

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

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

### **This progress report has two parts:**

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

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

**\*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2020-21 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

## Achievement and Integration

**District Name:** Belgrade-Brooten- Elrosa School District

**A and I Contact:** Josie Dingmann and Laura Spanier

**Title:** Community Education Director/ Student Services

**Phone:** 320-254-8211

**Email:** [jdingmann@bbejaguars.org](mailto:jdingmann@bbejaguars.org) and [lspanier@bbejaguars.org](mailto:lspanier@bbejaguars.org)

### ***Annual Public Reporting***

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

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

### ***Annual Public Meeting***

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.

**Achievement and Integration Goal 1**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	Year 2 (2021-2022)	Year 3 (2022-2023)	On Track?
The cultural competency of Lake Wobegon Collaborative students will increase fifteen total points from fall 2020 to spring 2023 as measured by the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.	<p><i>Check one of the following:</i></p> <p><i>Achievement Goal</i></p> <p><i>X Integration Goal</i></p>	25.5	<p>32.5</p> <p>Increase of 7 points for year 1.</p>			<p><i>Check one of the following:</i></p> <p><i>x On Track</i></p> <p><i>Not on Track</i></p>

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

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

Students from the Lake Wobegon Collaborative will have student-centered activities to increase cultural awareness among a group of middle school and high school students. Due to COVID we have not been able to meet face to face but continue to get together with our student groups monthly over zoom. We are able to collect data via google forms from students using the LaCrosse Consortium Cultural Competence Self-Awareness Checklist. Students complete the checklist at the beginning and end of each school year. We are able to compare there perceptions from fall to spring regarding Cultural Competence. Our hope is to bring students together again from neighboring school districts when it is safe to do so. Each school in the Lake Wobegon Collaborative will take turns designing cultural activities for the monthly cultural competency group. These will be student-centered, designed by students in order to empower them and enhance their learning. These activities will be designed to increase students' understanding of their own culture and the culture of other students attending. Students will learn from and with each other along with the Achievement and Integration Coach. More specifically, each activity will be designed, implemented, and assessed for increases in following student outcomes: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs

their judgment, ability to accept ambiguity, and recognize their level of curiosity. We will actively recruit and support participation of students from all racial, ethnic, and economic backgrounds.

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	Year 2 (2021-2022)	Year 3 (2022-23)	On Track?
Increase the percentage of BBE district staff receiving training on cultural awareness and competency from 30% in 2020 to 50% in 2023.	<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	30%	33%			<i>Check one of the following:</i> <input checked="" type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

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

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

The BBE School District will continue to increase training opportunities for all staff in the areas of cultural diversity. We were able to host on site training with some certified and non certified staff this past year. We plan to continue to increase this number next year. With COVID we have been using virtual trainings with most staff. Our hope is to be able to bring speakers back into the building to train large groups of staff.

**Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2020-21) Actual	Year 2 (2021-202)	Year 3 (2022-23)	On Track?
Increase the number of FRPL-eligible students participating in kindergarten readiness programs from 10 in 2020 to 16 students in 2023.	<i>Check one of the following:</i>  <i>Achievement Goal</i>  <i>X Integration Goal</i>	10 Students	13 Students			<i>Check one of the following:</i>  <i>x On Track</i>  <input type="checkbox"/> <i>Not on Track</i>

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

*We can compared students enrolled in our School readiness program and our students receiving FRPL-Eligibility to calculate the numbers of students.*

- *What strategies are in place to support this goal area?*
  - *We will continue to use our 0-4 census to identify students in our community that are eligible for school readiness services as well as our preschool screening data. We are also able to provide scholarships to families to ensure equal access to the school readiness programs.*

## ***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.*

Our district partnered with local districts to create Cultural Diversity groups. We have a High School group and a Middle School group that meets monthly to increase awareness of cultures and meet new students from surrounding schools. After each monthly meeting, our district group meets to discuss the learning from the activities and brainstorm ways to share their new knowledge and experiences with their peers. Furthermore, our survey data shows that our students have increased their cultural competency knowledge from the fall to the spring, after participating in the monthly sessions.

## ***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?*

We were able to continue to organize the monthly sessions even through the pandemic. Unfortunately, we were not able to have any in-person activities due to COVID, but we were able to host activities and sessions remotely over online platforms. The use of technology has enabled our groups to meet and for us to continue to make progress towards our A&I goals.

