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: Pierz ISD 484

Grades Served: K-12

WBWF Contact: George Weber

Title: Superintendent

Phone: 320-468-6458

Email: gweber@pierz.k12.mn.us

A&I Contact: George Weber

Title: Superintendent

Phone: 320-468-6458

Email: gweber@pierz.k12.mn.us

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

_X__ 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.

  The website link to the district's WBWF annual report and A&I materials can be found at: https://www.pierz.k12.mn.us/reports.html

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.

  The annual public meeting was held October 27, 2021.

District Advisory Committee

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

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other

community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

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

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
George Weber	Superintendent	Yes
Karrie Boser	High School Principal	Yes
Tom Otte	Elementary Principal	Yes
Amber Cekalla	Community Member/Parent	No
Jim Gerwing	Community Member	No
Mary Gritzmacher	Community Member	No
Kristine Hoheisel	Community Member/Parent	No
Dale Janson	Community Member	No
Tammy Saehr	Community Member	No
Howie Schomer	Community Member/Parent	No
Lynn Woitalla	Community Member/Parent	No

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?

    We have no teachers without a license and all teachers have passed evaluation standards. We have on record the Professional Growth Plans, work in PLC's and other evidence of systemic teacher effectiveness for every teacher in the district.

    We align our teacher evaluation with the Marzano evaluation model as well as align teacher goals to MCA results. All children have equal access to effective teachers.

- 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?

    We implement several strategies to provide all learners' access to excellent teachers.

    In 2020-21 we increased our outreach to neighboring colleges to seek assistance from their Teacher Development programs. We reached out to St. Cloud State, Bemidji State, St. Ben's and St. John's University.

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?

    We have no subgroup of students not represented by our teaching staff. We currently have a higher ratio of racial diversity amount our teaching staff than both our student population and our community population.

  - 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?

    In 2020-21 we were one of the few School Districts in our region willing to accept and take on Student Teacher candidates during the Covid Pandemic.
    In 2020-21, Pierz Administration participated in a Virtual Teacher Recruitment Fair that included 50+ teachers from all over. We interviewed a prospective candidate from out of state and were able to attract diverse applicants to our schools.

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.

_x__   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.

_x__   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? *Yes*

Goal	Result	Goal Status
Using FAST Assessment Composite Reading Score, at least 90% of all Kindergarten children will score above the "High Risk" category.	The Fall sweep of Kindergarten students yielded the following results: 53 student – 65% No Risk 25 students – 31% Some Risk 3 students – 5% High Risk. Therefore, the goal was met.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _x__ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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.

N/A

Narrative is required.

- 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?

Pierz is a relatively poor area of our state and cannot implement a preschool program where parents could pay for those services. So we end up taking K-12 General Education Revenue of about $100,000 just to support a quality preschool service. We apply for VPK every time it is available, but never get the funding because that revenue is reserved for but a few districts.

The distribution of the ESSER dollars, combined with the distribution of Compensatory dollars, combined with the distribution of VPK dollars is exceedingly unfair for rural communities like ours. Morrison County is poor. Pierz is in the middle of it, with a 30 to 40% free & reduced population with the other 60 to 70% being slightly higher. Yet our children cannot access these revenue streams. The current funding formulas do not provide or speak to equity for the poor children in outstate MN in our communities.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
The Literacy Goal was that 65% of all 3rd grade children will achieve a Proficient or higher score on the Grade 3 MCA Reading Assessment for the 2020-21 school year.	The Pierz Grade 3 MCA results for Reading showed 56.3% of the students achieved Proficiency or higher. Therefore, we did not achieve our goal.	*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)

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.

The overall state data in Grade 3 Reading dropped 6 to 8% from prior years, most likely Covid related.

Narrative is required.

- 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 overall state data in Grade 3 Reading dropped from 6 to 8% from prior years, most likely Covid related. But for us, it dropped even more, about 10% from years prior, so that is concerning. We will recruit more students for after school interventions during the 2021-22 school year to try to recoup some of the learning loss for these students.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Our Goal is to decrease the 9% gap in Reading Proficiency, as measured across all MCA Reading Scores, between all students and our Free & Reduced students by 3% so there is only a 6% difference between all learners and Free & Reduced Learners.	Our District wide Reading results showed that in 2020-21, 52.2% of all students were Proficient or higher in Reading. The results for Free & Reduced students showed that 41.8% were Proficient or higher in Reading. So we still have a 10% gap between those two groups.	*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)

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.
N/A

Narrative is required.

- 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?

It seems that since the state does not change the income limits much for qualification for Free & Reduced, it has changed that demographic somewhat, especially in our communities that are now not based on family farms. One of the bi-products of that is the F & R children are poorer than they were 10 to 20 years ago relative to middle income. The achievement gap appears to be growing as well. We are concerned about this trend and need to seek strategies to reach this population of students.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Our goal was to try to possibly maintain the same proficiency levels from the 8th Grade MCA Math scores that we had in 2019, which was the last year we tested.	We had a very significant drop in our scores and failed to meet this goal. The whole state declined by 15% in Proficiency from 2019, very likely from distance learning and Covid related. But we dropped 19% which is even more significant.	*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)

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.

We are unable to report our goal on this due to distance learning and Covid related.

- 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?

