2022-2023 Annual Report and World's Best Workforce Summary

2022-2023

세종아카데미 연간 보고

School Wide Highlights

Pre-K to Grade 12

2022-2023 Academic Year Highlights - School wide

-9th year of operation!

-Celebrating the second year in our new building

-Will graduate our first 12th Grade class with 20 12th grade students

-No lost in-person student learning days due to COVID

-Resumed our annual learning expedition to Korea with 14 8th-11th grade students

-Offered a field study five day trip to Southern Minnesota, the Black Hills and Devil's Tower for 6-8 grade students

- First annual senior trip organized with 12th graders going to Chicago
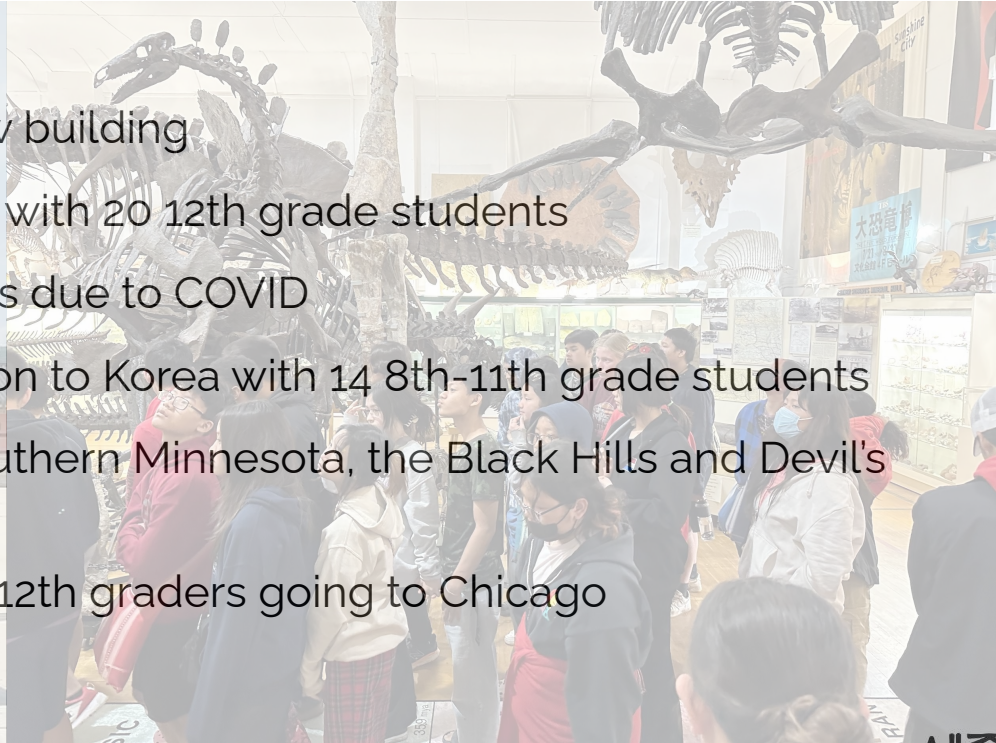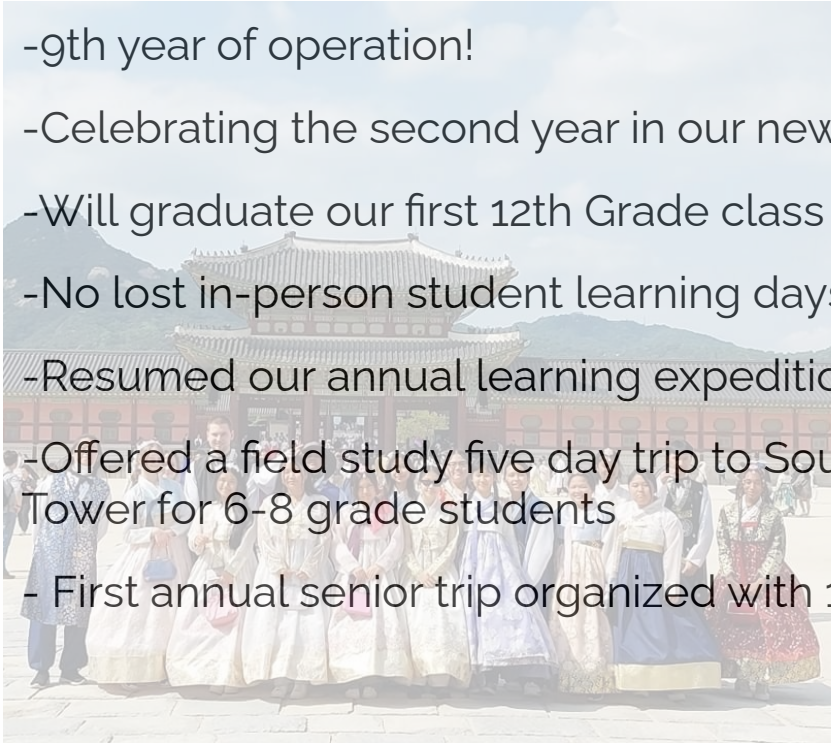
2022-2023 Academic Year Highlights - Continued

