



## 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:** Deer River School District

**Grades Served:** K-12

**WBWF Contact:** Jeff Pesta

**A&I Contact:** Sarah Scofield

**Title:** Superintendent

**Title:** Achievement and Integration Coordinator

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

Yes       No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

***Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.***

## World's Best Workforce

### Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

### 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.

### 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)
Jeff Pesta	Superintendent	X
Sarah Scofield	A&I Coordinator	X
Jen Stefan	Elementary Principal	X
Joe Akre	Secondary Principal	X
Deanna Hron	Full Service Community Schools Coordinator	
Belinda Bowstring	Chair of American Indian Parent Advisory Committee (AIPAC)	
Rachel Herring	Vice-Chair AIPAC	
Delana Smith	District Equity Coordinator	
Jason Anderson	Itasca County Probation	
Maureen Rosato	KOOTASCA Community Action	
Kelly Chandler	Itasca County Public Health	
Eric Villeneuve	Itasca County HHS	
Christine Krebs	Itasca County HHS	
Becky Lauer	Itasca County HHS	
Tom Potter	Itasca County Mental Health	
Jan Reindl	Invest Early	
Aimee Ross	Ross Resources	
Kim Geislinger	Itasca County Family Collaborative	
Jessica Devault	Leech Lake Truancy Prevention	
Christina Howard	Leech Lake Truancy Prevention	
Pam Thompson	Parent	

## Equitable Access to Excellent and Diverse Educators

*Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

### **Respond to the questions below.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

**Limit response to 200 words.**

*Last year there were 864 students enrolled in the district K-12. There were 399 elementary students at King Elementary School (K-5). The grade level cohorts ranged from 57 to 76, which translates to 2 or 3 sections at the elementary level. Families were provided with a full-time on-line learning option by virtue of the Governor's Executive Order. Therefore, we offered one full section of exclusively online instruction at each grade level K-5. Students were not sorted to ensure access to experienced teachers. They were sorted by parent choice as to whether they would participate online or in-person. The online teachers were selected based on their previous experience or skill set related to online instruction settings.*

*There were 465 students at Deer River High School (6-12). Once again, students' families selected exclusively online or a combination of synchronous and asynchronous instruction daily with every other day in-person. Typically there is one instructor teaching all sections of a course. Therefore, students were not sorted by teacher experience.*

*The Deer River Schools employs 78% experienced teachers and 97% licensed by content area teachers. Teachers teaching out of field work in elective areas, including very specialized Anishinaabe cultural education courses. We currently don't have any teachers engaged in performance improvement plans. All probationary teachers did fully participate in our Teacher Development Plan last year and only those rated proficient or higher were offered contracts for the upcoming school year.*

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

**Limit response to 200 words.**

*All teachers are actively engaged in ongoing professional development in equitable education. Effective August, 2021, these regular trainings are led by Dr. Delana Smith, our new equity coordinator. Once again, our focus during this pandemic impacted year will be to help students to achieve regular attendance and recover credits where necessary. We did not offer any regular online instruction options this year. Our community demographics and survey data suggest that regular in-person instruction is critical for academic, social, and safe mental health development. The holistic needs of our diverse students were not sufficiently met in the past during online instruction periods.*

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

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Limit response to 200 words.**

The Deer River Schools are consistently represented by state designated demographic categories as 49% White and 49% American Indian and two or more student races. The remaining student body consistently

has very few Hispanic, African-American or Asian-American students. The largest minority group consists of blended ethnicities, which may be recognized as White or American Indian in federal counts dependent upon self reporting selections on district enrollment forms or tribal enrollment data . Although our general district staff is relatively more diverse, the licensed staff does not adequately represent our minority student population. We currently employ less than 10 American Indian licensed teachers.

