

2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0317-01 Deer River Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Jeff Pesta

WBWF Contact Title

Superintendent

WBWF Contact Phone Number

(218)246-2420

WBWF Contact Email

jpesta@isd317.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

Yes

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans SY 2020-22)

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

No

A&I Contact Name

Sarah Scofield

A&I Contact Title

Coordinator

A&I Contact Phone Number

(763)486-0251

A&I Contact Email

sscofield@isd318.org

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

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

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

Provide the link to the district's WBWF annual report and A&I materials.

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

<https://www.isd317.org/page/2998>

Provide the direct website link to the A&I materials.

<https://www.isd317.org/page/2998>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

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

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

December 14, 2020

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Matt Grose

Role in District

Superintendent

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Sarah Scofield

Role in District

A&I Coordinator

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Tess Drotts

Role in District

Instructional Coach

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Joe Akre

Role in District

High School Principal

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Jen Stefan

Role in District

Elementary Principal

Part of Achievement and Integration Leadership Team?

Yes

First and Last Name

Jan Reindl

Role in District

Invest Early Director

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 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.

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?

(200 word limit)

The district has very unique demographics. By default, all grades 6-12 students have virtually the same access to both experienced and new teachers. Total district enrollment is less than 900 students. 70% of our students are eligible for Free and Reduced Price meals. Approximately half of the student body identifies as American Indian and the other half as white. Therefore, the representation of historically underserved populations is evenly dispersed across the spectrum of mainstream classes. Middle school students share a common cohort of teachers. High school students work with a common set of teachers for core courses. The only differentiation is through their elective course choices. The elementary school has larger cohort sizes with 2-3 sections per primary grade. Students are evenly distributed across all ethnic, SES, and ability groupings into each section, unless their placement is impacted by a very unique IEP.

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?

(200 word limit)

Since there is no identifiable gap present, the district focuses on Professional Learning Communities. All instruction is growth oriented for individual students. The pandemic related disruption has stalled progress in analyzing trends and measuring progress over time. The district will continue to evenly distribute various demographic categories in its elementary section placements.

WBWF Requirement: WBWF 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?

(200 word limit)

The district's student racial makeup is comprised of 50% Caucasian, 45% self-identified as Native American, 3.5% Hispanic, and 1.5% other categories. The High School staff's racial backgrounds are comprised of 91% Caucasian and 9% American Indian identification. The elementary school staff is represented by 94% Caucasian, 5% Native American, and 1% Asian racial identifications. A shift of approximately 70 Caucasian teachers to Native American identified teachers would be necessary to strike a balance districtwide. There are currently no African-American or Hispanic staff members in any occupational category.

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?

(200 word limit)

Approximately 50% of the Deer River Public School District territory is located within the boundaries of the Leech Lake Band of Ojibwe sovereign nation. This greatly impacts the ability to diversify staff beyond tribal members. The other half of the district is impacted by its remote, rural location and lack of diversified industry. Available and affordable housing is in short supply. There is very limited opportunity for the demographics to shift much from their traditional representation. In particular, our Anishinaabe Education program attracts American Indian students from outside of our district boundaries. It has the potential to attract students from other racial backgrounds who may value that unique learning opportunity. Since we are somewhat locked into our primary demographic composition, we have emphasized a "Grow Your Own" concept to develop teachers that better represent the demographic profile of the district. We have worked with Itasca Community College to offer College in the Schools Career Pathways including education prep. There were 8 Native American students enrolled in the first cohort.

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 2019-20 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

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

100% of 5 year old children entering kindergarten will participate in early childhood screening before the start of the 2020-2021 school year.

Result

Provide the result for the 2019-20 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."

100% of student were screened by September, 2020.

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

33 or 82.5% of the five-year olds were screened during appointments scheduled prior to the start of the school year. Due to the statewide school closure in the spring of 2020, 7 students needed to be rescheduled and screened when they reported for school in September. The final COVID delayed result was 40/40 or 100%. There were no distinctions within demographic groups.

Do you have another goal for All Students Ready for School?

Yes

All Students Ready for School

Goal

Provide the established SMART goal for the 2019-20 school year.

60% of 3-5 year old children will meet or exceed proficiency in 4 out of 7 areas of the Individual Growth Developmental Indicators (IGDI) by Spring of 2020..

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Fall and Winter and assessments of IGDIs were completed. Spring assessments were not possible due to the statewide school closure. All 7 IGDI categories reached their progressive target goal during the winter assessment. Teachers engaged in monthly coaching sessions to disaggregate data and develop targeted interventions.

Do you have another goal for All Students Ready for School?

Yes

All Students Ready for School

Goal

Provide the established SMART goal for the 2019-20 school year.

Preschool students' letter sound scores on local FAST assessments will show growth of 58% from Fall 2019 to Spring 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The spring FAST assessments were canceled due to the statewide school shutdown. During the winter FAST assessment 37% of the students met the progressive target goal.

