



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

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

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

WBWF Contact: **David Fjeldheim**

- Title: **Superintendent**

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A and I Contact: Enter name.

Title

Phone:

Email:

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: 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.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.*

www.sebeka.k12.mn.us

- *Provide the direct website link to the A & I materials. (NA)*

Annual Public Meeting

WBWF Requirement: 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.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year.*

On December 10, 2018, the Annual Public Meeting took place during our December regular monthly school board meeting. This report was reviewed at this time and additional input and feedback was received during the public meeting for Sebeka School District's Worlds Best Workforce Summary.

District Advisory Committee

WBWF Requirement: 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 2017-18 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 Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mrs. Kari Carlson	Elementary Teacher and Parent	
Mr. Dan Graham	High School Math Teacher	
Mrs. Nikki Ament	Upper Elementary Teacher and Parent	
Mrs. Amie Westberg	K-12 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	
Jared Siebert	Student Council President	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*

Sebeka School District has an average of 36 to 42 students in a grade divided into two sections in elementary and in the core subject areas in the secondary grades 7-12. Due to the small two section setting, there is equitable access for all our students. Conversations take place among teachers every month while they meet in their PLC groups focusing on effective teaching strategies and during bi-weekly Child Study meetings for all students qualifying for special education services. The elementary and secondary also have active teacher assistance teams who meet monthly to review students having difficulty achieving grade level academic progress and provide teachers with strategies to effectively address their academic concerns.

- *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*

Due to having a 97 to 98 percent of Caucasian population, all of our students are provided equitable access to all intervention programs offered at Sebeka School. Educating students in a low income district with nearly fifty percent of our students qualifying for free and/or reduced meals allows this category of students the same access to all teachers and programs as is provided to our students of color. The data used to determine the achievement gaps include MCA assessments, Fast bridge assessments, AVMA Assessments, PRESS assessment is our Title I program, formative and summative classrooms academic assessments.

- *What are the root causes contributing to your gaps?*

The root causes attributing to our achievement gaps are due to lower grade levels of academic achievement, lack of academic attention at home, lower levels of intellectual ability, and lack of exposure due to never leaving the area.

- *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*

Sebeka School is a small school with five full time Special Education teachers, two full time Title I teachers, two teachers per elementary grade, and fifteen full time paraprofessionals supporting special education and regular classroom teachers. All students have access to teachers and specialists based on need and qualifications. All teachers are credentialed, Title I teachers licensed. Three special education teachers do not have full certification and are presently working on a variance.

➤ *Access to Diverse Teachers*

- *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*

All students enrolled at Sebeka School are provided with the same selection of teachers in grades Pre-K through 12th grade. Due to our lack of diversity, there is also a lack of diversity reflected with our employees.

- *What efforts are in place to increase the diversity of the teachers in the district?*

Whenever we have openings for any positions in the school we advertise via EdPost, local papers, via school website, School's FaceBook page, and by word of mouth through our current teaching staff. All applicants are considered and we do our best to hire the highest qualified individuals for the position.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>2017-2018 – All four (4) year olds will show growth from basic on the fall progress report assessment to proficient on the spring progress assessment to be promoted to kindergarten for the 2018-2019 school year.</p>	<p>Twenty-one students entered Kindergarten in September of 2018. Twenty-one of these students were in pre-school and met the criteria of proficient on the spring progress assessment. There was also some students who moved into the district just prior to the beginning of the school year who are not at the proficient level</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><u>X Goal Met</u></p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **Creative Curriculum is used and the assessment is the “Work Sampling System”**
- *What strategies are in place to support this goal area?*
- **Creative Curriculum taught to all pre-school students throughout the school year.**
- **Paraprofessional support is available and trained to support the teaching of creative curriculum.**
- **ECSC teacher support is utilized on a part time basis to support adopted curriculum.**
- **The assessment Work Sampling System is used several times throughout the year to determine skills.**
- *How well are you implementing your strategies?*
- **Strategies are being used throughout the school year to determine if students are proficient, In Progress or Not yet where their skills need to be to support kindergarten enrollment.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Based on the results of the Work Sampling, students rate as proficient, in progress, or not yet.**

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>2017-2018 Goal: Sixty-eight (68%) of third grade students tested on the Reading MCAIII tests will achieve a score of 350 or above.</p>	<p>The MCAIII testing data results at the conclusion of the 2018 school year provided evidence that 52.5% of 3rd graders achieving a score of 350 or above.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **The MCA III tests results provide evidence of student exceeding proficiency, meeting proficiency, partially meeting proficiency, and those not meeting proficiency. Grade level results are disaggregated into categories based on economic status achievement levels, gender comparison, and special education vs. non-special education.**
- *What strategies are in place to support this goal area?*
- **The following strategies are in place in grade level appropriate areas of elementary through high school: Reading Mastery, Read 180, Susan Barton, AVMR, Mangahigh, I-Excell, Corrective Reading, and Read Naturally.**
- *How well are you implementing your strategies?*
- **Strategies are implemented in classroom reading and language arts classes, the Title I program, Special Education programming, additional scheduled reading classes above and beyond their normal scheduled classes for reading and language arts.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **We are able to determine the progress, through MCA III testing, assessment programs within each of the programs listed above and through formative and summative assessments throughout the year.**

