



2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Maple River ISD

Grades Served: PreK-12

WBWF Contact: Laura Phillips

A and I Contact: Laura Phillips

Title: Dean of Students, Testing, & Curriculum

Title: Dean of Students, Testing & Curriculum

Phone: 507-524-3918

Phone: 507-524-3918

Email: lphillips@isd2135.org

Email: lphillips@isd2135.org

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

Yes No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

WBWF: Required for all districts/charters.

Achievement and Integration: 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.

Racially Isolated School: Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools 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.

World's Best Workforce

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.
- <https://www.isd2135.k12.mn.us/Page/4087>
- Provide the direct website link to the A&I materials
- <https://www.isd2135.k12.mn.us/Page/4087> - (same location as the WBWF annual report)

Annual Public Meeting

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

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

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.
- **December 9, 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 CR = Community Resident	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dan Anderson	Superintendent/Parent/CR	x
Ted Simon	HS/MS Principal/ Parent/CR	x
Jon Lewis	Elementary Principal/CR	x
Laura Phillips	Dean of Student, Testing, & Curriculum	x
Ann Langworthy	HS Guidance Counselor/ Parent/ CR	x
Kacy Queen	Parent/Early Childhood Director/Parent/CR	x
Brenda Stoltzman	Literacy Specialist/CR	x
Joe Sohre	Parent/School Board Member/CR	x
Jeff Kunkel	Parent/School Board Member/CR	x
Dan Sohre	Parent/School Board Member/CR	x
Karsen Duncanson	Parent/School Board Member/CR	x
Megan Schwanz	Parent/CR	x
Isabelle Anderson	Student/CR	x
Sherry Haugen	District Business Manager	x

Equitable Access to Excellent and Diverse Educators

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. – See 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?
 - What equitable access gaps has the district found?
 - What are the root causes contributing to your equitable access gaps?
 - 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?

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. – See below

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.
 - 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?

- What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?
- 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?

Answer to above questions:

70% of the Maple River teachers have 3+ years of experience. Our district has only 1 teacher that is providing instruction outside an area in which he is not licensed.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Each year, our leadership team reviews equitable access data and usually finds no issue with equitable access. All students in our district have equal educational opportunities.*
 - *Using the MCA data, we continue to look at proficiency gaps between non and free and reduced lunch students. We have implemented many strategies within our district to minimize this gap.*
 - *Some of these strategies include: Title I program, after school extended day, reading and math intervention/support in the secondary grades, and financial scholarships for summer reading tutoring. All these strategies give students a chance to have access to a higher variety of teaching experience. Another strategy we implement in our district is our teacher mentoring program, which gives new teachers access to experienced, effective teachers who will monitor them and help them instructionally as the year progresses.*
 - *Our goal is to eliminate equitable access gaps (free and reduced) by continuing to improve our teacher capacity by on-going professional development (instructional and mental health awareness) to ensure every student is receiving the instruction and social/emotional needs he/she needs to reach his/her highest potential.*
- *Access to Diverse Teachers*
 - *92.2% of the student population is white. Only 4.1% of the student population is Hispanic. Approximately 95% of our student population is white. This reflects the diversity of our staff.*
 - *Due to the culture and heritage of the area, most all of the potential employees that interview are white.*
 - ***Note: MDE has implemented a new licensure requirement for the area of Cultural Competency that is required by all teachers. It's an 8-hour course. Due to the lack of diverse culture in the area, it is important that our teachers are able to expose our students to diverse cultures through education. This requires further staff development on how to do that aside from the MDE required courses.*
 - *Through integration, our students are involved in a variety of activities throughout the year that with other districts that are more diverse. These include the kindness, courage and respect retreats. Our students are also invited to STEAM camp with the same districts. We have 50-70 students in grades 5-8 participate each year.*

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 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
<p><i>By the beginning of the year 2019, the percentage of preschoolers enrolled in the Maple River Schools that met the norm in the reading and math NWEA assessment will increase 5% from the previous year (2018)</i></p>	<p>2018 – 42% met the norm in math 2018 – 37% met the norm in reading</p> <p>2019 – 49% met the norm in math 2019 – 39% met the norm in reading</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p>math goal met, reading improved, but did not meet goal</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Answer:

- *Maple River uses the NWEA as the fall kindergarten assessments for reading and math.*
- *Data shows that students that attend pre-school do better on the initial NWEA assessments. **Data showed that the average score for math for student who attended preschool was 141.8 and 132.4 for student who did not attend MR preschool. Reading scores were an average of 141.1 for reading for MR preschool attendees and 137.5 for student who did not attend Maple River Preschool. Strategies addressing this goal***

are: Evaluating educational programs on a yearly basis to set goals for next year, promote full-time preschool for all students (educational scholarships), address the issue of transportation, provide child care for students enrolled in pre-school.

