

World's Best Workforce Summary Report
2014

Presented by:

David Fjeldheim, Superintendent – Sebeka School District

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World's Best Workforce Legislation (Section 120B.11 amended)

In accordance with Minnesota Statutes 2013, 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 (WBWF).

Minnesota schools strive to provide the best educational opportunities for all children. Providing an education to Minnesota youth that leads to creating the world's best workforce is a goal that must be addressed early on in every child's life. Students are more likely to reach this goal if they are ready for school upon entering kindergarten; achieve grade level literacy by grade three; graduate from high school and attain career and college readiness. In order to create the world's best workforce, it is imperative that academic achievement gaps are closed among all racial and ethnic groups of students and between students living in poverty and not living in poverty as well as for English language learners and non-English language learners and for students who receive or do not receive special education. The comprehensive strategic plan that districts create is intended to serve as a foundational document to align educational initiatives that serve to ensure reaching intended student outcomes from pre-kindergarten to post high school graduation.

Districts should consider and use existing plans, documents and strategies that may already be in place and/or are required by the Minnesota Department of Education (MDE), such as the Title I Plan, School Improvement Plans; School Readiness Program Plan; Local Literacy Plan; Student Transition Plan to College and Career Readiness; Plan for Educator Effectiveness, Q Comp, Alternative Delivery of Specialized Instructional Services, Continuous Improvement Monitoring Progress Plan, Integration Plan. This district level strategic plan should illustrate how the various existing district plans fit together and serve as a blueprint to create a quality workforce equipped with necessary skills for the 21st century.

"World's Best Workforce" means striving to do the following:

- Have all students meet school readiness goals.
- Have all third grade students achieve grade-level literacy.
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers.
- Have all students graduate from high school.
- Have all students attain college and career preparedness.

The School Board is to develop a plan to support and improve teaching and learning that is aligned to the World's Best Workforce and includes the following:

- Clearly defined student achievement goals and benchmarks.
- Process to evaluate each student's progress toward meeting the state and local academic standards.
- A system to review and evaluate the effectiveness of instruction and curriculum.

- Practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that support teacher quality, performance and effectiveness.
- Evidence-based strategies for improving curriculum, instruction and student achievement.
- An annual budget for continuation of district plan implementation.

Recommended Plan Components

- Agreement between local union and school board on a teacher evaluation system
- A rubric that defines effectiveness of instruction
- Description of the professional standards the district used in the development of the system.
- Description of the form of teacher collaboration i.e. professional learning teams, peer coaching, principal feedback and reflection on instruction
- Description of opportunities for evaluation feedback on instruction from summative evaluators
- Description of the plan for program improvement.

Success in reaching the World’s Best Workforce goals will be measured by the following:

- Student performance on the National Association of Education Progress (NAEP)
- Reduction of the academic achievement gap by student subgroup
- Student performance on the MN Comprehensive Assessments
- College and career readiness under section 120B.30, subdivision 1.

District Timeline

October 1, 2014 – Develop report on the implementation of the previous years’ WBWF plan

Fall 2014 – Update WBWF plan with new goals and strategies

Reviewed Annually

The following items are addressed in this document on Sebeka School’s World’s Best Workforce Plan

- All Students Ready for Kindergarten
- All Students in Third Grade Achieving Grade-Level Literacy
- Progress Toward Closing the Achievement Gap
- All Students Attaining Career & College Readiness Before Graduating from High School
- All Students Graduating from High School
- World’s Best Workforce Strategic Plan of Short Term and Long Term Goals for Sebeka School District.

