



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Tracy Area Public Schools

Grades Served: 7-12

WBWF Contact: Chad Anderson

Title: Superintendent

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A and I Contact: Chad Anderson

Title: Superintendent

Phone: 507-629-5500

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorlBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorlBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

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.*
<http://www.tracy.k12.mn.us/assets/District/17-18-Combined-WBWF-and-AI-Summary-Report-TAPS.pdf>
- *Provide the direct website link to the A & I materials.* <http://www.tracy.k12.mn.us/district/district-welcome/taps-achievement-and-integration-plan/>

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.

- *Tuesday, October 16, 2018 at 5:00 p.m.*

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 2017-18 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	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Chad Anderson	Parent/Superintendent	X
Matt Surprenant	Parent/School Board Member	X
Rod Benson	Parent/School Board Member	X
Ben Ludeman	Parent/School Board Member	
Michael Munson	Parent/Elementary Principal	X
Kathy Vondracek	High School Principal	X
Heather Kamrud-Rice	Parent/High School Science Teacher	X
Jen Kainz	Parent/Elementary Special Education Teacher	X
Katie Gervais	Parent/Technology Integrationist	
Mai Thor	Para-Professional	
Denise Hoek	Community Member	
Tija Van Gelderen	Parent/TAES Teacher	
Brooklyn Ludeman	Student Council President	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective,

inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts 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 been employed for three or less 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.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur? The TAPS administration which includes the elementary principal, high school principal, and superintendent discuss equitable access in August prior to the beginning of the school year. Teacher teams are included in the hiring process to give alternative perspectives and ensure the best candidates are hired for all positions. All hires are brought before the TAPS board for final approval.*
- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use? The district found no gaps related to equitable access for low-income students, students of color, or American Indian students.*
- *TAPS Administration reviews NWEA, MCA, AIMS WEB, & OLPA testing and cross references this data with all student subgroups to assess achievement with each subgroup and curriculum area. Teacher strengths are considered when scheduling students to meet their individual needs. Low income and minority students are given equal access to quality teachers (based on above data) with innovative technology and updated curriculum.*
- *TAPS Board strives to keep all class sizes below 25. It is our goal to keep class sizes small to ensure all children receive access to quality teachers.*
- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? We have found that our students respond equally well to teachers that reflect the diversity of the district and those who do not.*
- *What efforts are in place to increase the diversity of the teachers in the district? Tracy Area Public Schools is located in rural SWMN. We advertise for teaching positions across three states and always include EdPost in an effort to get a wide variety of applicants. The administration will also actively recruit quality candidates with diversity to come to our district.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report 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. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if 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.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

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

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<i>After a year of Transition Kindergarten, 60% of the students will perform at or above the Kindergarten Median in the AIMS WEB fall testing for Letter Name Fluency</i>	<i>70% of the Transition Kindergarten students performed at or above the Kindergarten median in the AIMS WEB fall testing for Letter Name Fluency.</i>	Check one of the following: One-Year Goal X Goal Met

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? AIMS WEB Testing. How is this data disaggregated by student groups? Teachers review all the groups.*
- *What strategies are in place to support this goal area? A transition kindergarten program which enrolls students five years of age who are not yet ready for kindergarten.*
- *How well are you implementing your strategies? With our 2 school run pre-schools and TK program, we have coordinated curriculum and standards to best make kids ready for Kindergarten.*
- *How do you know whether it is or is not helping you make progress toward your goal? We compare the fall AIMS WEB data to the spring data to determine progress.*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
All students in Grade 3 at Tracy Area Elementary School will increase their Percentage rate of Proficiency on the MCA II Reading test from 55.6% in the spring of 2017 to 57% in the spring of 2018.	<i>The Third Grade Proficiency Percentage for 2017 was 57.5%.</i>	One-Year Goal X Goal Met

