



2018-19 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: North Shore Community School

Grades Served: Pre-K through 6

WBWF Contact: Shelly Pierson

Title: Executive Director

Phone: 218-525-0663

Email: sperson@nscsk6.org

A and I Contact: Enter name.

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

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

Yes

No

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.

This report has two parts:

Part A: Required for all districts/charters

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

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

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.

- *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.keepandshare.com/doc9/23769/nscs-18-19-combined-wbwf-summary-report-pdf-377k?dn=y>

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.

- *November 7, 2019*

District Advisory Committee

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

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Shelly Pierson	Executive Director	
Sheri Camper	Licensed Teacher	
Leigh Jackson	Licensed Teacher	
Nikki Carpenter	Business Manager	
Erica Rodriguez	Parent	
Carla Hendrickson	Parent/Paraprofessional - Support Staff	
Jill Cornwell	Community Member	
Rocco R.	Student	

Equitable Access to Effective and Diverse Teachers

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. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
 - *How did the district examine equitable access data? What data did you look at? How frequently do you review the data?*

NSCS reviews equitable access data annually. We review current MDE licensure data and Minnesota Report Card data to determine how we are doing compared to state averages. As we have limited teacher turnover at our school, we mainly look at changes that may have happened over the past year.
 - *Who was included in conversations to review equitable access data?*

All teachers and the board are involved in conversations to review equitable access data. Reviews occur annually. The Director reviews class lists each spring to ensure that Free and Reduced students are spread equally among effective and experienced teachers. All NSCS licensed teachers have 2-24 years of experience and 100% are licensed, with 92.3% licensed in the area in which they teach. Fourteen teachers have a Master's Degrees. All teachers are meeting professional standards.
 - *What equitable access gaps has the district found?*

We do not have gaps related to equitable access at this time. We monitor state and local assessments for continuous progress and support of low income and students of color. When comparing our district to the state, we are above the state average in areas of high quality and licensed teachers. We have 100% of our teachers holding a teaching license, as compared to 87.19% in high poverty schools, and 96.04% in low poverty schools. Comparing NSCS to schools with low populations of students of color, NSCS has 100% licensed teachers while the state average is 95.39%.
 - *What are the root causes contributing to your equitable access gaps?*

At this time, we don't have gaps associated with effective and experienced teachers as noted above.
 - *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?*

All NSCS teachers are experienced and effective. We have 100% of our teachers holding a teaching license and 92.3% are teaching in their licensed area. We have a formal 3-year evaluation cycle and yearly peer observations with targeted feedback to support growth. We also participate in PLC's to monitor and analyze assessment data for all students.
 - *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*

If we did have equitable access gaps, we would work with those teachers to identify specific areas in need of growth, set-up a professional growth plan with measurable goals, and timelines to meet those goals and provide support in achieving the goals.

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

- *Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.*
 - *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?*

Our student population is 94.54% white and 5.46% Hispanic or Latin American, Black or African American, Asian, or two or more races. Our teacher population is 100% white.
 - *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?*

We would need 1.5 teachers of color or American Indian teachers to reflect the student population.
 - *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?*

One of the root causes of a lack of student access to teachers of color and American Indian teachers at NSCS may have to do with our location in northern Minnesota where we have a smaller population of people of color in general, and in education. We also have limited turnover at our school which equates to fewer opportunities for hiring new teachers.
 - *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?*

When we have an opening, we post the opening on Ed Post, which reaches candidates throughout the state and nationally. We also post through Facebook, our school website, and our family newsletter. We interview all qualified candidates.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

