



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

District or Charter Name: ACGC Public School

Grades Served: PK-12

WBWF Contact: Nels Onstad

Title: Superintendent

Phone: 320-244-4712

Email: onstadn@acgcfalcons.org

A and I Contact: Kathryn Haase

Title: Business Manager

Phone: 320-244-4637

Email: haasek@acgcfalcons.org

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.WorldsBestWorkforce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@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.

- *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. <http://acgc.k12.mn.us/District/WBWF.aspx>*
- *Provide the direct website link to the A & I materials. http://acgc.k12.mn.us/District/documents/AIPlanACGC_2017-2020.pdf*

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.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year. November 27, 2017*

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?
Amdahl, Jennifer	Parent, Community Member	
Busskohl, Michelle	Parent, Community Member	
Grimsgard, Melissa	Parent, Community Member	
Kaisner, Randy	Parent, Community Member	
Lilleberg, Barb	Community Member	
Morrison, Megan	Parent, Community Member, Board Member	
Thyen, Heather	Parent, Community Member	
Lambert, Michael	Student	
Melberg, LeAnn	Parent, Community Member	
Lilleberg, Kristi	Parent, Community Member	
Gratz, Joel	Parent, Community Member	
Danielson, Paige	Teacher, Community Member	
Jill Oslund	Paraprofessional	
Onstad, Nels	Superintendent	X

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? ACGC certified teaching staff is appropriately licensed as verified by STAR. STAR is reviewed and discussed with administration.*
- *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? Due to the small size of the ACGC School District, students in grades 7-12 will have access to all teachers except for electives that are chosen by the student. Students who are in grades K-6 are placed with a teacher after the grade-level teachers, school social worker and principal have discussed best placement for the student. The group is aware of the needs of each student and what teacher will best support their achievement. In addition, the group considers experienced versus inexperienced teachers.*
- *What are the root causes contributing to your gaps? ACGC has little concern with our gaps, however ACGC has an average of 50% Free & Reduced lunch rate therefore our students are equally distributed between teachers.*
- *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? ACGC's Teacher Evaluation plan has a 3-year cycle for all teachers where growth and evaluation are expected each year. ACGC tailors their professional development around teacher growth and advancement to ensure student and teacher success. Teachers who are not making adequate gains through the teacher evaluation model will have a specific improvement plan to ensure strategies are put into place to support the teacher and their development.*

➤ *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? ACGC teacher diversity is reflective of the percent of diversity of the district.*
- *What efforts are in place to increase the diversity of the teachers in the district? ACGC has a cultural liaison to ensure that our parents, community, students and staff are supported in their education needs.*

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.

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><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>By 2020, 80% of all students attending Kindergarten at ACGC, who attended ACGC Preschool, will score 60% or higher on their baseline Kindergarten test.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>According to FAST aReading Fall 2018 Screening Report, 86% of our students (who were in our Preschool program) were on track.</p> <table border="1" data-bbox="657 1461 1130 1545"> <thead> <tr> <th>16/17</th> <th>17/18</th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>95%</td> <td>86%</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Goal: 80% or higher</i></p>	16/17	17/18	18/19	19/20	95%	86%			<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>
16/17	17/18	18/19	19/20							
95%	86%									

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? Five times per year students in grades K-4 are assessed a fluency read for accuracy and words correct per minute, Pk-2 are assessed using FAST and students in grade 3 are assessed using STAR. In addition, students who are not at grade-level are assessed with a QPS (Quick Phonics Screener). Data is then disaggregated into groups by below, on and above as well as Special Education, English Language Learners.*
- *What strategies are in place to support this goal area? All students receive WIN (What I Need) time each day for 30 minutes. Students who are not meeting grade-level standards are in small groups with a licensed teacher receiving researched-based interventions. In addition, all students receive Daily 5 where differentiation is required to fit the unique needs of each student group. ACGC has also made a commitment to closing social emotional learning which in return will help academic success, support students being ready for school and close our achievement gaps. All staff is trained in techniques, strategies and skills to promote and become more aware of social emotional learning.*
- *How well are you implementing your strategies? WIN and differentiation is required each day for students. Teachers have received training to know and understand expectations, have on-staff support from special education teachers and title teachers as well as common prep with grade-level peers were collegiality can occur. Students receive daily lessons on social emotional learning where we can gauge their understanding as well as their ability to use the skills necessary to be successful in school.*
- *How do you know whether it is or is not helping you make progress toward your goal? At minimum, bi-monthly progress monitors the interventions in place. ACGC SAT (Student Assistance Team) meets bi-monthly to discuss and review data of students who are not at grade-level. Overall classroom performance is evaluated 5 times per year as well as classroom teacher performance is discussed monthly at out PLC meetings. Both academic and behavioral goals are addressed.*