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We have used PLC time to dissect data from MCA's, NWEA, and Aims Web. We test 3 times a year for NWEA and Aims Web. Students look at the data and set their own goals for the next testing station and see if they are above or below the current benchmark.*
- *What strategies are in place to support this goal area? Tier 2 services including Title Reading and Reading Corp. We use a strong Language Arts curriculum, with a standards based focus. Teachers re-teach and re-assess in 3rd grade with students that are not meeting the standards.*
- *How well are you implementing your strategies? Our overall MCA reading score this year was 69% (3-6). Well above the state average, while having a student population of 58% free and reduced lunch.*
- *How do you know whether it is or is not helping you make progress toward your goal? We are in the 2nd year of our Language Arts Curriculum. We assess each standard and reteach students that are not meeting the standard.*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>TAHS GOAL #1 The percent proficient for all Tracy Area High School students enrolled October 1 in grades 7, 8, and 10 on all reading accountability tests will be 75% by 2020 by increasing the percent proficient of the groups as follows: Students identified as white from 64.7% in 2017 to 68.7% in 2018.</p> <p>TAHS GOAL #2 The percent proficient for all Tracy Area High School students enrolled October 1 in grades 7, 8, and 10 on all reading accountability tests will be 75% by 2020 by increasing the percent proficient of the groups as follows: Students identified as Asian from 60% in 2017 to 66% in 2018.</p> <p>TAHS GOAL #3 The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students enrolled October 1 in grades 7, 8, and 10 at Tracy Area High School on all state reading accountability tests will decrease from 18.7% in 2017 to 11% (6.7%) in 2018 by increasing the percent proficient of the groups as follows: non-FRP students from 70.2% in 2017 to 72.2% (66%) in 2018.</p>	<p>TAHS GOAL #1 RESULTS: <i>Students identified as white are 65.1% proficient in reading in 2018.</i></p> <p>TAHS GOAL #2 RESULTS <i>Students Identified as Asian are 55.1% proficient in reading in 2018.</i></p> <p>TAHS GOAL #3 RESULTS <i>Students identified as non-FRP are 66% proficient in reading in 2018.</i></p>	<p>Multi-Year Goal: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>Multi-Year Goal: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>TAHS GOAL #4</p> <p>The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students enrolled October 1 in grades 7, 8, and 10 at Tracy Area High School on all state reading accountability tests will decrease from 18.7% in 2017 to 11% (6.7%) in 2018 by increasing the percent proficient of the groups as follows: FRP students from 51.5% in 2017 to 56.5% in 2018.</p>	<p>TAHS GOAL #4 RESULTS: <i>Students identified as FRP are 59.3 % proficient in reading in 2018.</i></p>	<p>One-Year Goal</p> <p>X Goal Met</p>
<p>TAHS GOAL #5</p> <p>The percent proficient for all Tracy Area High School students enrolled October 1 in grades 7, 8, and 11 on all math accountability tests will be 65% by 2020 by increasing the percent proficient of the groups as follows: Students identified as white from 52.5% in 2017 to 57.5% in 2018.</p>	<p>TAHS GOAL #5 RESULTS: <i>Students identified as white are 45.7% proficient in math in 2018.</i></p>	<p>Multi-Year Goal:</p> <p>X Not On Track</p>
<p>TAHS GOAL #6</p> <p>The percent proficient for all Tracy Area High School students enrolled October 1 in grades 7, 8, and 11 on all math accountability tests will be 65% by 2020 by increasing the percent proficient of the groups as follows: Students identified as Asian from 62.5% in 2017 to 63.5% in 2018.</p>	<p>TAHS GOAL #6 RESULTS: <i>Students identified as Asian are 46.1% proficient in math in 2018.</i></p>	<p>Multi-Year Goal:</p> <p>X Not On Track</p>

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>TAHS GOAL #7</p> <p>The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students enrolled October 1 in grades 7, 8, and 11 at Tracy Area High School on all state math accountability tests will decrease from 17.4% in 2017 to 10% (9.4%) in 2018 by increasing the percent proficient of the groups as follows: Non-FRP students from 58.5% in 2017 to 61% in 2018.</p> <p>TAHS GOAL #8</p> <p>The proficiency gap between the non-free and reduced-price lunch (non-FRP) and the free and reduced-price lunch (FRP) students enrolled October 1 in grades 7, 8, and 11 at Tracy Area High School on all state math accountability tests will decrease from 17.4% in 2017 to 10% (9.4%) in 2018 by increasing the percent proficient of the groups as follows: FRP students from 41.1% in 2017 to 46.1% in 2018.</p>	<p>TAHS GOAL #7 RESULTS: <i>Students identified as non-FRP student are 47.2% proficient in math in 2018.</i></p> <p>TAHS GOAL #8 RESULTS Students identified as non-FRP students are 37.8% proficient in math in 2018.</p>	<p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met X Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>TAES SMART GOAL I</p> <p>LEP students in grades 3-6 at Tracy Area Elementary School will increase their Percentage Rate of Proficiency on the MCA Reading test from 28.6% in the Spring of 2017 to 30% in the Spring of 2018.</p> <p>LEP students in grades 3-6 at Tracy Area Elementary School will increase their Percentage Rate of Proficiency on the MCA Math test from 21.4% in the Spring of 2017 to 23% in the Spring of 2018.</p> <p>TAES SMART GOAL II</p> <p>Asian students in grades 3-6 will increase their “Rate of Proficiency” on the MCA III Reading test from 43.9% in the spring of 2017 to 45% in the spring of 2018.</p> <p>Asian students in grades 3-6 will increase their “Rate of Proficiency” on the MCA III Math test from 41.7% in the spring of 2017 to 43% in the spring of 2018.</p>	<p><i>TAES SMART GOAL #I RESULTS</i></p> <p>2018 46.2% met the goal, 17.6% increase</p> <p>2018 46.2% met the goal 24.8% increase.</p> <p>2018 56.5% met the goal 12.6% increase</p> <p>2018 65.2% met the goal 23.5% increase</p>	<p>One-Year Goal</p> <p>X Goal Met</p> <p>One-Year Goal</p> <p>X Goal Met</p> <p>One-Year Goal</p> <p>X Goal Met</p> <p>One-Year Goal</p> <p>X Goal Met</p>

