Strategic Measures Update

November 9, 2026

WACONIA PUBLIC SCHOOLS

2024-2028 Strategic Plan

WACONIA
PUBLIC SCHOOLS ISD 110

OUR MISSION

ISD 110 maximizes opportunities for all students to **explore their passions and create their success** by committing to a community that includes academic rigor, social growth, and emotional wellbeing.



OUR CORE VALUES

Respect
We honor and listen to all voices to ensure everyone feels valued.

Collaboration
We achieve our common goals through trust, teamwork, and partnership.

Inclusiveness
We welcome all and seek multiple perspectives to create one connected community.

Empathy
We listen and act with genuine care.

Resilience
We empower one another and persevere with courage, determination, and optimism.

OUR VISION

ISD 110 commits to:

- Inspiring students to explore a variety of pathways including academic offerings and extracurricular activities that will allow them to recognize who they are and who they will become.
- Fostering a community with a collective sense of belonging and wellbeing.
- Establishing efficient systems and structures as part of a world-class school district that will create opportunities for staff to engage in innovative teaching and students to experience academic success.

OUR STRATEGIC DIRECTIONS



Student Outcomes

- Evaluation of elementary student performance on MCAs.
- Assessment of middle school student performance on MCAs.
- Evaluation of high school student readiness for post-high school success.



Student & Staff Experience

- Foster a physically and emotionally safe environment within the school.
- Promote recognition and responsiveness to cultural commonalities and differences, ensuring all individuals feel welcomed, respected, and heard.
- Provide access to inclusive academic, leadership, service, and social opportunities for all community members.



Systems & Structures

- Effective management of financial resources to support the school's mission and goals.
- Proactive planning for and maintenance of facilities to ensure a conducive learning environment.
- Monitoring and promotion of student enrollment to sustain and enhance the school community.

Strategic Measures

Strategic Direction	Description	Measure / Metric	Levels				
			Level 1	Level 2	Level 3	Level 4	Level 5
Delivering high-quality instruction that advances academic excellence	Elementary student performance on MCA	Percentage of 3rd-5th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 3rd-5th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	Middle school student performance on MCA	Percentage of 6th-8th grade students who meet or exceed proficiency in reading	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
		Percentage of 6th-8th grade students who meet or exceed proficiency in math	59% or below	60%-64%	65%-69%	70%-74%	75% or higher
	High school student readiness for post-high school success	Percent of students meeting 3 out of 4 benchmarks for the ACT	34% or below	35%-39%	40%-44%	45%-49%	50% or higher
		Percent of students taking at least one course designated for higher ed and future careers at WHS	65%-69%	70%-74%	75%-79%	80%-84%	85% or higher
Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong	Physically and emotionally safe at school.	Students surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveyed agree or strongly agree they feel safe and supported	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Percentage of district safety and emergency plans/drills followed with fidelity	86% & Below	87% - 89%	90% - 93%	94% - 96%	97% & above
	Recognize and respond to cultural commonalities and differences. Feel welcome, respected and heard.	Students and parent/guardians surveyed agree or strongly agree their student feels welcomed, respected, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Staff surveys agree or strongly agree they feel welcomed, respected, and heard	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		Behavior referrals responded to with restorative and non-exclusionary practices	80% & Below	81% - 84%	85% - 88%	89% - 92%	93% & above
	Access to inclusive academic, leadership, service, and social experiences	Students and parent/guardians surveyed agree or strongly agree they are engaged and involved in school	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
		High school students involved in academic, leadership, service, social, fine arts, and athletic clubs or activities	67% & Below	68% - 72%	73% - 77%	78% - 84%	85% & above
		Staff surveyed agree or strongly agree they are engaged and productive in their position	80% & Below	81% - 85%	86% - 90%	91% - 95%	96% & above
Establishing efficient, effective, and sustainable systems and structures to support the fulfillment of district vision	Management of financial resources	Unassigned fund balance at fiscal year-end	Less than -2%	-1.9% to 2.0%	2.1% to 5%	5.1% to 8%	Greater than 8%
		Findings from the annual ISD 110 audit	4 or more	3	2	1	0
	Proactive planning for and management of facilities	Facilities condition survey results indicate clean spaces in buildings (ranking from 1 to 5, 5 being the highest)	1.0 - 1.9	2.0 - 2.9	3.0 - 3.9	4.0 - 4.4	4.5 - 5
	Monitor and promote ISD 110 student enrollment	Net open enrollment for ISD 110	Less than -200	-200 to - 101	-100 to -51	-50 to 0	Greater than 0
		% Wildcat Preschool students retained in Kindergarten or Preschool	less than 74%	75% to 79%	80% to 84%	85% to 89%	90% or greater