Race Equity Work: All School PLC's towards race equity and additional equity issues

Crisis Response Team: Led by our Counseling Team and supported by MACs Tragedy Response Team

World Savvy: 4 Whole School PLC's this year and new partnership beginning in 2023-2024 with over $30,000 contribution from World Savvy because they chose our school to pilot their School Inclusion Fund program including PLC presentations and one on one coaching

Counseling and Social Work Team initiatives included health lessons with outside partners, dental care on-site, winter clothes distribution, and more

Held our second year of **summer school** and continued our **after school program**

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유치부/초등학교 하이라이트

Lower School Highlights

Pre-K to Grade 6

Lower School Highlights

- Implemented Second Step curriculum focused on anti-bullying and SEL
- Now have two sections of PreK, K, 1st, 2nd, 3rd, and 4th
- Resumed in-person CARES assemblies led by students
- Improved school-home communication with monthly newsletters from the teachers, including the Lower School Director as well as a parent-school agreement to start the year
- Conducted CogAt testing in 2nd grade to identify gifted and talented students
- Study Island goals; math currently at 87.1% - MET; reading currently at 70.8%
- Increased Karen family engagement at EL Night, schoolwide activities - parents/families serving as volunteers and chaperones on field trips.

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한국어 심화 교육 과정 요점

Korean Immersion Highlights

Pre-K to Grade 12

Korean Immersion Highlights

-**Korean Language Arts (KLA**) Working Group meets regularly to discuss programming, training, curriculum, and special events

-**2 Sejong Markets 세종 시장** were held this year

-**Korean Golden Bell 한국어-골든벨** Spelling competition

-**Korean Zone** - Korean speaking program instituted in the winter as an incentive program

-**Children's Day 어린이날** celebrations with games and snacks

-Upper School Korean classes organized a weeklong **Korean festival 한국문화축제**

-Added **Korean language intervention** support teachers

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Korean Cultural Programming Highlights

-Hosted School wide **Chuseok and Seollal Celebration 추석 & 설날** for all students and families

-**Korean food 짜장면, 김밥, 만두** served to students for lunch and many classroom parties

-**Tae Kwon Do 태권도 program** for lower school students

-**Korean Sogo dance club 소고 춤 클럽** for lower school students

Korean drumming/samulnori team 한국 사물놀이 팀 for upper school students

-**Korean K-pop dance club 한국 케이팝 댄스 클럽** for upper school students

-Participated in the **Korean Culture Fair 한국 문화 축제 at the Mall of America**

-**Staff orientation meal 불고기볶음밥 and social outings 냉면** featured Korean food

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Korean language Immersion Classes

2023 CHILDREN'S DAY

-PreK - introduction to Korean - classroom language, phrases, listening to stories

-K-1 - Full Korean Immersion - No other languages are used for instruction

-2nd Grade - Korean Immersion with one class of English Language Arts

-3rd -4th - 30-40% of the class is in Korean language

5th - 6th - One Korean class daily.

-7-12 - One Korean class per day with multiple levels offered. 11-12 or Global Leadership program (GLP) can also choose Korea focused electives taught in English such as Korean film.

