



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Bemidji Area Schools

Grades Served: PreK-12

WBWF Contact: Colleen Cardenuto

Title: Director Of Curriculum and Administrative Services

Phone: 218-333-3100 x 31103

Email: Colleen_Cardenuto@isd31.net

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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.

- <http://www.bemidji.k12.mn.us/curriculum/worlds-best-workforce/>
- Bemidji Area Schools alerts the public in our Fall Newsletter that the World’s Best Workforce Report will be posted on the district web site by December15. We will provide printed copies as requested, and we will have printed copies available at the district office. We will also provide copies to the Bemidji School Board, District Leadership Team, District Curriculum Advisory Committee, and District Staff Development Committee.

Annual Public Meeting

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

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

- *The annual meeting was held on November 19, 2018 from 5:00-6:00pm in the District Office Conference Room.*

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2017-18 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)
Ami Aalgaard	Gene Dillion, Principal	
Colleen Cardenuto	Director of Curriculum & Administrative Services	
Christine Christiansen	Response to Intervention (RtI) Reading/Social Studies Specialist	
Ashley Charwood	Parent & Community Member	
Erin Curran	Bemidji High School Media Specialist	
Michelle Dahlby	Solway Elementary Grade 5 Teacher	
Mary Fairbanks	LIEC Parent Committee and Community Member, BSU Professor	
Priscilla Fairbanks	American Indian Culture and Curriculum Specialist	
John Gonzalez	Bemidji School Board Member	
Donna Hickerson	Bemidji Middle School Grade 7 Language Arts Teacher	
Drew Hildenbrand	Bemidji Middle School Principal	
Carol L. Johnson	Bemidji School Board President	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Kim Kusler	Community & Retired Response to Intervention (RtI) Specialist	
Ann Long Voelkner	Bemidji School Board Member	
Tim Lutz	Superintendent of Bemidji Area Schools	
Amanda Mix	Response to Intervention (RtI) Math/Science Specialist	
Jacque Pearce	District Curriculum Secretary	
Craig Rypkema	Community & Retired Response to Intervention Math Specialist	
Ken Schreiber	Bemidji High School Science Teacher	
Jason Stanoch	Bemidji High School Principal	
Brian Stefanich	Alternative Education and Career Academies Principal	
Andy Thompson	Parent & Community Member	
Wendy Thompson	Parent & Community Member	
Chris Tolman	Headwaters Science Center & Community Member	
John Truedson	Bemidji State University Physics Professor & Parent	
Kathy VanWert	Paul Bunyan Elementary and Early Childhood Special Ed. Principal	
Sonia Wadena	Indian Education Coordinator	
Dana Woods	District Technology Integration Specialist	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ **Equitable Access to Experienced, Effective, and In-Field Teachers**

- **Who is included in the conversations to review equitable access data and when do these occur?**
 - The Cabinet reviews the final STAR report and any discrepancies in staff licensing.
 - The Leadership Team examines how staff are distributed among schools.
- **What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?**
 - *The district did not identify any gaps.*
 - According to the MN School Report Card, 60.5% of Bemidji Area Schools' teachers hold Master's degrees, and 98.3% meet highly qualified requirements.
- **What are the root causes contributing to your gaps?**
 - *No gaps were identified.*
- **What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?**
 - *We are a regional center with a very competitive salary and benefit structure which results in an applicant pool that is typically more effective and qualified in our licensed area. Our district maintains a competitive salary structure which attracts highly qualified teachers.*

➤ **Access to Diverse Teachers**

- **What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?**
 - *We have reached out to find teachers that reflect the diversity of our students, but have not had opportunities to hire accordingly.*
- **What efforts are in place to increase the diversity of the teachers in the district?**
 - *Our district has reached out the Office of Indian Education, tribal colleges and a variety of other places to expand the diversity of our applicant pool.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