- o What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

**Limit response to 200 words.**

*We have developed a Grow Your Own educator approach through our Achievement and Integration Plan and the Itasca Area Schools Collaborative (IASC). High school students may explore an Educator Career Pathway program, which features four courses designed to explore a future in teaching. The first year of participation was limited due to the pandemic. Participating students were unable to travel to other school districts or early childhood education programs for safety reasons. The program has resumed this year with appropriate safety precautions. Our Human Resources Director participates in job posting exchanges, career fairs, and teaching practical experiences for students in Bemidji State University and the American Indian Resource Center. Last year the superintendent provided an orientation presentation to students exploring education careers at Itasca Community College. Current American Indian students are encouraged to serve as teaching assistants in general education classes and to share in the teaching process alongside the instructors in our Anishinaabe Education Department.*

## 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? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>The percentage of preschool students who demonstrate proficient literacy scores on specific GOLD teaching strategies objectives for rhyming, letter name, and letter sound recognition will increase by 10% from the fall to spring assessments.</p>	<p>Rhyming: 59% to 79% = + 40%</p> <p>Letter Names: 89% to 98% = + 9%</p> <p>Letter Sounds: 57% to 91% = + 34%</p>	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**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. Narrative is required. 200-word limit.**

*Preschool students participated daily for 167 school days during the 2020-2021 school year. Many families chose to delay the start of preschool participation due to the pandemic.*

- 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?

*Local assessment data was used. The individual preschool teachers disaggregate data as needed for parent communication, site goals, and classroom groups. Pupil achievement is distinguished between Not Meeting, Meeting, and Exceeding Targets. The GOLD strategies are part of an assessment package designed to drive differentiated, effective instruction. They are intended to inform instruction without disruption by embedding authentic, observation-based assessment in each part of the pupil's day.*

**All Students in Third Grade Achieving Grade-Level Literacy**

Goal	Result	Goal Status
The percentage of third grade students who demonstrate proficiency on the Standardized Test for the Assessment of Reading (STAR) will increase from 16% to 43% between the Fall and Spring assessment period.	39% of the students reached proficiency.	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**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.**

*Approximately one third of the third grade students participated by choice in an exclusively online section for the majority of the school year. The remaining two thirds of the third grade students participated in every other day in-person instruction. They participated synchronously from home on the opposite days. All third grade students had access to 167 total days of instruction.*

**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?

*Due to the pandemic and local family decision, students essentially sorted themselves into online or hybrid learners. Any other variable would not be valid under such circumstances. Primary grade teachers collectively implemented the MyOn reading program on iPads provided at a 1:1 ration. Students identified in the for a second tier MTSS intervention also used Reading Horizons curriculum during the regular and extended school year.*



**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
The percentage of students in Grades K-5 identified by Ross Resources truancy intervention best practice criteria will decrease by 10% from September to June.	Semester 1 = 45.1% Semester 2 = 53.2% + 8.1%	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

**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. Narrative is required. 200-word limit.**

*During the 2019-2020 school year the percentage of students meeting the best practice truancy criteria decreased by 43%. This suggested that a 10% decrease during a pandemic impacted year would be attainable. However, the hybrid schedule and the recommendation from the Leech Lake Band of Ojibwe tribal government for families to keep their children home to protect multigenerational families essentially made this goal impractical. The reliability of the Ross Resources best practice criteria was compromised by too much variability in how attendance was reported at each school site and individual classroom during shifting learning models throughout the year.*

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

*The data could have possibly been disaggregated between families whose residence is located within the Leech Lake Reservation boundaries and those that are not. However, there were many families on either side of the boundary that exercised their own decision making regarding in-person and online options last year. There was even variation within individual families. Many students experienced adverse impacts from the pandemic upon a wide range of health issues, including mental health challenges that manifested themselves in poor attendance and participation. Physical health, mental health, and safety indicators were very low within many families during this period, which diminished the potential for protective factors for the youth within many homes.*

**Close the Achievement Gap(s) Between Student Groups**

Goal	Result	Goal Status
75% of students in grades 10-12 who are identified as at-risk for delayed graduation will earn a half credit or more through participation at the learning hubs established at the Deer River High School or in the satellite communities of Inger or Ball Club by the end of June, 2021.	14/41 (34%) of the students identified at the beginning of the school year recovered credits through participation in the learning hubs.	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

