



2016-17 World's Best Workforce Report Summary

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

Grades Served: Pre-K-12

Contact Person Name and Position: Nancy Moore, 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 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.]

➤ <http://www.sleepyeyeschools.com>

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.]

December 13, 2017 (5:30 pm) – Sleepy Eye Public 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.]

- 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 |
|---|--|
| <i>Nancy Moore</i> | <i>Co-curriculum Coordinator</i> |
| <i>Kevin Schneider</i> | <i>Co-curriculum Coordinator</i> |
| <i>Joleen Dittbenner</i> | <i>School Board Member</i> |
| <i>Brian Nelson</i> | <i>School Board Member</i> |
| <i>Jeremy Domeier</i> | <i>School Board Member</i> |
| <i>John Cselovszki</i> | <i>Superintendent/Elementary Principal</i> |
| <i>Shane Laffen</i> | <i>High School Principal</i> |
| <i>Samantha Schmit</i> | <i>Elementary Teacher</i> |
| <i>Caitlyn Pietig</i> | <i>High School ELA Teacher</i> |
| <i>Sheila Schmid</i> | <i>Parent/Community Member</i> |
| <i>Jennifer Heiderscheidt</i> | <i>Parent/Community Member</i> |
| <i>Ann Steffl</i> | <i>Parent/Community Member</i> |
| <i>Isaac Nelson</i> | <i>Student</i> |
| <i>Nathan Jorgensen</i> | <i>Student</i> |

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><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 maintain at 100.00 percent in 2017.</i></p> | <p><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 2017 was 100%.</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p> |

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

| Goal | Result | Goal Status |
|---|---|--|
| <p><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 achieve a 75 percent proficiency in 2017</i></p> | <p><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 77.8 percent.</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p> |

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

| Goal | Result | Goal Status |
|--|--|--|
| <p><i>The proficiency GAP between the FRP and non-FRP students enrolled the full academic year for all grades tested within Sleepy Eye on all state reading accountability tests (MCA, MOD, MTAS) will decrease from 16.3 percent in 2016 to 15.0 percent in 2017.</i></p> | <p><i>The proficiency GAP between the FRP and non-FRP students enrolled the full academic year for all grades tested within Sleepy Eye on all state reading accountability tests (MCA, MOD, MTAS) decreased to 10.5 percent in 2017.</i></p> | <p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> |

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 48.8 percent in 2016 to 49.0 percent in 2017.</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 44.2 percent in 2016 to 45.0 percent in 2017.</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 32.6 percent in 2016 to 33.0 percent in 2017.</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 2017 Reading MCA was 45.7 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 2017 Math MCA was 48.6 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 2017 Science MCA was 21.6 percent.</i></p> | <p>Check one of the following:</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> <p>We did, however, show growth in our math scores and did meet our goal in that area.</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 94.59% percent in 2016 to 95.00 percent in 2017.</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 97.14%.</i></p> | <p>Check one of the following:</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.]

- ✓ *Students transitioning to high school in grades' seven and eight were considered in determining district needs.*
- ✓ *The eighth grade 2016/2017 MCA results indicate falling scores in the areas of reading and science.*
- ✓ *Additional individual support time will be given to these students before, during, and after school.*
- ✓ *Reading support will focus on CBM data to target those students not progressing at a reasonable rate.*
- ✓ *Students not progressing at a reasonable rate will be given additional time during the school day to work on grade level standards in all three content areas.*
- ✓ *Additional support for the reading and science areas will utilize two different online programs that identify specific standards in which students need additional practice.*
- ✓ *These programs/opportunities are available to students in school and independently outside of school.*
- ✓ *Current support systems for math will be maintained, as they seem to be effective given the improvement in our MCA math scores.*

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.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - ✓ *Student achievement diagnostic tools employed include the Minnesota Comprehensive Assessment (MCA), American College Testing (ACT), Armed Services Vocational Aptitude Battery (ASVAB), Preliminary School Aptitude Test (PSAT), and numerous summative assessments administered by individual teachers.*
 - ✓ *Students in grades 7-11 partake in timed readings every two weeks in preparation for the MCAs and ACT. The results are analyzed by our ELA departmental teachers.*
 - *We disaggregate data by using the subgroups designated by the state; FRP, non-FRP students, and SPED. These are the only groups large enough for us to consider.*

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
 - ✓ Our 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.
 - ✓ Our peer coaching model features teachers paired with one another and the two observe each other teaching and offer feedback and reflective comments designed to help each teacher grow and improve his or her instructional practices.
 - ✓ New teachers to the district are partnered with a mentor. Our Teacher Induction Coordinator meets monthly with this group engaging in activities designed to bolster teacher effectiveness and, therefore, student achievement.
 - ✓ Monthly Professional Learning Communities are held where teachers collaborate on new initiatives such as Standards-based Grading and Personalized Learning.
 - Curriculum
 - ✓ Teachers receive support from the district's two co-curriculum coordinators. These coordinators assist teachers in writing, implementing, evaluating, and updating curriculum.
 - Teacher evaluations
 - ✓ Building principals conduct regular three minute walk-throughs, giving feedback to teachers.
 - ✓ Teachers are formally observed by building principals annually, and post-observation conferences are held.
 - ✓ Teachers submit to building administrators a video and written reflection of their instructional practice.
 - Principal evaluations
 - ✓ In the spring of each school year teachers are given surveys to complete on their respective building principals.
 - ✓ The results of these surveys are made available to school board members and principals.
 - ✓ 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.
 - ✓ Our full service **PrinEval-MN System**, which includes the **PrinEval-MN Survey**, is a comprehensive and user-friendly approach to principal evaluation. It is an online evaluation system that takes users on a step-by-step journey through the process. **PrinEval-MN System** provides agendas for interaction, collects data for analysis, and creates Professional Growth Plans and Evaluation Summaries.

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*
 - ✓ We are 1:1 iPads in grades 7-12.
 - ✓ In addition to computer labs, our elementary building has 3 mobile iPad carts.
 - ✓ Teachers use Apple Classroom as our MDM.
 - ✓ PLC meetings feature activities designed to continue to move teachers along the SAMR model for technology integration.
 - ✓ Several teachers have written their own iBooks.
 - ✓ High school teachers disseminate information to students using Schoology as our LMS, and students submit completed work to Showbie, our dropbox.
 - ✓ We are in our first year of our K-12 STEM program. Learning activities incorporate math and science skills in robotics lessons, creating scale bridges, etc...
 - *Collaborative professional culture*
 - ✓ Several committees are in place giving teachers ample opportunities to voice opinions concerning school policies and practices. These committees include, but are not limited to, building leadership teams, PLCs, Staff Development, and Problem Solving Teams.
 - ✓ Meeting norms have been established by each committee ensuring the efficient use of time and respecting each member's right to voice his or her opinions.

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.*
 - *Certified teachers at Sleepy Eye Public School are all highly qualified, as defined by the state of Minnesota.*
 - *Data from our STAR (Staff Automated Reporting) system is our first filter in determining where teachers are assigned within our district.*
 - *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.*
 - *We are a small district, and many departments only have one teacher.*
 - *Sleepy Eye School administration strives to ensure all students have a highly qualified teacher in each of their classrooms.*
 - *No teachers are teaching out of their licensure area.*