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><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Using STAR data that is reviewed monthly, 75% of ACGC 3rd grade students will make typical growth toward proficiency (as defined by STAR) by 2020.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>According to our end of 2017/2018 school year FAST MN State Performance Report, 61/68 (88%) of students made growth toward proficiency.</i></p> <table border="1" data-bbox="657 1619 1130 1703"> <tr> <td>16/17</td> <td>17/18</td> <td>18/19</td> <td>19/20</td> </tr> <tr> <td>75%</td> <td>88%</td> <td></td> <td></td> </tr> </table> <p><i>Goal: 75% or higher</i></p>	16/17	17/18	18/19	19/20	75%	88%			<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
16/17	17/18	18/19	19/20							
75%	88%									

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? Five times per year students in grades K-4 are assessed a fluency read for accuracy and words correct per minute, Pk-2 are assessed using FAST and students in grade 3 are assessed using STAR. In addition, students who are not at grade-level are assessed with a QPS (Quick Phonics Screener). Data is then disaggregated into groups by below, on and above as well as Special Education, English Language Learners.*
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- *How well are you implementing your strategies? WIN and differentiation is required each day for students. Teachers have received training to know and understand expectations, have on-staff support from special education teachers and title teachers as well as common prep with grade-level peers where collegiality can occur. Students receive daily lessons on social emotional learning where we can gauge their understanding as well as their ability to use the skills necessary to be successful in school.*
- *How do you know whether it is or is not helping you make progress toward your goal? At minimum, bi-monthly progress monitors the interventions in place. ACGC SAT (Student Assistance Team) meets bi-monthly to discuss and review data of students who are not at grade-level. Overall classroom performance is evaluated 5 times per year as well as classroom teacher performance is discussed monthly at out PLC meetings. Both academic and behavioral goals are addressed.*

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" 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><i>By 2020, ACGC will decrease the gap between free and reduced and non-free and reduced (as a district) by 9% as measured by MCA data.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <table border="1" data-bbox="488 390 1187 758"> <thead> <tr> <th></th> <th>16/17</th> <th>17/18</th> <th>18/19</th> <th>19/20</th> <th>Diff</th> </tr> </thead> <tbody> <tr> <td>SPED Math</td> <td>-31.4%</td> <td>-29.7</td> <td></td> <td></td> <td>Drop 1.7</td> </tr> <tr> <td>SPED Reading</td> <td>-46.4%</td> <td>-37.2</td> <td></td> <td></td> <td>Drop 9.2</td> </tr> <tr> <td>F&R Math</td> <td>-17.6%</td> <td>-17.3</td> <td></td> <td></td> <td>Drop .3</td> </tr> <tr> <td>F&R Reading</td> <td>-12.6%</td> <td>-13.6</td> <td></td> <td></td> <td>Up 1.0</td> </tr> </tbody> </table> <p><i>Goal: Drop 9%</i></p>		16/17	17/18	18/19	19/20	Diff	SPED Math	-31.4%	-29.7			Drop 1.7	SPED Reading	-46.4%	-37.2			Drop 9.2	F&R Math	-17.6%	-17.3			Drop .3	F&R Reading	-12.6%	-13.6			Up 1.0	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
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- *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? What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Five times per year students in grades K-4 are assessed a fluency read for accuracy and words correct per minute, Pk-2 are assessed using FAST and students in grade 3 are assessed using STAR. In addition, students who are not at grade-level are assessed with a QPS (Quick Phonics Screener). Data is then disaggregated into groups by below, on and above as well as Special Education, English Language Learners.*
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All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input checked="" 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>ACGC will go from having little to no College and Career Exposures for all Juniors and Seniors to four exposures each year through 2020 as measured by calendar dates completions and summaries. (Exposures include, but not limited to: touring 4-year, 2-year, technical schools, career fair, parent education opportunities, etc)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Required: Juniors: Career Class (required): College Fair: Dassel/Ridgewater Jr/Sr: Ag Class: Ag Career Day - Ridgewater Jr/Sr: Business Class: Manufacturing Expo -Hutchinson: Ridgewater All of Grade 10 - Career Fair: Ridgewater; Hutchinson All of Grade 10 - PreACT - career indicator test</p> <p>Optional: Seniors: Minneapolis: College Fair Juniors: Ridgewater College Fair Juniors: PSAT - ASVAB - ACT -All career indicator tests</p> <table border="1" data-bbox="542 848 1062 932"> <thead> <tr> <th>16/17</th> <th>17/18</th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>5</td> <td></td> <td></td> </tr> </tbody> </table> <p><i>Goal: 4 or higher</i></p>	16/17	17/18	18/19	19/20	2	5			<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
16/17	17/18	18/19	19/20							
2	5									

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? ACGC identified a need for ensuring ALL students have the opportunity to explore college and career opportunities throughout their high school years. Data is disaggregated by year in school, college and career interests and well as a variety of college and career opportunities.*
- What strategies are in place to support this goal area? ACGC wanted to exposed students to a variety of college and career opportunities throughout the school year without the barriers that many students may have. ACGC bussed all students to and from the below activities, during school hours, to ensure all students who have the opportunity to see and partake in college and career opportunities:*

