



Achievement and Integration Plan July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: ISD 2898, Westbrook Walnut Grove Public School

District's Integration Status: Adjoining District (A)

Superintendent's Name: Loy Woelber
Phone: 507-274-6111
E-mail: lwoelber@mntm.org

Plan submitted by:
Name: Loy Woelber
Title: Superintendent
Phone: 507-274-6111
E-mail: lwoelber@mntm.org

Racially Identifiable Schools (RIS) within District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Loy Woelber
Signature:

Date Signed: 03/20/17

School Board Chair: Mayda Maas
Signature:

Date Signed: 03/20/17

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **Southwest Integration Collaborative**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. ISD 413, Marshall Public School RI - Racially Isolated 2. ISD 635, Milroy Public School A - Adjoining 3. ISD 2169, Murray County Central Public School A - Adjoining 4. ISD 2884, Red Rock Central Public School A - Adjoining | <ol style="list-style-type: none"> 5. ISD 2902, RTR Public School V - Voluntary 6. ISD 2904, Tracy Area Public School A - Adjoining 7. ISD 640, Wabasso Public School A - Adjoining 8. ISD 2898, Westbrook-Walnut Grove Public School RI - Racially Isolated |
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Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

Plan Input

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

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Scott Munson, Wade McKittrick, Joe Meyer, Bruce Olson, Patricia Lindeman, Chad Anderson, Loy Woelber,

Community Collaboration Council for the RIS:

2016-17 RIS / Westbrook Walnut Grove District Advisory Committee

| | | | | |
|-----------------|-------------------------------|--------------|---------------------------|-------------|
| Loy Woelber | Superintendent | 507-828-6608 | lwoelber@mntm.org | Continuing |
| James Blahnik | Staff Representative | 507-227-1601 | blahnikfac@wwgschools.org | Spring 2017 |
| Courtney Locke | Parent / School Tech | 641-590-0965 | lockefac@wwgschools.org | Continuing |
| Paul Olson | Elementary Principal / Parent | 507-859-4001 | polson03@mntm.org | Continuing |
| Maydra Maas | School Board | 507-828-7908 | maasdairy@hotmail.com | Fall 2019 |
| Kelly Quade | Teacher / Parent | 507-822-1638 | quade@wwgschools.org | Continuing |
| Gene Yang | Para/Community Member | 612-790-9856 | yanggfac@wwgschools.org | Spring 2017 |
| Xiong Yang | Parent/WG City Council | 612-619-1150 | sean.yang@schwans.com | Spring 2017 |
| Greg Madson | Board Member | 507-530-3303 | gmadson31@gmail.com | Spring 2017 |
| Nikki Jorgenson | Teacher / Parent | 507-626-0525 | jorgenson@wwgschools.org | Continuing |

| | | | | |
|--------------------|-------------------|----------------------|-----------------------------------|------------|
| Mandy Dibble | Teacher/Parent | 507-274-6111 ext. 72 | davisfac@wwgschools.org | Continuing |
| Adrienne Kletscher | Teacher/Parent | 605-216-4714 | kletscherafac@wwgschools.org | Continuing |
| Jamie Olson | Preschool Teacher | 507-227-2737 | olsonjfac@wwgschools.org | Continuing |
| Tiffany Warner | Parent | | tif_lane@hotmail.com | Continuing |
| Stacy Wahl | Parent | 507-828-6196 | sae-9679@hotmail.com | Continuing |
| Meghann Westover | Parent | 695-695-7399 | westovermeghann@yahoo.com | Continuing |
| Robyn Hansen | Parent | 507-382-3894 | rhansen@hansen-ag.com | Continuing |
| Katie Alms | Parent | 507-227-7548 | katiealms@hotmail.com | Continuing |
| Nicole Brown | Parent | 507-822-5257 | nicole.f.brown.rq09@statefarm.com | Continuing |
| Heather Wahl | Parent | | heatherwahl535@gmail.com | Continuing |

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.walnut.mntm.org> and www.wwgschools.org

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

Plan Goals:

INTEGRATION GOAL # 1: As measured by 9th-12th grade Exit Surveys, 90% of all students in Westbrook Walnut Grove will attain career and post-secondary readiness from 7th to 12th grade by June 2020.