We have invested in a significant transformation of our 7-12 Math curriculum and training. We are now entering our third year of that new curriculum. We have had some turnover of Math teachers, but we still feel confident that this is a strength for our school district.

In 2021-22 we used our ESSER funds to hire an additional Math teacher that will help reduce class sizes in our 7-9 grade groups. It will also free up two teachers for some intervention support.

All Students Graduate

Goal	Result	Goal Status
Achieve a 93% Graduation Rate for the 2019-20 school year, as measured by the 4-year rate. Over the last years our average rate has been 90.2%.	In 2020, 94.9% of the students from that class graduated, as measured by the 4-year rate. That is remarkably high, as the 4 prior years ranged from 88.5% as a low, to 92.1% as a high.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _x __ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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.

N/A

Narrative is required.

- 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?

We are happy to have achieved this goal. Obviously, this data for all schools is always one year delayed. It was our most unusual spring, as the entire state was in mandated distance learning during the final three months of the school year. We were somewhat lucky to have a very high achieving group of seniors in our 2019-20 Senior Class. To some degree, their maturity and high standards was a factor in our capacity to attain this goal and for them to handle being thrown into the distance learning environment their senior year. The loss of their spring experiences across all athletics, performing arts and activities, given the extraordinary talents of that particular group of students, is one of the sadder events for our community. We missed out on many memories of what could have been for that group.

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: Pierz ISD #484

A and I Contact: **George Weber**

Title: Superintendent

Phone: 320-468-6458

Email: gweber@pierz.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.

  The website link to the district's WBWF annual report and A&I materials can be found at: https://www.pierz.k12.mn.us/reports.html

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 annual public meeting was held October 27, 2021.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Increase access to Advanced Coursework for Economically Disadvantaged students. The strategy to achieve this goal includes creating strategies to address achievement gap that exists between students who quality for Free or Reduced meals and those that do not qualify.	Check one of the following: _x_ Achievement Goal ___ Integration Goal ___ Teacher Equity	The average discrepancy between students who qualify as Free & Reduced and those students who do not qualify as Free & Reduced, over the 4 year period prior to 2018 for students in grades 5-8, as measured by the MCA Math and Reading tests was about 12.5% in each area. The goal is to reduce that gap by 5% each year.	2020-21 MCA Student Achievement results indicate we did not reduce the current gap. Grade 8 Gap in Math was 19%; in Reading it was 9%. Grade 7 Gap in Math was 16%; in reading it was 21%. Grade 5 overall data was outstanding as 72% tested proficient in both Math & Reading. But the gap from F & R still remained at 11% in Reading and 9% in Math. Grade 6 overall data was not as strong as only 51% of all students were proficient in Reading and 44% in Math. But ironically, there was NO GAP from F & R students as they actually performed 1% higher than the overall grade.	Check one of the following: ___ On Track _x __ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required.

- 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?

We, like many schools, are just trying to survive each school day somewhat short-staffed and missing students over the last 2 years. One can see the impact it has had across the state on MCA scores. We have not been able to find the necessary time and staffing to create more services for this targeted group. We understand we must find a way. Our A & I revenue is not even enough to hire one teacher to assist in this effort. We will continue to evaluate how we can address this discrepancy.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Increase cultural fluency, competency and interaction through direct integration activities with the Racially Identified School in this project.	Check one of the following: ___ Achievement Goal _x__ Integration Goal ___ Teacher Equity	We were not able to implement any integration activities with the RIS school in 2020-21.	Unable to report.	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met __x_ Unable to Report

Narrative is required.

- 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?

Unable to report.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Reduce disparities in access to rigorous coursework by training staff on classroom instructional practices specifically designed at targeting students who need additional support within the context of the mainstream classroom instruction.	Check one of the following: ___ Achievement Goal ___ Integration Goal _x__ Teacher Equity	Provide Training to Teachers in Grades 5-8 to identify and support potential disenfranchised students throughout classroom instruction. Initial goal was 50% of 5-8 teachers in year 1.	Sourcewell was not able to send any staff trainers on site, nor were we allowed to send staff to their facility. We also were not able to create this training within the context of the Teacher day because they were overwhelmed with crisis instructional issues throughout the entire school year.	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met _x__ Unable to Report

Narrative is required.

- 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.

Integration

Narrative is required.

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.

All staff involved in the activities enjoyed the opportunity to work together with the Onamia staff and students. We will once again provide direct interaction with the Mille Lacs Community and our students in the 2021-22 school year to the extent possible under pandemic protocols that the various facilities involved will be implementing.

Impacts from Online Learning

Narrative is required.

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?

Our greatest challenge is limited time and funding to provide the needed support for high needs students. The A&I revenue that we receive does not support even one faculty. The other crisis of the last two years has forced us and many schools to spend more energy than our staff can muster to just make it through any school day and reach out to the students and parents getting further behind because the pandemic has taken the needed routine as well as the parenting support the school provides that many parents in our particular demographic are dependent upon.

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 Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity			Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity			Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met __ Unable to Report

Narrative is required. 200-word limit.

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

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
	Check one of the following: ___ Achievement Goal ___ Integration Goal ___ Teacher Equity			Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Narrative is required. 200-word limit.

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

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

Integration

Narrative is required. 200-word limit.

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

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

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