All Students Ready for Kindergarten

Preparing Children for Kindergarten in Sebeka

- Sebeka School Readiness is housed in Sebeka Elementary School.
- Participate in school special events:
 - Concerts
 - Special programs when available
- Eat school lunch.
- Children follow a daily routine including:
 - Morning meeting
 - Discovery time
 - Circle time
 - Large motor (gym or outdoors)
 - Lunch or Breakfast is offered
- Children are expected to follow the rules of the school/classroom.
- Practice pre-kindergarten skills weekly, for example:
 - Math
 - Science
 - Literacy
 - Large Motor Skills
 - Small Motor Skills
 - Creative Arts
 - Social Skills
 - Music/Movement
 - Self-Help Skills
- Children visit the kindergarten rooms and spend time with the teacher and children and take part in kindergarten activities at the end of the school year.
- Teaching staff attend IEP transition meetings for those going on to Kindergarten.
- Parents and children attend a meeting to meet the teachers, principal and school nurse and receive a packet of information required for kindergarten.
- Staff take part in PLC's with kindergarten, first and second grade teachers.

All Students in Third Grade Achieving Grade-Level Literacy

Sebeka Public Schools Literacy Plan

School District #820 has developed the Local K-3 Literacy Plan to ensure that district students will be reading well by the end of the third grade.

School District #820 has revised the Local K-3 Literacy Plan to include fourth and fifth grades as our school wide elementary literacy plan.

The Local Literacy Plan was approved by the local school board on August 11, 2014.

Executive Summary

The population of the Sebeka School lives in a 4 county area that is considered a low income/poverty area. There are 246 students in the elementary: K-28, 1-34, 2-31, 3-35, 4-47, 5-30, 6-38 and 222 students in grades 7-12. There are 141 students in the elementary on free and reduced lunch and 136 students in the secondary who qualify for free or reduced lunch. Sebeka elementary and secondary enrollment consists primarily of Caucasian students with several African American, Asian American and Hispanic students. Sebeka has no students who are migrant, homeless or in institutions for neglected or delinquent. We have no students who have Limited English Proficiency. There are 43 certified staff members working at Sebeka School District. They consist of fourteen classroom teachers (K-6), one computer and media specialist, one speech clinician, two LD teachers, two DCD teachers, one Adaptive Physical/Ed. teacher, two full time Title I Teacher and five teachers shared with the high school: Art, Band, Vocal/ Music, Physical Education and along with fifteen teachers in the secondary. Sixteen of forty-three full time teachers have Master's Degrees and one more teacher is currently working on her advanced degree as well. There are twelve paraprofessionals in the elementary and three full time paraprofessionals in the secondary.

Aligned Curriculum, Instruction, and Assessment

Sebeka Elementary School Plan 2014-2015

Statement of goals or objectives defining how reading proficiency will be ensured for ALL students at each grade level Kindergarten through Grade Five

Sebeka School District # 820 will ensure reading proficiency for all students in grades kindergarten through five by:

Analyzing ongoing student data through formal and informal assessments to determine reading levels for instructional placement and appropriate reading materials from:

- DIBELS Benchmarks/Progress Monitoring
- STAR Reading Assessment
- Dolch/Sight Word Assessment
- Diagnostic Inventories
- Oral Language Assessments

Using ongoing student data to determine adequate growth of individual students and to adjust Core Literacy instruction for:

- Whole Group
- Small Group Guided Reading Instruction
- Title I/EIR Interventions.

This will be used specifically for those students not meeting grade level objectives and goals.

Implementing the following to improve results for students not proficient at grade level:

- Guided Reading Instruction
- EIR Interventions
- Title I Services
- Individualized, or Small Group, Instruction

Statement(s) of process to assess students' level of reading proficiency including assessments used, when administered, how proficiency is determined, and when and how results are communicated with parents of students in Kindergarten through Grade Five

Sebeka Elementary will use the following **screening assessments** to ensure students are making grade-level proficiency:

- DIBELS: Fall, Winter, Spring Benchmarks
- STAR Reading Assessment beginning in first grade
- Dolch/Sight word assessment (through grade 3)

Sebeka Elementary will use the following **diagnostic assessments** to support staff in matching student needs with instructional practices in the classroom.

- Qualitative Reading Inventory – 4 Edition (QRA-4)
- Developmental Reading Assessment (DRA)
- Phonetic Inventory

Sebeka Elementary will use the following **progress monitoring** tools to judge the effectiveness of the instruction in the classroom.

