DEPARTMENT OF EDUCATION

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

District or Charter Name:

Grades Served:

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

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. 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.

> ➢ *November 25, 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)
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	x
Thyen, Heather	Parent, Community Member	
Miller, Dawson	Student	
Melberg, LeAnn	Parent, Community Member	
Gratz, Joel	Parent, Community Member	
Danielson, Paige	Teacher, Community Member	
Jill Oslund	Paraprofessional	
Onstad, Nels	Superintendent	x

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.*
  - o *How did the district examine equitable access data? What data did you look at? How frequently do you review the data?*
    ACGC certified teaching staff is appropriately licensed as verified by STAR. STAR is reviewed and discussed with administration on a yearly basis and reviewed when the district is in need of hiring new staff.
  - o *Who was included in conversations to review equitable access data?*
    ACGC Administration Team, Human Resources as well as discussions with staff about equitable access.
  - o *What equitable access gaps has the district found?*
    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.
  - o *What are the root causes contributing to your equitable access 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.
  - o *What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective 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.
  - o *What goal(s) do you have to reduce and eventually eliminate equitable access gaps?*
    ACGC has little concern, however ACGC has an average of 50% Free & Reduced lunch rate therefore our students are equally distributed between teachers. With our small district, our goal is to continue to allow for all students to have equitable access. In addition, ACGC has a cultural liaison to ensure that our parents, community, students and staff are supported in their education needs.

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.*
>   o *Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? ACGC has a student demographic that is 90% white and 8% Hispanic. Our Hispanic population has grown slightly, therefore ACGC hired a cultural liaison who supports home and school as well as giving students' academic support throughout the day.*
>   o *How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?*
>   *ACGC has a student demographic that is 90% white, 8% Hispanic and all other demographics with less than 0.5%. Our Hispanic population has grown slightly, therefore ACGC hired a cultural liaison who supports home and school as well as giving students' academic support throughout the day. At this time, ACGC adequately supports students.*
>   o *What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?*
>   *ACGC has a student demographic that is 90% white, 8% Hispanic and all other demographics with less than 0.5%. Our Hispanic population has grown slightly, therefore ACGC hired a cultural liaison who supports home and school as well as giving students' academic support throughout the day. At this time, ACGC adequately supports students.*
>   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?*
>   *ACGC has a student demographic that is 90% white, 8% Hispanic and all other demographics with less than 0.5%. Our Hispanic population has grown slightly, therefore ACGC hired a cultural liaison who supports home and school as well as giving students' academic support throughout the day. At this time, ACGC adequately supports students.*

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
By 2022, ACGC Elementary teachers will go from 1 training per year to 4 or more trainings per year on implementing SEL (Social Emotional Learning) support within the classroom and will implement 3 or more strategies as documented in PLC's.	. *Goal: 4 or more trainings, 3 or more strategies* **19/20 Trainings** *-8/14/19* *-9/16/19* *-1/13/20* **Strategies** *-Morning Meeting* *-Closing Circle* *-Readers with Character*	*Check one of the following.* ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in kindergarten*

Result table (within Result column):

19/20	20/21	21/22
3		

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?*
  ACGC has seen an increase in referrals due to early intervention and data collected through the RtI model. However, December 1, 2016 child count data shows an increase in referrals of students qualifying in the area of EBD. The past three years has been consistent, however our population has grown from 11 in 2016, 20 in 2017 and 20 in 2018. Special Education d*ata is then disaggregated by our SPED COOP and given to staff to evaluate trends.*

- *What strategies are in place to support this goal area?* ACGC students referred by staff, through SAT (student assessment process),has been successful as proper researched based interventions have been in place along with data collection to meet the qualifications for special education. Parent referrals have not always led to student(s) qualifying for special education services however ACGC has felt that our positive connection with parents has allowed us to have meetings to review data, interventions in place as well as developing a plan and timeline for student success.

- *How well are you implementing your strategies?*
  Last year, ACGC Elementary had zero suspensions/or and expulsions. ACGC takes pride in supporting students and families through disciplinary plans and getting students the support they need to be successful. ACGC does see a rise in students who need disciplinary plans which was the reason for implementing SEL interventions in the classroom.

- *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 disused monthly at out PLC meetings. Both academic and behavioral goals are addressed.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2019-20 school year. Using STAR data, 75% of ACGC 3rd grade students will make typical growth toward proficiency (as defined in STAR) by 2022.	<table><tr><td>19/20</td><td>20/21</td><td>21/22</td></tr><tr><td>76%</td><td></td><td></td></tr></table> *Goal: 75% or higher* **<u>19/20</u>** **<u>*as of March 2020*</u>** *51% met grade-level* <u>*25%*</u> *on-track to meet* *76% total*	***Check one of the following.*** ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals)

Goal	Result	Goal Status
		☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 3*