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

Objective 1.1: Provide collaborative opportunities for students from the Southwest Integration Collaborative (SWIC) to learn about and experience college, building a committed bridge toward equal access for all students to experience post-secondary education.

Objective 1.2: Provide collaborative opportunities for students to experience living in a multicultural society that promotes an understanding of and acceptance of cultural and social differences.

INTERVENTIONS

Intervention #1 Career and College Visits

This intervention supports the following goal objective: 1.1

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

Evidence of Research-based: **Provide opportunities for students to learn about and explore different careers and assist them in aligning postsecondary plans with career aspirations.**

Results of career or interest inventories completed by students can be used to help them identify the types of work or careers that interest them. Opportunities for students to explore careers might include inviting speakers to the school to talk about their education and career paths, or job-shadowing and internships at local businesses or organizations. Students may need assistance in learning about the knowledge, skills, and postsecondary education needed for an occupation of interest and where they might go to obtain the education or training required. This information can be included in the students' education and career plan (Tierney et al., 2009). As mentioned above, Minnesota has one of the highest number of students per counselor rates of any state in the country, and, consequently, school counselors may not have the time to assist students in this way. However, schools have developed partnerships with community-based organizations to provide college and career information and assistance (The Postsecondary and Work Force Readiness Working Group, 2009). For example, AchieveMpls has career and college centers in Minneapolis high schools. AchieveMpls works with Minneapolis Public Schools students to develop college and career plans ("My Life Plan").

Narrative description of the critical features of the intervention:

Many of our students will be the first generation to attend a post-secondary institution. These students have not been on a college campus and do not have an understanding of what it takes to be successful in college. They do not have parents who are able to guide them in the college application process. Our counselor will work directly with post-secondary institutions to plan college visits, attend career fairs and business tours, along with other activities that introduce students to the importance of college and specialized training after high school.

As a result of this intervention, students will have an understanding of what they must do to be accepted to a post-secondary institution and be successful once they attend college. College visits help students to learn to navigate the college process and to feel more motivated to pursue education beyond high school. These activities provide background on potential careers, pathways, admission requirements and affordability.

Grade levels to be served: Grades 7-12

Location of services: Varies

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): The collaborative uses a variety of assessments to inform the Integration Coordinator as they plan and evaluate the various college and career readiness activities. Among these assessments, are pre-, post-assessments, and surveys designed for each specific event.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Why do you need to be ready for college and a career?

- Higher education is essential to the livelihood of our future workforce and the competitiveness of Minnesota business.
- 61% of job openings in Minnesota between 2006 and 2016 will require some degree of education beyond high school.
- Occupations currently paying \$15.00 or more per hour, 67% of projected future job openings will require higher education.
- Being college and career ready requires having the reading, writing, math, and science skills needed to begin college-level work without having to take remedial classes in college that cost time and money and do not grant college-level credit.
- Preparing for college and work also means more than taking the right courses in middle and high school – it also means building and demonstrating an array of skills and behaviors that will show your professors and employers that you have what it takes to be successful on campus and on the job.
- Giving Minnesota companies the ability to compete in a global economy will depend upon the availability of such a highly trained workforce.

MN Dept. of Employment and Economic, Development 2006-16 Employment Projections and Occupational Employment Statistics (As cited in “The Road Map to College and Career Readiness for Minnesota Students”)

Intervention #2 Career and College Planning and Exploration
This intervention supports the following goal objective: 1.1

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

Narrative description of the critical features of the intervention:

It is essential for districts to have a solid plan in place for assisting students in being ready for post-secondary education and career pathways. As indicated in state statute (120B.125), by no later than ninth grade, students must have a comprehensive plan to assist them in exploring their educational, college, and career interests, aptitudes, and aspirations.