- DIBELS: Progress Monitoring
- Dolch/Sight Word Assessment
- STAR Reading Assessment (grades 1-5)
- *Let's Talk about It* Oral Language Assessment for receptive language (K-3)

Specifically describe how comprehensive scientifically based reading instruction Consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Elementary will use the following system of support for reading instruction.

- Core
 - K-5 Literacy By Design (Rigby)
 - Balanced Literacy Program which includes phonemic awareness, phonics, vocabulary, fluency, comprehension
 - Guided reading groups at their level
 - Writing woven in with reading
 - Science and Social Studies themes
 - Common comprehension strategies for reading and writing
 - Leveled Books for independent reading time (Rigby PM series)

Interventions

- Early Interventions in Reading (EIR) – fluency, comprehension
- Read Naturally (grades 2-3) – fluency, comprehension
- Flexible grouping
- A Road To Reading Program (phonics)
- Targeted Services After School and Summer Program (180 hours/year)
- Literature Circles
- LiPS/Susan Barton – phonemic awareness, spelling
- Edmark Reading – phonics, comprehension, vocabulary
- Academy of Reading

Data Driven Decision Making

Post assessment methods and data that is submitted to Commissioner annually including objectives of assessment program, names of tests, grade levels of administration as part of local literacy plan on district webpage for all students in Kindergarten through Grade Five

Sebeka Elementary will use benchmarks from the DIBELS assessments during the fall, winter and spring. The benchmark scores will increase during the school year to act as a guide for the teacher to determine proficiency. Data retreats will be held in September, January, and May with the teachers and administrator(s) to review the DIBELS benchmarks.

Diagnostic assessments will be given for those individual students who do not meet the benchmarks on the DIBELS assessments. Teacher discretion will be used when student scores are very close to the score needed for proficiency, either above or below. These students will be monitored closely.

Multi-Tiered Levels of Support

Explain for a public audience what interventions and instructional supports will be available to students not reading at or above grade level in grades Kindergarten through Grade 5 and how these interventions will be based on learner data, including how services will be provided, and how parents will be informed of student progress.

Continuum of Core Instruction

<p>Kindergarten</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Vocabulary • Dolch Words 	<p>Grade 1</p> <ul style="list-style-type: none"> • Phonemic Awareness • Phonics • Vocabulary • Dolch Words • Fluency • Comprehension
<p>Grade 2</p> <ul style="list-style-type: none"> • Phonics • Vocabulary • Dolch Words - Mastery • Fluency • Comprehension • Word Attack Strategies 	<p>Grade 3</p> <ul style="list-style-type: none"> • Vocabulary • Fluency • Comprehension • Mastery of Reading Strategies • Independent Reading
<p>Grade 4</p> <ul style="list-style-type: none"> • Vocabulary • Fluency • Comprehension • Mastery of Reading Strategies • Independent Reading 	<p>Grade 5</p> <ul style="list-style-type: none"> • Vocabulary • Fluency • Comprehension • Mastery of Reading Strategies • Independent Reading

Comprehension - Identify how:

Core literacy instruction and intervention supports are aligned with grade-level content

Standards

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Literacy By Design (core)	X	X	X	X	X	X
Leveled Books (core)	X	X	X	X	X	X
EIR Interventions	X	X	X	X	X	
Read Naturally			X	X	X	X
SMART	X					
Flexible grouping	X	X	X	X	X	X
A Road to Reading		X	X	X		
Targeted Services	X	X	X	X	X	X
Oral Language	X	X	X	X		
Read 180						X

3B Diagnostic assessments facilitate matching of student needs to instruction

	Comprehension	Fluency	Phonics
QRI 4 (used for assessment)	X	X	
Phonics Inventory			X
DRA	X	X	

Corresponding effectiveness in accelerating achievement of students in need of additional instruction

Students qualify for intervention programs based on the above assessments. They will exit out of the program when they exceed benchmarks.

