

Wabasso Public School ISD #640



**2022-2023
World's Best Workforce Plan**



MISSION STATEMENT

Provide learners with a safe, supportive educational environment that empowers them to achieve their dreams by developing essential skills, personal responsibility and challenging them to accomplish more than they thought they could

VISION

To be regionally known as the school that successfully empowers students to achieve their dreams!

ISD 640, Wabasso Public School serves approximately 415 students in grades K-12 which are housed in the district's K-12 building located at 1333 May Street, Wabasso MN. Approximately 30 3-4 year old children attend preschool at the district's Early Childhood Learning Center located at 1331 May Street, Wabasso, MN. Wabasso Public Schools has proudly served its communities since 1918.

In accordance with Minnesota Statutes 2013, section 120B.11, the Wabasso Public School Board adopted a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with the World's Best Workforce (WBWF).

Through community, staff, and student input this plan has been developed to carry out the mission of the school district in a manner consistent with its values of student's first, respectful relationships, excellence, and teamwork.

ISD 640 Leadership

Board of Education

Dave Eis (Chair)
Barb Hoffman (Vice Chair)
Tom Carlson (Clerk)
Jeff Turbes (Treasurer)
Josh Goche
Caroline Netzke
Travis Welch

Administration

Jon Fulton, Superintendent
Cody Kittelson, K-12 Principal

2020-2026 Priorities

1. High student achievement for all students
2. Communication, Marketing and Enrollment
3. Excellence in Resource Management
4. Facilities and Grounds
5. Student Support
6. Technology
7. Workforce of Excellence



2020-2026 Goals

STUDENT ACHIEVEMENT

1. All children are prepared for kindergarten
2. Students will achieve at or beyond grade level expectations in reading and math
3. Annually achievement gaps between students will be closed
4. Students will graduate from high school prepared for college, career, and life.

MEASUREMENTS

1. 90% of 2022-2023 kindergarten eligible students will have attended School Readiness Pre School in 2021-2022.
1. 93% of Wabasso School Readiness students will be ready for Kindergarten in the fall of 2022 as assessed by the ISD 640 School Readiness Assessment
2. 70% of Wabasso Elementary third graders will be reading at grade level by the end of the 2021-2022 school year as measured by STAR Assessment.
2. Attain 60% or higher proficiency rate in math on the 2022 MCA's
2. Attain 55% or higher proficiency rate in reading on the 2022 MCA's
2. The achievement gap in reading between FRP and Non-FRP students at Wabasso Public School will be decreased to less than 3% the spring of 2022 as measured by the 2022 Reading MCA.
3. 100% of seniors will graduate by August 1 following their senior year.
4. District will exceed the state on the ACT in all areas
4. 100% of students in grades 9-12 will complete their grade specific components of the WHS Career Education Planning Process.

TECHNOLOGY

1. Students and staff will have access to and be proficient in the use of technology that increases achievement.

MEASUREMENTS

1. 100% of ISD 640 certified staff will be 85% proficient in all district technology standards by May 31, 2023 as measured by the annual district technology standards assessment.
2. 90% of the graduating class will be proficient in the ISD 640 student technology standards as measured by the annual student technology standards assessment.

EXCELLENCE IN RESOURCE MANAGEMENT

1. Develop and implement multiyear facilities and financial plans that support the district's strategic plan.

MEASUREMENTS

1. Annually the general fund budget will be balanced with expenditures within 2% of budgeted revenues.
2. Maintain 4 months of operating expenditures in reserves as shown by the annual audit.
3. A minimum of \$.65 of each dollar spent in the district is on instruction/instructional support related expenditures.