**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. Narrative is required. 200-word limit.**

*Once again, the hybrid schedule and the recommendation from the Leech Lake Band of Ojibwe tribal government for families to keep their children home to protect the health of multigenerational households essentially made this goal impractical. However, the learning hubs were impactful within the subset of students whose families were allowing them to participate in person. Staffing a learning hub and providing meals and transportation at the high school enabled easy access for students who lived in the municipality of Deer River. The learning hubs at the satellite community centers of Inger and Ball Club reached students from those areas without transportation. The number of students available for assistance outside of the Deer River city limits was inherently smaller and more significantly restricted by the tribal directive to stay home for safety purposes.*

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?

*Similar to the elementary gap closure goal, the data could have possibly been disaggregated between families whose residence is located within the Leech Lake Reservation boundaries and those that are not. However, there were many families on either side of the boundary that exercised their own decision making regarding in-person and online options last year. There was even variation within individual families. Many students experienced adverse impacts from the pandemic upon a wide range of health issues, including mental health challenges that manifested themselves in poor attendance and participation. Physical health, mental health, and safety indicators were very low within many families during this period, which diminished the potential for protective factors for the youth within many homes.*

**All Students Career and College-Ready by Graduation**

Goal	Result	Goal Status
The percentage of 12th grade students assigned a mentor through the Adopt-a-Senior program will increase from 63% in May, 2020 to 90% in May, 2021.	63% to 67% = + 4%	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" 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>

**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. Narrative is required. 200-word limit.**

*The number of students available to meet with faculty mentors was diminished by one third for the entire year by families that chose the option of exclusively online instruction.*

- 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?

*Once again, the intended expansion of the program was significantly disrupted by the pandemic and the shifting learning models. Faculty were required to provide both synchronous and asynchronous instruction simultaneously and implement strict safety protocols. The active measures of mentoring a senior during this disruption was often more than any teacher could fit into their limited resources of time and energy. Under such circumstances, once again there is no valid method of disaggregation other than online and hybrid student choice.*

## All Students Graduate

Goal	Result	Goal Status
The Minnesota Department of Education five-year graduation rate published in the School Report Card of 89.8% will be maintained through June, 2021 (The Class of 2020).	The five-year graduation for this cohort was calculated again at 89.8% with 44 new graduates.	<p><b>Check one of the following:</b></p> <p><input checked="" 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>

**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.**

*Although the pandemic disrupted virtually all of our WBWF goals, the graduate rate was the least impacted. Deer River High School was in session for 167 total days. This consistent operational pattern mitigated the irregular instructional delivery. Students were generally able to make sufficient progress in credit accumulation and graduate on time.*

**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?

*Often the students who were previously identified as credit deficient are transferred to the Alternative Learning Program to get more individual attention and guidance during their senior years. School counselors serve a designated portion of the student body and are therefore responsible for following through with their caseloads to facilitate the completion of graduation requirements within five years. All demographic and student specific information is known to the counselors when late graduates are identified. The counselors meet with each student who is unable to graduate on time to prepare an immediate credit recovery plan to graduate as soon as practical. Many of the late graduates actually complete their requirements early in the summer following their cohort graduation date.*

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:** Deer River School District

**A and I Contact:** Sarah Scofield

**Title:** Achievement and Integration Coordinator

**Phone:** 763-486-0251

**Email:** [sscofield@isd318.org](mailto:sscofield@isd318.org)

### ***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.
  - [https://2c8ec67b-9cb2-44c0-b482-a56c2da8c233.filesusr.com/ugd/2e554b\\_39ce599bc2bb4dbfa27aab6ccbecd8d1.pdf](https://2c8ec67b-9cb2-44c0-b482-a56c2da8c233.filesusr.com/ugd/2e554b_39ce599bc2bb4dbfa27aab6ccbecd8d1.pdf)
- Provide the direct website link to the A&I materials.
  - [https://2c8ec67b-9cb2-44c0-b482-a56c2da8c233.filesusr.com/ugd/2e554b\\_e9de3c894e2c4a2293a3ae48c7656aa4.pdf](https://2c8ec67b-9cb2-44c0-b482-a56c2da8c233.filesusr.com/ugd/2e554b_e9de3c894e2c4a2293a3ae48c7656aa4.pdf)