Specifically describe how comprehensive scientifically based reading instruction consistent with section 122A.06, subdivision 4 is consistently implemented throughout elementary grades

Sebeka Public School implements core and intervention literacy materials that are research-based and enhance reading instruction for all students.

Sebeka Elementary School does not currently have any students that fall into the ELL category. If the need does arise, the district does employ a teacher that has received training in this area. Services can be provided if the situation comes about.

Job-Embedded Professional Development

Describe how elementary teachers will participate in and benefit from professional development on scientifically-based reading instruction.

Teachers, specialists and administrators will collaborate through the following:

- Data Retreats to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions
 - Time is provided in the following ways:
- Through Q Comp plan, all certified staff collaborate for 50 minutes every other week professional development
- In-service days are provided to promote literacy practices
 - Staff are trained through the following:
- External literacy consultant
- Professional Learning Communities
- Professional Development Activities
- Various staff development opportunities
 - Training and Coaching supports are used in the following ways:
- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self teaching, teacher reflection shared with peers
 - The following data will be used to help prioritize professional development:
- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

Sebeka Elementary will use data from Core Instruction assessments, DIBELS Benchmarks and MCA tests to determine direction and focus of professional development.

Sebeka Elementary will have all certified staff collaborate for 50 minutes every other week professional development with a focus on literacy. Data retreats will be held in September, January, and May to review student data/progress. Adjustments to instruction will be made depending on the data.

Serving diverse needs

The Staff Development Committee will be scheduling in-service trainings to address Reading Preparation, Key Warnings of Early Onset Mental Illness, Differentiated Instruction, Technology in the Classroom, Positive Behavioral Intervention Strategies and Accommodation of Curriculum.

Family & Community Partnership

Assessments

The following communication timeline will be used at the Sebeka Elementary School to share assessment and progress monitoring results with parents and/or caregivers to advise them of their child's progress at meeting grade level achievement expectations:

- September
 - Open House
 - Fall Benchmark Letter
- November
 - Fall Conferences
 - 1st Quarter Report Cards
- January
 - Winter Benchmark Letter
 - 2nd Quarter Report Cards
- February
 - Winter Conferences
- March
 - 3rd Quarter Report Cards
- May
 - Spring Benchmark Letter
 - 4th Quarter Report Cards

Literacy benchmarks and information about assessments are also shared on our school's website for parent, teacher, and student information.

Give specific information on how elementary schools within the district will notify and involve parents to accelerate literacy development for their children in each grade Kindergarten through Grade Five.

Sebeka Elementary School will have contact with parents as listed above. There will be communication both through mail and face to face contact at Parent/Teacher conferences. This will provide parents the opportunity to ask questions and gain an understanding of what steps need to be taken to accelerate literacy development.

Sebeka Elementary students who do not attain the following scores for each benchmark will be considered for an intervention program.

Sebeka School District will provide the following resources and tools:

- Reading Logs/Calendars
- Quality reading materials from the school library at individual reading levels
- Plans to create reading activity bags.

Interventions and instructional support

For further information on the Sebeka Literacy Plan, please contact David Fjeldheim, District Superintendent or Jill Walter, Assistant Principal at 218-837-5101.

Progress Toward Closing the Achievement Gap

Trend Data

Reading

1. The past two years we scored higher than the State, last year we scored 2.2% better than the state. This year the state increased slightly from 58% proficient to 59.1% while our average fell, from 60% proficient to 50.4% proficient. The state proficiency is 8.7% points better than our proficiency.
2. Sebeka proficiency is lower than the state in every grade except 8th & 10th.
3. 3rd Grade lowest at 27.7% proficient. 3rd grade fell from 82.1 Proficient in 2012 to 67.9% last year to 27.7% proficient this year.
 - a. 4th grade fell from 68.4 % to 53.3% while the state increased slightly,
 - b. 5th grade we fell from 71% to 66.7 and the state increased from 63.8 to 67.6.
 - c. 6th grade increased 52.9% to 76.7% (14.2% point increase) state had a slight increase 59.3 to 61
 - d. 7th grade still below the state, but did increase from 21.9% to 37.9%(16% point increase)
 - e. 8th grade decreased 63.4% to 37.5% (25.9% points)
 - f. 10th grade Both Sebeka and state decreased, but Sebeka had a greater decrease 72.2% to 63.6% and the state decreased 62.3% to 60.1%.
4. Last year we trended down only 7th, this year we are trending down in 3rd, 4th, 7th & 8th grade. We are trending up in the 5th, 6th & 10th grade.
5. Last year Sebeka Mean Scale Score was higher than the state in 3,4,5,8,& 10 and lower than the state in grades 6 & 7, This year Sebeka Mean Scale Score is higher than the state in 4& 6 and lower than the state in 3,5,7,8 & 10.