Strategic Directions



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Student Outcome Measures

Student Outcomes

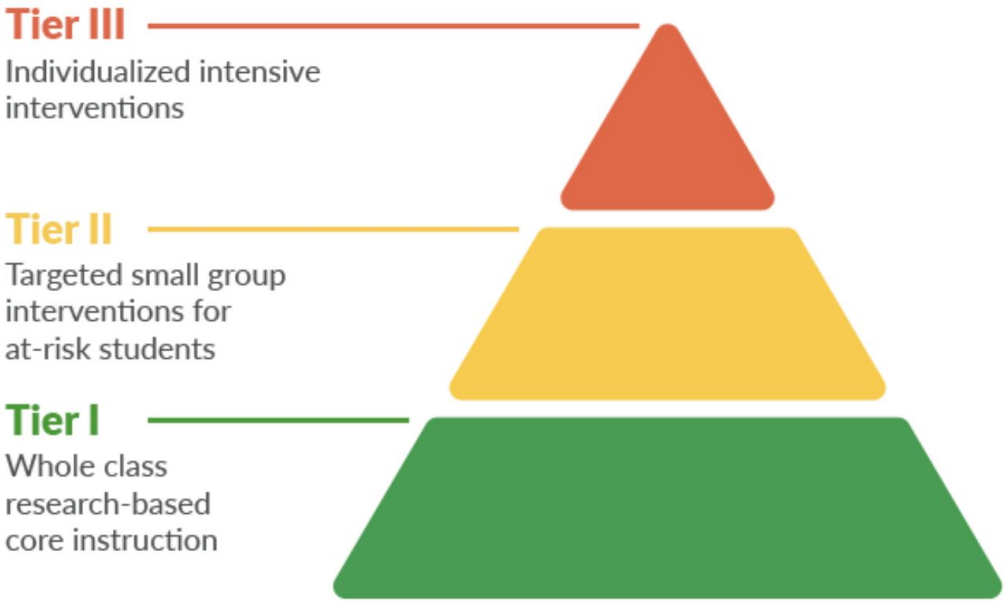
Delivering high-quality instruction that advances academic excellence

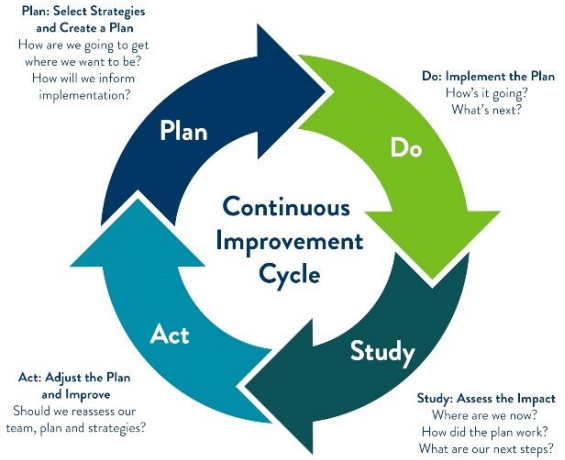
Description	Measurement/Metric	Levels					2026	2025
Elementary student performance on MCAs	Percentage of 3rd–5th grade students who meet or exceed proficiency in reading	59% or less	60–64%	65–69%	70–74%	75% or more	65.7%	NA
	Percentage of 3rd–5th grade students who meet or exceed proficiency in math	59% or less	60–64%	65–69%	70–74%	75% or more	71.1%	73.6%
Middle School student performance on MCAs	Percentage of 6th–8th grade students who meet or exceed proficiency in reading	59% or less	60–64%	65–69%	70–74%	75% or more	63.7%	63.2%
	Percentage of 6rd–8th grade students who meet or exceed proficiency in math	59% or less	60–64%	65–69%	70–74%	75% or more	64.4%	61.8%
High School student readiness for post-high school success	Percentage of students who meet three out of four benchmarks for the ACT	34% or less	35–39%	40–44%	45–49%	50% or more	56.0%	43.7%
	Percentage of students taking at least one course designated for higher ed and future careers at WHS	64–69%	70–74%	75–79%	80–84%	85% or more	87.0%	84.0%