COMMUNICATION, MARKETING AND ENROLLMENT

1. Provide timely, accurate and relevant information that actively engages district stakeholders.
2. Grow enrollment in the district

MEASUREMENTS

1. 80% of district stakeholders indicate they are well informed of what is happening in the district.
1. Attain 4,000 or more reaches per month on the district web page
1. Attain 400,000 web page hits per school year
2. Maintain a minimum of 4:1 open enrollment in versus out ratio.
2. District enrollment will increase annually

FACILITIES AND GROUNDS

1. Ensure that ISD 640 facilities and grounds are safe, efficient and meet the short, medium and long term educational needs of ISD 640 students

MEASUREMENTS

1. A multi year plan exists that guides the annual facility maintenance plan.
1. Reduction in electrical use from FY22 to FY23 by a minimum of 3% in the K-12 facility.
1. A 3 year plan is in place to address space concerns within ISD 640 and is completed by FY24

STUDENT SUPPORT

1. Develop systems that eliminate barriers and provide support for high academic success.

MEASUREMENTS

1. Reduction of the number of failing grades in junior high students by 75% from SY17-18 by June, 2022.
1. 95% of eligible 4 year old children in ISD 640 attend preschool by October 2023.
1. Out of district placements is at or below .5% of district enrollment

WORKFORCE OF EXCELLENCE

1. Recruit, develop and retain talented staff for all positions within the district.

MEASUREMENTS

1. A minimum of 2 graduates annually indicate on senior exit interviews that they will be majoring in an education related field.
2. The district will be at or above the regional average for starting wages in all three of its bargaining units
3. 85% approval from district staff on the professional development opportunities offered within the district.

MINNESOTA STATEWIDE GOALS FOR ACADEMIC ACHIEVEMENT

Reading: Reach a reading/language arts achievement rate of 90 with no student group below 85 by the year 2025.

Math: Reach a math achievement rate of 90 with no student group below 85 by the year 2025.

Progress towards English Language Proficiency: 85 percent of students making progress in achieving English language proficiency by the year 2025.

Graduation Rate: Reach a four-year adjusted cohort graduation rate of 90 percent with no student group below 85 percent by the year 2026.



DISTRICT ASSESSMENT AND GROWTH MONITORING

ISD 640 uses a variety of assessments to measure student achievement, academic growth, and to evaluate curriculum.

- **AIMSweb Plus** is a reading assessment administered one-on-one in ISD 640. AIMSweb Plus is based on direct, frequent and continuous student assessment and provides teachers and specialists with a screening, benchmarking, and progress monitoring system. Results are reported to students, parents, teachers, and administrators via a web-based data management and reporting system. The assessment is administered 3 times per year to grades K-2.
- **Renaissance Star Assessments** are short computer adaptive tests used to assess a student's literacy, reading, and math capabilities in grades K-9. STAR Early Literacy is for Kindergarten students and addresses the following domains: general readiness, graphophonemic knowledge, phonemic awareness, phonics, comprehension, structural analysis, and vocabulary. STAR reading assessment is used for Grades K-9 students and addresses the following domains: word knowledge and skills, comprehension strategies and constructing meaning, analyzing literary text, understanding the author's craft, and analyzing argument and evaluating text. The STAR math assessment is used for Grades 1-9 students to assess number and operations, algebra, geometry and measurement, data analysis, statistics, and probability.
- **Read Naturally** combines three powerful, research-proven reading intervention strategies that individualize instruction and improves reading proficiency. Using audio support and tracking their progress, students work with high-interest material at their skill level to improve fluency, vocabulary, and comprehension.
- **MCA (Minnesota Comprehensive Assessments)** are Minnesota's accountability assessment in the following areas:

Subject	Grades Assessed
Math	3-8 and 11
Reading	3-8 and 10
Science	5,8 and 10

- **MTAS (Minnesota Test of Academic Skills)** are Minnesota's alternate assessment based on alternate achievement standards. The MTAS is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress with the general curriculum.
- **ACT** is a standardized test for high school achievement and college admissions in the United States produced by ACT, Inc.

Continuous Improvement of Achievement, Instruction, Curriculum, and Communication

Continuous improvement is an intricate part of the district value; excellence in action. Several committees meet throughout the school year to ensure that data based decision making is being utilized, internal and external communications remain of high quality, and that the district is being



responsive to stakeholder needs and desires. These committees are made up of staff members, community members, administration, students and parents. Involving a variety of stakeholders that are demographically representative of our district allows for well thought out priorities, strategies, accountability measures and solidifies the district desire to ensure that education is provided by our community, not just our school.