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

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

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

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

Goals and Results

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

All Students Ready for School

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><i>On enrollment for the 2018-2019 school year, 90% of students will demonstrate Kindergarten Readiness as determined by the Kindergarten Readiness Checklist and the following indicators:</i></p> <ul style="list-style-type: none"> • 100% will be 5 years old at the start of the school • 90% will have early childhood screening • 90% will be immunized 	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>95% of students entering kindergarten during the 2018-2019 school year showed kindergarten readiness based on:</p> <p>100% were 5 years old at the start of the school year</p> <p>95% had early childhood screenings</p> <p>95% were immunized</p> <p>89% received a proficient score on the Kindergarten Readiness Checklist</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 checked="" type="checkbox"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?* We used the age of the child as provided by parents with a copy of the birth certificate, early childhood screening confirmation, and immunization records as provided by parents and local clinics. We also reviewed scores on the Kindergarten Readiness Checklist for students entering kindergarten. *We are monitoring data by student groups for the 2019-2020 school year. We did not review disaggregated data for the 2018-2019 school year.*
- *What strategies are in place to support this goal area?* NSCS offers a Preschool on site, which was officially recognized by MDE in the Spring of 2018. We offer Kindergarten Orientation in April to help students transition to Kindergarten and give parents information on the importance of early childhood screening and immunizations. NSCS offers a Kindergarten Meet and Greet in August to support parents and students with the transition.
- *How well are you implementing your strategies?* 71% attended Orientation in April and 64% attended the Meet and Greet in August, which was a large increase over the 40% Meet and Greet attendance reported for summer of 2018.
- *How do you know whether it is or is not helping you make progress toward your goal?* Of our current Kindergarten students who were enrolled in preschool, 89% demonstrated Kindergarten readiness in May of 2019. This was measured by our Kindergarten readiness checklist.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>By the end of the 2018-2019 school year, at least 77% of all NSCS 3rd grade students will meet/exceed grade level targets on the Benchmark Assessment System (BAS), increasing from 76% in the 2017-2018 school year.</p> <p>Goal is from 5-year strategic plan.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p><i>All Students: 65% of NSCS 3rd grade students met or exceeded grade level on the BAS assessment.</i></p> <p><i>Free/Reduced Lunch Population: 53% of 3rd grade students met or exceeded grade level.</i></p> <p><i>SPED: 22% of 3rd grade students met or exceeded grade level.</i></p> <p><i>K-6: 73% of all K-6 students met or exceeded grade level on the BAS assessment.</i></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>

Goal	Result	Goal Status
		<input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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?*
 Our students perform slightly higher on the BAS assessment than they do on the MCAIII for reading, but they remain below our target goal. We review data for our Free and Reduced Lunch and Special Education populations, along with reviewing data for all students to determine where we need to provide more support.
- *What strategies are in place to support this goal area?*
 In Kindergarten through 3rd grade, classroom teachers work collaboratively with LLI paras and classroom paras to provide support during reading instruction. Teachers use research based guided reading strategies to differentiate instruction. Based on our review of the data at the end of the 2018-2019 school year, we have adjusted how we implement interventions.
- *How well are you implementing your strategies?*
 Identified students attend LLI instruction 4-5 times per week for 30-45 minutes, the classroom paras provide support for 60 minutes daily, and guided reading groups meet with the teacher at least 3 times weekly.
- *How do you know whether it is or is not helping you make progress toward your goal?*
 We analyze BAS data 3-4 times per year in order to improve and refine our instruction, and analyze NWEA MAP reading interventions three times per year, and adjust instruction and interventions accordingly.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Goal 1: By the end of the 2018-2019 school year, students in the Free and Reduced Price subgroup in grades 3-6 will achieve a 5-7% increase in math from 50% to 55% and in reading from 53.7 to 60%</p> <p>Goal 2: By the end of the 2018-19 school year, 75% of students in grades 3-6 will be proficient in reading as measured by MCAIII data.</p> <p>Goal 3: By the end of the 2018-19 school year, 71% of students in grades 3-6 will be proficient in math as measured by MCAIII data.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Goal 1 Math: 57% of students in the Free and Reduced subgroup met or exceeded proficiency on the 2019 MCAIII math assessment.</p> <p>Goal 1 Reading: 54% of students in the Free and Reduced subgroup met or exceeded proficiency on the 2019 MCAIII reading assessment.</p> <p>Goal 2: 66% of students in grades 3-6 were proficient in reading as measured by the MCAIII. Our proficiency index was 74%.</p> <p>Goal 3: 67% of students in grades 3-6 were proficient in math as measured by the MCAIII. Our proficiency index was 78%.</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"/> <i>Goal Met (one year goal)</i></p> <p><input type="checkbox"/> <i>Goal Not Met (one year goal)</i></p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Narrative is required. 200-word limit.

