

2015-2016 World's Best Workforce Report Summary

District or Charter Name: District #84, Sleepy Eye Public School

Grades Served: Pre-K – 12th

Contact Person Name and Position: Nancy Moore, Co-Curriculum Coordinator

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.

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.]

<http://seps.wikispaces.com/World%27s+Best+Workforce+Report+Summary>

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 16, 2016 (5:30 pm) – Sleepy Eye Public School Conference Room

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.]

Co-chairs

Ann Steffl, Parent/Community Member
Amber Franta, Secondary Teacher

- The co-chairs are responsible for ensuring that information is ready and disseminated for each meeting by coordinating with administration and central office staff. The co-chairs also serve as the communication liaison between teachers undergoing the curriculum review cycle and Curriculum Advisory Team (CAT). Currently, one community representative and one teacher representative are chairing CAT.

John Cselovszki, Superintendent/Elementary Principal
Shane Laffen, High School Principal
Samantha Schmit, Elementary teacher
Brian Sellner, School Board Member
Joleen Dittbenner, School Board Member
Darla Remus, School Board Member
Sheila Schmid, Parent/Community Member
Jennifer Heiderscheidt, Parent/Community Member

- Terms expire in January, members are determined at January school board meeting.

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 |
|--|---|---|
| <i>The percentage of all 5 year olds in the Sleepy Eye School District to receive childhood screening and medically acceptable immunizations prior to entering Kindergarten will increase from 90.00 percent in 2015 to 95.00 percent in 2016.</i> | <i>The percentage of all 5 year olds in the Sleepy Eye School District to receive childhood screening and medically acceptable immunizations prior to entering Kindergarten in 2016 was 100%.</i> | Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in Kindergarten |

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

| Goal | Result | Goal Status |
|---|---|--|
| <i>The percentage of all students in grade 3 at Sleepy Eye Elementary School enrolled by October 1 who are proficient on the Reading MCA will increase from 91.90 percent in 2015 to 93.00 percent in 2016.</i> | <i>The percentage of those students in grade 3 at Sleepy Eye Elementary School enrolled by October 1 that were proficient in Reading MCA was 94.44 percent.</i> | Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> <input type="checkbox"/> District/charter does not enroll students in grade 3 |

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

| Goal | Result | Goal Status |
|---|---|---|
| <i>The achievement gap between Sleepy Eye School's free and reduced population and the non-free and reduced population will decrease from 7.2 percent in 2015 to 6.0 percent in 2016.</i> | <i>The achievement gap between Sleepy Eye School's free and reduced population and the non-free and reduced population was 14.06 percent in 2016.</i> | Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i> |

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

| Goal | Result | Goal Status |
|--|--|---|
| <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who are proficient on the Reading MCA will increase from 53.3 percent in 2015 to 58.0 percent in 2016.</i></p> <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who are proficient on the Math MCA will increase from 80.0 percent in 2015 to 85.0 percent in 2016.</i></p> <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who are proficient on the Science MCA will increase from 30.0 percent in 2015 to 35.0 percent in 2016.</i></p> | <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who were proficient on the 2016 Reading MCA was 59.1percent.</i></p> <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who were proficient on the 2016 Math MCA was 65.9 percent.</i></p> <p><i>The percentage of all students in grade 8 at Sleepy Eye School enrolled by October 1 who were proficient on the 2016 Science MCA was 31.8 percent.</i></p> | <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> 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> |

2e. All Students Graduate

| Goal | Result | Goal Status |
|--|--|---|
| <p><i>The percentage all twelfth grade students at Sleepy Eye School enrolled by October 1 to graduate by or on the school-designated commencement date will increase from 91.4% percent in 2015 to 93.00 percent in 2016.</i></p> | <p><i>The percentage of all twelfth grade students at Sleepy Eye School enrolled by October 1 to graduate by or on the school-designated commencement date was 94.59%.</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input 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 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.]

In determining the district's needs, two demographic groups were considered – non-FRP and FRP. After examining the 2016 MCA data, it was determined that we are on target to close the achievement gap by fifty percent by 2017. However, both groups need to continue to improve performance on these tests to ensure achievement of the goal by 2017. The achievement gap in math was less than 2 percent, and the reading gap has been closed. Concerning science, on the other hand, there is a 20 percent gap between non-FRP students and FRP students.

Therefore, we will continue our efforts in math and reading as we need to increase proficiency in both areas. Special emphasis will need to be placed on science. The co-curriculum coordinators will work with the K-12 science department in determining any gaps that might exist. Further, the amount of time devoted to science lessons in elementary grades will be examined. Scheduling and licensure constraints are obstacles that will have to be addressed before moving forward.