District Leadership Committee

The district leadership committee is composed of 3 elementary teachers, 3 secondary teachers, 2 specialists, principal, and superintendent. It is the mission of the District Leadership Team to support staff in using research based strategies and processes to allow all students to achieve their individual growth, to enhance district-wide communication, and aid in setting a course of excellence for our district.

Name	Position	Name	Position
Jenny Eichten	Elem Lead Teacher	Annie Babbitt	Music Teacher
Jennifer Haven	Special Education Teacher	Heidi Schwer	Elementary Teacher
Cody Kittelson	Principal	Lori Ludwig	Special Education Teacher
Michelle Nichols	Elementary Teacher	Chad Olson	Secondary Language Arts Teacher
Amber Beadell	PreSchool Teacher	Darci Tietz	Middle School Science Teacher
Jon Fulton	Superintendent		

District Cabinet

The mission of the ISD 640 District Cabinet is to provide leadership throughout ISD 640 by understanding the district vision, honoring its values, and establishing strategic actions that ensure excellence in all departments of the district through collaborative work efforts.

Name	Position	Name	Position
Joe Kemp	Activities Director	Joe Kemp	Community Education Director
April Reyes	Head Cook	Jenny Eichten	Lead Teacher
Shelly Wotschke	Administrative Assistant	Bruce Johnson	Plant Manager
Cody Kittelson	Principal	Jon Fulton	Superintendent

District Advisory Council

The mission of the ISD 640 District Advisory Council is to support district leadership by reviewing and commenting on pertinent operational plans, providing feedback on district results and data, giving input into curriculum and instruction improvements affecting state standards, and identifying community perspectives important to the operation of the district.

Name	Position	Name	Position
Kimberely Frank	Parent	Melanie Carlson	Parent
Paia Wiese	Parent	Dawn Guetter	Parent
Jody Guetter	Parent	Corey Jensen	Business Owner
Jim Salfer	Business Owner	Ryan Ricketts	Parent
Magan Simon	Parent	Travis Welch	School Board Member
Michelle Nichols	Teacher	Darci Tietz	Teacher
Cody Kittelson	Principal	Shannon Anderson	Support Staff
Jon Fulton	Superintendent	Joey Liebl	Student
		Noah Anderson	Student



District Technology Committee

The mission of the ISD 640 Technology Committee is to provide leadership in the area of utilizing technology in education through visionary practice, research, and supporting staff in their use of technology.

Name	Position	Name	Position
Dave Blank	Secondary Teacher	Cody Kittelson	Principal
Michelle Nichols	Elementary Teacher	Chad Olson	Technology Technician
Heidi Schwer	Elementary Teacher	Jessie Huhnerkoch	Secondary Teacher

District Evaluation Committee

The mission of the ISD 640 Teacher Evaluation Team is to develop, assess, and improve on the ISD 640 district evaluation process.

Name	Position	Name	Position
Traci Bernardy	Secondary Teacher	Dave Blank	Secondary Teacher
Jennifer Haven	Special Ed. Teacher	Jenny Eichten	Elementary Teacher
Heidi Schwer	Elementary Teacher	Cody Kittelson	Principal



ISD 640 ASSURANCE of BEST PRACTICE and SUPPORTING HIGHLY EFFECTIVE TEACHERS THE ISD 640 TEACHER EVALUATION AND GROWTH PROCESS

District Goals:	Annually, the ISD 640 administration establishes district-wide student achievement goals based upon a review of district student achievement data. These S.M.A.R.T. goals provide for the quantitative assessment of district growth in the area of student achievement.
Annual Priority Areas:	Based upon the information provided by the district leadership team's analysis of district longitudinal student achievement data, priority areas of learning will be identified by the district leadership team. These priority areas will serve as the priority areas of focus for all PLC groups' activity and individual teacher goals throughout the school year.
Individual Action Goals:	Teachers annually establish an action goal(s) that aligns to the established priority areas. These goals are assessed by an annual review of action, results, and reflection.
Individual Action Steps:	Research based instructional strategies serve as the foundation for quality instruction and hence, student learning. To this end, all ISD 640 teaching staff actively participates in professional learning communities that focus on research (plan), action (do), assessment, reflection (study), and adapting (act) (PDSA). This action oriented model establishes 30 day action cycles of implementation. Based upon results, teachers reflect on their actions, make adaptations, and begin a new 30 day cycle.
PLC Summary Review	Annually, at the May PLC meeting each teacher will share their summary report with PLC members for peer review. Peer review will provide professional feedback for each teacher as to the quality of the summary report, thoroughness of data analysis, and clarity of process and results.
Accountability Review:	ISD 640's core value of "Excellence" requires all district teachers to individually grow and strive for the highest possible level of results. To aid in this striving for excellence is an annual accountability review that is conducted at the close of each school year with the teachers supervising administrator. The accountability review serves as ISD 640's student growth component of the evaluation process, therefore in order for a teacher to achieve a proficient score in the district evaluation process the Individual Action Plan process must be completed in its entirety and in a manner conducive to the district's pursuit of excellence.