Math

1. We are below the state proficiency in every grade except 4th grade.
2. Both Sebeka and State slight upward trend.
3. Mean Scale score is lower than the state in every grade but 4th grade.
4. Looking at coherent data, every class starts high in 3rd grade, decreases through 7th grade and in 8th and 10th grade we see improvements.
- 5.
6. Grade 7 is lower than the state in every substrand.

FRP vs. NON-FRP (Free and Reduced vs. Non Free and Reduced Students)

1. Percent Proficient all Sebeka Grades is 50.4%.
2. In grades 3, 4,5, 6, 8, & 10 the Non-FRP students did better than the FRP Students
3. In grade 7 the FRP Students did better than the Non-FRP Students
4. 3rd Grade Non-FRP students scored 20.2 percentage points higher than the FRP Students (-20.2 gap).
5. 4th Grade Non-FRP students scored 30.6 percentage points higher than the FRP students (-30.6 gap).

6. 5th Grade Non-FRP students scored 28.4 percentage points higher than the FRP students (-28.4 gap).
7. 6th Grade Non-FRP students scored 16.9 percentage points higher than the FRP students (-16.9 gap).
8. 7th Grade FRP students scored 2.5 percentage points higher than the Non-FRP students (+2.5 gap).
9. 8th Grade Non-FRP students scored 1.6 percentage points higher than the FRP students (-1.6 gap).
10. 10th Grade Non-FRP students scored 23.5 percentage points higher than the FRP Students (-23.5 gap)

Job embedded Professional development based on scientifically-based reading instruction will be used to help narrow the achievement gap. Some of the scientifically-based reading programs Sebeka School District will practice include the following:

Teachers, specialists and administrators will collaborate through the following:

- Data Retreats to analyze student data
- Professional Learning Communities across grade levels and subject areas
- Curriculum professional development sessions

Time is provided in the following ways:

- Through Q Comp plan, all certified staff collaborate for 50 minutes every other week professional development
- In-service days are provided to promote literacy practices

Staff are trained through the following:

- External literacy consultant
- Professional Learning Communities
- Professional Development Activities
- Various staff development opportunities

Training and Coaching supports are used in the following ways:

- Peer Observations (3X/year)/Coaches (Q Comp)
- Teacher reflections done 4 times a year and shared with Peer Coaches
- Videotape self teaching, teacher reflection shared with peers

The following data will be used to help prioritize professional development:

- Data-driven goal for student achievement
- Job-embedded professional development determined by school-wide goal

Scientifically Based Reading Instruction

Sebeka Elementary will use data from Core Instruction assessments, DIBELS Benchmarks and MCA tests to determine direction and focus of professional development.

Sebeka Elementary and Secondary will have all certified staff collaborate for 50 minutes every other week professional development with a focus on literacy. Data retreats will be held in September, January, and May to review student data/progress. Adjustments to instruction will be made depending on the data.

Program practices currently in place to help narrow the Achievement Gap of Free and Reduced students compared to the Non Free and Reduced students.