-Korean language intervention and new student support offered to all grade levels

-Most textbooks and materials are imported from Korea

-Two high school students earned a bilingual diploma seal for their diploma. Good for two semesters of college credits!
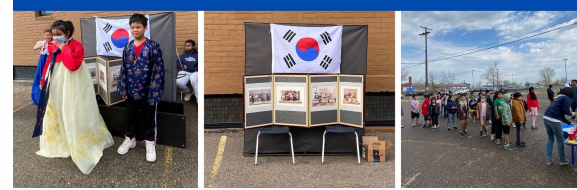
중고등학교 하이라이트

Upper School Highlights

Grade 7 to Grade 12

Upper School Highlights

-Middle Years Program (MYP) and Global Leadership Program (GLP) curriculum and program coordinators in place to coach teachers and to help Ms. Thompson establish our new programs

-New Korean Music Premiere Ensemble - a traveling performance group

-First-ever graduation ceremony featuring two keynote speakers: Mr. John Choi and Ms. Novia Josiah-Isaac

-Engaging in partnerships with organizations such as: the Minnesota Association of IB World Schools, Concordia Language Villages' Korean Language Camp, MacPhail Center for the Arts, Unam Middle School in South Korea

-Bilingual Seals tests in Korean and Karen offered

-Local field trips included: Hip Hop performance, Ski Trip, Ice-Fishing, Visit to the State Capitol, College Visits, Service Projects, and Hiking

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IB MYP Highlights - grades 7-10

First Year as IB World School with an authorized Middle Years Program. All 8 subjects are offered to all students: Math, Language Arts, Korean, Science, Social Studies, Design, Arts, and Physical Education/Health.

First Year to upload our 10th grade Personal Projects for external assessment (this means that our students' work is moderated by IB professionals outside of our school to ensure that our teachers are able to assess IB work rigorously and correctly.

IB Attributes recognized in all students 7-12. Inquiry emphasized in all grades 7-12. Teaching students "how to learn" emphasized in all grades 7-12. In other words, the IB Approaches to Teaching and Learning influence our newest program for 11-12th grade students, too.

Teachers carefully design lessons and whole units that meet the objectives of the worldwide International Baccalaureate while also working towards the local Minnesota state standards.

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GLP Highlights - grades 11-12

Two-year course called Global Leadership Core: combined practical life skills including applying to jobs and colleges and trade schools + inspiring global leadership studies and projects

New courses: Global Citizen Science, Korean Film, Mixed Martial Arts-Inspired Fitness, Legal Issues, Personal Finance, and more

PSEO provides options for our students to take university-level courses towards graduation and for college credit. 4 current PSEO students

For 12th grade only: In-house professional internships included: Library, Facilities, Early Childhood, Journalism, and more

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Class of 2023 Future Plans

Saint Paul College - liberal arts
Century College - early childhood
Saint Paul College- early childhood
Century College - nursing
Saint Paul College - automotive
Goodwill Automotive Program/Job Corps
Saint Paul College- respiratory therapy
Century College- dental hygiene
Hamline University - business admin finance
Century College - education
Century College - engineering (or Yonsei University)
Century College - automotive
Professional Opportunity
Century College- automotive (the 60 credit program)
University of Minnesota - sports management
Century College- dental hygiene
Augsburg University- bio/engineering/space/art
Bethel University - theology
University of Minnesota - sports management
Century College - nursing

Students were additionally accepted at the following institutions:

- University of Saint Thomas
- Metro State University
- Concordia University

One student is still waiting to hear from Yonsei University in South Korea about their acceptance.

Demographics - October 1st, 2022 Data - Total Students

-361 Students. October 2022 - 308 students.

-Over 90% Eligible for free or reduced meals = Compensatory Revenue

-31 Special Education students. 3 504 plan students.

-249 EL students served or 69% of our student body

- ADSIS - Tier II Interventions - Students served: 35 Math, 36 Korean, 34 Reading

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Demographics by Race and Ethnicity (MDE)

Race/Ethnicity	Count	Percent
American Indian	0	0.0%
Asian	331	91.7%
Black or African American	4	1.1%
Hispanic or Latino	1	0.3%
Native Hawaiian or Pacific Islander	0	0.0%
Other Indigenous Peoples	1	0.3%
White	9	2.5%
Two or more races	15	4.2%
All students	361	100.0%

Class Max Sizes - Maintaining Small Classes

Prek - 20 Max with a licensed teacher and EA. 2022-2023 Actual - 18 (Averages)

K - 1st - 20. 2022-2023 Actual - 16

2nd-4th 22. 2022-2023 Actual - 15

5th - 9th 26. 2022-2023 Actual - 16

10th - 12th 28 2022-2023 Actual - 18

Full School Student to Full-time Staff ratio: 6:1. Student to Licensed Teacher: 7:1