- Strategies are continuously reviewed and improvements are made.
- Each fall, our Kindergartners take a fall NWEA test to determine their educational plan.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>The percentage of all students enrolled Oct 1st in grade 3 at Maple River who are proficient on the state reading accountability test (MCA) will increase 5% (75% in 2018 to 80% in 2019)</p>	<p>2017- 66%</p> <p>2018 – 75%</p> <p>2019 – 80.2%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Answer:

- MCA data is used to determine if we have reached this goal. This data is disaggregated by student groups. The other student group looked at is our Free and Reduced Lunch category.
- In 2017, our elementary schools have targeted Title I services with gives them a half-time Title I teacher and two full-time paraprofessionals. We’ve implemented a program called Barton to address students who do not accelerate in Title I services or have been screened with literacy deficiencies. We continued this intervention through Title I with much success in 2018. 😊
- Our second strategy is supplementing our existing reading curriculum with explicit phonics In grades K-5. Teachers received summer professional development along with year-long support from our reading specialist.
- The strategies listed above are successfully implemented.
- We use monthly progress monitoring tools (STAR & NWEA) to determine each student’s individual literacy plan.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p><i>The proficiency gap between the FRP and the non FRP students enrolled Oct 1 in grades 3-5 in Maple River Elementary on all state math and reading MCA tests will decrease 5% or continue to be <10% by increasing proficiency if under 80%</i></p>	<p><i>East Math:</i> 2018 - 18.2% 2019 - 22.4%</p> <p><i>West Math:</i> 2018 - 26.9% 2019 - 15.5%</p> <p><i>East Reading:</i> 2018 - 3% 2019 - 12.3%</p> <p><i>West Reading:</i> 2018 - 16.6% 2019 - 3%</p>	<p>Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p>West Math and Reading <input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p>East Math and Reading <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)</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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Answer:

- *MCA data is used to show the achievement gap with this goal.*
- *Strategies implemented to help achieve this goal area: Title I services – implementation of the Barton Program, Elem and MS extended day*
- *Main intervention strategy is the Barton Program, which is a scripted reading program. Adequate training is given for all tutors along with fidelity checks periodically. Success is shown through the data. Continual review and adjustments are done each year.*
- *Progress is shown through our yearly MCA tests and monthly progress monitoring tools such as STAR, NWEA, and chapter assessments.*

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p><i>100% of students that graduate from Maple River School District will be career and college ready by graduation in 2019</i></p>	<p><i>2019 graduates:</i></p> <p><i>Work: 15.71% (11 students)</i></p> <p><i>2 Year Community College 2.85% (2 students)</i></p> <p><i>2 Year Technical College 17.14% (12 students)</i></p> <p><i>4 Year College Bound: 60% (42 students)</i></p> <p><i>Apprenticeship: 0%</i></p> <p><i>Does Not have a Plan: 1.42% (1 student)</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p>Increase % of students college or technical college bound</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p>1 student did not have a plan</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Answer:

- *Data used to determine accomplishment of this goal is the post graduation surveys provided to students at the end of their senior year.*
- *Strategies include:*

Grade 9:

Classroom Presentation regarding the Importance of Planning - academic importance/grades, courses, and "College Knowledge" (all forms of an education, including apprenticeships).

STEM Equity Presentation (April)

Career Navigator Program at South Central College (January/February)

Grade 10:

Classroom presentation about "The Year of the Who." --Who they are as students (Interest inventories, career exploration, etc.) and what opportunities are there

Pre-ACT presentation

Pre-ACT administration (November)

Night Parent/Student Meeting regarding planning for post-secondary interests and what is to come for the junior year (March)

Career EXPO (April)

STEM Equity Presentation (April)

Grade 11:

Classroom unit on career interest (students do a speech in English 11/College English). I come into the classroom for approximately 1 week. We discuss career options, job shadows, apprenticeships, college visits, etc.)