Seniors: Minneapolis: College Fair
 Juniors: College Fair: Dassel/Ridgewater
 Juniors: Ridgewater College Fair
 Juniors: PSAT - ASVAB - ACT -All career indicator tests
 Jr/Sr: Ag Career Day - Ridgewater
 Jr/Sr: Manufacturing Expo - Hutchinson: Ridgewater
 Grade 10 - PreACT - career indicator test
 Grade 10 - Career Fair : Ridgewater; Hutchinson

- How well are you implementing your strategies? ACGC has seen great success during the 2017/2018 school year as all students are attending versus prior years when students could elect to attend. In 2017/2018 we had all 67 sophomores, 59 juniors and 60 seniors attend college and career opportunities throughout the school year.*
- How do you know whether it is or is not helping you make progress toward your goal? ACGC's 95% graduation rate supports our students desire to be college and career ready.*

All Students Graduate

<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> <p>ACGC will maintain the average graduation rate of above 90% as recommended by the Minnesota Department of Education through 2020.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>According to the 2018 ESSA Report, given by the MN Department of Educations, ACGC had a 95.06% graduation rate for the 2017/2018 school year.</p> <table border="1" data-bbox="669 697 1130 1033"> <thead> <tr> <th>16/17</th> <th>17/18</th> <th>18/19</th> <th>19/20</th> </tr> </thead> <tbody> <tr> <td>98.5</td> <td>95.06</td> <td></td> <td></td> </tr> <tr> <td>MN Report Card</td> <td>ESSA</td> <td></td> <td></td> </tr> </tbody> </table> <p>Goal: 90% or greater</p>	16/17	17/18	18/19	19/20	98.5	95.06			MN Report Card	ESSA			<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
16/17	17/18	18/19	19/20											
98.5	95.06													
MN Report Card	ESSA													

Bulleterd 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? Our goal is to maintain our graduation rate of 90% or higher. Students' credits are monitored by the School Counselor. Data is collected through grades at mid-semester and the end of the semesters. Students are monitored for good attendance and supported through social workers for their social emotional health.*
- *What strategies are in place to support this goal area? C has implemented the REACH Program and hired a Dean of Students to assist in supporting our students. We also have two social workers in place.*
- *How well are you implementing your strategies? Teachers are monitoring attendance, grades, assignments, and offering social emotional support continuously. How do you know whether it is or is not helping you make progress toward your goal? Our average graduation rate will continue to be above 90%.*

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?
<p><i>Provide the SMART goal statement here.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

Please refer to WBWF Goal #3 and Goal #4

- *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?
<p><i>Provide the SMART goal statement here.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Please refer to WBWF Goal #3 and Goal #4</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p>Please refer to WBWF Goal #3 and Goal #4</p>

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- *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.

ACGC has implemented three additional supports and change our instructional coach(es) from a reading focus to a Social Emotional Learning (SEL) focus. (1) ACGC has implemented a REACH Program is a school program designed to assist our students who may need support academically, socially, and /or emotionally. The goal of REACH is to help students experience success by learning new life skills to overcome barriers and/or challenges present in their lives. The students receive daily direct instruction from instructor(s) who are working closely with the team of Administration, Social Worker, Guidance Counselors, and student's families. The REACH Program not only supports these students academically but helps the students to build skills necessary to become successful adults after graduation. The REACH Philosophy is believing in the ability of every student to overcome academic and personal obstacles to achieve success. To treat each student with dignity and respect, while being sensitive to individual needs. REACH stand for: Relationships - A safe place for students to belong, connect and be supported. Education - Create positive learning opportunities through academic support and individual assignment modification. Accountability - A support network with staff committed to help students succeed that nurtures student accountability with parent support. Character - Skill building activities that encourage positive academic and personal growth. Hard Work - Students that rise to the level of expectations. (2) Through the REACH goal of helping students experience success by learning new life skills to overcome barriers and/or challenges present in their lives, ACGC has also implement that our school guidance counselor increase the exposures for all Juniors and Seniors to four exposures each year through 2020 as measured by calendar dates completions and summaries. (Exposures include, but not limited to: touring 4-year, 2-year, technical schools, career fair, parent education opportunities, etc). (3) In addition, our school social workers and active school coordinator will increase student and staff awareness of Social Emotional Learning (SEL) as well as develop strategies to overcome barriers and/or challenges presented in their lives by directly working with teachers and students. ACGC has supported staff and students in their growth mindset through Zones of Regulation, PBIS and MindUp. ACGC feels these changes had helped our goals of decreasing the achievement gaps as well as creating college and career ready students who have engaged in multiple multicultural experiences. In addition to our three new supports, ACGC continues to coop with our neighboring school district to run and support a summer mathematics course open to all students in seven districts of the West Central A&I Collaborative (WCAIC). Students receive learning experiences 4 hours per day for 8 days and 1 all day field trip. ACGC can see the impact it has on our students as it brings hands-on problem-solving activities with emphasis on multiple and varied representations of concepts that encourages elaboration, questioning, and self-explanation directly to our students.