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

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> Bemidji Area Schools District’s three and four-year-old preschool programs will increase 10% from 200 students in the Spring 2017 to 220 students in the Spring of 2018. 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> Bemidji Area Schools Preschool Programs increased from 200 students to 252 students in the 2017-2018 school year. A section of 20 four year olds and a section of 32 three years olds were added to our program in the 2017-2018 school year. The goal was met. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - Enrollment data was used to determine if this goal was met. Subgroups are identified and reviewed within the enrollment data.
- What strategies are in place to support this goal area?**
 - Bemidji Area Schools opened additional classrooms and is considering adding more in the 2019-2020 school year.
 - Communications to parents and the community went out to recruit additional students.
- How well are you implementing your strategies?**
 - Our district has increased the enrollment of the program.
- How do you know whether it is or is not helping you make progress toward your goal?**
 - Progress towards this goal is identified by enrollment counts. Our enrollment counts have increased.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> Kindergarten students will improve their overall Mean RIT score from 140.3 in the Fall of 2017 to 158.1 in the Spring of 2018 as measured by NWEA MAP. First grade students will improve their overall Mean RIT score from 155.3 in the Fall of 2017 to 177.5 in the Spring of 2018 as measured by NWEA MAP. Second grade students will improve their overall Mean RIT score from 169.7 in the Fall of 2017 to 188.7 in the Spring of 2018 as measured by NWEA MAP. Third grade students will improve MCA Reading percent proficient from 51.7% in the Spring of 2017 to 56.7% in the Spring of 2018. The Bemidji Area Schools “All Students” group will increase their proficiency of 60.8% in the Spring of 2017 to 62.8% in the Spring of 2018 as measured by the MCA in Reading for students enrolled October 1. 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> ➤ Results: The Bemidji Area Schools Kindergarten subgroup scored an overall RIT score of 154 on their Spring 2018 NWEA Map Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools First Grade subgroup scored an overall RIT score of 176.4 on their Spring 2018 NWEA Map Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools Second Grade subgroup scored an overall RIT score of 187.5 on their Spring 2018 NWEA Map Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools Third Grade subgroup scored 42.9% on the 2018 Spring MCA Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools “All Students” subgroup scored 57.9%. The goal was not met. 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Bemidji Area Schools uses NWEA Map, MCA Reading Assessment, STAR Assessment and the LLI Assessments to identify needs in achieving grade level literacy.*
 - *Data is disaggregated by identified subgroups on the MCA Assessments.*
- **What strategies are in place to support this goal area?**
 - *Bemidji Area Schools Strategies:*
 - *Bemidji Area Schools provide individualized learning opportunities for our students based upon their needs.*
 - *The district provides RTI Specialist to train and coach staff on reading, math, science, and social studies instructional practices.*
 - *Our district increases parent involvement by hosting family nights, literacy nights, conferences and through ongoing two-way communications.*
 - *Our staff researches, develops and implements a relevant and rigorous curriculum.*
- **How well are you implementing your strategies?**
 - *Our MCA and NWEA both indicate that we are growing our struggling readers, we will be implementing new strategies to continue to improve upon the core.*
 - *Additional time is needed to implement a new reading curriculum and instructional strategies.*
- **How do you know whether it is or is not helping you make progress toward your goal?**
 - *Bemidji Area School staff utilizes progress monitoring tools, formative assessments and engage in PLC Discussions which focus on improving literacy for all students to determine progress toward our goal.*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Reading Achievement Gaps:</p> <ul style="list-style-type: none"> Special Education students' proficiency will improve from 32.8% in the Spring of 2017 to 34.8% in the Spring of 2018 as measured by the MCA Reading Assessment. American Indian students' Reading proficiency will improve from 43.0% in the Spring of 2017 to 45.0% in the Spring of 2018 as measured by the MCA Reading Assessment. Bemidji Area Schools students receiving Free & Reduced Lunch will improve proficiency from 50.2% in the Spring of 2017 to 52.2% in the Spring of 2018 as measured by the MCA Reading Assessment. <p>Math Achievement Gaps:</p> <ul style="list-style-type: none"> Special Education students' proficiency will improve from 31.9% in the Spring of 2017 to 33.9% in the Spring of 2018 as measured by the MCA Mathematics Assessment. American Indian students' proficiency will improve from 39.2% in the Spring of 2017 to 41.2% in the Spring of 2018 as measured by the MCA Mathematics Assessment. Bemidji Area Schools Free & Reduced Lunch students' proficiency will improve from 46.6% in Spring of 2017 to 48.6% in the Spring of 2018 as measured by the MCA Mathematics Assessment. 	