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><u>2017-2018 Goal</u> : Sebek School will narrow the Math achievement gap of Free and Reduced vs. Non-Free and Reduced from <u>25.2% to 20.2%</u> (2017 Non-FRPL 69.0% FRPL 43.8% reduce this gap by 5%). Sebek School will narrow the Reading achievement gap of Free and Reduced vs. Non-Free and Reduced from <u>23.2% to 18.2%</u>. (2017 Non FRPL 69.7% FRPL 23.1% reduce this gap by 5%)</p> <p>Sebek School will narrow the Math achievement gap of Special Education students vs. Non-Special Education students from <u>42.2% to 37.2%</u>. (2017 Non Special Education 64.2% Special Education 22.0% reduce this gap by 5%) Sebek School will narrow the Reading achievement gap of Special Education students vs. Non-Special Education Students from <u>44.2% to 39.2%</u> (2017 Non Special Education 66.7% Special Education 22.4% reduce this gap by 5%)</p>	<p>2018 MCAIII testing resulted in the Math Achievement gap reducing from <u>25.2% to 12.7%</u> for free and reduced compared to non-free and reduced. (2018 Non-FRPL 66.69% FRPL 53.79%) (12.5% reduction)</p> <p>2018 MCAIII testing resulted in the Reading Achievement gap reducing from <u>23.2% to 18.1%</u> for free and reduced compared to non-free and reduced. (2018 Non-FRPL 68.76% FRPL 50.69%) (5.1% reduction)</p> <p>2018 MCAIII testing resulted in the Math Achievement gap reducing from <u>42.2% to 38.2%</u> for Special Education students compared to Non-Special Education students.(2018 Non-Sd. Ed. 66.57% Sp. Ed. 28.31%) (4% reduction)</p> <p>2018 MCAIII testing resulted in the Reading Achievement gap reducing from <u>44.2% to 30.97%</u> for Special Education students compared to Non-Special Education students.(2018 Non-Sp. Ed. 66.77% Sp. Ed. 35.80%) (13.23% reduction)</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><u>X Goal Met</u> in three categories with reductions of 12.5%, 5.1% and 13.23%</p> <p><u>X Goal Not Met</u> in one category with a reduction of 4% and did not meet the goal of 5%</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **2018 MCA III Math and Reading proficiency results. Disaggregated based on free and reduced verses non-free and reduced group and identified special education students verses non-special education students.**
- *What strategies are in place to support this goal area?*
- **The following intervention programs: Read 180, Reading Mastery, Susan Barton, AVMR, Mangahigh, I-Excell, Corrective Reading, Saxton Math, Read Naturally, Title I program, Special education programming, Speech and Language services, social/emotional programs.**
- *How well are you implementing your strategies?*
- **As effective as possible in classrooms, with specialists, support of paraprofessionals, staff development programming for certified teachers and paraprofessionals, PLC groups that meet bi-weekly.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Based on the 2018 MCA III testing results it is evident due to reducing the achievement gaps of all groups in Math and Reading.**

All Students Career- and College-Ready by Graduation

<input type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>2017-2018 Goal : Sebeka School will have all students prepared for Career and College Readiness in 7th grade through 12th grade by meeting four times each year to complete a Career Efolio. The Career Efolios will include fifty artifacts of career information from the college career program and practices as listed in 7th through 12th grade.</p>	<p>The 7th and 8th graders met one class period each month to complete lessons through Ramp up for Readiness. Grades 9-12 met monthly for a minimum of 50 minutes completing lessons via the use of MCIS, Ramp up to Readiness on self interests, learning priorities, work skills interests, career interests, resume writing, college track progress, college applications, financial aid, and managing stress.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> <u>Goal Met</u></p> <p><input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- **Summative and formative assessments from curriculum used from Ramp up for Readiness, completion of MCIS lessons, completion of E-folios. All student groups do the same lessons, are in the same classes, and work in same environment as regular education students.**
- *What strategies are in place to support this goal area?*
- **Class time is scheduled each month for Ramp up to Readiness, MCIS, and E-folio activities, lessons are provided by the counselor and advisors working with advisees, and students keep all their documents electronically throughout high school.**
- *How well are you implementing your strategies?*
- **Implementation takes place monthly and advisors are responsible to make sure their advisees complete assigned activities during scheduled advisee time. The Principal and Counselor oversee these activities and evaluate the success of the lessons throughout the year.**
- *How do you know whether it is or is not helping you make progress toward your goal?*
- **Based on the results of schedule meetings, lessons presented and completed, advisors assigned responsibilities and the evaluation completed by the counselor and the Principal, program implementation continues to be effective for all students attending Sebeka School.**

All Students Graduate

X WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>2017-2018 Goal : We will have 100% of 12th grade students graduate at the conclusion of the 2017-2018 School Year.</p>	<p>At the conclusion of the 2017-2018 school year Sebeka School graduated 33 out of 33 students in the class of 2018 for 100% graduation rate.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><u>X Goal Met</u></p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- **Graduation rate of the class of 2018. Based on meeting our goal of having 100% of the Class of 2018 graduating, needs are being met to achieve this goal.**
- What strategies are in place to support this goal area?
- **Advisor/Advisee program, Graduation Counseling services, Special Education Services, Small class sizes to closely monitor student progress in academic areas toward graduation, Staff Development professional development opportunities, PLC groups meeting bi-weekly in groups of six to eight teachers review effective support strategies for students achievement.**
- How well are you implementing your strategies?
- **Through the use of professional development training sessions, PLC group discussion and peer support, Curriculum experts coming into classrooms to observe and provide feedback on strategies to improve instruction, Peer evaluations through our Q-Comp program.**
- How do you know whether it is or is not helping you make progress toward your goal?
- **Based on the percent of students receiving a completed and signed diploma at the conclusion of the school year.**

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<i>Provide the SMART goal statement here.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Achievement Goal</i> <input type="checkbox"/> <i>Integration Goal</i>	<i>Provide the baseline starting point here.</i>	<i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>On Track</i> <input type="checkbox"/> <i>Not on Track</i>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?

<p><i>Provide the SMART goal statement here.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>
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Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.