There are a variety of ways to assist students in exploring and planning for their continued education and careers. Our district uses;

- ACT Prep - full day as juniors at Southwest Minnesota State University (SMSU),
- ACT-Prep - one day a week .5 hour with Mrs. Dibble which started March 1st,
- Grade Level Career Counseling (7th - 12th),
- Accuplacer Test for PSEO students.

Grade levels to be served: Grades 7-12

Location of services: Varies

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Scores from selected assessments are used to inform students about areas where they need additional educational support. Success coaches, teachers, and administration guide students in making appropriate educational decisions to strengthen their post-secondary readiness.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

According to the ACT website, “The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the Benchmarks are median course placement values for these institutions and as such represent a typical set of expectations.”

The vast majority of teenagers today aspire to obtain high-paying jobs and to attain high-levels of status within society as adults. One major study found that more than 90 percent of high school seniors expect to attend college and more than 70 percent expect to work in professional jobs. Those students often, however, do not understand what they need to do to reach those objectives (Schneider and Stevenson, 1999).

Key Indicators of Progress (KIPS) (For both Intervention #1 and #2)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target | Target | Target |
|--|--------|--------|--------|
| | 2018 | 2019 | 2020 |
| The percent of students visiting a post-secondary institution will increase by 1% each year over the next three years. Data will be disaggregated by FRP / Non FRP. | 89% | 90% | 91% |
| The percent of students sending transcripts out to post-secondary institutions will increase by 1% each year over the next three years. Data will be disaggregated by two year / four year post-secondary schools and FRP / Non FRP. | 89% | 90% | 91% |

Intervention #3 Cross-district Integration Opportunities
This intervention supports the following goal objective: 1.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments.
Integrated Learning Environments

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- X Increases cultural fluency, competency, and interaction.
- X Increases or maintain 100% graduation rates.

Narrative description of the critical features of the intervention:

Through collaborative opportunities, students will participate in learning activities that combine cultural education, social integration, and leadership. Students will have a better understanding and acceptance of cultural norms and differences. Students will create better relationships with teachers and students resulting in gaining strategies to overcome obstacles on their road to achieving their goals.

Grade levels to be served: Grades 7-12

Location of services: Varies

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): The Southwest Integration Collaborative uses a variety of assessments to inform the Integration Coordinator and the collaborative as they plan and evaluate the various cross-district integration opportunities. Among these assessments are pre- and post-assessments and surveys designed for each specific event.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Absolutely, cognitive skill and IQ make a big difference; vocabulary matters. But the scientists, the economists and neuroscientists and psychologists who I've been studying and writing about are really challenging the idea that IQ, that standardized test scores, that those are the most important things in a child's success. I think there's lots of evidence out there now that says that these other strengths, these character strengths, these non-cognitive skills, are at least as important in a child's success and quite possibly more important."
 (How Children Succeed, Paul Tough)

Key Indicators of Progress (KIPS) (For Intervention #3)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target | Target | Target |
|--|--------|--------|--------|
| | 2018 | 2019 | 2020 |
| Percent of cross-district activities will increase by 2% each year over the next three years. | 45% | 47% | 49% |

INTEGRATION GOAL # 2: The Achievement Gap between FRP and Non-FRP students will decrease by 2% in each of the next three years by increasing the proficiency of the FRP students by 2% each year while maintaining or increasing the proficiency of non-FRP students as measured by the MCAs.

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

Objective 2.1: Reduce the achievement gap in math by providing academic assistance and support to our students after regular school hours in our WWG High School After School Help Session (M-F / 3:10-5:50pm).

Objective 2.2: Reduce the achievement gap in reading by providing academic assistance and support to our students after regular school hours in our WWG High School After School Help Sessions (M-F / 3:10-5:50pm).

