



## 2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** Sibley East Schools

**Grades Served:** PK-12

**WBWF Contact:** Jeremy Wagner

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**A&I Contact:** Amanda Pearson

**Title:** A & I Coordinator

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Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

Yes                       No

List of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2019-20 SY. No charter schools should complete this section.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2019-20 SY. No charter schools should complete this section.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## World's Best Workforce

### Annual Report

**MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.**

**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.

<https://drive.google.com/file/d/1Pp7WcLwUvTsyLp0UjeRSK-S5PyVnjow9/view?usp=sharing>

**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.

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[https://www.sibleyeast.org/sites/sibleyeastschools.new.rschoolday.com/files/files/Private\\_User/jwagner/Achievement%20and%20Integration%20Plan%202018-2020.pdf](https://www.sibleyeast.org/sites/sibleyeastschools.new.rschoolday.com/files/files/Private_User/jwagner/Achievement%20and%20Integration%20Plan%202018-2020.pdf)

### Annual Public Meeting

**These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.**

**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 Achievement and Integration plan for the 2019-20 school year.
  - January 19, 2021

### District Advisory Committee

**The District Advisory Committee should be in place at the start of the school year. Report on your membership list.**

**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 2019-20 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)
Jim Amsden	Superintendent	X
Mari Lu Martens	Elementary Principal, Community Member	X
Jeremy Wagner	MS/HS Principal	X
Amanda Pearson	Teacher/A & I Coord	X
Vikki Louwagie	MS Counselor/Parent/Community Member	X
Regina Sirianni	HS Counselor	X
Amy Sell	ECFE Teacher	
Soraida Palacios	Community Liaison/Support Staff/Community Member	
Nancy Hislop	School Nurse/Community Member	
Dan Hislop	Community Member	
Laura Reid	School Board	
Avery Grochow	School Board	
Missy Weber	School Board	
Michelle Halverson	School Social Worker/Community Member	X
Todd Warzecha	Teacher/Community Member	

### **Equitable Access to Excellent and Diverse Educators**

*Staffing should be in place by the start of the 2019-2020 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-2020 school year.*

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below.**

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.
  - How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
    - The administrative team in conjunction with the school board and Achievement and Integration team examines data related to equitable access to experienced, in-field, and effective teachers. This data is examined in the spring of the year, while budgeting for staffing takes place, and it is also examined throughout the course of the school year. The district examines student achievement scores as well as demographic data, and then attempts to distribute students in an equitable manner into classrooms and courses in the district.
  - Who was included in conversations to review equitable access data?
    - The administrative team, school board, Achievement and Integration Team, and building leadership teams. Teachers also play a supporting role.
  - What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

- Over the past several years, like many districts across the state, Sibley East has struggled to gain applicants in certain fields. Because of this, the district has more actively recruited candidates for positions, to ensure that teachers are experienced, effective and teaching in their license area. In addition, the district has incentives in the master agreement for teachers to further their education and gain additional licenses.

- What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

**Limit response to 200 words.**

- The district will continue to utilize its current strategies to obtain and retain effective, in-field, and experienced educators. In addition, the district will continue to develop processes to expand teacher recruitment.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.
  - Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

**Limit response to 200 words.**

- The district teaching staff does not reflect the approximately 30% Hispanic or Latino population.
- We would need to hire approximately 20 teachers to reflect our student population.

- What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
  - The district has attempted to more actively recruit teachers in general, and is exploring ways to pursue recruiting teachers from more diverse backgrounds. In addition, the district is exploring an education career pathway program with concurrent enrollment credit that would help the district to grow teachers from diverse backgrounds. Due to the COVID-19 pandemic, the district has focused its efforts this year on creating an equitable Reopening Plan.

## **Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data**

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, *please check the lines below* to confirm that your district publicly reported this data.

X 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.

X District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## 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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the <b>2019-20</b> school year.</p> <ol style="list-style-type: none"> <li>The percentage of all students enrolled in Kindergarten who will have a Low Risk indicator for aReading on the FAST assessment in Fall will be 50% or greater.</li> <li>The percentage of all students enrolled in Kindergarten who will have a Low Risk indicator for aMath on the FAST assessment in Fall will be 50% or greater</li> </ol>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Fall 2020 aReading – 52% have Low Risk Indicator</p> <p>Fall 2020 aMath – 59% have a Low Risk Indicator</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p> <p><input type="checkbox"/> Unable to report</p>

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - aReading & aMath Data – We also use Early Reading English which breaks down early literacy skills, which allows us to target specific skill deficits – this also gives a full composite of early literacy skills – As students progress in their learning, the composite of assessments changes to reflect the literacy development of the students.
  - We are able to break data down to look at specific demographic groups.
- What strategies are in place to support this goal area?

- PLC's for Tier I Instruction improvement, Student Support Teams, Child Find Team (CFT) – analysis of Special Education needs, Reading & Math Interventions with trained support staff, Master Schedule allows for interventions to be implemented by licensed teachers, Kindergarten classrooms share support staff person.
- Our Preschool has a Leadership Team that meets to analyze student data and use it for decision making. FASTBridge Assessments are currently being utilized in Preschool. In addition, we have a preschool Student Support Team, implemented SMART as part of our school-wide initiative, and have academic interventions in place for preschool students
- 2019-20 was the first year of Standards Based Report Cards for SE Elementary.
- Note: The COVID-19 Pandemic has had a negative impact on student outcomes and the district's ability to fully implement strategies to support this goal area.