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?*
  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 gage 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 disused monthly at out PLC meetings. Both academic and behavioral goals are addressed.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal: *By 2022, ACGC will go from a 22% achievement gap in Free and Reduced Math, according to MCA IV data, to a 12% in achievement gap in Free and Reduced Math by providing teachers with professional development to complete the following items over the next three years:* *-Math Standards Mapping* *-Curriculum Development* *-Differentiated Math Instruction* *-Math Teaching Strategies*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* <table><tr><td></td><td>*19/20*</td><td>*20/21*</td><td>*21/22*</td></tr><tr><td>*F&R Math*</td><td>*2*</td><td></td><td></td></tr></table> *Goal: Drop 10% by incorporating PD around 4 areas:* *-Math Standards Mapping* *-Curriculum Development* *-Differentiated Math Instruction* *-Math Teaching Strategies* **_19/20_** *-Data and Standards work with SWSC to develop strategies and instructional strategies*	***Check one of the following.*** ☒ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

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? ACGC uses MCA data that is disaggregated between free and reduced and non-free and reduced students and special education students and non-special education students.*

- *What strategies are in place to support this goal area? ACGC uses SAT* ACGC SAT (Student Assistance Team) meets bi-monthly to discuss, review and implement behavior, academic at attendance strategies, interventions and supports as well as daily WIN (Intervention) for math and reading.

- *How well are you implementing your strategies? ACGC uses Mind Up, Second Step, Zones of Regulation and a REACH program for behaviors, LEXIA, STAR, FAST, daily intervention and Tier II supports for academics as well as check and connect for attendance. The strategies are used fidelity and reviewed bi-monthly to ensure.*

- *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 for math and reading 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 gage 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 disused monthly at out PLC meetings. Both academic and behavioral goals are addressed.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. ACGC will go from having 5-6 College and Career Exposures for **all** Juniors and Seniors to 6-10 exposures each year through 2022 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, student curriculum, etc)	*Provide the result that directly ties back to the established goal.* <table><tr><td>19/20</td><td>20/21</td><td>21/22</td></tr><tr><td>6</td><td></td><td></td></tr></table> *Goal: 6-10* **19/20** *ACT/PreSAT* *MCIS* *ASVAB* *Personal Finance* *Career Class* *College Fairs*	***Check one of the following.*** ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☒ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals)

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? 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 expose 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 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 93% graduation rate supports our students desire to be college and career ready.*

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. *ACGC will maintain the average graduation rate of above 90% as recommended by the Minnesota Department of Education through 2022.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* *According to the 2019 ESSA Report, given by the MN Department of Educations, ACGC had a 93% graduation rate for the 2018/2019 school year.* 	*Check one of the following.* ☐ On Track (multi-year goal) ☐ Not On Track (multi-year goal) ☐ *Goal Met (one year goal)* ☐ *Goal Not Met (one year goal)* ☐ Met All (multiple goals) ☐ Met Some (multiple goals) ☐ Met None (multiple goals) ☐ *District/charter does not enroll students in grade 12*

19/20	20/21	21/22
94.7%		

Goal: 90% or greater

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 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? ACGC 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 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?
Copy the SMART goal statement from your 2017-20 plan. *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.*	*Check one of the following:* ☒ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.* 		16/17	17/18	18/19
F&R Math	-17.6%	-17.3	-22
F&R Reading	-12.6%	-13.6	-10.9					*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☒ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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? ACGC uses MCA data that is disaggregated between free and reduced and non-free and reduced students.*
- *What strategies are in place to support this goal area? ACGC uses SAT ACGC SAT (Student Assistance Team) meets bi-monthly to discuss, review and implement behavior, academic at attendance strategies, interventions and supports.*
- *How well are you implementing your strategies? ACGC uses Mind Up, Second Step, Zones of Regulation and a REACH program for behaviors, LEXIA, STAR, FAST, daily intervention and Tier II supports for academics as well as check and connect for attendance. The strategies are used fidelity and reviewed bi-monthly to ensure.*
- *How do you know whether it is or is not helping you make progress toward your goal? 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.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline			Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. 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)	*Check one of the following:* ☐ *Achievement Goal* ☒ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*			*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☒ *Goal Met*

Baseline table:

16/17	17/18	18/19
2	5	6

- *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 school year as all students are attending versus prior years when students could elect to attend. In all 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.*

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: ACGC has great collaboration between neighboring school district especially in the area of ensuring all students have college and/or career opportunities throughout the school year and into the summer months. ACGC collaborates in the summer with all our A&I members to deliver a summer gamma program which focuses on free student opportunities in the area of math. That collaboration continues throughout the school year as students have college and/or career opportunities. Students visit 4 year, 2 year and trade schools as well as those schools coming out to local schools. In addition, students go to job fairs, expos as well as have those opportunities come to school. ACGC has expanded our efforts to provide a REACH program, growth mindset training, community collaboration as well as a broader opportunity for our students though our A&I collaboration.

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?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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?
Copy the SMART goal statement from your 2017-20 plan.	*Check one of the following:* ☐ *Achievement Goal* ☐ *Integration Goal*	*Copy the baseline starting point from your 2017-20 plan.*	*Provide the result for the 2018-19 school year that directly ties back to the established goal.*	*Check **one** of the following:* ☐ *On Track* ☐ *Not on Track* ☐ *Goal Met*

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.