Implementing the following to improve results for students not proficient at grade level:

- Guided Reading Instruction
- EIR Interventions
- Title I Services
- Individualized, or Small Group, Flexible grouping
- Literacy By Design
- Leveled Books Grade level Reading
- Read Naturally program through the Title I program
- SMART
- A Road to Reading
- Targeted Services
- Oral Language Instruction
- Read 180

Sebeka District Percent Proficient Trends						
	Math		Reading		Science	
	Sebeka	State	Sebeka	State	Sebeka	State
2008-09	50.35	63.85	64.51	71.91	34.45	45.79
2009-10	57.08	65.89	61.81	72.34	53.67	48.58
2010-11	76	48.59	74.89	74.57	38.83	48.07
2011-12	47.06	42.48	81.71	76.03	44.5	50.5
2012-13	45.7	52.4	60	57.8	78.1	59.7
2013-14	54.1	61.4	50.4	59.1	43	53.2

The following strategies for improving instruction, curriculum, and student achievement will also be practiced and used to narrow the achievement gap.

- 1) Teacher Evaluation - Requirement as set forth by the State of Minnesota will be addressed through the comprehensive Q-Comp program currently in use at Sebeka School District.
- 2) Principal Evaluation - Requirement will be satisfied through the comprehensive evaluation program adopted by Sebeka School District and approved by the State of Minnesota.
- 3) Curriculum Review Cycle - Curriculum Review Cycle is completed on a six year cycle where the district, lead by the district’s Curriculum Director, reviews every curriculum area adopting new curriculum for use that meets the state standards, addresses the MCA testing standards, and challenges student toward growth in specific areas of study as reviewed.

- 4) Best Practices & Resources - Through the Q-Comp program, the PLC process, and Professional Development calendar, teachers will research and implement best practices research proved strategies for effective instruction, addressing student learning styles through multiple intelligences interpretation, and curriculum practices that meet and exceed standards for grade level completion.

All Students Attaining Career & College Readiness Before Graduating From High School

Career and College Readiness Plan for Students Attending Sebeka High School

Advisory Program

Students attending Sebeka High School grades 7-12 are all participants of an Advisory Program and will meet monthly to do team building activities, character education lessons. They will develop a cumulative Efolios from 7th grade through their 12th grade of college and career related activities, testing data, resources, and College/Technical School/Military/World of Work information for a career direction.

College and Career programs and practices in place.

Grade 7

- Exploratory classes are scheduled for all 7th graders on a trimester bases for the areas of Family and Consumer Sciences, Industrial Technology, and Art.
- Advisory Program – Start work on assembling a personal Efolio throughout the school year.

Grade 8

- Explore Test – Test given to students to help them discover career areas of interest based upon their interest inventory. Provided student with suggested curriculum they will need to master in order to pursue a career in areas of interest; Suggested pathways of subjects to gain knowledge in their career areas of interest; and based on testing results in core subject areas, they will be provided with suggested course work to improve academic skills in low academic areas.
- Exploratory classes are scheduled for all 8th graders on a trimester bases for the areas of Foreign Language, Agriculture, and Music.

- Advisory Program – Continue to work on assembling personal Efolios with Explore testing results and other career exploratory class work completed throughout the school year.

Grade 9 (Freshman)

- Schedule allows for students to take exploratory classes in the career and technical field of Business, Fine Arts, Industrial Technology, Agriculture, Family and Consumer Sciences, Foreign Language, and Performing Arts.
- Students are allowed to get involved with the co-curricular areas of BPA (Business Professionals of Tomorrow), FFA (Future Farmers
- Advisory Program – Continue to work on assembling personal Efolios with Explore testing results and other career exploratory class work completed through the school year.

Grade 10 (Sophomores)

- Plan Test – The Plan test is a pre ACT test the provides score range of how students will perform on the ACT test the following year. This preliminary ACT test provides additional information of what classes students need or should take to improve in core subject tested areas so they maximize their ACT college acceptance examine their junior year.
- Career Fairs – Students are provided the opportunity to attend a career Fair that is held in Staples. The district transports students to and from the career fair so all students have the opportunity to attend.
- Bridges Academies – Students have the opportunity to take classes three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.
- Advisory Program – Continue to work on assembling personal Efolios with Plan testing results and other career exploratory class work completed through the school year, along with information from the Career Fair.