The Evaluation Process

ISD 640 has adopted the use of Charlotte Danielson's "Framework for Teaching" evaluation instrument. This instrument identifies those aspects of a teacher's responsibilities that have been documented through empirical studies and theoretical research as promoting improved student learning. These responsibilities define what teachers should know and be able to do in the exercise of their profession. Through a rubric format, clear benchmark definitions for the four levels of proficiency have been established for each component within the four domains. Utilizing this framework, the following evaluation system has been established:

Continuing Contract Teachers

A three year cycle for evaluation that includes classroom observations, formative assessment, and summary assessment inclusive of student achievement/individual action goals reviews for continuing contract is required for all continuing contract teachers. The three year cycle is comprised of formative evaluation, participation in professional learning communities, and individual goal/action plan development and implementation.

Year 1	Year 2	Year 3
Formative evaluation completed by administration	Formative evaluation completed by administration	Summative evaluation completed by administration identifying proficiency level
Active participation in the district's professional learning community process	Active participation in the district's professional learning community process	Active participation in the district's professional learning community process
Individual action goals and assessment (reviewed annually)	Individual action goals and assessment (reviewed annually)	Individual action goals and assessment (reviewed annually)

Proficiency Levels for a Continuing Contract Teacher

Unsatisfactory	Basic	Proficient	Distinguished
Proficient or above ratings in less than 4 elements in each domain area	Proficient or above ratings in a minimum of 4 components in each domain area	Proficient or above ratings in a minimum of 5 components in each domain with no unsatisfactory ratings.	Receives distinguished ratings in a minimum of 5 components in each domain with no ratings of basic or unsatisfactory
Or Does not accomplish individual action goal	Accomplishes individual action goals	Accomplishes individual action goals	Accomplishes individual action goals

A continuing contract teacher attaining a rating of basic in any component area during the formative evaluation stage will be assigned to a professional improvement plan targeted at assisting the teacher to attain proficiency in that area. Failure to reach proficiency in identified components within 1 school year results in the teacher being referred to the disciplinary track.



Continuing contract teachers attaining a basic or unsatisfactory proficiency rating on a summative evaluation will be referred to the teacher disciplinary process. A continuing contract teacher receiving a basic or unsatisfactory proficiency rating on a summative evaluation will be assigned a mentor that will assist in the improvement process.

Probationary Teachers

A cycle for evaluation of probationary teachers includes classroom observations, formative assessment, and a summary assessment inclusive of a student achievement/individual action goals review. The cycle consists of annual formative and summative evaluations, participation in professional learning communities, and individual goal/action plan development and implementation. Probationary teachers will receive a minimum of 3 formative evaluations and one summative evaluation annually with the first evaluation taking place within the first 90 days of the teachers beginning service date.

Annual Process
A minimum of 3 formative evaluations completed by administration with the first being conducted within the first 90 days of a teacher's beginning service date.
Active participation in the district's professional learning community process
Individual action goals and assessment (reviewed annually as part of the summary evaluation)

A probationary teacher attaining a rating of basic in any component area during the formative evaluation stage will be assigned to a professional improvement plan targeted at assisting the teacher to attain proficiency in that area.