Intervention #1 Family Engagement

This intervention supports the following goal objective: 2.1, 2:2

Type of Intervention: *Utilize a family service / school liaison specialist who will work directly with students and their families when the student has poor attendance, academic deficiencies, and or the risk of not graduating. This specialist will serve as a link between school and home.*

Integrated Learning Environments

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.
- Increases or maintain 100% graduation rates.

Narrative description of the critical features of the intervention:

Open communication between the school and the home through the use of phone calls, emails, face-to-face conversations, as well as home visits when necessary.

Monitoring of students' attendance, homework, and grades on an ongoing basis.

Promotion of parental involvement at "Open House" events and parent/teacher conferences and every other school function.

Coordination of out-of-school youth activities to promote student involvement, especially with students who are not actively involved in other co-curricular activities.

Grade levels to be served: Grades K-12

Location of services: Varies

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): The reduction of the achievement gap is measured by the results of the MCA assessment and MMR achievement gap reduction score.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): A school counselor is the foundation on which teacher, parent, and child work together to reach each child's fullest potential. The school counselor must be able to relate to and work with all aspects of the child's situation, but the basic skill underlying all of this is assessment, a systematic way of understanding and communicating what is going on with each student. Working together with everyone involved, the school counselor develops a plan to assist the teacher and students in the classroom, parents, to work together to support the child in successfully completing the developmental stages that lay the groundwork for success.

"Absolutely, cognitive skill and IQ make a big difference; vocabulary matters. But the scientists, the economists and neuroscientists and psychologists who I've been studying and writing about are really challenging the idea that IQ, that standardized test scores, that those are the most important things in a child's success. I think there's lots of evidence out there now that says that these other strengths, these character strengths, these non-cognitive skills, are at least as important in a child's success and quite possibly more important." (How Children Succeed, Paul Tough)

Key Indicators of Progress (KIPS) (For Intervention #1)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target | Target | Target |
|--|--------|--------|--------|
| | 2018 | 2019 | 2020 |
| The Westbrook Walnut Grove School District will monitor the reduction of the achievement gap in math by annually reviewing the MCA assessment data. | 2% | 2% | 2% |
| The Westbrook Walnut Grove School District will monitor the reduction of the achievement gap in reading by annually reviewing the MCA assessment data. | 2% | 2% | 2% |

B. GAP DECREASE: MATH

| Name of District | Baseline data | Year 1 2018 | Year 2 2019 | Year 3 2020 | Total Gap Decrease |
|--|---------------|-------------|-------------|-------------|--------------------|
| Westbrook Walnut Grove ISD 2898 / FRP 26.4% | | | | | |

B. GAP DECREASE: READING

| Name of District | Baseline data | Year 1 2018 | Year 2 2019 | Year 3 2020 | Total Gap Decrease |
|--|---------------|-------------|-------------|-------------|--------------------|
| Westbrook Walnut Grove ISD 2898 / FRP 32.5% | | | | | |

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

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)). All Southwest Integration Collaborative initiatives planned for 2017-2020 are a continuation of past integration practices or new programming. The Southwest Integration Collaborative will work collaboratively to promote Career & College Readiness strategies that we can share and promote in our individual districts as well as our region. The SWIC Integration Coordinator plans activities and events for all eight-member districts. We continue to work together to create more collaborative opportunities.

Intervention #2 Professional Learning Communities

This intervention supports the following goal objective: 2.1, 2:2

Type of Intervention: *Provide professional development to our teachers through the use of professional learning communities. During this time the teachers will analyze data, discuss best practices and learn from one another.*

Integrated Learning Environments

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention:

Open communication between the school and the home through the use of phone calls, emails, face-to-face conversations, as well as home visits when necessary.

Monitoring of students' attendance, homework, and grades on an ongoing basis.

