



## 2015-2016 World's Best Workforce Report Summary

District or Charter Name: Sebeka School District

Grades Served: Pre-K-12

Contact Person Name and Position: David Fjeldheim, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2015-2016 report summary. Districts must submit this completed template by **December 15, 2016**, to:  
[MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### 1. Stakeholder Engagement

#### 1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

[www.sebeka.k12.mn.us](http://www.sebeka.k12.mn.us)

#### 1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

November 15, 2016 was the initial meeting report to the board and the report was thoroughly reviewed again at the December 12th School Board meeting. These are public meetings and there were staff, media, parents and board members in attendance at this meeting.

### **1c. District Advisory Committee**

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

The District Advisory Committee consisted of teachers, paraprofessionals, students, administration, school board members, and community members. The teacher members included elementary and secondary teachers. The school board advisory members consisted of individuals who have been long time board members and individuals who have been on the board less than five years. A couple of students who serve on the student council also served on the advisory board, and community members who have children in school served in the capacity of advisory board members. Nearly all of the teachers, paraprofessionals, school board members, and community members are also parents of children attending Sebeka Public School.

## 2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

### 2a. All Students Ready for Kindergarten

| Goal  | Result  | Goal Status   |
|---|---|---|
| <p><b>2015-2016 Goal:</b> Based on the Progress Report Assessment completed during the fourth quarter of the 2015-2016 school year, all preschool students evaluated as emerging and proficient will be recommended to start Kindergarten the following fall.</p> | <p>Of the thirty-seven students who entered Kindergarten, thirty-three were evaluated on the progress assessment as emerging or proficient when assessed at the end of the 2014-2015 school year. Four students had several areas in need of improvement, although all four were ECSC students with a diagnosed disability.</p> | <p>Check one of the following:</p> <p>Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in Kindergarten</p> |

### 2b. All Students in Third Grade Achieving Grade-Level Literacy

| Goal   | Result  | Goal Status   |
|--|---|---|
| <p><b>2015-2016 Goal:</b> A goal of 75% of the Third Grade Students will Meet or Exceed Proficiency in Reading and Math on the MCA Tests at the conclusion of the Third Grade.</p> | <p>MCA testing data results at the end of the 2016 school year provided evidence that 76.5% of 3<sup>rd</sup> Graders achieved this goal in Math. MCA testing data for Reading resulted in 61.1% proficiency for 3<sup>rd</sup> graders at the conclusion of the 2015-2016 school year.</p> | <p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met (Math)</p> <p><input checked="" type="checkbox"/> Goal Not Met (Reading)</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> |

**2c. Close the Achievement Gap(s) Among All Groups**

| Goal  | Result   | Goal Status   |
|---|--|---|
| <p><b>2015-16 Goal :</b> Sebeka School will narrow the achievement gap of Free and Reduced vs. Non-Free and Reduced by five percent on the proficiency index score in Reading and Math on the 2016 MCA tests. Sebeka School will narrow the achievement gap of Special Education Students vs. Non-Special Education Students by five percent on the proficiency index scores in Math and Reading on the 2016 MCA tests.</p> | <p>The achievement gap for the Free and Reduced students vs. the Non-Free and Reduced Students narrowed in Reading from 9.91 % to 6.85% on the MCA Tests and narrowed from 9.14% to 3.44% in Math. The goal was achieved for Math. Even though the gap narrowed for Reading, the goal was not achieved in Reading.</p> | <p>Check one of the following:<br/> <input checked="" type="checkbox"/> <b>Goal Met (Math)</b><br/> <input checked="" type="checkbox"/> <b>Goal Not Met (Reading)</b><br/> <input type="checkbox"/> <b>Goal in Progress (only for multi-year goals)</b></p> |

**2d. All Students Career- and College-Ready by Graduation**

| Goal   | Result  | Goal Status   |
|--|---|---|
| <p><b>2015-16 Goal :</b> Sebeka School will have all students prepared for Career and College Readiness when each class graduates through completing a comprehensive completed Efolio.</p> | <p>All students in grades 7-12 created Efolios by using MCIS each month during their advisory time. The Efolios will be a continuation from the 7<sup>th</sup> grade through each student's senior year in high school.</p> | <p>Check one of the following:<br/> <input checked="" type="checkbox"/> <b>Goal Met</b><br/> <input type="checkbox"/> <b>Goal Not Met</b><br/> <input type="checkbox"/> <b>Goal in Progress (only for multi-year goals)</b></p> |

**2e. All Students Graduate**

| Goal  | Result  | Goal Status  |
|---|---|--|
| <p><b>2016-2017 Goal:</b> Sebeka School District will have 100% of 12<sup>th</sup> grade student graduate at the conclusion of the 2015-2016 School Year.</p> | <p>The goal of 100% of students will graduate from high school at the conclusion of 2017 was met.</p> | <p>Check one of the following:<br/> <input checked="" type="checkbox"/> <b>Goal Met</b><br/> <input type="checkbox"/> <b>Goal Not Met</b><br/> <input type="checkbox"/> <b>Goal in Progress (only for multi-year goals)</b><br/> <input type="checkbox"/> <b>District/charter does not enroll students in grade 12</b></p> |