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>TAES SMART GOAL III SPED students in grades 3-6 will increase their rate of proficiency on the MCA III Reading test from 37.9% in the spring of 2017 to 39% in the spring of 2018.</p> <p>SPED students in grades 3-6 will increase their index rate of proficiency on the MCA III Math test from 41.3% in the spring of 2017 to 42% in the spring of 2018.</p> <p>TAES SMART GOAL IV Free/Reduced Price Lunch students in grades 3-6 will increase their rate of proficiency on the MCA III Reading test from 49.1% in the spring of 2017 to 50% in the spring of 2018.</p> <p>Free/Reduced Price students in grades 3-6 will increase their index rate of proficiency on the MCA III Math test from 49.2% in the spring of 2017 to 50% in the spring of 2018.</p> <p>TAES SMART GOAL V All students in grades 3-6 at Tracy Area Elementary School will increase their Percentage Rate of Proficiency on the MCA Reading test from 60.7% in the Spring of 2017 to 65% in the Spring of 2018.</p> <p>TAES SMART GOAL VI All students in grades 3-6 at Tracy Area Elementary School will increase their Percentage Rate of Proficiency on the MCA Math test from 57.7%% in the Spring of 2017 to 61% in the Spring of 2018.</p>	<p>2018 42.2% met the goal 4.3% increase</p> <p>2018 47.4% met the goal 6.1% increase</p> <p>2018 51.2% met goal 2.1% increase</p> <p>2018 53.4% met the goal 4.2% increase</p> <p>2018 69% met the goal 8.3% increase</p> <p>2018 64.6% met the goal 6.9% increase.</p>	<p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p> <p>One-Year Goal X Goal Met</p>

Bulleated narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? MCA Data. How is this data disaggregated by student groups? Math, Reading, Free and Reduced, SPED, Asian, & White.*
- *What strategies are in place to support this goal area? PLC groups analyze the data to determine areas of deficiency. Students are then give alternate opportunities in English and Math to enhance their skills in both areas. We provide homework help and afterschool help with teachers and paras who have the expertise in these areas to help students.*
- *How well are you implementing your strategies? We are working extremely hard to help each child reach their fullest potential in all areas while at the same time providing a well rounded curriculum.*
- *How do you know whether it is or is not helping you make progress toward your goal? We check NWEA test scores for progress and use graduate rates to determine the ultimate success of our students.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The Ramp Up To Readiness Program was implemented by all teachers in 2017-2018 for the second year. Prior to the beginning of the school year, the leadership team accepted suggestions for edits to the program, to best utilize the use of time with the students. The goal was for teachers to implement this “updated” curriculum with integrity. The second goal was for the coordinators to set up a career panel for grades 7/8, 9/10, 11/12 and a college panel for grades 7/8, 9/10 and 11/12 for 2017-2018.</p>	<p>The “updated” curriculum was implemented to 100% accuracy in 2017-2018. All 3 career panels and all 3 college panels were organized and implemented. The goal was met.</p>	<p>One-Year Goal X Goal Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The Ramp Up To Readiness Program was a developed curriculum. The data used to “update” the curriculum was collected from the teachers with the following criteria: a)what lessons were not useful for that grade level; b)what lessons were redundant and not necessary; and c)what lessons needed additional time to give integrity to the lessons’ intent. This data was submitted by grade levels to match the curriculum structure.*
- *What strategies are in place to support this goal area? Teachers of each grade level were to continue their own opinions of the present curriculum during the year, with each grade level team given time at the end of the year to share and submit their proposed edits. The co-coordinators then reworked each grade level of curriculum.*
- *How well are you implementing your strategies? This strategy worked very well.*
- *How do you know whether it is or is not helping you make progress toward your goal? Every year the guidance counselor conducts senior interviews, at which time she can gauge where students are at in their preparedness for post-secondary.*
- *Data used to identify the need was comments from Ramp Up Advisors , the Guidance Counselor , and the suggestion in the curriculum. The data was submitted by grade level advisors.*
- *The strategies to support the panels are as follows: a)co-coordinators schedule and staff each of the panels and approve the dates with the Principal. The panels are then scheduled into each grade level’s curriculum schedule; b)the advisors follow the schedule, preparing questions at the appropriate grade level for their career and college panels the week prior to the actual panel discussion.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
The goal at TAPS is to graduate 100% of the seniors in 2018.	<i>The 2018 graduation rate is not yet published. The 2017 rate was 94.8%, 2016 rate was 88.1%, and the 2015 rate was 93.8%.</i>	One-Year Goal Goal Not Met

