DEPARTMENT OF EDUCATION

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: Glencoe-Silver Lake Public Schools ISD#2859

Grades Served: Pre K-Grade 12

WBWF Contact: Christopher Sonju   **A&I Contact**: Type response here

Title: Superintendent   **Title**: Type response here

Phone: 320-864--2498   **Phone**: Type response here

Email: csonju@gsl.k12.mn.us   **Email**: Type response here

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

___ Yes   __X_ 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. **GSL does not have this.**
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. **GSL does not have this.**

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

We are pleased to present the strategic plan for ISD #2859. All of us at the Glencoe-Silver Lake Public School system are committed to providing the best quality education possible to all our students. Our commitment to excellence is a never-ending cycle of improvements. We have seen a number of these improvements over the past several years and will continue this commitment to all stakeholders in our district, to which our children are the most important. Several of our goals are a continuation of our goals from last year due to the pandemic of 2020 and into 2021. It is our hope that our education models and instruction continue to improve while using new methods and ideas for instruction. Taking best practice concepts will only benefit students. We look forward to the years ahead as GSL continues to provide our students with the education and skills to be productive citizens in the 21st century.

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. **This is on our website at www.gsl.k12.mn.us**

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 has been completed.*

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. **October 11, 2021**

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *See below for members*

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)
Chris Sonju	Superintendent	
Joy Freitag	Assistant Elementary Principal/Curriculum Coordinator	
Alicia Beste	Early Childhood Director	
Bill Butler	Elementary Principal / Child Study Coordinator	
Kelly Johnson	School Psychologist	
Kay Meyer	6th grade Teacher	
Cari Glaeser	RTI Coordinator	

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.

- ***The Glencoe-Silver Lake School District works hard to ensure that all students of color, American Indian students, and student from low-income families have equitable access to experienced, in-field, and effective teachers. GSL examines student data each school year. Infinite Campus is our student information system, and it is used as a resource to assist with this. We have found no equitable access gaps. Our hiring process, location outside of the metro area, and our retention of teachers lends itself to equitable access.***

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

   GSL has a licensed staff that is primarily white. GSL has a student population of about 20% Hispanic. We have hired support staff that helps equitable access for these students. Having staff that are bilingual is a benefit to the district. When openings do occur, we have not had any applications of teachers of color. We continue to advertise statewide to attract a diverse application pool.

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.

    Mainly our Hispanic population. However, we have recently hired support staff that are Hispanic. We continue to advertise statewide to attract a diverse candidate pool. With the teacher shortage that the state has, this has been difficult.

  - 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.

    -Research co-teaching with SPED and EL staff

    -Attempt to translate documents and communications

    -3T program - Teachers teaching teachers

    -Walk through observations / admin feedback

    -PLC meetings

    -GSL U, professional development opportunities

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
Provide the established SMART goal for the 2020-21 school year. ***The percentage of 3 and 4-year old's participating in early childhood screening will increase from 85% to 87% in 2020-2021***	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." The school district screened a total of 128 children ages 3 and 4. A total of 147 children were screened. This was approximately 85% of all students. Screening continues throughout the school year.	***Check one of the following:*** _X___ 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)

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. For example, if a small percentage of students participated in an assessment, please provide that participation rate, and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

We are still working on completing screening. GSL is working on screening virtually during these challenging times. We have screened a total of 147 children during the 2020-2021 school year. This is about 85% of total children. It is right at our goal. While it would be nice to screen ALL 3- and 4-year-olds, we are screening the vast majority and a few others that are outside of our school district.

We will continue to reach out to our families via social media, district newsletters, newspapers, and with the use of our cultural liaisons to help communicate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. ***The percentage of 3rd grade students meeting or exceeding standards on the MCA's will increase from 55% to 57% in 2019-2020***	Provide the result for the 2020-21 school year that directly ties back to the established goal. ***During the 2020-2021 School year, GSL's 3rd grade population scored at 43.8% of passing or meeting standards for the MCA Reading Test.***	***Check one of the following:*** ___ On Track (multi-year goal) _X_ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

Students at GSL, during the 2020-2021 School year, GSL's 3rd grade population scored at 43.8% of passing or meeting standards for the MCA Reading Test. This is below our projected goal. COVID, lack of in-person learning from the prior year, the changing of schedules, were all part of these results. The state average was at 48.5%. We had 90 total students take the test out of a total of 93 in grade 3.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. ***The percentage of students who met or exceeded standards in the MCA's in Reading will increase from 60% to 62% in 2019-2020.***	Provide the result for the 2020-21 school year that directly ties back to the established goal. ***During the 2020-2021 School year, GSL's 3rd grade population scored at 50.5% of passing or meeting standards for the MCA Reading Test.***	***Check one of the following:*** ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

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. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

Students at GSL, during the 2020-2021 School year, GSL's 3rd grade population scored at 50.5% of passing or meeting standards for the MCA Math Test. This is below our projected goal. COVID, lack of in-person learning from the prior year, the changing of schedules, were all part of these results. The state average was at 48.5%. We had 90 total students take the test out of a total of 93 in grade 3. We are back to full, in-person learning for the 2021-2022 school year.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. **GSL Students who participate in the ACT will improve from a composite score of 21.5 to a composite score of 22 by the end of the 2019-2020 school year.**	Provide the result for the 2020-21 school year that directly ties back to the established goal. **During the 2020-2021 school year, GSL students' scored an average composite score of 20.5 on the ACT test. State average was 21.5, yet the state is a leader in the nation for ACT scores.**	***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)

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. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

During the 2020-2021 school year, GSL students' scored an average composite score of 20.5 on the ACT test. State average was 21.5, yet the state is a leader in the nation for ACT scores. Student generally scored a little better in the math test compared to the reading test. At GSL, we offer and will continue to offer ACT prep help opportunities to help prepare for the ACT. These along with our daily curriculum will continue to prepare our students for the ACT.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. ***Graduation rate of eligible GSL students will improve from 91% to 100% by the end of the 2019-2020 school.***	Provide the result for the 2020-21 school year that directly ties back to the established goal. GSL had a graduation rate of 92.5% of eligible students graduate from high school. This equals about	***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)

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. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

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?

GSL uses the 4-year graduation rate that is provided by MDE. We look at subgroups and the group as a whole. We also look at students that start the school year in the same calendar year. Using this data, we can get a pretty good idea on who and why students have not graduated.

GSL creates plans for each student and follows through on connecting and supporting students. Our efforts are working as our graduation rate is excellent. With the pandemic, our graduation rate will decrease, but overall numbers are still very good. GSL offers a variety of options to help and encourage graduation of all students. Our goal will always be 100%. Credit recovery, student support programs, ALC are all options to help make sure credits are made and graduation happens.

2020-21 Achievement and Integration (A&I) Progress Report

GSL is not an integration school district

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: ___ Achievement Goal ___ Integration Goal ___ 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 one of the following:** ___ 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?

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: ___ Achievement Goal ___ Integration Goal ___ 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 **one** of the following: ___ 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?

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: ____ Achievement Goal ____ Integration Goal ____ 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 **one** of the following: ____ 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.

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

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: Enter school name here

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: ____ Achievement Goal ____ Integration Goal ____ 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 **one** of the following: ____ 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?

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: ____ Achievement Goal ____ Integration Goal ____ 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 **one** of the following: ____ 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?

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: ___ Achievement Goal ___ Integration Goal ___ 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 **one** of the following: ___ 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 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