

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
100% of students will be Career and College Ready by June 30, 2020.	Check one of the following: Achievement Goal Integration Goal	Please see chart below.	Please see chart below.	Check one of the following: On Track Not on Track

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase the number of students meeting benchmark in Math, on Pre- ACT assessment.	55%	24.4%	60%	47.13%	65%	
Increase the number of students meeting benchmark in Reading, on Pre- ACT assessment.	55%	31.9%	60%	55.41%	65%	
Increase the number of students meeting benchmark in Science, on Pre- ACT assessment.	55%	16.3%	60%	36.71%	65%	

Increase the number of students meeting benchmark in English, on Pre- ACT assessment.	55%	34%	60%	58.23%	65%	
Increase the number of students meeting benchmark in Math, on ACT assessment.	70%	45%	75%	42.06%	80%	
Increase the number of students meeting benchmark in Reading, on ACT assessment.	70%	43%	75%	45.79%	80%	
Increase the number of students meeting benchmark in Science, on ACT assessment.	70%	38%	75%	41.12%	80%	
Increase the number of students meeting benchmark in English, on ACT assessment.	70%	50%	75%	54.21%	80%	

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Reduce the gap between identified Non-FRL student population and FRL student population on ACT Reading assessment.	10.84%	11.94%	5.84%	-14.47%	.84%	
Reduce the gap between identified Non-FRL student population and FRL student population on ACT Math assessment.	16.20%	27.6%	11.20%	%0	6.20%	
Reduce the gap between identified Non-FRL student population and FRL student population on ACT English assessment.	17.11%	23.49%	12.11%	-10.53%	7.11%	
Reduce the gap between identified Non-FRL student population and FRL student population on ACT Science assessment.	18.76%	22.67%	13.76%	-7.89%	8.76%	

Reduce the gap between identified Non-FRL student population and FRL student population on Pre-ACT Reading assessment.	4.57%	6.66%	0%	22.95%	0%	
Reduce the gap between identified Non-FRL student population and FRL student population on Pre- ACT Math assessment.	18.13%	4.41%	13.13%	28.8%	5.13%	
Reduce the gap between identified Non-FRL student population and FRL student population on Pre-ACT English assessment.	9.34%	3.8%	4.34%	20.76%	0%	
Reduce the gap between identified Non-FRL student population and FRL student population on Pre-ACT Science assessment.	5.30%	7.89%	.30%	6.14%	0%	

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

Pre-ACT and ACT results indicate significant areas of need among all student populations. Incidentally, and for this report, as these groups represent the District's primary gap in achievement, data is disaggregated for students identified as FRLP and non-FRLP.

What strategies are in place to support this goal area?

- ***Curriculum and Instruction Alignment***
- ***Formative Assessments***
- ***New Reading Materials and Resources***
- ***Structured remediation opportunities at FHS***
- ***Differentiated Instruction***
- ***Personalized Learning***
- ***Data-driven instruction***
- ***Professional Learning Communities (PLCs)***

How well are you implementing your strategies?

District staff remain concerned about the lack of career- and college-readiness indicated among all student populations and among all subject areas assessed by

the Pre-ACT and ACT. As such, staff are now formally implementing, as opposed to reviewing, these respective strategies. In turn, the District expects to observe gains among all student populations and among all assessed subject areas by 2020. Alternately, and although all Pre-ACT achievement gap goals were not met, staff is pleased to report that the District is making significant progress in reducing the gap between students identified as FRLP and non-FRLP on ACT assessments.

How do you know whether it is or is not helping you make progress toward your goal?