Mock Interviews (April/May)

Optional taking the P-SAT (October)
College Fair (October)
Optional taking the ACT (April)
Optional taking the Accuplacer (throughout the year)
Night Parent/Student Meeting regarding planning for post-secondary interests and what is to come for the junior year (February)
Career Exploration Day at South Central College (March)
Financial Aid Meeting (November)

Grade 12:

Classroom presentation on what seniors should know and do for fall, winter and spring of senior year (individual presentations)
Night Parent/Student Meeting regarding planning for the senior year and beyond (September)
Night Parent/Student Meeting regarding Financial Aid (November)
Presentation about scholarships (mid-fall and again in winter)

Other Activities that all grades can participate in:

Construct Tomorrow (November)
Health Care Careers Exploration at South Central College
Educational Talent Search also supports students in their career exploration (students who are low income/first generation 2 or 4-year college bound)

- *Our success is shown through the success of our graduates.*
- *Some tracking is done through MDE shown on the Minnesota Report Card. This shows percentages of students that have received enrolled in a public institution of high learning and those that have received a year's worth of credits.*
- ****Note using the CCR resources provided by MDE, our district is looking for a better way to track this goal. We will be discussing with advisory committee (Dec 19).*

All Students Graduate

Goal	Result	Goal Status
<p><i>Maple River will improve its 4 – year graduation rates from 91.8% to 95% in 2019</i></p>	<p>2013 – 93%</p> <p>2014 – 86.3%</p> <p>2015 – 92.5%</p> <p>2016 – 93%</p> <p>2017 – 91.8%</p> <p>2018 – 97.5%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Answer:

- *The data used with this goals comes from the MN report card.*
- *Access to a variety of academic programs and classes, technical classes, a variety of extra-curricular activities, and social/emotional support within our district through our counseling department.*
- *As we look Maple River’s graduation trends, we are approximately 10% higher than state average. We are continuously working on graduating 100% of students.*

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By June 2020, Maple River will increase student participation at Summer STEAM camp by 20%	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	Baseline: 2017 33 students	2018 – 70 students 2019 – 50 students	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input checked="" type="checkbox"/> 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?

Answer:

- STEAM camp is open to all students grades 5-8. Attendance is taken each day of camp and used to determine if this goal is met.
- Recruitment of students in the spring helps educate students about what the camp is about. A fun, educational, hands-on, and free camp is easy to sell to students. Transportation is included, which can be a huge draw for working families.
- Our district is been very successful at recruiting students.
- We exceeded our goal the 2nd year of implementation.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By June 2020, 90% of our math elementary intervention students will have met or exceeded on the MCA standardized state math test.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	2017 – 86%	2018 – 69% 2019 -	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> 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?

Answer:

- We use the MCA data to determine if we've met this goal.
- Integration funds our elementary math intervention teacher. This teacher is required to provide interventions and support to our struggling math students identified through our progress monitoring programs.
- We have a turnover with this position in the last couple years, which has caused some difficulty getting accurate data collection. Our new math intervention teacher and I will work together this year to create a plan for data collection to accurately measure if we have met this goal.
- Our data will show an accurate reflection of where are students are academically in the area of math.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By the end of the school year 2020, the amount of student participation in Middle School Extended Day will increase 5% from 2016-2017	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	2017 – Math - 34 students Reading – 32 students	2018 – Math – 23 Reading – 19 2019 – Math – 15 Reading - 0	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> 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?

Answer:

- We used the MCA data and STAR progress monitoring data to determine which students need extended day services.
- Strategies used are phone calls to parents, snacks are provided, and transportation are provided.
- In 2019, we had a shortage of teachers to teach extended day, therefore, we were unable to offer reading extended day.
- We will continue to try to recruit teachers for this strategy in order for it to be successful.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By June 2020, 90% of students attending the retreats will feel that they are cared for, respected by not only themselves, but others too. They will also feel they have the courage to stand up for what's right	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	A pre-post survey has never been distributed in the past so a 90% baseline was created.	2019 – 90%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> 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?

Answer:

- Pre and Post assessments are done to determine if the above goal is reached.
- Kindness, Courage, and Respect Retreats are the strategies to help reach the above goal.
- These retreats are done each year in grades 5,7, and 9. Follow-up curriculum is provided.
- Pre and Post surveys are done by students regarding kindness, courage, and respect.

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:

Partnering with the A&I districts has allowed all districts including Maple River to provide students with experiences they would have not had the opportunity to do without Achievement and Integration. These strategies include STEAM camp and Kindness, Courage, and Respect Retreats. These strategies have provided students an opportunity to meet other students outside the district who may have different cultural backgrounds. These strategies require students to not only work with other students, but also teachers from other districts on a social and academic level.

Integration strategies within the district include: MS Extended Day and math intervention teachers. Both these strategies encourage interaction on an academic level in hopes to increase achievement and decrease the proficiency gap between Non and FRP students.