### 3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

Based on our local assessments and specifically the state MCA assessments, there were and continue to be identified areas that need to improve in the area of proficiency levels with all groups in Math and Reading. Sebeka School was comparable to the state at some grade levels, below the state in a couple of grade levels and above the state at other grade levels. Regardless of each grade level results, it is our desire to continue focusing on goals to test above the state average proficiency at every grade level. It was a priority to also narrow the achievement gap between Free and Reduced students compared to Non-Free and Reduced students and Special Education students versus Non-Special Education Students. Sebeka School made progress narrowing the gap, although there is room for continued improvement. We achieved excellent results in Participation, Attendance and Graduation rates.

### 4. Systems, Strategies and Support Category

#### 4a. Students

The following programs continue to be in place for the assessment and evaluation of student progress toward meeting/exceeding state and local academic grade level standards. Guided Reading Instruction, Early Intervention to Reading, Title I Services focused in grades K-6, Individualized and Small Group Instruction, Literacy by Design Literature series in grades K-5, Read Naturally Program intervention in Title I, A Road to Recovery Intervention program, Oral Language Instruction, and Read 180 in 4<sup>th</sup> through 6<sup>th</sup> grade for students reading below grade level. AVIR (Advantage Math Recovery) was used as an Intervention Program in Elementary to help improve achievement levels. The key indicators of progress for students in grades 3-8, 10<sup>th</sup> and 11<sup>th</sup> are the MCA assessments taken in the spring of the school year that determine proficiency levels and academic growth in math and reading.

#### 4b. Teachers and Principals

Teachers are supported with trained Peer Coaches, collaboration within PLC groups practicing research proven strategies for instructional improvement, and professional development sessions to improve teachers' content knowledge base so they are able to address differentiated instruction and the different learning styles of our students. Intervention programs are adopted and trainings are completed throughout the year. Technology professional development sessions helped teachers learn about updating their goggle websites and communication avenues with parents. In-service training during the past two school year focused on the core standards in Language Arts, State Math Standards, working with curriculum maps, and identification of specific strands in math and reading that each grade level teacher needs to focus on as they observe students' assessments for improvement on the MCA tests. Through the District Q-Comp Program, the PLC working groups, and Professional Development opportunities throughout the school year, teachers and principals researched and implemented best practices in teaching and evaluating of teaching curriculum in their classrooms. The teachers and principal are also supported by specialists in reading and math through NJPA's educational consultants. Trainings take place in house and with grade level colleagues from region V schools in our area.

#### 4c. District

The District uses the Q-Comp Program that was approved back in 2010 for professional growth for all certified staff members. This program is also our foundation for Peer Coach Leaders, the Data Management Team, Teacher Mentors, Professional Learning Communities, and Professional Development. The PD sessions are conducted by our own teacher leaders, and educational training opportunities our teachers attendance at National Joint Powers Alliance regional meetings and at Lakes Country Service Cooperative educational training sessions.

High quality instruction is provided by instructional programs used in curriculum areas, effective research based strategies, and support through intensive PLC learning sessions and quality professional development programs.

The district has provided ipads for Kindergarten through third grade and chrome books on charging carts for students in fourth grade through seniors to enhance learning opportunities in every subject level.

Indicators of progress included the integration of best practices instructional strategies in the language arts, math and science curriculums. Efforts to improve the academic progress, growth of our students, and achievement levels of all students will be evidenced through the use of local formative assessments and state MCA assessments.

## 4. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, WBWF now requires:

1. Districts to have 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.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

Due to being a small school setting with only two teachers for each grade level, Sebek School does not have a lot of options for the distribution of experienced and qualified teacher across the district as we are one site for pre school through 12<sup>th</sup> grade in one building site.

The data that is used from the assessment results in lower elementary are dibbles, star reader, accelerated reading, read naturally reading intervention in Title I, a road to recovery intervention program, and oral language instruction. Read 180 is used for students in 4<sup>th</sup> through 6<sup>th</sup> grade for students who are reading below grade level. The MCA results are used to evaluate student progress as well as students perform under every teacher's supervision.

The program assessments and MCA data results are used to identify strategies at each grade level based on students results. The above identified interventions are then focused on students in lower elementary and students in grades 3-6 who have been identified as did not meet or partially met on their MCA assessments. In our two section school, all students have the same level of equitable access to all teachers, at all grade levels. We have an excellent staff, excellent Title I teachers, an excellent special education program, and as many intervention programs as we are able to staff. Because of our Q-Comp program, PLC grouping, professional development, all teachers are focusing on the same strategies to effectively help student achieve to higher levels of performance.