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <ul style="list-style-type: none"> ➤ Results: Bemidji Area Schools Special Education subgroup scored 29% on the Spring 2018 MCA Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools American Indian subgroup scored 36.3% on the Spring 2018 MCA Reading Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools Free and Reduced subgroup scored 47.6% on the Spring 2018 MCA Reading Assessment. The goal was not met ➤ Results: The Bemidji Area Schools Special Education subgroup scored 28.3% on the Spring 2018 MCA Mathematic Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools American Indian subgroup scored 33.5% on the Spring 2018 MCA Mathematic Assessment. The goal was not met. ➤ Results: The Bemidji Area Schools Free and Reduced subgroup scored 43.2% on the Spring 2018 MCA Mathematic Assessment. The goal was not met 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - *Bemidji Area Schools utilized NWEA Map, MCA Assessments and Common Assessments to identify the needs in closing the achievement gap.*
 - *Data is disaggregated by identified subgroups on the MCA Assessments.*
- **What strategies are in place to support this goal area?**
 - *At the annual August District Data Retreat, school and district teams examine MDE secure data for all state accountability tests based on October 1 student enrollment, analyzing academic standard strands, trends over time, grade levels, and subgroups compared to the State.*
 - *The data teams examine their data, analyze Root Cause, and create an Action Plan and SMART Goals. They report their results to their school staffs during the August teacher workshop.*
 - *The School Improvement Teams prepare School Improvement and Staff Development Plans, which are printed and posted on the district website, and shared with the Bemidji School Board, District Leadership Team, District Curriculum Advisory Committee and District Staff Development Committee.*
 - *Our district is developing a system-wide Multi-Tiered Systems of Support (MTSS), which identifies a student's needs (academic and/or social/emotional) and determines the most effective intervention to meet that need.*
- **How well are you implementing your strategies?**
 - *We are in the developing stage of implementing our strategies.*
- **How do you know whether it is or is not helping you make progress toward your goal?**
 - *Bemidji Area Schools staff is analyzing the data and adjusting the strategies as needed.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> During the 2017-2018 school year, Bemidji High School will develop and initiate the next six Career Academies and develop community partnerships to support them. At least 5 students will enroll in each academy. 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> The Bemidji Area School District met their goal. Our district implemented the following Career Academies with support from our community partners: <ol style="list-style-type: none"> Business Management Health Careers Mechatronics PLTW-Pre Engineering Light, Sound & Video Construction Trades 	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bullethead narrative is appreciated. 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
 - A survey was done to determine the need for additional Academies.
 - Enrollment data was also used to determine if this goal was met. Subgroups are identified and reviewed within the enrollment data.
- What strategies are in place to support this goal area?**
 - Our district partnered with local businesses to provide opportunities for students to gain real-world experiences both inside and outside of the classroom.
 - Our district created Bemidji Career Academies that allow students to expand and grow in their area of interest.
 - Bemidji Area Schools staff connected with our community and business partners to support our youth and provide opportunities for our students.
 - Our district continues to provide multiple opportunities for student to earn higher education credits in schools through our Career Academies, Advanced Placement, College In Schools and Post-Secondary Enrollment Options.
- How well are you implementing your strategies?**
 - Bemidji Area Schools is doing very well in this area. Our community continues to step forward and help us grow relevant rigorous academy options.
- How do you know whether it is or is not helping you make progress toward your goal?**
 - Additional Academies are being offered and enrollment has increased in our Academies.