Proficiency Levels for a Probationary Teacher

Unsatisfactory	Basic	Proficient	Distinguished
Proficient or above ratings in less than 4 elements in each domain area	Proficient or above ratings in a minimum of 4 components in each domain area	Proficient or above ratings in a minimum of 5 components in each domain with no unsatisfactory ratings.	Receives distinguished ratings in a minimum of 5 components in each domain with no ratings of basic or unsatisfactory
Or Does not accomplish individual action goal	Accomplishes individual action goals	Accomplishes individual action goals	Accomplishes individual action goals

Qualified Evaluators

Formative and summative evaluations are to be completed by school administrators. To ensure the quality of these evaluations all administrators who conduct formative or summative evaluations will attend evaluation training a minimum of once every five years.

Portfolio Option

A teacher possesses the individual right to submit a portfolio to their summative evaluator as a source of evidence of their proficiency level in any component area. An educator choosing to submit a



portfolio must align the evidence collected with the district teacher performance standards. A summative evaluator must seriously consider portfolio evidence, if submitted, when determining component ratings for a summative evaluation.

Professional Learning Communities (Peer Review)

Annually all teachers will participate in a professional learning community of 3-6 people that will choose two priority areas from the options provided by the district leadership team, to guide their plan, do, study, act process.

Plan, Do Study, Act Process

Plan: PLC members research and bring instructional strategies/actions that they believe will help improve student achievement in the two focus areas chosen by their PLC. PLC members review and discuss proposed actions and choose strategies they would like to focus on throughout the school year.

Do: PLC members will each (or as a group) choose one or more of the possible strategies to implement for a 30 day period. During that time, all members will implement their strategy(ies) and keep reflections of what is going well, what is not going well, adjustments made, and data captured that supports or rejects the effectiveness of the strategy.

Study: At the end of the 30 day implementation cycle PLC members will meet to discuss their applications and results. Late starts will take place monthly to allow for uninterrupted PLC time. The individual or group will determine if they would like to continue the application of the strategy as is, what adjustments they might make, or to discontinue the strategy and implement a new one from the beginning list.

Act: Act upon the adjustments or new implementation for the next 30 days.

Repeat:

On Record keeping is recorded on the PLC's action plan sheet by each individual and a PLC
Going: summary is completed by the group and saved on the PLC share site.

2022-2023 School Wide Achievement Goals

- 1) 63% of students will attain Proficiency achievement level in reading on the 2023 MCA.
- 2) 60% of students will attain Proficiency achievement level in math on the 2023 MCA.



EARLY LITERACY PLAN

ISD 640 offers 3-5 year old preschool programs to prepare children to be school ready when they begin kindergarten. The 3 year old program, Cottontail, meets 2 times per week for 2.5 hours per day. The school readiness preschool serving 4-5 year olds meets 3 days per week for 3 hours per day. School readiness utilizes the O.W.L.S curriculum as well as Minnesota Reading Corp strategies to teach early literacy skills necessary for kindergarten preparation.

ISD 640 currently uses Reading Street (2012 Common Core Edition), a reading program to teach reading in pre-kindergarten through grade 3. Included in this program are components for guided reading, read aloud, shared reading, interventions and independent reading. To enhance this curriculum, our district has an elementary library with a variety of fiction and nonfiction reading materials, covering a wide range of reading levels. Tumble books, an e-library, is also used to support literacy. Each classroom also has their own reading center where students can enjoy books and other resources selected by their classroom teacher. In addition to our reading series, classroom teachers use Daily 5 practices to implement Guided Reading, using Jan Richardson's Literacy Footprints, which encourage students to become independent readers and writers. All K-3 students receive classroom reading instruction for a minimum of 90 minutes each day. The district also uses Reading Eggs.

Reading Eggs is a unique online program that aids in teaching children to read. It supports each child's learning by offering individual, one-on-one lessons that allow children to progress at their own rate.