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of grade 3 students at King Elementary School who score at or above grade level targets as measured by the MCAIII Reading will increase from 54.9% in 2019 to 63% in 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In addition to data from MCA assessments, we collect data from our K-5 students every fall, winter, and spring. STAR assessments are conducted monthly in reading and math. In first through fifth grade we also collect oral reading fluency data. Teachers collect formative data daily when they are monitoring for learning. When we have MCA data to review we use the Minnesota Report card to disaggregate by student groups. We have a robust MTSS structure with title and ADSIS interventionists provide interventions for all K-5 students in need of additional support. Each fall we set grade level goals during data meetings and create action plans to work towards achieving the goals.

The strategies we have in place are below.

Chunking Reading Block

Whiteboards

Small groups

Previewing standards

Common planning

3rd grade team development

Spiral review

Close reads with pushing Lexile

Celebrating Success

Engagement Strategies

Teacher & Student tracking of STAR data

Student Ownership of Success Criteria

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The district's FRP proficiency gap as measured by the MCAIII Reading will decrease 8% from 27% in 2019 to 19% in 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In addition to data from MCA assessments, we collect data from our K-5 students every fall, winter, and spring. STAR assessments are conducted monthly in reading and math. In first through fifth grade we also collect oral reading fluency data. Teachers collect formative data daily when they are monitoring for learning. When we have MCA data to review we use the Minnesota Report card to disaggregate by student groups. We have a robust MTSS structure with title and ADSIS interventionists provide interventions for all K-5 students in need of additional support. Each fall we set grade level goals during data meetings and create action plans to work towards achieving the goals.

At the Deer River High School departments meet to review MCA and STAR data.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The district's FRP proficiency gap as measured by the Reading MCAIII will decrease from 30% in 2019 to 25% in 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In addition to data from MCA assessments, we collect data from our K-5 students every fall, winter, and spring. STAR assessments are conducted monthly in reading and math. In first through fifth grade we also collect oral reading fluency data. Teachers collect formative data daily when they are monitoring for learning. When we have MCA data to review we use the Minnesota Report card to disaggregate by student groups. We have a robust MTSS structure with title and ADSIS interventionists provide interventions for all K-5 students in need of additional support. Each fall we set grade level goals during data meetings and create action plans to work towards achieving the goals. At the Deer River High School departments meet to review MCA and STAR data.

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

Yes

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

The district's American Indian proficiency gap as measured by the Reading MCAIII will decrease by 3% from 22.7 in 2019 to 19.7% in 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

In addition to data from MCA assessments, we collect data from our K-5 students every fall, winter, and spring. STAR assessments are conducted monthly in reading and math. In first through fifth grade we also collect oral reading fluency data. Teachers collect formative data daily when they are monitoring for learning. When we have MCA data to review we use the Minnesota Report card to disaggregate by student groups. We have a robust MTSS structure with title and ADSIS interventionists provide interventions for all K-5 students in need of additional support. Each fall we set grade level goals during data meetings and create action plans to work towards achieving the goals.

At the Deer River High School departments meet to review MCA and STAR data. American Indian students have regular tutoring sessions available, including adults from within the tribal community. A full service community school program provides multiple levels of support, which improves student readiness for academic progress.

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

The percentage of students meeting three or four college ready benchmarks on the spring ACT administration will increase from 22% in 2019 to 25% in 2020.

Result

Provide the result for the 2019-20 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."

Unable to report

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

Due to the COVID related cancellation of the spring 2020 ACT administration on site all measures related to the goal were incomplete.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

The MDE calculated five-year graduation rate will increase from 81.3% in 2018 to 89% in 2019.

Result

Provide the result for the 2019-20 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."

MDE report card

Goal Status

Check one of the following:

Goal Met (one year goal)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

The five-year graduation rate was 89.8%. An Alternative Learning Program (ALP) was established to provide an opportunity for students who were credit short to continuously work toward completion. An After School Credit recovery option was provided to students. A teacher/student direct mentoring program was established during the first year of our Achievement and Integration plan.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

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 has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 A&I plan goals for each of those schools were met.

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).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

Deer River School District, King Elementary School, will improve student achievement on the reading portions of the MCAs from 57% in 2019 to 72% in 2022.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

57% of third grade students at King Elementary School met or exceeded the proficiency rate in 2019 on the reading portion of the MCA's.

Year 1 (2019-20) Actual

Provide the result for the 2019-20 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".

Unable to report

On Track?

Check one of the following:

Unable to Report

Narrative

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?

(Narrative is required. 200 word limit.)

Students in grades kindergarten through second grade will be able to participate in an at home reading program. Students below benchmark or approaching benchmark will be recommended for the program. The program will include high quality, culturally enriching literature as well as phonics activities for parents to complete with their children on a weekly basis.