Multi-Tiered System of Support

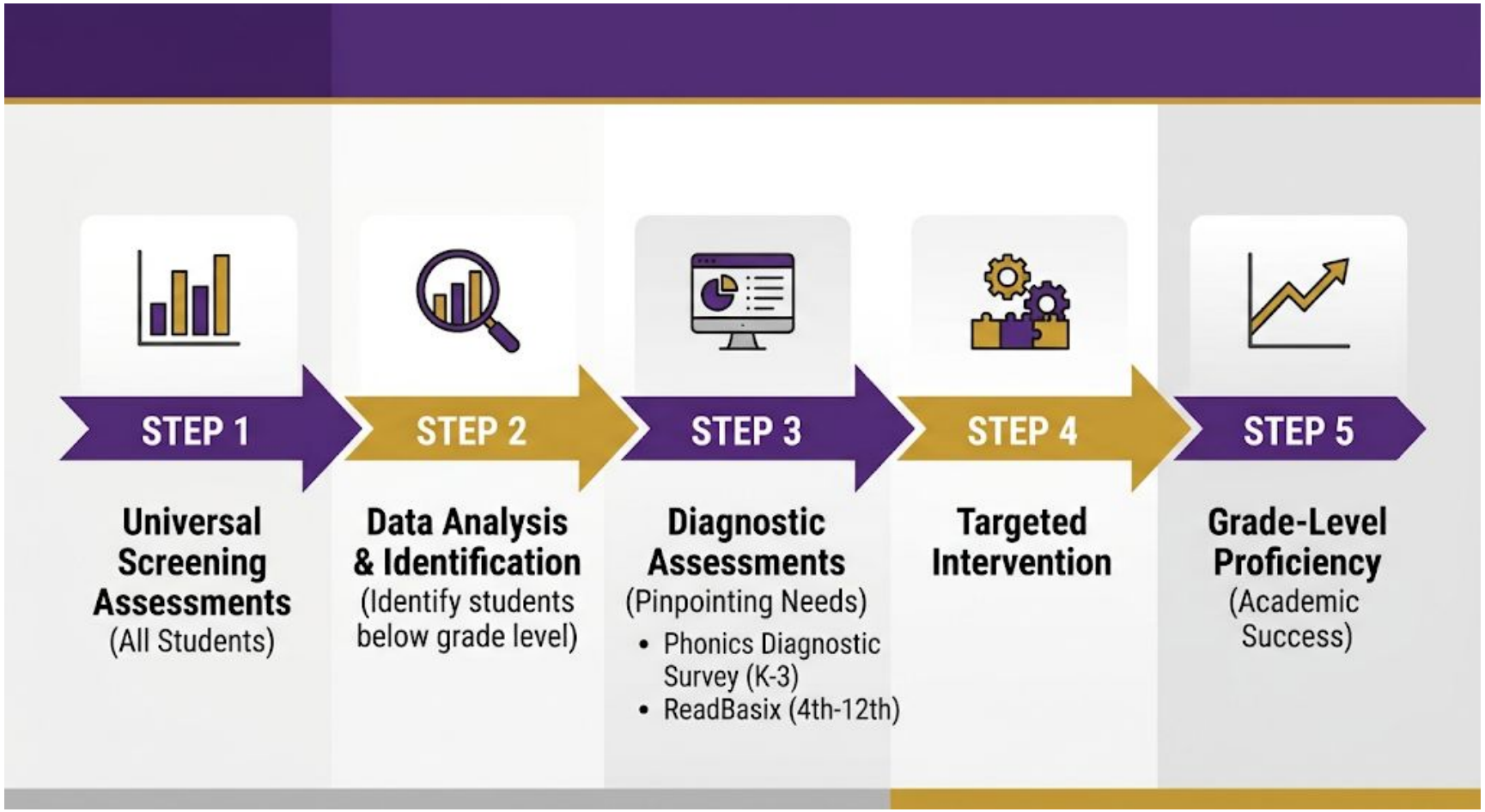


MnMTSS in ISD110





MnMTSS in ISD110



Next Steps - Student Outcomes

Elementary	Secondary
Continue year 2 implementation of ELA curriculum.	Year 1 implementation of the newly adopted ELA curriculum.
Focus on Tier 2 and Tier 3 reading interventions to provide support for students performing below grade level.	Focus on Tier 2 and Tier 3 reading interventions to provide support for students performing below grade level.
Initiate staff learning around the new MN Math standards, integrating them into the existing math curriculum for the 2027-2028 school year.	Facilitating the math curriculum review process to align with new MN Math standards, targeting full implementation of new curriculum in 2027-2028.