### ***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.
  - December 13, 2021

**Achievement and Integration Goal 1**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Deer River School District, King Elementary School, will improve student achievement in reading from 16% in Fall of 2020 to 47% in the Spring of 2022 on the Star Reading Assessment.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	King Elementary students were 16% proficient in reading on the Star Reading Assessment in the Fall of 2020.	In accordance with the Star Reading Assessment, 39% of students were proficient in reading in the Spring of 2021.	<b>Check one of the following:</b> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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?

*Originally, we started looking at MCA data to gather data to support our goal in increasing our reading proficiency by grade 3. This data showed that there was a large number of students not meeting grade level expectations. Due to the pandemic and the loss of student MCA data in Spring of 2020, the district moved to the STAR Assessment data to progress monitor student growth in reading achievement.*

*To help increase the number of students proficient in reading, Deer River Elementary has adapted the Reading Horizons curriculum as a tier 2 support in classrooms K-3. This curriculum is guided in phonetic awareness and brings unity in the way our students are learning how to read. All K-3 teachers and support teachers have been trained by Reading Horizons to ensure fidelity to the program.*

*The Reading Horizons curriculum is also the driving force of students who are invited to attend the Summer Learning Academy in Deer River, specific to students who have completed grades K-2. To continue to with fidelity, we ensure the teaching staff for summer learning are teachers who have been trained in Reading Horizons.*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
The percentage of students completing applications for post-secondary education will increase from 57% in the Spring of 2020 to 63% in the Spring of 2022.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	57% of students at Deer River High School completed an application for post-secondary education in the Spring of 2020.	33% of students completed applications for post-secondary education in the Spring of 2021.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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?

*Using the Naviance program, we have been able to track student progress on their path towards graduation and choices they make for post-secondary options. The program helps conversation between students, teachers, administrators, and counselors.*

*AVID's mission is to close the achievement gap by preparing all students for college readiness and success in global society. It is a college readiness system designed to increase the number of students who enroll in four year colleges specifically. Students considered for AVID might be first generation college students, underserved in the college system, or not achieving their personal potential, specifically our Native American student population and students of low socioeconomic status. The AVID class held within the regular school day helps students to get and stay organized, achieve higher level critical thinking skills, learn advanced studying techniques vital for rigorous coursework, and participate in collaborative tutoring by trained college students. Writing, inquiry, collaboration and reading are also core strategies of the AVID system.*

*A focus on the ACT for all students will include the following activities:*

- *intentional work by guidance counselors: High school guidance counselors will prepare materials and provide guidance to students in their awareness of and preparation for the ACT.*
- *student recruitment: students, especially those typically under-represented, will be encouraged and recruited to take the ACT. Practice and regular testing Fees will be paid for the students.*
- *preparation activities: practice tests, using the Naviance guidance system, will be administered. Licensed teachers will provide study sessions and tutoring; travel to practice, tutoring, and test administration will be provided. These activities will be provided via community outreach as well.*



**Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Deer River School District will increase the number of students enrolled in the Homegrown Teacher Program from 8 students in 2019 to 15 students in 2022.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input checked="" type="checkbox"/> Teacher Equity	8 students were enrolled in the Homegrown Teacher Program in the 2019 SY.	9 students were enrolled in the Intro to Teaching course at Deer River HS in the 2020-2021 school year.	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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, copy and paste additional A&I Goal tables and corresponding narrative below.