Growth Goal: Two classes per grade level

Major Curriculum Resources

-Korean textbooks by Korean publishers for Korean classes

-Wonders Reading -Grades 2-6

-Reading Eggs - Kindergarten phonemic awareness program

-Study Island - Math and Reading state standards based online program for grades 1-12. 80% completion is our school wide goal

-Hodder MYP IB resources for core subjects

Social and Emotional Learning

-Continued to train on and implement Responsive Classroom

-Upper School Counselor - 92 referrals, serves 20 students regularly with more consultations and staff presentations

-Lower School Counselor - 105 referrals (covered for the Upper School counselor), 26 regular students per week, teaches Second Step and Life Skills classes

-Social Workers - serve students regularly, assist with individual meetings, staff trainings, and assist with community resources

-Upper School Behavior Referrals: 15 referrals. 6 suspensions.

-Lower School Behavior Referrals: 69 referrals. 12 suspensions.

2022-2023 Staffing and Volunteers

-73 total staff - full and part time.

-3 licensed administrators

-6 office staff. I part-time

-50 licensed teachers

-5 special education teachers. 5 SPED EAs

-4 EL teachers. 2 part-time

-4 ADSIS teachers. 2 part-time

-2 Counselors

-2 Part-time Social Workers

-12 Karen staff in various positions

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Percentage of Experienced Educators (MDE)

Percentage of experienced educators

Note: An experienced educator has more than three years of experience.
This school has >90% of students receiving free or reduced-price meals and is considered a high-poverty school.

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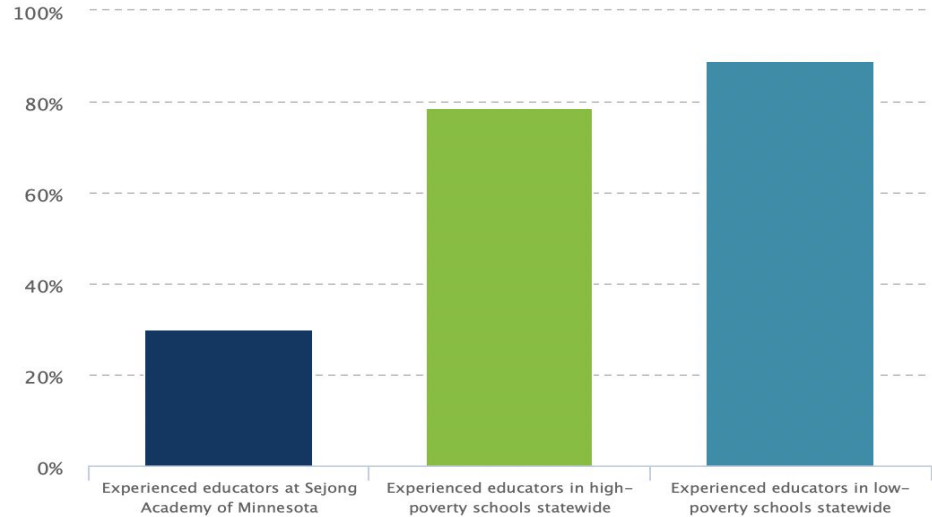
	Educators at Sejong Academy of Minnesota	Educators in high-poverty schools statewide	Educators in low-poverty schools statewide
Percent experienced	30.00%	78.69%	88.97%
Number experienced	6	9,588	17,351

Percentage of Teachers with Advanced Degrees (MDE)

Percentage of educators with advanced degrees

Note: Educators with advanced degrees possess a master's degree or more. This district has >90% of students receiving free or reduced-price meals and is considered a high-poverty district.

