

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: #2310 Sibley East

District Integration Status: Racially Isolated District
(RI)

Superintendent: Jim Amsden

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Plan submitted by: Amanda Pearson

Title: Achievement and Integration Coordinator

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **GFW School District A** - Adjoining
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Jim Amsden

Signature:

Date Signed: Enter date.

School Board Chair: Brian Brandt

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Multidistrict Collaboration Council: Sibley East School district is a small rural district that is identified, by the department of education, as a racially isolated school. Our district is has undergone many changes in the last three years, as has our collaborative.

The Sibley East Schools within these least three years has built a brand-new pre-k through five elementary site, and renovated with addition a 6-12 school. Many programs are now able to run more streamlined. However, budgetary items have also added to staffing challenges to meeting the needs of all of our students, with specific attention given to our protected class of students. At Sibley East, we continue to see meeting the needs of our free and reduced students as our highest need of protected students.

In our planning meetings, we worked and discussed the positives we saw in the prior three-year plan, and what led to those successes. We also strongly looked at what pieces of prior plan failed to meet the designated goals and what were potential reasons for the lack achieving these goals. The discussion surrounded the idea, that many of our strategies for improving student achievement are strong, and have promise, they just require additional adjustment.

The Sibley East Specific Team Include:

- Amanda Pearson: Sibley East Integration Coordinator
- Jim Amsden – Sibley East Superintendent
- Jeremy Wagner – Assessment/Technology/AVID Coordinator; 6-12 High School Principal (effective 7/1/2020)
- Mari Lu Martens – Elementary School Principal
- Mary Beth Schwirtz – Elementary Dean of Students & Reading Coordinator
- Regina Seriani –10-12 High School Counselor
- Vikki Louaagie – 6-8 Middle School Counselor
- Michelle Halverson – Elementary School Social Worker

Our meetings with our district collaborative has been with Lonnie Seifert, the superintendent of GFW (Gibbon, Fairfax, and Winthrop) School District. In our prior plan, students had joint summer collaborative experiences. A couple of which were summer theater and experience camps. We also extended invitations to each other's family events such as FAFSA registration and elementary math and reading events. Attendance was minimal at the partner districts events. Moving forward, we will continue to plan joint events throughout the school year. We will pursue researching what is causing a lack of attendance from partner districts with the intention of improving attendance for our families.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Sibley East schools will increase their percentage of students that are kindergarten ready from the 2020 baseline of 50% to 56% by the year 2023, as measured by the FAST Developmental Milestones Assessment. **Aligns with WBWF area:** All children are ready for school.

Goal type: Achievement Disparity

Goal #2: Over a 3-year period, the district will close the achievement gap between all students and our free and reduced population group by an average of 10% or less in 2023. **Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Goal #3: The AVID (Advancement Via Individual Determination) instructional model will expand from being currently a 6-12 model in 2020, to be incorporated into grades 4 &5 at the elementary by 2023. **Aligns with WBWF area:** All students are ready for career and college.

Goal type: Achievement Disparity

Goal #4: The Sibley East School district will increase interactions between us and our adjoining district, GFW from one program in 2019-2020 to 4 programs in 2023. **Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Goal #5: The Sibley East School District will over the course of the next three years, work on developing a College Now-Teacher Education course that students can take to assist them in preparing for a career in teaching and begin offering the course. **Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # #1 – Closing the Gap

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Closing the gap between our "all" category and our "protected" class of students has been an up and down process the last couple of years. There are years that particular grade levels decrease the gap, while other grades increase. We are data driven and constantly looking at our results and looking at specific root causes for particular scores. In our prior two written-plans, we set percentages that we were unfortunately unable to attain. Again, some grade levels were successful, while others were not. With each passing year, we are met with new research and interventions that could potentially hold the "key" to success for some of our students. Interventions by the elementary paraprofessionals, are done on a 1:1 or small group ratio. The paraprofessionals are trained by the district reading coordinator and under the direct supervision of the coordinator. Using A-reading and a-math scores, students are evaluated and interventions are assigned based off what the student is lacking according to assessment scores as well as what the classroom teacher sees and being behind grade level standards. Students are monitored weekly for progress and needs. At the secondary, a change compared to our prior plan will be taking place. Prior to this plan, the district had used A&I funds to fund a .5 teacher to provide interventions at the secondary. Through the newly formed MTSS team at the secondary, students were identified as needing additional support and would meet with the intervention teacher. In our new plan, we will be funding part of the pay for two of our existing educators in the