All students in grades K-3 are given the STAR assessment and K-2 the Aimsweb Plus assessment for screening and benchmarking. The assessments are then administered a minimum of three times per year for progress monitoring and to aid in determining intervention strategies to be used with each child. Using this data, 1st, 2nd and 3rd graders struggling and at-risk students are identified and referred for interventions. Specific interventions are based on further assessments, and the interventions are implemented through the collaborative efforts of the classroom teacher and other specialists. Each student's progress is monitored weekly, and if the intervention selected is not working, another intervention is selected and implemented. Students not responding to these interventions are referred for special education services. Parents are kept informed of their child's progress throughout the year. Wabasso Public School also utilizes the Wabasso Reading Corp process which includes Reading Specialist services, Wabasso Reading Corp tutor, and Title I services for individual one-on-one research-based interventions.

Interventions currently used with pull out and push in services are Seeing Stars, Rewards, SRA, Read Naturally, Explode the Code, Repeated Reading, Newscaster, and Duet Reading.

The goal of the Wabasso Public School District is to ensure that all learners are empowered to achieve their dreams. A key component of this mission is to have all children successfully achieve the Minnesota K-12 Academic Standards in English Language Arts for their grade level. The standards are aligned with the district's curriculum and a map is in place to ensure that the standards are taught within the time available.



ISD 640 Career and College Readiness Action Plan

Grade	Action	Completion Date
Grade 7	Get Ready (instruction)	November
	Is there a job for me (instruction)	April
	On to College JH	January-March
Grade 8	4 year registration plan development	March
	On to College JH	January-March
Grade 9	COPS	December
	Review of 4 year registration plan	March
Grade 10	Attend Career Fair	October
	Budgeting for a Career (Instructional Unit)	November
	Review of 4 year registration plan	March
	On to College Planning	January-March
Grade 11	Finance and Career class	Trimester
	Attend College Fair	October
	Complete MCIS	December
	1:1 Academic Check and Interest Counseling Session	December-January
	Review 4 year registration plan	March
	Complete Job Shadow Experience	April
	Complete ACT	April
	Complete College Visits	January-June
Grade 12	On to College ACT Prep	January-March
	Senior academic and future plans interview	September-October
	ACT Test	June-December
	College Visits	June-March
	College Application Counseling	December
	College FAFSA Counseling	November
	College Scholarship Application Counseling	October-May

ISD 640 WORLD'S BEST WORKFORCE STUDENT ACHIEVEMENT DATA

All Student's Ready for Kindergarten

- 1) 78.5% of students entering kindergarten in 2023 were assessed school ready as measured by ISD 640 School Readiness Assessments
- 2) 88% of kindergarten eligible students for 2023 attended preschool in 2021-2022

All Student's in Third Grade Reading at Grade Level

- 1) 87% of Wabasso Elementary third graders were reading at grade level by the end of the 2021-2022 school year as measured by STAR Assessment.

Closing the Achievement Gap

- 1) The achievement gap in reading between FRP and Non-FRP students at Wabasso Public School decreased by 5% from the spring 2021 MCA to the spring of 2022 Reading MCA.
- 2) The achievement gap in reading between FRP and Non-FRP students at Wabasso Public School decreased by 8 % from the spring 2021 MCA to the spring of 2022 Math MCA.



All Student's Career and College Ready by Graduation

- 1) District composite ACT score 17. State composite ACT score 20.
- 2). 100% of students in grades 9-12 completed their grade specific components of the WHS Career Education Planning Process.

All Students Entering the 12th Grade at WHS Graduate on Time

2022	34	100
2021	48	100%
2020	36	100%
2019	34	100%
2018	33	100%
2017	36	100%
2016	33	91.7%

Other Relevant Data

Average Number of College Credits Earned Per Student in High School Prior to Graduating

2016	4.3
2017	6.4
2018	12
2019	14.9
2020	15.9
2021	16.7
2022	12.4

Attendance Rate

2015-2016	96.25%
2016-2017	96.18%
2017-2018	96.28%
2018-2019	96.54%
2019-2020	95.69%
2020-2021	96.9%
2021-2022	96.7



EQUITABLE ACCESS TO EXCELLENT TEACHERS AT ISD 640.

Equitable Teacher Distribution

The Wabasso Public School District makes every effort to hire highly qualified candidates for open teaching positions. For the 2021-2022 school year, only 2 out of 38 teachers have less than three years of experience with the average years of teaching experience per teacher being 18.4 years. 98.6% of teaching assignments were met by teachers licensed in the area of assignment with two staff members requiring a state special permission and 100% of district teachers possessing a teaching license. 30% of ISD 640 teaching staff possess a master's degree or higher.