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

We used the data shown on the School Report Card on the MDE website by selecting the Free Reduced Price subgroup. It is our school's only subgroup (as a small, rural charter school).

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

In Kindergarten through 4th grade, classroom teachers work collaboratively with Title 1 paras and classroom paras to provide support during reading and math instruction. Teachers use research based strategies to differentiate instruction, including small group guided reading and guided math.

- *How well are you implementing your strategies?*

We implement more small group and individual reading and math time, utilizing games and activities to support the needed skill areas. Based on our review of the data at the end of the 2018-2019 school year, we have adjusted how we implement interventions.

- *How do you know whether it is or is not helping you make progress toward your goal?*

We have made partial progress towards these goals for our FRP subgroup. We will continue to provide professional development support for teachers in order to enhance instructional strategies. We will also conduct program review to determine the effectiveness of our curriculum.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>Goal 1: By the end of the 2018-19 school year, 70% of students will meet or exceed NETS grade level standards. This is a 5% increase over the 2017-2018 school year goal.</p> <p>Goal 2: By the end of the 2018-19 school year, 90% of all 5th grade students will complete their BizTown sessions and participate in the BizTown simulation.</p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>Goal 1: Grade level rubric results show 86.5% of students in K-6 met or exceeded NETS standards.</p> <p>Goal 2: Teacher documentation shows 100% of 5th grade students completed their BizTown requirements.</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 type="checkbox"/> Goal Not Met (one year goal)</p> <p><input checked="" 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>

Narrative is required. 200 word limit.

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

We reviewed classroom checklists and teacher reported documentation for each of these goals. We did not disaggregate this data.
- What strategies are in place to support this goal area?*

We have 4-6 computers per classroom in K-3, a dedicated computer lab, and laptop carts which provide a computer for each student in 4th through 6th grade.

In support of our 5th grade students leading up to BizTown, our teachers engage others in our school community to hold interviews and provide information pertaining to different careers.
- How well are you implementing your strategies?*

Teachers regularly refer to the NETS standards to support the integration of technology into all subjects in Kindergarten through 6th grade.

For BizTown, our students are highly engaged in their learning sessions and teachers provide supports needed to ensure success for all students.
- How do you know whether it is or is not helping you make progress toward your goal?*

Our end of year data shows that the strategies we are implementing are successful in preparing students for their future based on their ability to access and use technology to further their learning, including using technology in support of their work for BizTown.

All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></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 type="checkbox"/> Goal Not Met (one year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> District/charter does not enroll students in grade 12</p>

Narrative is required. 200-word limit.

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

Part B: Achievement and Integration Progress Report

This portion is only required for districts with an [approved A & I Plan during the 2018-19 school year.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 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> <input type="checkbox"/> <i>Goal Met</i>

Narrative is required. 200-word limit.

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

Achievement and Integration Goal 2

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

Narrative is required. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *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 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Racially Identifiable Schools

If your district’s 2017-20 A & I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 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> <input type="checkbox"/> <i>Goal Met</i>

Narrative is required. 200-word limit.

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

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<i>Copy the SMART goal statement from your 2017-20 plan.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Copy the baseline starting point from your 2017-20 plan.</i>	<i>Provide the result for the 2018-19 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> <input type="checkbox"/> <i>Goal Met</i>

Narrative is required. 200-word limit.

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

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

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

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