All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status																																	
<p>Provide the established SMART goal for the 2017-18 school year.</p> <ul style="list-style-type: none"> The Bemidji High School student graduation rate as measured by MDE's Four-Year Graduation Rate calculations will increase to 87.4% for all students in 2016-2017 and to 88.4% for all students in 2017-2018. (Baseline Data: Bemidji High School Four-year Graduation Rate: 2011 = 83.2%, 2012 = 86.6%, 2013 = 85.8%, 2014 = 83.2%, 2015 = 86.2%, 2016 = 86.4). 	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <ul style="list-style-type: none"> The Bemidji High School four-year graduation rate in 2018 was 88.27% as indicated on the new North Star Report. The goal was not met. The Bemidji High School seven-year graduation rate in 2018 was 85.71% as indicated on the new North Star Report. <div data-bbox="824 968 1068 1136" data-label="Figure"> <table border="1"> <caption>4-Year and 7-Year Graduation Rates Comparison</caption> <thead> <tr> <th>Organization</th> <th>4-Year Rate</th> <th>7-Year Rate</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>82.68%</td> <td>86.95%</td> </tr> <tr> <td>Bemidji Senior High</td> <td>88.27%</td> <td>85.71%</td> </tr> </tbody> </table> </div> <div data-bbox="776 1192 1122 1310" data-label="Table"> <table border="1"> <thead> <tr> <th rowspan="2">Organization</th> <th colspan="2">4-Year</th> <th colspan="2">7-Year</th> </tr> <tr> <th>Rate</th> <th>Denominator Count</th> <th>Rate</th> <th>Denominator Count</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>82.68%</td> <td>66,330</td> <td>86.95%</td> <td>65,411</td> </tr> <tr> <td>Bemidji Public School District</td> <td>75.85%</td> <td>381</td> <td>79.67%</td> <td>364</td> </tr> <tr> <td>Bemidji Senior High</td> <td>88.27%</td> <td>307</td> <td>85.71%</td> <td>294</td> </tr> </tbody> </table> </div>	Organization	4-Year Rate	7-Year Rate	Statewide	82.68%	86.95%	Bemidji Senior High	88.27%	85.71%	Organization	4-Year		7-Year		Rate	Denominator Count	Rate	Denominator Count	Statewide	82.68%	66,330	86.95%	65,411	Bemidji Public School District	75.85%	381	79.67%	364	Bemidji Senior High	88.27%	307	85.71%	294	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
Organization	4-Year Rate	7-Year Rate																																	
Statewide	82.68%	86.95%																																	
Bemidji Senior High	88.27%	85.71%																																	
Organization	4-Year		7-Year																																
	Rate	Denominator Count	Rate	Denominator Count																															
Statewide	82.68%	66,330	86.95%	65,411																															
Bemidji Public School District	75.85%	381	79.67%	364																															
Bemidji Senior High	88.27%	307	85.71%	294																															

Bulleted narrative is appreciated. 200-word limit.

- ***What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?***
 - *Bemidji Area Schools uses MDE Graduation Rates and Bemidji Area School Graduation Counts to determine the needs for this goal.*
 - *Subgroups are identified and reviewed within the MCA and Bemidji Area Schools graduation data.*
- ***What strategies are in place to support this goal area?***
 - *At the annual August District Data Retreat, school and district teams examine MDE secure data which includes our four and seven-year graduation rates.*
 - *Our district provides alternative pathways to graduation.*
 - *Bemidji Area Schools provide flexible options for students to earn credits towards graduation through alternate delivery methods, such as the AEC and the Academies.*
- ***How well are you implementing your strategies?***
 - *We continue to develop additional Academies and pathways for graduation.*
- ***How do you know whether it is or is not helping you make progress toward your goal?***
 - *Our district monitors the progress of our students to ensure that they are on track to graduate.*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bullethead narrative is appreciated. 200-word limit.

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

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

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.