Grade 11 (Juniors)

- Credit checks meeting is completed with every junior to determine if they are completing all required credits toward graduation. Letters are sent home to parents providing information about where each student is at and what they need to graduate.
- 3 (Three) Newsletters are mailed home from the counselor providing information about colleagues and technical schools, required testing to be completed before applying for college and or technical schools, and other career avenues after high school.

- Careers Class – All juniors are required to take a semester Careers class where they do career exploration of career fields, explore opportunities for financial aid, grant opportunities, resume writing, cover letters, etc.
- Bridges Academies – Students have the opportunity to take classes three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.
- College Fair – All juniors attend a ½ day college career fair in Brainerd.
- College and Military recruiters visit throughout the school year.
- Students are given two days of excused absences to visit colleges campuses.
- Job Shadowing opportunities are available.
- Support is provided by the school counselor for financial aid and scholarships.
- Agricultural and Business internship opportunities are available to students.
- Advisory Program – Continue to work on assembling personal Efolios with testing results and other career exploratory class work completed through the school year.

Grade 12

- Credit checks are completed at the beginning of the year and mid-year with letters sent home to parents of their student's progress toward graduation.
- 3 (Three) Newsletters are mailed home from the counselor providing information about colleagues and technical schools, required testing to be completed before applying for college and or technical schools, and other career avenues after high school.
- Optional ACT test can be taken several times throughout the year.
- College Knowledge Week – Information provided to show students what rigor will exist in a college setting.
- College and Military recruiters visit throughout the school year.
- Students are given two days of excused absences to visit colleges campuses.
- Job Shadowing opportunities are available.
- Bridges Academies – Students have the opportunity to take classes three cluster classes in the areas of Business, Industrial Technology, Agriculture, and Family and Consumer Science known as Academies and receive recognition at Graduation for completion of one or more Bridges Academy.
- Support is provided by the school counselor for financial aid and scholarships.
- Agricultural and Business internship opportunities are available to students.
- Advisory Program – Complete the assembly personal Efolios from all material and knowledge gained throughout the past six years of school.
-

All Students Graduating From High School

The ultimate goal is to have all students graduate from high school within the time frame set forth by completing all required credits at the end of four years in the high school setting. In order to have this accomplished the following practices are in place at Sebeka High School throughout their high school years.

- Credit checks meetings are completed with every student in their junior and senior years of school to determine if they are completing all required credits toward graduation. Letters are sent home to parents providing information about where each student is at and what they need to complete all credits to graduate.
- Advisory Program- Each student is assigned to an advisor and the advisor monitors the each student's progress throughout their high school career.
- For students who have failed classes they are provided opportunities to do credit recovery through the ALC programs in Wadena and Menahga, K-12 On-line school, Minnesota Virtual Academy, or attend the failed class again in our high school setting.
- If a student is in jeopardy of not completing enough credits for graduation they are provided with counselor assistance for the ALC, or the GED route.
- Students with attendance issues are referred to a CCY (Community Concern for Youth) program with a representative who will meet with that student(s) to help keep them on track for graduation.
- For those with excessive absences, these students will be referred to the Wadena County Truancy program where they will need to meet with the county judge who will place restrictions on the student(s) and their families making sure they will attend school until they graduate.
- Students who qualify due to disabilities have a written transition plan to address graduation and career opportunities. These students are also referred to Minnesota Vocational Rehabilitation Services where a workforce counselor provides information and services for life beyond high school.