The at-home reading program will consist of MyOn Reading provided on school owned iPads that families will check out, paperback "Guided Reading" books at the students individual reading level, and phonics activities for families to engage in to strengthen and practice skills taught in the classroom.

Students will be invited to participate in an August Learning Academy. Students included in the academy will have completed kindergarten, first grade, or second grade. Students below benchmark or approaching benchmark will be recommended for the Learning Academy. Students will have access to effective and diverse teachers. The August Learning Academy will be for students who need a jump start to language arts instruction prior to the start of the school year.

A Tier 2 specific curriculum (Reading Horizons) will be used throughout the Learning Academy to enhance skills taught during the school year in the general education classroom.

Do you have another Achievement Goal?

Yes

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

The percentage of students meeting three or four college ready benchmarks on the ACT will increase from 22% in 2019 to 31% in 2022.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

SY 2019, 22% of students met three or four benchmarks on the ACT.

Year 1 (2019-20) Actual

Provide the result for the 2019-20 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".

Unable to report

On Track?

Check one of the following:

Unable to Report

Narrative

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?

(Narrative is required. 200 word limit.)

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in global society.

Students considered for AVID might be first generation college students, underserved in the college system, or not achieving their personal potential, specifically our Native American student population and students of low socioeconomic status.

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

intentional work by guidance counselors: High school guidance counselors will prepare materials and provide guidance to students in their awareness of and preparation for the ACT.

student recruitment: students, especially those typically under-represented, will be encouraged and recruited to take the ACT. Practice and regular testing Fees will be paid for the students.

preparation activities: practice tests, using the Naviance guidance system, will be administered. Licensed teachers will provide study sessions and tutoring; travel to practice, tutoring, and test administration will be provided. These activities will be provided via community outreach as well.

Staff will be provided time and training to align curriculum with the standards and materials required on the ACT as well as other ACT-related strategies and information.

Do you have another Achievement Goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

In collaboration with ISD 317 Anishinaabe Education, Deer River School District will enrich cultural awareness and language acquisition for students through an increase of opportunities for experiential activities consistently from 1 in 2019 to 3 in 2022.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

SY 2019, Deer River School District offered 1 experiential activity for students.

Year 1 (2019-20) Actual

Provide the result for the 2019-20 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".

0 experiential activities were offered for students in SY 2020.

On Track?

Check one of the following:

Not On Track

Narrative

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?

(Narrative is required. 200 word limit.)

Teachers will participate in an ongoing focused staff development initiative that builds on acquired knowledge on Native American culture. Teachers will learn through various speakers and activities designed to create a culture of acceptance and awareness in the classroom. Teachers will be given the opportunity to create culturally relevant curriculum.

Teachers will report back to their teams what they have learned and how this training has helped racial and economic enrollment disparities. Teachers will also create communication networks between districts with similar cultural barriers.

Staff will receive training in culturally responsive teaching strategies as well as improve their knowledge of American Indian history and culture.

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

Do you have another Integration goal?

No

Teacher Equity Goal

Goal Statement

Copy the SMART goal statement from your 2019-22 plan.

Deer River School District will increase the number of students enrolled in the Homegrown Teacher Program from 8 students in 2019 to 15 students in 2022.

Baseline

Copy the baseline starting point from the Goal Statement of your 2019-22 plan.

SY 2019, 8 students were enrolled in the Homegrown Teacher Program at Deer River High School.

Year 1 (2019-20) Actual

Provide the result for the 2019-20 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".

0 students were enrolled in the Homegrown Teacher Program.

On Track?

Check one of the following:

Not On Track

Narrative

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?

(Narrative is required. 200 word limit.)

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

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

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

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

Do you have another Teacher Equity goal?

No

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring 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 2020-21 school year?

(Narrative is required. 200 word limit.)

Our goals were based upon standardized tests and recruitment, both of which were altered due to the impacts of Distance-Learning in the spring of 2020.

We were unable to successfully set up the MyOn Reading program for Goal 1 ; allowing the opportunity to share the program with families at our Family Reading Night

We were unable to hold our Learning Academy which focused our Reading Horizons curriculum to the bottom achievers in grades K-2

We were unable to build AVID to our students and families as a way of recruiting

Students were unable to take the ACT test until summer, few students decided to

Staff were unable to attend Certified Educator ACT training

We were unable to recruit for the Homegrown Teacher Program or share insights with IASC Career Pathways

The development of our multi-district cultural cohort was put on hold

We are taking steps to ensure that staff can gather a firm understanding of the programs while taking the implementing stages slow. We are keeping the immediate need of the integration prevalent to our conversations. We are implementing on a small scale, recruiting as we moving forward, and keeping relationship building with our students at an all-time high.

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1606840710_5fc67186ddc836.56627317&sg_navigate=start