Grade levels to be served: Grades K-12

Location of services: Varies

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): The reduction of the achievement gap is measured by the results of the MCA assessment and MMR achievement gap reduction score.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b):): "school social worker is the constellation of teacher, parent, and child. The social worker must be able to relate to and work with all aspects of the child's situation, but the basic skill underlying all of this is assessment, a systematic way of understanding and communicating what is happening and what is possible. Building on assessment, the social worker develops a plan to assist the total constellation between teacher and students in the classroom, parents, and other, to work together to support the child in successfully completing the developmental steps that lie ahead." (School Social Worker, Robert Constable, Loyola University, Chicago)" Absolutely, cognitive skill and IQ make a big difference; vocabulary matters. But the scientists, the economists and neuroscientists and psychologists who I've been studying and writing about are really challenging the idea that IQ, that standardized test scores, that those are the most important things in a child's success. I think there's lots of evidence out there now that says that these other strengths, these character strengths, these noncognitive skills, are at least as important in a child's success and quite possibly more important." (How Children Succeed, Paul Tough)

INTEGRATION GOAL # 3: Increase the percentage of students meeting or exceeding the ACT cut score by 2020.

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

Objective 3.1: To provide cross district college exam preparation

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1 Reading Specialist Intervention

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases or maintain 100% graduation rates.

Narrative description of the critical features of the intervention:

A variety of research-based interventions are utilized by a reading specialist to target individual reading deficiencies for students at risk of not reading at grade level by the end of third grade without direct interventions.

Grade levels to be served: K-3

Location of services: Walnut Grove Elementary

Formative assessment(s) used to inform instructional decision-making: aims web

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<https://minnesotareadingcorps.org/about>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Identified at risk students served meeting grade level indicators by the end of third grade will increase by 2% percent each year over the next three years. | 50% | 52% | 54% |
| Westbrook Walnut Grove will increase the percentage of students meeting the ACT cut score will increase by .2 % each year over a three-year period. | 19.5 | 19.7 | 19.9 |

INTEGRATION GOAL # 4: To use integration funds to reduce preschool class size and in turn increase preschoolers letter sound fluency. After a year of Preschool, 60% of the students will perform at or above the Kindergarten Median in the AIMS WEB spring testing for Letter Sound Fluency.

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

Objective 2.1: To provide a base of knowledge for students to build on as they begin to read.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district’s adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1: Identify students that are not ready for Kindergarten and advance their skills in Preschool.

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1 & 2.1

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

X Increases or maintain 100% graduation rates.

Narrative description of the critical features of the intervention:

We will be using preschool to increase students’ readiness for school tasks both academically and behaviorally. This will allow our students a better start to school increasing their chances to “Read well by 3rd grade”.

Grade levels to be served: WWG Preschool

Location of services: Westbrook Walnut Grove Elementary School

Formative assessment(s) used to inform instructional decision-making: AIMS web. Kindergarten screener

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. “Theories suggest that early letter-naming fluency can predict later reading fluency. This study has concluded that those students that scored at or above the benchmarks for kindergarten spring LNF (letter-naming fluency, were shown to score at or above the bench mark on the fourth grade R-CBM.” (Letter Naming Fluency Leads To Later Reading Fluency, Ronald Leader 2014) Speece, D. L.& Ritchey, K. D. (2005). A longitudinal Study of the development of oral reading fluency in young children at risk for reading failure. Journal of Learning Disabilities.

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| After a year of preschool, 60% of four year old students will perform at or above the Kindergarten Median on the AIMS WEB spring testing for Letter Name Fluency. The percentage of Kindergarten students who will perform at, or above the Median on the AIMS Web spring testing will increase by 2% each year over the next three years. | 60% | 62% | 64% |

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)). This plan allows for specific programming for students in need of each service that our district tried previously, but due to declining enrollment, has not been able to afford, or implement, moving forward. Specifically, programs such as the Southwest Integration Collaborative inter-district college ACT Prep held at SMSU in Marshall, MN. However through the collaborative work of the Southwest Integration Collaborative we are hoping to make this option a reality for our students.