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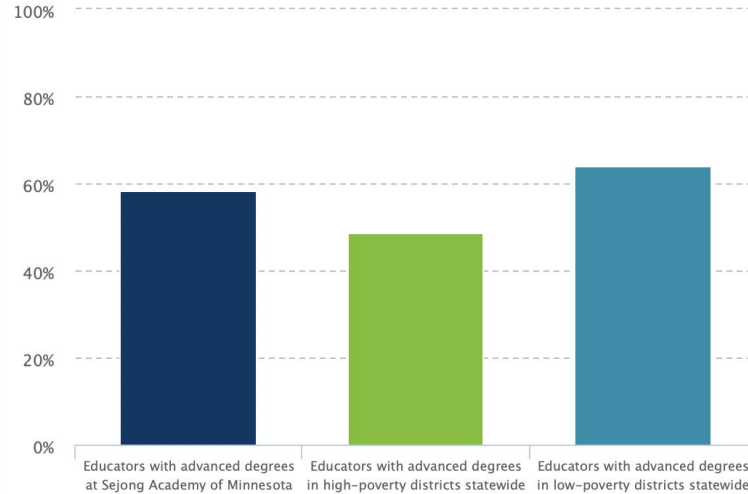
	Educators at Sejong Academy of Minnesota	Educators in high-poverty districts statewide	Educators in low-poverty districts statewide
Percent with advanced degrees	58.33%	48.54%	64.12%
Number with advanced degrees	14	4,877	13,003

Staffing Retention and Attendance

-Retention: 1 staff member resigned early. Last year: 7 staff members resigned early

-6 staff not returning due school choice or staff choice

-472 sick and personal days used. 6.5 days per staff member.   Last year: 353 sick and personal days used - 5.8 per staff member

-More personal days and leaves taken this year due to family matters

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Operations

-Busing - 10 large buses, 8 prek vans, 8 minivans

-Food Service - continued with Done Right foods. 350 lunches, 160 breakfasts.

-Continued with all the same busing, food service, and cleaning crews

-Upgraded our contracted HR service to help with benefits and issuing employment contracts

-Completed our yearly mandated safety drills - began a school safety week to practice drills in a condensed time frame ideally with less student stress

-Made some revisions to improve enrollment, school home communications and school tour procedures

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Standardized Assessments

-MCAs Math, Reading and Science were administered in May - Official scores will be released in August

-NWEA test given to grades 2-6 three times a year and twice to grades 7-10

-WIDA ACCESS - administered to all EL students. Official scores released in August

-ACT administered to the Juniors. Composite score improved from 15.4-17.

- IB MYP Personal Project - results will be published by the IB for 10th graders worldwide on August 1 and communicated via certificates mailed to the school

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Finances

FY 22 Total Budget =$5,934,801

Cumulative Fund Balance = $1,482,688

-No findings on 2022 Audit

-Finance committee meets monthly prior to the board meetings and as needed

-Grants awarded include Title I, II, III, ADSIS, PELSB Teacher Mentor, Voluntary PreK, Pathway II (PreK funding), Q-Comp, Ramsey County Waste Reduction grant, Library Services and Technology grant, and Korean Education Center Chicago grant to support Korean language and cultural programming.

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Sejong Academy's Board of Directors (6/8/23)

Name	Title
Grace Lee	Community Member, Board Chair
Anna Carpenter	Parent Board Member
Erik Funk	Community Board Member, Finance Chair
Hoonseok Oh	Teacher Board Member, Curriculum Chair
Thomas Caron	Teacher Board Member
Donna Phillips	Parent Board Member
Pawku Hser	Teacher Board Member
Brad Tipka	Ex-Officio, Executive Director

Facility Maintenance

-2nd Year in the building

-Network continues to work well

-Zero reported building accidents

-Awarded a waste reduction grant to encourage recycling

-Most classrooms are being used currently

-Mr. Wilson is compiling a building handbook of procedures and checklists

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Community Partners

Junior Achievement - provides financial education

GGALS - promotes leadership for girls

Element Gym - nearby gym that allows use of indoor courts for sports

University of Minnesota Volunteers - provides volunteer opportunities for UM students

Korean Education Center Chicago - part of the Korean Consulate - provides grant funding for Korean language and cultural programming

Concordia Language Villages - Hosts some Sejong students on scholarships. One student will work there this summer

ELPIS Enterprises - Non-profit focused career training. We've worked with them to build bird feeders, explore ice fishing and they have printed shirts and sweatshirts for u

MN United - We hosted the Korean player, Sang Jeong Bin and the team gave us discounted tickets for our group

Long Lake Conservation School - planning to host our 5th-6th grade students on a 2 night/3 day trip on scholarship next year.

World's Best Workforce Plan and Summary

World's Best Workforce Goal - All Students Ready for School

Sejong's Goals

Goal One: 80-89% of PreK students will be able to identify the numbers 1-20 and name at least 80% of the alphabet.