*Students will use interest inventories and strengths finders to identify their interests, passions, and strengths.*

*Using the information from the interest inventories and assessments from Strategy 3-1, school staff will work with students to ensure their schedule reflects opportunities to enroll in the Homegrown Teacher Program and other aligned coursework.*

*Mentors and support staff will assist students in navigating the high school to college transition years. Staff will support students in the financial aid and scholarship process, college identification, and application processes. Additional support will be provided as students make the transition from high school to college. Naviance curriculum will act as an aid to help ensure students are making proper strides in preparing for career/college.*

*Information nights will be held at school and in communities to increase parent capacity in college and career readiness. Parents will have the option of attending college visits. Information dissemination will include print, social media, and other methods to increase awareness.*

**Achievement and Integration Goal 4**

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
In collaboration with ISD 317 Anishinaabe Education, Deer River School District will enrich cultural awareness and language acquisition for students through an increase of opportunities for experiential activities consistently from 1 in 2019 to 3 in 2022.	Check one of the following:  ___ Achievement Goal _X_ Integration Goal  ___ Teacher Equity	There was 1 training opportunity presented to staff and students in the 2019 SY.	There was 1 new training opportunity presented for staff and students in the 2020-2021 school year.	Check <b>one</b> of the following:  _X_ 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, copy and paste additional A&I Goal tables and corresponding narrative below.

*Teachers will participate in an ongoing focused staff development initiative that builds on acquired knowledge on Native American culture. Through intentional collaboration with ISD 318, a multi-district cultural cohort has been set to guide opportunities shared among districts. Teachers will learn through various speakers and activities designed to create a culture of acceptance and awareness in the classroom. Teachers will be given the opportunity to create culturally relevant curriculum. Teachers will report back to their teams what they have learned and how this training has helped racial and economic enrollment disparities. Teachers will also create communication networks between districts with similar cultural barriers. Staff will receive training in culturally responsive teaching strategies as well as improve their knowledge of American Indian history and culture.*

*A variety of activities will be offered to students and families in both districts, including culture and language camps, traditional practices, and educational opportunities.*

## **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.

*We are partnered with ISD 318 for Achievement and Integration. The main integration between the two school districts is the implementing of our Multi-District Cultural Cohort. The purpose of this cohort is to provide opportunity to bring more cultural awareness and cultural competency into our schools. This group is to be the voice, and avenue of communication, to the other educators in the districts. We are working to implement training that correlates with MDE's cultural competency training, to target the specific needs and population of our communities. This cohort touches on all areas of A&I, keeping the focus on increasing the integration opportunities.*

*The other cross district integration is the implementation of the AVID program in both districts. AVID is a school-wide program focused on college and career readiness. Although we are still in the implementation stage of the program, our focus is on building the elective course based upon the recommendations from AVID "first generation college students who have the desire to achieve more".*

*Thus far, Achievement and Integration has brought forth a number of programs focused on student achievement to pin-point the areas necessary to close the "opportunity gap". Many conversations have started, programs are being introduced, and staff are preparing and educating themselves to be prepared for the next steps in our integration process. We need to bring awareness, self reflection, and direction as our foundation for building the programs and strategies within A&I in order for them to be as successful as possible; we are well on our way.*

## **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?

*A number of our goals were based upon standardized tests and recruitment, both of which were altered due to the impacts of Distance-Learning.*

- *We were unable to build up the momentum of AVID to our students and families as a way of recruiting*
- *Requirements for college acceptance have been changed momentarily- one of which being the requirement for ACT test scores, not many students have chosen to take the test due to this change.*
- *Recruit for the Homegrown Teacher Program has been rocky due to the differing changes made between the school district and ICC, this will need to be revised for SY21.*
- *The development of our multi-district cultural cohort has slowed due to the inability to collaborate in person between 2 districts. Many of our meetings were held online which deterred many people*

*from attending and growing.*

*We our programs to be successful and many of them have proven to help in the transition to the need of hybrid learning. We are allowing ourselves grace, while keeping the immediate need of the integration prevalent to our conversations. We are implementing on a small scale, recruiting as we moving forward, and keeping relationship building with our students at an all time high, especially those in which we focus on for A&I.*

## 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 Goal 1***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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?

Type response here

***Achievement and Integration Goal 2***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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?

Type response here

***Achievement and Integration Goal 3***

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 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 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.  If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met <input type="checkbox"/> 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.

Type response here

### ***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?

Type response here