



2016-17 World's Best Workforce Report Summary

District or Charter Name: **Sebeka School District**

Grades Served: **Pre-School through 12th grade**

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 year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

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

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.]

On December 11, 2017, the Annual Public Meeting took place during the regular monthly school board meeting. This report was reviewed at this time, additional input and feedback was received for Sebeka School District's Worlds Best Workforce Summary.

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.]

- Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Mrs. Kari Carlson	Elementary Teacher and Parent
Mr. Cody Geiser	High School Math Teacher
Ms. Nikki Ament	Upper Elementary Teacher and Parent
Mrs. Jill Walter	Principal
Mrs. Rachel Kern	K-12 Counselor
Mrs. Becca Pulju	Secondary English Teacher and Parent
Mr. Tom Smith	Industrial Tech Teacher and Parent
Mr. Nate Erickson	School Board Member and Parent
Mrs. Ruth Johnson	Paraprofessional and Parent
Mr. David Fjeldheim	Superintendent
Mrs. JoAnn Olson	School Board Member and Parent
Ashley Etter	Student Counsel President

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 School

Goal	Result	Goal Status
<p>2016-2017 - Based on the Progress Report Assessment completed during the fourth quarter of the 2016-2017 school year, 100% of preschool students evaluated as emerging and proficient will start Kindergarten the fall of 2017.</p>	<p>Forty-one students entered Kindergarten in September of 2017. Thirty Eight of these students were in pre-school and were evaluated as emerging or proficient. The other three students did not attend preschool and started kindergarten with the rest of age appropriate students.</p>	<p><i>Check one of the following:</i></p> <p>(X) Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <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><u>2016-2017 Goal:</u> A goal of 77% of the Third Grade Students tested will Meet and/or Exceed Proficiency in Reading and Math on the MCA assessments based on results from the April 2017 MCA tests.</p>	<p>The MCA testing data results at the conclusion of the 2017 school year provided evidence that 62.5% of 3rd graders meeting or exceeded proficiency in Reading. The MCA results at the conclusion of the 2017 school year provided evidence that 77.5% of 3rd graders meeting or exceeded proficiency in Math.</p>	<p><i>Check one of the following:</i></p> <p>(X) Goal Met in Math (X) Goal Not Met in Reading</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals) <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><u>2016-2017 Goal :</u> Sebeka School will narrow the achievement gap of Free and Reduced vs. Non-Free and Reduced by three percent on the proficiency index score in Reading and Math on the 2017 MCA tests. Sebeka School will narrow the achievement gap of Special Education Students vs. Non-Special Education Students by three percent on the proficiency index scores in Math and Reading on the 2017 MCA tests</p>	<p>The proficiency index score in Reading and Math for Free and Reduced vs. Non-Free and Reduced and the proficiency index score for Non-Special Education vs. Special Education Students increased instead of decreased on the proficiency index scores for both groups and for both Reading and Math.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met X Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

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

Goal	Result	Goal Status
<p><u>2016-2017 Goal</u> : Sebeka School will have all students prepared for Career and College Readiness when each senior class graduates through completing a comprehensive Efolio that will start development in the 7th grade and completed through 12th grade.</p>	<p>All new students in grades 7-12 created Efolios and others continued to complete their Efolios by using MCIS during their advisory time. The Efolios are up to date and serve as a working document for students in grades 7-11 as they progress through their secondary grades toward graduation.</p>	<p><i>Check one of the following:</i></p> <p>X Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p><u>2016-2017 Goal</u> : Sebeka School District will have 100% of 12th grade student graduate at the conclusion of the 2016-2017 School Year.</p>	<p>The goal of 100% of students will graduate from high school at the conclusion of 2017 was resulted in 96.6% of 12th graders graduating at the conclusion of the 2017 school year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Goal Met</p> <p>X 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 grade 12</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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

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 higher proficiency levels with all groups in Math and Reading. Sebeka School was comparable to the state at many grade levels, below the state in a couple of grade levels and above the state at other grade levels. Regardless of the results, it is our desire to continue focusing on goals resulting in proficiency levels above the state average proficiency at every grade level. It was our priority to also narrow the achievement gap between Free and Reduced students compared to Non-Free and Reduced students and Special Education students verses Non-Special Education Students, although continues to be a challenging.. Sebeka School made progress narrowing the gap two years ago, and digressed in 2017. We achieved excellent results in Participation, Attendance and Graduation rates.

4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - o *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - o *Process to disaggregate data by student group.*

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 4th through 6th grades for students reading below grade level. Everyday Math was used in elementary and AVMR (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, 10th and 11th are the MCA assessments taken in the spring of the school year that provide results of proficiency levels and academic growth of all students in math and reading.

4b. Teachers and Principals

➤ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*

- *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

Teachers are supported with a state approved Q-Comp program with trained Peer Coaches, collaboration within PLC groups practicing research proven strategies for instructional improvement, and professional development sessions to improve teachers' content knowledge areas so they are able to address differentiated instruction and the different learning styles of their students. Intervention programs are adopted based on students learning styles and trainings are completed throughout the year. Technology professional development sessions help teachers learn about updating their goggle websites and communication avenues with parents. In-service training during the past two school years 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 toward 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.

4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

The District uses the Q-Comp Program that was approved by MDE in 2010 for professional growth for all certified staff members. This program has expanded our teacher's educational growth and is also our foundation for Peer Coach Leaders, the Data Management Team, Teacher Mentors, Professional Learning Communities, and Professional Development. Many PD sessions are conducted by our own teacher leaders, and educational training opportunities our teachers attendance at National Joint Powers Alliance Educational Solutions Region V meetings and at Lakes Country Service Cooperative educational training sessions staff participate in during the summer and the school year.

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 for students in grades four 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.

5. 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. 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, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential.

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 this 2016-2017 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

Due to being a small school setting with only two teachers for each grade level, Sebeka School does not have a lot of options for the distribution of experienced and qualified teacher across the district as we are a two section school located in one building for preschool through 12th grade.

The data that is used from the assessment results in lower elementary are Fastbridge assessment, 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 4th through 6th grade for students who are reading below grade level. The MCA results are used to evaluate student progress as well as students performance 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 fiscally staff. Because of our Q-Comp program, PLC grouping, professional development, all teachers are focusing on the same strategies to effectively help student achieve higher levels of performance.