FHS staff formally implemented PLCs, last year. In turn, and with administrative support, as well as ongoing professional development, staff will collectively analyze formative assessments, structured intervention data, and fidelity of curriculum implementation to ensure that curriculum is aligned and that data-driven instructional decisions are routinely identified, monitored, and adjusted. And thus, staff anticipate student gains in meeting Pre-ACT and ACT indicators of student career and college readiness.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
<i>We will increase students' math and reading proficiency by 15%, by June 30, 2020.</i>	Check one of the following: Achievement Goal Integration Goal	<i>Please see chart below.</i>	<i>Please see chart below.</i>	Check one of the following: On Track Not on Track

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase the percentage of students meeting proficiency on MCA Math assessment.	75%	69.2%	80%	69.4%	85%	
Increase the percentage of students meeting proficiency on MCA Reading assessment.	75%	68.4%	80%	70.9%	85%	
Increase the number of students meeting benchmark on ASPIRE Math assessment.	50%	56%	55%	41.22%	60%	
Increase the number of students meeting benchmark on ASPIRE Reading assessment.	50%	33.3%	55%	28.57%	60%	
Increase the number of students meeting benchmark on ASPIRE Science assessment.	50%	43.6%	55%	39.19%	60%	
Increase the number of students meeting benchmark on ASPIRE Language Arts assessment.	50%	81.8%	55%	80.65%	60%	

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2019
Reduce the gap between Non-FRLP and FLP on MCA Math assessment.	17.10%	19.76%	12.10%	17.41%	7.10%	
Reduce the gap between Non-FRLP and FLP on MCA Reading assessment.	19.20%	21.88%	14.20%	17.35%	9.20%	

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

FIS Reading and Math MCA results indicate areas of need in both subject areas. Additionally, ASPIRE results indicate significant areas of need in all content areas, with the exception of Language Arts benchmark goals. Incidentally, and for this report, data is disaggregated for students identified as FRLP and non-FRLP, as they represent the District's primary achievement gap.

What strategies are in place to support this goal area?

- ***Curriculum and Instruction Alignment***
- ***Formative Assessments***
- ***Benchmark Assessments- STAR***
- ***New Reading Curriculum- Wonders***
- ***Reading Interventionist- Targeted Reading Interventions***
- ***Differentiated Instruction***
- ***Personalized Learning***
- ***Data-driven instruction***
- ***Professional Learning Communities (PLCs)***

How well are you implementing your strategies?

District staff remain concerned about the lack of proficiency as indicated among all student populations as assessed by the Reading and Math MCAs, as well as the Reading, Math, and Science ASPIRE assessments. Alternately, staff is cautiously optimistic about students achieving benchmark goals, as indicated by the Language Arts ASPIRE assessments. Hence, staff are now formally implementing, as opposed to reviewing, these respective strategies. In turn, the District expects to observe gains

among all student populations and among all assessed subject areas by 2020. Incidentally, and although MCA achievement gap goals were not met, staff is pleased to report that the District is making progress in reducing the gap between students identified as FRLP and non-FRLP.

How do you know whether it is or is not helping you make progress toward your goal?

FIS staff formally implemented PLCs, last year. In turn, and with administrative support, as well as ongoing professional development, staff will collectively analyze formative assessments, benchmark assessments, targeted intervention data, and fidelity of curriculum implementation to ensure that curriculum is aligned and that data-driven instructional decisions are routinely identified, monitored, and adjusted. And thus, staff anticipate student gains in meeting MCA and ASPIRE indicators of proficiency.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2018-19) Actual	On Track?
We will increase our students' reading proficiency at grade 3 to 80% Tier 1, 15% Tier 2, and 5% Tier 3 by June 30, 2020.	Check one of the following: Achievement Goal Integration Goal	Please see chart below.	Please see chart below.	Check one of the following: On Track Not on Track

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase the percentage of students achieving benchmark on end- of-year DIBELS assessment.	75%	80%	80%	N/A	85%	N/A
Increase the percentage of students meeting proficiency on MCA Reading assessment.	80%	71.9%	83%	63.4%	86%	

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Decrease the gap between Non-FRLP and FRLP on MCA Reading assessment.	19.40%	15.08%	14.40%	12.70%	9.40%	
Decrease the percentage of identified at-risk students from beginning-of-year to end-of-year benchmark on DIBELS assessment.	20%	20%	15%	N/A	10%	