2021-2022 - Goal Met

Goal Two: For 2nd grade students taking the NWEA for Math, the observed growth is 100-119% of the projected growth.

2021-2022 - Goal Met

Goal Three: For Kindergarten and 1st grade students, 69-79% of the students will score proficient on the Korean Math assessment and 58-68% of the students will score proficient on the Korean Reading assessment.

2021-2022 - Goal Met

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World's Best Workforce Plan and Summary

World's Best Workforce Goal - All Students in Third Grade Achieving Grade Level Literacy

Sejong's Goals

Goal One: The school's proficiency rate exceeds the resident district and state average by up to 10 percentage points on the MCA Reading assessment.

2021-2022 - *On Track (Multi-year).* Our cumulative score was less than 3% lower than our resident district. Reading scores improved year over year.

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World's Best Workforce Plan and Summary

World's Best Workforce Goal - Close the Achievement Gap (s) between Student Groups

Sejong's Goal

The school's proficiency rate exceeds the resident district and state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year for students eligible for the focus groups of Free-Reduced Meals and English Language Learners.

2021-2022 - *On Track (Multi-year).* Not all subgroups were more than 10% higher than other focus groups.

School Wide Goals for Next Year

-Continue to train and implement Korean immersion language learning strategies

-Improve Math MCA and Reading assessment scores

-Search for innovative ways to improve staff retention and satisfaction

-Recruit PTO officers

-Continue to modify the facility to suit our needs and look for PE facility options

-Continue to market and promote school activities and highlights to retain students and attract new students

-Continue to learn about how to address serious social and emotional issues such as student anxiety, isolation, and depression as well as student substance abuse.

-Continue to modify our parent-school expectations process to ensure a mutually beneficial relationship between parents and school

-Continue to develop our extra-curricular activities for students

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Concluding Remarks

빈틈없이 바쁜 만큼 빈틈없이 행복했던 한 해 였습니다. 너무나도 의미있는 한 해를 보낸만큼 다음 학기도 더 배우고 발전하는 세종 아카데미가 되도록 하겠습니다.

"While we were very busy and had many challenges, we had a lot of laughs and joy throughout the year. We will continually strive to learn and pursue excellence in education."

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2022–23 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Sejong Academy

WBWF Contact: Brad Tipka   **A&I Contact**: Type response here

Title: Executive Director   **Title**: Type response here

Phone: 651-301-8722   **Phone**: Type response here

Email: btipka@sejongacademy.org   **Email**: Type response here

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

___ Yes   _X_ No

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

___ Year 1 (3-year plan spans 2023–25 SY)

___ Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

___ Yes   _X_ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I 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.sejongacademy.org/familystudentresources-policies

Provide the direct website link to the A&I materials: Type response here

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2022–23 SY.*

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 2022-23 SY: June 8th, 2023

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. 80-89% of Pre-K students will be able to identify the numbers 1-20 and to name at least 80% of the letters. For second graders completing the NWEA MAP for Math, the observed growth is 100-119 percent of the collective projected growth and for Reading, the observed growth is 75-99 percent of the collective projected growth. For second graders completing the NWEA MAP for Reading, the observed growth is 100-119 percent of the collective projected growth and for Reading, the observed growth is 75-99 percent of the collective projected growth. For Kindergarten and 1ˢᵗ graders completing the Korean Language Primary Math target, 69-79% of students will score proficient and on the Korean Language Primary Reading Target, 58-68% of students will score proficient. Type response here	Provide the result for the 2022–23 SY that directly ties back to the established goal. 70.5% of PreK students were able to identify numbers 1-20 and 73.5% of PreK students were able to identify letters A-FType response here The school's 2019-2024 combined average NWEA MAP for primary math collective projected growth is 113.29%. The school's 2019-2024 combined average NWEA MAP for primary reading collective projected growth is 102.01%. The school's 2019-2024 combined proficiency rate for Korean Language Primary Math Targets is 90.27%. The school's 2019-2024 combined proficiency rate for Korean Language Primary Reading Targets is 91.96%.	*Check one of the following:* _X_ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. The school's proficiency rate exceeds the resident district and state average by up to 10 percentage points on the MCA Reading assessment. Type response here	Provide the result for the 2022–23 SY that directly ties back to the established goal. The school's combined proficiency rate of 34.19% is 2.17 percentage points lower than the resident district's combined proficiency rate of 36.36%.	***Check one of the following:*** ___ On Track (multi-year goal) _X_ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. The school's proficiency rate exceeds the resident district and state average by up to 10 percentage points AND/OR the school improves its proficiency rate by at least 10 percentage points from the baseline year for the students eligible for the focus groups of Free-Reduced Meals and English Language Learners on the MCA Math and Reading assessments.	Provide the result for the 2022–23 SY that directly ties back to the established goal. MCA Math The school's combined proficiency rate of 28.91% is 0.05 percentage points lower than the state's combined proficiency rate of 28.96% for free and reduced meals focus group. From the baseline years 2014-2018 rate of 35.10% the	***Check one of the following:*** ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) _X_ Met Some (multiple goals) ___ Met None (multiple goals)