Analyzing Equitable Teacher Distribution & Access to Diverse Teachers

WBWF Plans must now include a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers. Additionally, WBWF Plans must now also include a system to periodically review and evaluate students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled students.

Process

The superintendent will conduct a review of the licensed teacher demographic make-up within the district each year to ensure that the racial composition of the teaching staff to the racial composition of the student body is within 7% district wide.

Ensuring Highly Qualified Teaching Professionals

Teacher Assignments

1. Administrators review strengths and needs of staff compositions at each grade level and subject area. Teachers are assigned or reassigned positions as necessary.
2. Teachers can also apply for assignments to open positions in the district.

Rigorous Hiring Process

1. Open positions are posted on EdPost to attract a wide pool of qualified candidates.
2. Administrators screen candidates for teaching qualifications and experiences.
3. Administrators check references and work histories of top candidates.
4. The superintendent reviews licensure for each top candidate prior to offering the position.

Star Reporting

Each fall and spring the district human resources personnel collect and review licensure data prior to submitting the Star Report to the MN Department of Education.

Professional development and mentoring

Each new teacher is assigned a mentor to provide professional support to teachers entering the school district. During this time administrators conduct observations and engage in reflective conversations regarding performance and improvement strategies. Each district teacher participates in professional learning communities to further support their professional development, meet their learning goals connected to school-wide improvement efforts, and ensure curricular fidelity within the district. Teachers also engage in a minimum of two peer observations per year.



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: Increase the average number of college credits earned by WHS FRLP students while in high school from 15 in 2019 to 17 in 2023

Aligns with the WBWF area: All students are ready for career and college.

Goal type: Integration

Goal #2: Increase the percentage of 3rd grade FRLP students reading at grade level from 22.2% in 2019 to 60% in 2024 as measured by STAR assessment.

Aligns with WBWF area: All 3rd graders can read at grade level.

Goal type: Achievement Disparity

Goal #3: 100% of students attending the annual environmental science camp will display an improved ability to work with people of different backgrounds as measured by environmental science camp exit surveys.

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Goal #4: Increase the number of students graduating from Wabasso High School that enter teacher preparation programs from 5% of graduates in 2019 to 12% of graduates in 2025.

Aligns with the WBWF area: All students are ready for career and college.

Goal type: Teacher Equity

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

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).



Strategy Name and # 1.1 Summer College

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 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.

Qualifying Southwest Collaborative 10th and 11th grade students will have the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative schools will come together on a singular campus in order to 1) participate in rigorous coursework, 2) earn 3-4 college credits, and 3) build cross-cultural relationships. The uniqueness of this program allows for students to take a college course while having no other courses to worry about as they do during the regular school year. District's also provide support for students outside of class to ensure "new to college courses" students receive the assistance they need to be successful in their first attempt at college level courses. Through this four week program, our district will decrease economic and racial enrollment disparities that we have identified in our district's annual CIS summary data. This strategy will include all member districts of the SW Collaborative, including our two racially isolated districts.

Location of services: Marshall 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Total number of credits earned by WHS FRLP students enrolled in SWCIS	15	16	17

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

Strategy Name and # 1.2 On to College

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:

- | | |
|--|---|
| <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.

We will be implementing On to College to increase college readiness through study skills, test taking strategies, career investigation as well as ACT preparation. By preparing students to increase their ACT scores we will be increasing the number of students who meet minimum requirements for college entrance as well as increase student opportunities for scholarships. OTC will be delivered once per week for one semester annually beginning with 7th grade and continuing through 12th grade. Students preparing for the ACT will also have availability to online resources to utilize outside of school aside from the weekly instruction.

Location of services: Wabasso 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The average cumulative ACT scores of seniors will increase annually. 2019 avg. composite is 20.4	21.4	22.4	23

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

Strategy Name and # 1.3 Integrated Coursework

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 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.

