we can possibly add intervention time into the day for 7th and 8th grade students. Our challenges are significant in reaching that goal, based upon staffing capacity and scheduling.
- How do you know whether it is or is not helping you make progress toward your goal?*

We believed the results of the 2023 MCA tests in the area of Math were very strong. We currently outperform all schools in our region in that regard. We are pleased that our 7th and 8th grade staff and students demonstrated a better focus in that regard in the Spring of 2023. We have had some transition of leadership, but we believe we can continue to increase our focus on those results in the 2023-24 school year as well.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Increase the Performance of Free & Reduced Students as measured by the 8 th Grade MCA Math Assessment.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	The Baseline data used was the Test Results from 2021. At that time our Gap was about 12%. ** see notes below	In 2023 we were able to decrease the gap significantly. Our F & R students were 41.2% Proficient compared to an overall performance of 43.2% Proficient.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**As we evaluated our data there are multiple areas where we are looking to improve our performance. One of them is the discrepancy between the Free & Reduced students in our school compared to the rest of the population.

The second challenge or area of improvement is that Pierz, like many schools, experiences a general decline in performance as students transition from elementary school through junior high. That is one of the reasons why we are attempting to target services toward students in grades 5-8.

We contend that if we are able to keep a high degree of school success and self-confidence within our students as they leave 8th Grade and enter high school, we provide those students a significantly stronger opportunity to succeed in their high school experience.

This is no doubt why MDE targets the 8th Grade MCA result as an indicator of college and career readiness. This fact is also no doubt why it is critical that our American Indian students in Pierz schools, our Latino students in Pierz schools, and our Free & Reduced students in Pierz schools all need to experience success in their Grade 5-8 school years, leaving 8th grade with a high degree of confidence in their capacity to succeed in high school classes of rigor.

So, as we look at our data, we need to not only increase the results of our Free & Reduced students in Grade 8, but we also need to address the fact that our MCA results seem to decline for all students as they transition from 6th grade to 7th grade to 8th grade.

Our results in 2023 were a significant improvement from 2022, moving from 35.5% overall Proficiency in 2022 to 43.2% overall Proficiency in 2023.

As we look at the transition of those same exact students compared to how they performed when they were in 7th Grade, there is a slight decrease, but it is very slight. For both the Free & Reduced students, as well as the overall Grade, each group at least held steady and performed as well as they did the prior year, which is a significant improvement than our historical challenge of regression as children get older.

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?*

The data we used was through evaluation and tracking of the results of the same group of students as they flow through our school system from grade to grade to determine how they perform and if there is a consistent trend.

- *What strategies are in place to support this goal area?*

Our plan is based upon our ongoing efforts to implement Effective Teaching strategies using the Highly Reliable Schools framework for Teacher Development and Teacher Evaluation.

Our other large strategy is to use some of the strategies that are proving effective at the Elementary levels and find ways to integrate those strategies into the junior high schedule and junior high methods of instruction. This includes the use of STAR testing and other targeted measure of assessment and then determining how to spiral key standards through the instruction throughout the year.

- *How well are you implementing your strategies?*

It is hard to follow through with all the ideals and goals we have as we map out the vision because staff turnover then leads to backing up the training initiatives and rebuilding our success. But overall we continue to try to focus scheduled PLC time toward our goals.

- *How do you know whether it is or is not helping you make progress toward your goal? We use the assessment data to track our progress. We need to develop more fluency on the details of how our assessment data can be turned into re-teaching and spiraling, especially within the junior high area. Our Elementary teachers seem to demonstrate stronger skills and experience in that area.*

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Implement American Indian cultural educational events for Pierz students and integration activities with students from Onamia Schools.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Prior to this application the Pierz schools were not implementing any specific activities with American Indian students from Onamia schools. In addition, Pierz Schools were not providing specific activities targeting American Indian cultural awareness and education.	We were able to implement the activities that we planned. They included a visit to the Snake River Ojibwa Camp and Fur post in Pine City, MN.	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

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?*
 We did provide pre-trip education for the students to help support the activities and content the students would receive while on the trip.
- *What strategies are in place to support this goal area?*
 We tried to build relationships with teachers in our school and the staff from Onamia.
- *How well are you implementing your strategies?*
 Like many schools, there are challenges with staff turnover. The Principal that we were working with on the activities from the RIS school no longer works there. But we were able to continue the activities as we reached out to the RIS school to facilitate planning.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 Our intent is to continue to monitor the engagement that our 6th grade students feel with these activities.

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

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The strategies increased both awareness and education for our staff and our students. We planned and implemented an activity that involved every student in Grade 6. We also planned activities that paired Pierz students with Onamia students. As we move forward, we have a larger initiative of integrated American Indian Education topics across more grades. We are attempting to find resources and trainers for our teachers in specific areas like Treaties and other key components of understanding the legal framework and history and governance.

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: N/A

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?

Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met
<p><i>How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> <i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i> <i>What strategies are in place to support this goal area?</i> <i>How well are you implementing your strategies?</i> <i>How do you know whether it is or is not helping you make progress toward your goal?</i> <p>Type response here</p>				

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ On Track ___ Not on Track ___ Goal Met

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?*

Type response here

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.*

Type response here

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.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

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

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

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:

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?

Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met
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How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check one of the following: ___ Goal Met ___ Goal Not Met

How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

Type response here

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.*

Type response here