middle school. These regular education students will provide reading and math interventions to designated students. Utilizing: FAST reading & math scores, previous year's MCA scores, and teacher observation; the middle school math teacher and the middle school English teacher will provide intervention to students. These students will also be progress monitored and observed for success and additional needed supports. A new added piece to this as well, will be the development of content-literacy course. The seventh-grade English teacher and seventh-grade social studies teacher will pair up and co-teach a literacy-based content course for those students who demonstrate at-risk reading scores. Non-fiction reading strategies will be taught and utilized through-out the course with the goal of raising reading scores.

Location of services: Gaylord Elementary & Sibley East Middle/High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Using MCA data, the percentage gap between the "protected class" of students and the "all" students will decrease and not exceed 10%.	10% or less difference between protected class and all students	9% or less difference between protected class and all students.	8% or less difference between protected class and all students.
Utilizing FAST reading and FAST math assessment, student benchmark scores from fall to spring will increase.	Increase of 5 points on benchmark	Increase of 8 points on benchmark	Increase of 10 points on benchmark
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Strategy Name and # #2 – Are we ready for Kindergarten?

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. In our prior three-year plan, our district was able to meet its goal of achieving a 50% of its students being ready for kindergarten through a-reading and a-math assessments. In our continued effort to have students in the district ready for kindergarten, we will continue our MTSS paraprofessional at the pre-k level. This paraprofessional will be responsible for working with students in the preschool that test at an at-risk level or below in a-reading and a-math. The preschool staff will communicate with the paraprofessional in this area to work on identifying the students through assessment, and deliver research-based interventions to the students which will focus specifically on the skill gaps the students have with the goal of being prepared for kindergarten. The second piece of this strategy is providing parent outreach through parent night gatherings which focus on getting information into the hands of families. Books, hand-outs, activity supplies for families to better improve their educational interactions at home and increase kindergarten readiness; will be provided to families on these outreach nights to better connect our families with the materials they need to be successful at home.

Location of services: Gaylord Elementary School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Students will enter kindergarten ready.	52% of students entering are kindergarten ready	54% of students entering are kindergarten ready	56% of students entering are kindergarten ready
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Strategy Name and # #3 – Career and College Ready – Here we come!

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

AVID (Advancement Via Individual Determination) has been a program that over the years, started small and has been slowly working its research-based and successful theory throughout the grade levels. Reading, writing, organization, notetaking, and collaboration strategies are just a few of the strategies that AVID teaches students. The AVID elective class is now a course that is offered 6-12, a successful strategy in our prior plan. In addition to the AVID elective course, all secondary staff have been through various forms of AVID training to bring these highly successful methods into their content area. The training is ongoing and incorporation into the classrooms continues.

In our next three-year plan, we want to continue offering our AVID electives in the secondary, as well as continuing to train staff on innovative methods to bring to their classrooms. Our new piece however, is branching AVID to our elementary site. AVID offers an elementary specific program that provides age appropriate lessons and strategies to improve reading, writing, organization, and collaboration. In our prior year, a limited number of elementary staff were able to attend AVID training and learn more about what the program is focused on. The administration felt the strategies would be beneficial to elementary students and improve bridging from fifth to sixth grade. Fourth and fifth grade has already begun to use strategies, now moving forward we want to continue branching into lower grades with the end goal having AVID strategies into k-12 education by 2023.

While academic strategies are a large focus of the AVID program, assisting students in learning more about career and college opportunities are also a piece of the AVID curriculum. This piece is vital to our protected class of students that are often not exposed to the opportunities that exist in our world because they lack knowledge and resources. The earlier students are introduced to skills necessary to succeed academically as well as in career setting, the more successful they will be later in life.