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Student & Staff Experience Measures

Student and Staff Experience

Creating and maintaining an experience where students and staff feel safe and supported, engaged, and belong

Description	Measurement/Metric	Levels					2026	2025
Physically and emotionally safe at school.	Students surveyed agree or strongly agree they feel safe and supported	80% or below	81-85%	86-90%	91-95%	96% or above	88.4%	87.1%
	Staff surveyed agree or strongly agree they feel safe and supported	80% or below	81-85%	86-90%	91-95%	96% or above	85.2%	86.2%
	Percentage of district safety and emergency plans/drills followed with fidelity	86% or below	87-89%	90-93%	94-96%	97% or above	99.0%	99.0%
Recognize and respond to cultural commonalities and differences. Feel welcomed, respected & heard.	Students/parents surveyed agree or strongly agree their student feels welcomed, respected and heard	80% or below	81-85%	86-90%	91-95%	96% or above	90.0%	94.3%
	Staff surveyed agree or strongly agree they feel welcomed, respected and heard	80% or below	81-85%	86-90%	91-95%	96% or above	80.2%	82.0%
	Behavior referrals responded to with restorative and non-exclusionary practices	80% or below	81-84%	85-88%	89-92%	93% or above	88.6%	85.8%
Access to inclusive academic, leadership, service, and social experiences.	Students/parents surveyed agree or strongly agree they are engaged & involved in school	80% or below	81-85%	86-90%	91-95%	96% or above	93.4%	89.2%
	High School students involved in academic service, leadership, social, fine arts and athletic activities	67% or below	68-72%	73-77%	78-84%	85% or above	82.6%	80.0%
	Staff surveyed agree or strongly agree they are engaged and productive in their position	80% or below	81-85%	86-90%	91-95%	96% or above	98.9%	97.0%

Next Steps for Student and Staff Experience

- Monitor key metrics to evaluate district-wide successes and opportunities for growth.
- Each building used survey results as part of creating its 2026-2027 Schoolwide Improvement Plan.
- Administrators seek additional feedback and conversations to further understand student and staff experiences.
- Districtwide Belong Committee using survey results to create goals and next steps for their work.
- Use student feedback to identify and address opportunities to strengthen students' sense of safety, support, belonging, and respect across our schools.

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Systems & Structures Measures

Systems and Structures

Establish efficient, effective, and sustainable systems and structures to support the fulfillment of district vision

Description	Measurement/Metric	Levels					
Management of financial resources	Unassigned fund balance at fiscal year–end	Less than -2%	-1.9% to 2.0%	2.1% to 5.0%	5.1% to 8.0%	Greater than 8.0%	6.1%
	Findings from the annual ISD 110 audit	4 or more	3	2	1	0	1
Proactive planning for and management of facilities	Facilities condition survey results indicate clean spaces in buildings (Ranking from 1 to 5, 5 being highest)	1.0-1.9	2.0-2.9	3.0-3.9	4.0-4.4	4.5-5.0	3.5 (students) 3.9 (staff)
Monitor and promote ISD 110 student enrollment	Net open enrollment for ISD 110	Less than -200	-200 to -101	-100 to -51	-50 to 0	Greater than 0	-45
	Percentage of Wildcat Preschool students retained in Kindergarten/Preschool	Less than -74%	75% to 79%	80% to 84%	85% to 89%	90% or greater	93.5%

Next Steps System & Structures Measures

Timing of Updates

Several metrics have natural timing differences:

- FY2026 Audit Results are scheduled to be presented on December 14, 2026
- Net open enrollment final numbers are due after appeals in November, so final data will be available in December. FY26 Preliminary data reflects -45 students (meaning OE-Out is 45 students higher than OE-IN.

Next Steps

- FY2026 data will be incorporated once the audit, 2025-26 end-of-year (EOY) enrollment is finalized after appeals, and survey cycles are complete.
- The district continue to focus on improving fund balance stability, facilities planning and student enrollment strategies which are all key to long-term sustainability.

Questions?