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

FES Reading MCA results indicate areas of need among third grade students. Incidentally, NWEA MAP Growth and aFAST assessments were piloted last year. In turn, MAP Growth assessments replaced DIBELS. As we do not have one year of consistent benchmark assessment data, we are unable to report indicators of progress. That said, and for this report, data is disaggregated for students identified as FRLP and non-FRLP, as they represent the District's primary achievement gap. MCA Reading assessment results indicate a decrease in the achievement gap between students identified as FRLP and non-FRLP.

What strategies are in place to support this goal area?

- ***Curriculum and Instruction Alignment***
- ***Formative Assessments***
- ***Benchmark Assessments- Transition from DIBELS to NWEA MAP Growth***
- ***New Reading Curriculum- Wonders***
- ***Reading Interventionist- Targeted Reading Interventions***
- ***Differentiated Instruction***
- ***Personalized Learning***
- ***Data-driven instruction***
- ***Professional Learning Communities (PLCs)***

How well are you implementing your strategies?

District staff remain concerned about the lack of proficiency among third grade students, as indicated by the Reading MCA assessment. Alternately, FES staff is pleased to report progress in reducing the Reading achievement gap between third grade students identified as FRLP and non-FRLP, as indicated by the MCA Reading assessment. Hence, staff are now formally implementing, as opposed to reviewing, these respective strategies. Additionally, FES is implementing comprehensive and rigorous benchmark assessments- MAP Growth to more effectively inform instructional and assessment decisions. In turn, the District expects to observe gains in Reading proficiency among all student populations by 2020.

How do you know whether it is or is not helping you make progress toward your goal?

FES staff formally implemented PLCs, last year. In turn, and with administrative support, as well as ongoing professional development, staff will collectively analyze MAP Growth assessment data, targeted intervention data, and fidelity of curriculum implementation to ensure that curriculum is aligned and that data-driven instructional decisions are routinely identified, monitored, and adjusted. And thus, staff anticipate observing student gains in MCA Reading and MAP Growth indicators of proficiency by 2020.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

Foley Public Schools' core values include: support, respect, kindness, and achievement. Our inter-district collaboratives with St. Cloud Public Schools provide authentic opportunities to develop support, respect, and kindness toward students with disparate racial, ethnic, and economic backgrounds. Achieving 21st Century skills- critical thinking, collaboration, communication, and creativity- naturally develop from honoring these three values. In particular, the Communicating Common Ground collaborative enabled participating students to build relationships and explore new friendships with diverse populations and become active in Central Minnesota, as well as global citizenship. Additionally, Classroom Partnerships with St. Cloud Public Schools engaged students in a meaningful way to improve academic skills while learning more about the surrounding community.

Foley Public Schools' identifies the disparity in academic achievement between students from high- and low-socioeconomic status as our primary gap. As such, we are working to identify ways in

which we can provide equitable educational opportunities. Research indicates that many low-socioeconomic students do not have family members to help them prepare for or navigate the complex processes associated with post-secondary opportunities. Hence, last year, 100% of 8th Grade students developed a formal secondary plan, to ensure that they achieve career- and college-readiness skills. Further, FHS and Community Education hosted workshops to assist parents/families with information about post-secondary financial aid options and application process(es). In turn, engendering equitable educational opportunities reduced the achievement gap between students identified as high- and low- socioeconomic status throughout the District.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase Communicating Common Ground student participation.	20	20	22	18	24	

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020

Increase the number of parent and family career and college preparation opportunities.	2	1	3	3	4	
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Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase the number of 8th grade students that have developed a formal secondary plan toward career and college readiness.	90%	100%	95%	100%	100%	

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Actual 2018	Target 2019	Actual 2019	Target 2020	Actual 2020
Increase the number of events for students to practice literacy and reading skills in culturally integrative environments.	4	3	5	3	6	