Location of services: Sibley East Elementary & Sibley East Middle/High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
All students in grades K-5 will participate in at least monthly lessons that incorporate AVID WICOR instructional strategies	50%	80%	100%
All students in grades 2-5 will utilize planners to improve organizational skills	50%	75%	100%
AVID elective students in grades 6-12 will be students from the identified subgroups (achievement gap identified groups)	50%	60%	75%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Strategy Name and # #4 – Fifth Block: High School After School program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Currently, targeted services funds an extended day service for students in 6th-8th grade. Students who enter into high school classes for credit are no longer eligible to be a part of these services. In reviewing our student’s needs, it is noteworthy to share that those students serviced in middle school targeted services continue to show a need when they enter high school level courses. In our prior three-year plan, we funded Beyond the Bell, and used the program to help students who were academically struggling. The high school after-school program meets twice a week. Students are provided with a snack, and the program is overseen by a licensed staff member. Students attending the program get support in getting organized, assignment completion, and test preparation. In our prior plan, we were not successful in retaining students within the program. Moving into this next three-year plan, we will more closely align our secondary MTSS program documentation with Fifth Block. Students referred to Fifth Block, will be more closely monitored and their progress with missing assignments and

passing grades. Teacher input from classroom teachers and closer contact with parents of those students will be completed.

Location of services: Sibley East High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Consistent student enrollment in Fifth Block will increase annually.	8 students	10 students	12 students
Failing quarter grades will decrease on those students enrolled in 5th block.	Students enrolled will have 3 or less failing quarter grades	Students enrolled will have 2 or less failing quarter grades	Students enrolled will have one or less failing quarter grade
Quarterly GPA will increase for those students enrolled in 5th Block	Students will have an average of 2.0 or higher	Students will have an average of 2.5 or higher	Students will have an average of 2.8 or higher

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Strategy Name and # #5 – Integration

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Integrated activities with our adjoining district have been slow to develop. Thus far, we have found that summer programs yield the most opportunities for students to integrate. Our attempts to have joint parent nights have not been successful, but moving into this next three-year plan, our goal is to increase awareness and encourage our district families to attend events at the partnering districts.

When the plan initially began, we discussed potential surrounding STEM camps, theater camps, and other potential after-school clubs.

Moving into this new cycle, and with our partner district in the process of realigning their buildings, we see the potential for working toward making these after school clubs more of a reality.

Location of services: Sibley East School District

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Summer & Afterschool programs will increase each year.	2 programs will be offered	3 programs will be offered	4 programs will be offered
Sibley East & GFW families attending joint parent nights will increase	3 families will attend an adjoining districts events	5 families will attend an adjoining districts events	8 families will attend an adjoining districts events
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # #6 – Diverse Teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Having a staff of diverse teachers in our rural area has been a challenge. It has been a struggle to find licensed teachers that are interested in moving to our lower populated area. Many of students that graduate, and move on to become teachers, end up living in more urban areas and not returning to our area. Our goal is to design a College Now course that focuses on offering of beginning teacher education courses. This course will introduce high school eligible students to what the career of education can look like. Eventually, our goal would be to target students of our diverse backgrounds with the intention of them pursuing a degree in education and coming back to our district to teach.

Location of services: Sibley East High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Sibley East High School will enroll potential future educators in its College Now Teacher Education Course	0-course in development	5 students in course	10 students in course
Students of the protected class will be enrolled in the College Now Teacher Education Course	0 – Course in development	1 of 5 students in course	3 of 10 students in course

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

To ensure we are not duplicating programs and services, Achievement and Integration paired with World's Best Work Force, have joint goals and expectations. The team, sees where our shortcomings are, and we are focused on moving forward toward the same targets. Our protected class of student's pre-k through twelve is of utmost concern. We know who these students are, and are frequently monitoring those to ensure they are making progress. When progress is plateauing, we are evaluating potential reasons for this and what is required for change to take place. By streamlining our goals and expectations, we are eliminating duplicative programs and making our efforts more efficient as we are all working toward a common goal.