Goal	Result	Goal Status
Type response here	school's proficiency decreased for free and reduced meals focus group to 17.97%, a decrease of 17.13 percentage points. The school's combined proficiency rate of 32.24% is 3.18 percentage points lower than the state's combined proficiency rate of 35.42% for free and reduced meals focus group. The school's combined proficiency rate of 32.24% is 3.18 percentage points lower than the state's combined proficiency rate of 35.42% for free and reduced focus group. MCA Math – EL Learners The school's combined proficiency rate of 25.84% is 10.88 percentage points higher than the state's combined proficiency rate of 14.96%. From the baseline years 2014-2018 rate of 30.68% the school's proficiency decreased to 17.46%, a decrease of 13.22 percentage points. MCA Reading – EL Learners The school's combined proficiency rate of 26.57% is 13.92 percentage points higher than the state's combined proficiency rate of 12.65%. From the baseline years 2014-2018 rate of 15.66% the school's proficiency increased	

Goal	Result	Goal Status
	to 23.85%, an increase of 8.18 percentage points.	

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. On the Korean Language assessment for 2ⁿᵈ grade, 69-79% of students will score proficient on the Math assessment, and 58-68% of students will score proficient on the Reading assessment. Type response here	Provide the result for the 2022–23 SY that directly ties back to the established goal. The school's combined 2019-2024 combined proficiency rate for Korean Language Math is 92.86%. The school's combined 2019-2024 combined proficiency rate for Korean Language Reading is 84.52%. Type response here	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) _X_ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. 100% of our 12th grade class (Seniors) will have an identifiable	Provide the result for the 2022–23 SY that directly ties back to the established goal.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal)

Goal	Result	Goal Status
plan to graduate and succeed in graduating All students will have a lifeplan based on a career and aptitude survey to include immediate plans after high school for further study in college or vocational schools, plans to enter the workforce or plans for personal exploration.	100% of our continuously enrolled 12th grade students (Seniors) graduated in 2023. 100% of our students had a life plan at the time the students graduated from Sejong Aademy in June 2023.	___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional graduation goals as necessary.

2022–23 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 was on track or 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 2022–23 A&I plan goals for each of those schools were on track or have been 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).

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 2022–23 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 2022–23 SY.

*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2022–23 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.

District and Contact Information

District Name: Type response here

A and I Contact: Type response here

Title: Type response here

Phone: Type response here

Email: Type response here

Complete the tables below if you are reporting on year 1 of your 3-year plan (July 1, 2023–June 30, 2025). *If you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023), please complete the tables below the Racially Identifiable Schools section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	**Check one of the following:** ____ On Track ____ Not on Track ____ Goal Met

How do you know if you are on/off track or met your goal? Please provide additional details including the information requested below.

- *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?*

Type response here

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ____ On Track ____ Not on Track ____ Goal Met

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Type response here

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ____ On Track ____ Not on Track ____ Goal Met

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Type response here

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

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 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Enter school name here

Achievement and Integration RIS Goal 1

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Type response here

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2022–23 SY.	Check one of the following: ____ Achievement Goal ____ Integration Goal ____ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2022–23 SY.	Provide the result for the 2022–23 SY that directly ties back to the established goal.	Check **one** of the following: ____ On Track ____ Not on Track ____ Goal Met

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Type response here

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with your partnering RIS site(s) and non-RIS site(s) during the 2022–23 school year. Also, consider ways that your A&I plan strategies have increased integration within your RIS site(s). *Only 1 RIS integration narrative is needed regardless of the number of RIS sites.*

Type response here

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

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How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
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Type response here

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How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
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Type response here

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Type response here

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