World's Best Workforce Strategic Plan of Short Term and Long Term Goals for Sebeka School District

Themes identified as Sebeka School District's areas of focus

- 1) New and Enhance Programs
- 2) Protect and Enhance Enrollments
- 3) Enhance Facilities

Short Term Goals for the 2014-2015 School Year

- 1) **Continue to maintain small class sizes especially for grades K-2** (The goal is to maintain sections at or below 22- students in each section so our teachers are able to provide maximum attention to the educational needs of our students)
Current class enrollments for 2014-2015 per class are as follows:
Kindergarten - 15 in one section and 16 in the other section
1st Grade – 18 students in each section 2nd Grade – 16 students in each section
- 2) **Have yearly listening sessions with the staff and our public to receive input**
(With the World's Best Workforce Plan, and focus on the district's identified themes, we will schedule listening sessions at least two times each year to receive input for teachers, students, business owners and community members)
Listening sessions will be held in the following areas
School – For the teachers and students
Community – Sebeka, Hillview and Nimrod
Electronic surveys – Surveys will be used each year by acquiring feedback from district taxpayers through the school website, Facebook, etc.
- 3) **Watch the budget closely due to the declining enrollment and yearly inflationary increases.**
 - 1) The Business Manager and Superintendent will meet monthly to review the expenditures and make adjustments as needed.
 - 2) The School Board Budget Committee will meet two times each year to review the revenue and expenditures of the budget to make recommendations to the full board.
 - 3) There will be budget revisions at a minimum of two times each year so adjustments are made to address the revenue and expenditure sides of the district's budget.

- 4) Knowing we are in a declining enrollment period of time, decisions will need to be made in future years to keep the district from deficit spending.

- 4) Staffing decisions due to retirements and the need to hire quality individuals for collaborative teams.**
 - 1) Due to the large number of elementary teacher retirements this past year, it is imperative we have quality teachers replace these retirees.
 - 2) Mentorships need to be in place to provide support and direction for the new teachers so they are able to start their careers learning what needs to be in place to be successful teachers.

- 5) Continue to look into options to increase our student enrollment.**
 - 1) Look at reasons for open enrollment and capitalize on opportunities to show case the school when hearing of new families moving into the district.
 - 2) Continue to promote school programs through publications in the paper.
 - 3) Write articles for the paper explaining all the positive things going on in the school.
 - 4) Have the Pre-school teacher(s) meet with families prior to sending their children to preschool in Sebeka. Provide gift books to families through the early education scholarships.
 - 5) Invite via phone calls to families to come in for ECFE activities,

Long Term Goals for the 2014-2015 School Year

1. Facilities Upgrade

- 1) Due to the buildings being built in 1937, 1957, 1967, 1976, and 1987, there are numerous areas within each of these buildings that will continue to need upgrades. From floors to ceilings, from exterior work to roofs, from heating to indoor air quality, from windows to doors, and other educational priorities.
- 2) Each year we will prioritize capital investments to upgrade the school facilities.
- 3) Continue to upgrade technology infrastructure to maintain high quality connectivity and traffic for students' educational advancement.
- 4) Look into the potential of replacement costs for some facilities and what that would mean to taxpayers in terms of tax impact.

2. Find ways to better engage students, especially those who have a difficult time making connections to the importance of their education.

- 1) Enhance Technical Education classes to expose students to additional areas of interest.
- 2) Help students develop internships with industries through experiential placement in business industries and technical related fields of study.
- 3) Connect better through the advisor/advisee program to help find areas of interest and support those interest areas.
- 4) Further advance the Career and College Readiness initiative to find interest areas and opportunities to connect students' interests with career goals.

3. Maintain the existence of programs for the college bound and technical education bound students;

- 1) Maintain College Bound classes such as: College in the High Schools, On-line College level classes, and counseling of PSEO options for students choosing to go off campus.
- 2) Continue to offer the Bridges Academies for students looking into Technical career areas of study.
- 3) Continue to promote and expose students to the opportunities that are available through full time technical areas of study and through college level course work.

4. Continue the advancement of technology use in instruction and enhancement of curriculum areas.

- 1) Prioritize a capital outlay budgeted amount each year for technology expenses.
- 2) Evaluate yearly, what hardware needs to be replaced; what software needs to be upgraded; and other technology acquisitions needed to enhance technology for students and staff use in the classrooms.
- 3) Establish staff development activities for teachers to upgrade their skill set so they are able to utilize technology enhancements in their classrooms.