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The graduation rate published by MDE on the MN Report Card is used. The data is disaggregated by graduation year. The new ESSA Stage 2 publishes the 4 year and 6-year graduation rate, also*
- *What strategies are in place to support this goal area? Strategies in place to support a 100% graduate rate are as follows: a) credit recovery is being offered in-house; b) double period math concepts courses are offered for students that struggle with math; c) the After School Program insures help beyond regular school hours; d) a summer school math credit recovery program is offered for two sessions; e) students have a senior interview with the guidance counselor at the beginning of the school year so they know where they are at concerning credits; and f) the child concern leadership team discusses the specific needs of seniors as they arise during the school year.*
- *How well are you implementing your strategies? Strategies are all being implemented with 100% integrity.*
- *How do you know whether it is or is not helping you make progress toward your goal? Without these strategies the graduation rate would be lower than it is.*

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 (2017-18) Actual	On Track?
<i>After a year of transition kindergarten, 60% of the students will perform at or above the kindergarten median in the AIMS WEB fall testing for Letter Name Fluency.</i>	<i>Check one of the following:</i> <input checked="" type="checkbox"/> Achievement Goal	<i>40% Letter Name Fluency</i>	<i>70%</i>	<input checked="" type="checkbox"/> On Track

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? We use the fall AIMS WEB test data which is disaggregated by FRP students, Asian, and White.*
- What strategies are in place to support this goal area? We have implemented an innovative Transition Kindergarten program to specifically meet the individual needs of each child in the program. We have 14 students with one full time teacher and one full time para.*
- How well are you implementing your strategies? We have a separate and specific curriculum for the TK students. This has been extremely affective at meeting their needs without it just being another year of pre-school or kindergarten.*
- How do you know whether it is or is not helping you make progress toward your goal? We review the letter fluency tests at the end of the year to determine progress. We have found the results to be very positive. Our kindergarten teachers can tell that students who have participated in the Transition Kindergarten program or more prepared academically and socially for kindergarten.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Increase the districts five-year average ACT composite score of Free and Reduced Lunch Price Students from 18.2 in 2016 to 19 in 2020.	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	18.2 Composite score for Free and Reduced Lunch Price Students.	18.5%	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? ACT test data is disaggregated by free and reduced lunch price students and non-free and reduced lunch price students.*
- *What strategies are in place to support this goal area? Content specific instructors with expertise in ACT preparation will provide prep courses for juniors of the Southwest Integration Collaborative. By bringing these students together in a singular location they have the opportunity to build cross-cultural relationships, increase their knowledge of how to prepare for college entrance exams, increase their opportunities for college scholarships which empower more students to afford a post-secondary education. Students are provided the opportunity to visit and explore this university campus.*
- *How well are you implementing your strategies? According to surveys distributed to students and teachers following the ACT Prep course there was very high satisfaction.*
- *How do you know whether it is or is not helping you make progress toward your goal? We know we are integrating students of various cultural backgrounds by mixing them in the classes and we hope to see improvements in their ACT scores over time.*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

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.

The students from all schools involved had opportunities to learn, interact, and share with other students from neighboring school and with students of different cultures, races, and religions. This will hopefully provide our students with the skills they need to help them become more global citizens.