4. Systems, Strategies and Support Category

4a. Students

Sleepy Eye Public Schools use a variety of diagnostic tools to measure students' progress and academic achievement. These tools include the Minnesota Comprehensive Assessment (MCA), American College Testing (ACT), Armed Services Vocational Aptitude Battery (ASVAB), Preliminary School Aptitude Test (PSAT), United States History Advanced Placement exam (APUSH), and numerous formative assessments administered by individual teachers. These diagnostic tools have revealed areas which need improvement, most notably science, reading, and math. The results of these assessments have prompted district leaders to establish specific site goals for student achievement in both the elementary and secondary setting. District Goal 1 states that it is the school's goal to decrease the proficiency gap between the FRP and non-FRP students in the area of reading to ten percent by 2017, and nine percent in the area of math by 2017.

Several initiatives designed around this goal have been implemented. To help move our students who are currently scoring below state proficiency levels to exceeding state proficiency levels, grade level Problem Solving Teams (PSTs) meet on a regular basis. These teams collaborate on identifying struggling students and developing plans to offer these students more support in the classroom. Other programs intent on helping these targeted students include, but are not limited to: Reading Interventions, where all 7th and 8th grade students work on an online portal called Edgenuity in matriculating through their own ILP (Individual Learning Plan); Enhancing Math, where targeted high

school students (according to MCA test data) work on an online portal called Edgenuity with assistance from certified math instructors; STAAT (Students Turn in All Work All the Time), where students eat lunch in a classroom with a supervisor and work on any late or missing assignments; and Check-In/Check-Out (CICO), which targets struggling students and assigns a teacher to them who meets with the student before school and after school, making sure they have completed their assignments and have necessary resources with them when they leave school for the day.

4b. Teachers and Principals

Sleepy Eye Public Schools offers support to teachers in improving their instruction. The Staff Development Team is afforded two percent of the state's contribution for professional development. These monies are used by the staff for in-services and instructional workshops. Further, regular meetings are held in school for staff and led by the Program Specialist. These meetings focus on keeping teachers abreast and informed of new technologies associated with the iPad Initiative, such as Schoology, Notability, and Showbie, as well as other district-wide initiatives such as Standards-Based Grading. Teachers also receive support from the district's two co-curriculum coordinators. These coordinators assist teachers in writing, implementing, and updating curriculum. The focus has been on using a uniform template, addressing all the state standards, creating authentic assessments, and using detailed rubrics for evaluating student performance. Finally, in meeting the state's teacher evaluation mandate, a peer coaching model was put in place. Teachers are paired with another teacher, and the two observe each other and offer feedback and reflective comments designed to help each teacher grow and improve his or her instructional practices.

In the spring of each school year teachers are given surveys to complete on their respective building principals. School Board members and principals are privy to the results of these surveys. Principals will use the data from these surveys in examining their professional practice. The district School Board will consider the results of these surveys, in addition to evaluating the progress of the school measured against district goals, in evaluating the job performance of the principals.

4c. District

Concerning technology, the iPad Initiative is one example of the school's forward thinking. Every student in grades 7-12 have their own iPad. Teachers, therefore, have been authoring iBooks which will replace current textbooks. Monies typically used to purchase curriculum materials and textbooks will now be diverted to purchase more iPads and accompanying apps and programs. Additional money will be saved by the

district due to less paper use, as many of these iPad classrooms are moving to a paperless environment. Besides the iPad Initiative, Sleepy Eye Public School has also implemented the flipped classroom model in its high school math classrooms. This model has students watching instructional videos (created by the teacher) at home, then working on practice problems in the classroom where the teacher is readily available to help students.

Lastly, Sleepy Eye Public School has several programs and activities in place to help students explore careers and developing employment related skills. Many of these programs and activities enlist the help of community partnerships. For example, sixth graders attend a college visit to Martin Luther College in New Ulm, MN, a nearby neighboring town. They receive a tour of the college, participate in a scavenger hunt, and eat lunch in the cafeteria. The idea is to get younger students thinking about college and fo them to experience campus life first hand. Another community partnership is Educational Talent Search, which meets with seventh through twelfth graders offering career exploration resources, such as interest surveys and presentations on career trends and academic awareness. Real world experiences are important as students begin identifying possible career paths, which is why the On the Job Training (OJT) program was implemented. Partnering with several businesses in Sleepy Eye, students are given the opportunity to shadow a community professional. For example, one student might shadow a doctor at the hospital, while another may shadow a local bank loan officer.

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. 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.

Certified teachers at Sleepy Eye Public Schools are all highly qualified, as defined by the state of Minnesota, given they have all met licensing guidelines put forth by the state. This data was obtained through our STAR (Staff Automated Reporting) system. This is our first filter in determining where teachers are assigned within our district.

Further, school administration examines other teacher certifications when assigning personnel. For example, a teacher with a reading specialist certification would be assigned to a reading intervention class. Also, teachers with a Masters in math are assigned upper level math courses.

Our district is small, with some departments only having one teacher. Even our secondary core classes will only have three teachers, at best. Having said that, the Sleepy Eye School administration strives to ensure all students have a highly qualified teacher in each of their classrooms.