Southwest Collaborative students will be brought together through an innovative course structure that combines online learning with face to face instruction. These courses will serve as preparatory classes for the collaborative Summer College program (1.1). In this course structure students will be on their own campus completing coursework and interacting with classmates online with the exception of one full day per month all students will be brought together at one individual site for unique learning opportunities.

Location of services: Wabasso 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Total number of credits earned by WHS FRLP students enrolled in SWCIS	15	16	17

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

Strategy Name and # 2.1 Summer Reading Outreach

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 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.

In order to grow reading skills over the summer for K-2 students currently not at grade level in reading based upon Aimsweb and STAR assessments, a summer reading outreach program will be delivered during the months of June, July, and August. Teachers of this outreach program will be going to a neutral setting in each community within the district to deliver skill based interventions targeting reading phonics, fluency, and comprehension to identified students. Interventions will be differentiated based upon individual student needs.

Location of services: Wabasso Public School communities

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of FRLP students reading at grade level will grow by a minimum of 12% annually.	36%	48%	60%

Strategy Name and # 2.2 Pre-Kindergarten Camp

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 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.

This program focuses on skills that enable all students to transition smoothly into kindergarten. By providing pre-kindergarten camp students become familiar with their surroundings, what it is like to be a kindergarten student, introduce routines and procedures, begin creating social norms, and are able to be school readiness assessed. The intent of camp is to allow students to enter kindergarten at a similar level academically and socially as their peers therefore increasing the immediate focus of kindergarten on academic skills and less focus on behavior management. This will allow students to become more successful academically, therefore helping to reduce some of the racial and economic achievement and enrollment disparities within the district.

Location of services: Wabasso 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.

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percentage of students' kindergarten ready in the areas of social and emotional readiness will be at or above 80% annually. 2019 kindergartners were at 73%.	80%	85%	90%

Strategy Name and # 2.3 Reading Interventionist

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.

A variety of research based interventions will be utilized by a trained interventionist to target individual reading deficiencies for students at risk of not reading at grade level by the end of third grade without direct interventions.

Location of services: Wabasso 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.

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



Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	42%	52%	62%
Identified at risk students served meeting grade level indicators by the end of third grade will increase. 2019 was 45%	50%	55%	60%
Identified FRLP students served meeting grade level indicators by the end of third grade will increase. 2019 was 22.2%	36%	48%	60%

Strategy Name and # 2.4 After School Reading

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 order to grow reading skills of students not currently at grade level in reading in grades K-3 we will operate an after school reading program that will meet for 45 minutes per day 4 days per week. This program will have licensed teachers utilizing research based reading interventions with students. Through partnering with the after school care program access to FRLP students not at grade level will remove barriers and increase reading performance.

Location of services: Wabasso Public School communities

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	42%	52%	62%



The percentage of FRLP students reading at grade level will grow by a minimum of 12% annually.	36%	48%	60%
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Strategy Name and # 3.1 Environmental Science Camp

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 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.

Students from 4 collaborative districts, including WWG as a racially isolated district, participate in a three day experiential learning experience at Lake Carlos Environmental Camp. Trained facilitators at Lake Carlos Environmental Camp conduct a three day experience that 1) increases student knowledge of various ecosystems, 2) provides outdoor survival skills, and 3) teaches high levels of teamwork amongst groups of people with different backgrounds.

Location of services: Lake Carlos Environmental Center

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
\$ of students that display an improved ability to work with people of different backgrounds	100%	100%	100%



Strategy Name and # 4.1 Grow Your Own Teachers

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:

- | | |
|--|---|
| <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.

Through an inter district partnership, students from 4 area schools have worked with Minnesota West Community and Technical College to create an introduction to education course. This college credit course is transferable within the Minnesota State College system, is taught by college staff, is taught within the regular school day and provides unique observational experiences in 5 different school settings throughout the semester for students. The intention of this program is to increase the interest and encourage students to enter into the teaching field and to come back to teach in one of the partnering school districts.

Location of services: Wabasso High School and Partnering Districts

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students taking the introduction to education class each year will grow. 2019 there were 2 Wabasso students.	3	5	7
The percentage of students graduating from Wabasso High School and moving on to teacher prep post-secondary programs will increase each year. 5% in 2019	7%	9%	12%