### All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>1. The percentage of all students enrolled in grade 3 who earn an achievement level of meets or exceeds the standards will be 1% above the state average over a three year period ending in 2022.</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable To Report</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - We utilize aReading, CBM (Curriculum Based Measurement for Reading), DRA (Developmental Reading Assessment) We utilize FASTBridge to disaggregate this data by student group
  - Note: The COVID-19 Pandemic has not allowed us to collect all of the data necessary to report a result in this goal area.
- What strategies are in place to support this goal area?



- PLC's for Tier I Instruction improvement and standards alignment, Student Support Teams, Child Find Team (CFT) – analysis of Special Education needs, Reading Interventions with trained support staff, Master Schedule allows for interventions to be implemented by licensed teachers. In addition, technology based literacy programs like A-Z leveled books, and Epic! promote literacy.
- Note: The COVID-19 Pandemic has had a negative impact on student outcomes and the district's ability to fully implement strategies to support this goal area.

### Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <p>1. Over a 3 year period, the district will close the achievement gap between all students and the sub groups FRP and Hispanic or Latino students by an average of 10%</p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p style="text-align: center;">Unable to Report</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>

**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - We utilize aReading, CBM (Curriculum Based Measurement for Reading), DRA (Developmental Reading Assessment), and MCA scores. We utilize FASTBridge and other applications to disaggregate this data by student group.
  - Note: The COVID-19 Pandemic has not allowed us to collect all of the data necessary to report a result in this goal area.
  
- What strategies are in place to support this goal area?
  - PLC's for Tier I Instruction improvement and standards alignment (K-5), Student Support Teams (K-5 & 10-12), Child Find Team (K-5) – analysis of Special Education needs, Reading (PK-8) & Math (PK-5) Interventions with trained support staff and license teachers, Master Schedule allows for interventions to be implemented by licensed teachers (PK-8), IEP Teams (6-12), Academic Assistance Team (6-9), Peer Tutoring Program (6-9). We also implemented a Math Skills program at the elementary. AVID instructional strategies (research based) are being implemented in grades 4-12
  - Note: The COVID-19 Pandemic has had a negative impact on student outcomes and the district's ability to fully implement strategies to support this goal area.

### All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p>	<p>Provide the result for the 2019-20 school year that directly ties back</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p>

<p>1. 100% of our seniors will have a post-secondary plan in place (as part of their personal learning plan) for after graduation (this will be measured by college acceptance, job placement, military enlistment, etc.)</p> <p>2. Over a three year period, SE students will have a composite ACT score that averages the state average composite score over those same three years.</p>	<p>to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>Unable to Report Goal 1 due to COVID-19 Pandemic</p> <p>HS Grad Year 2019 SE Mean Composite Score – 22.25</p> <p>HS Grad Year 2019 Statewide Mean Composite Score – 21.36</p>	<p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input checked="" type="checkbox"/> Unable to Report</p>
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**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - We have utilized qualitative data from our counseling department in the secondary school as well as ACT scores. In addition, SLEDS data has been analyzed and disaggregated by student group.
- What strategies are in place to support this goal area?
  - The counselors work with all students to develop individualized post-secondary plans.
  - All courses, but particularly CTE courses, are aligned to college and career readiness.
  - The district is exploring pathways programs to support students as they transition out of high school.
  - Note: The COVID-19 Pandemic has had a negative impact on student outcomes and the district's ability to fully implement strategies to support this goal area.

## All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2019-20 school year.</p> <ol style="list-style-type: none"> <li>1. Overall (All Student) graduation rate of 93% or higher</li> <li>2. Over a three year average, the graduation rate of the sub group FRP will be 87%</li> <li>3. Over a three year average, the graduation rate of the sub group Hispanic or Latino will be 85%</li> </ol>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p style="text-align: center;">2019 All Students – 87.3% 2019 Subgroup FRP – 80.6% 2019 Subgroup Hispanic or Latino – 77.8%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p> <p><input type="checkbox"/> Unable to Report</p>

### Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Graduation rates by grade level and disaggregated by student group.
  - Credit attainment rates by grade level and disaggregated by student group.
- What strategies are in place to support this goal area?
  - Student Support Teams (SST) for students in grades 10-12, counseling services for students in grades 9-12, on-site mental health partnership, credit recovery options during the school day and during the summer.
  - Note: The COVID-19 Pandemic has had a negative impact on student outcomes and the district's ability to fully implement strategies to support this goal area.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2019-20 school year. Use pages 10-15 if you are reporting on Year 3 of your 3-year plan (years 2017-2020). If you are reporting on year 1 of your 3-year plan (years 2019-22), please use pages 16-22 of this document.

[View list of participating districts required to report progress of goals during the 2019-20 school year.](#)

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2019-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>Sibley East schools will increase their percent age of student s that are kinderg arten ready</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>2016 baseline of 28%</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p><i>aReading 2019 – 51% Low Risk</i></p> <p><i>aReading 2020 – 52% Low Risk</i></p>	<p>Check <b>one</b> of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Unable to Report</p>

<p><i>from the 2016 baseline of 28% to 50% by the year 2020, as measured by the FAST Developmental Milestones Assessment..</i></p>			<p><i>aMath 2019 – 59% Low Risk</i></p> <p><i>aMath 2020 – 59% Low Risk</i></p>	
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**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Same as WBWF Goal
- What strategies are in place to support this goal area?
  - Same as WBWF Goal

**Achievement and Integration Goal 2**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>Sibley East's free and reduced lunch students will increase their MCA reading score percentage</i></p>	<p>Check one of the following:</p> <p>X Achievement Goal</p> <p>___ Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>Reading 2016 – 43%</i></p> <p><i>Math 2016 –</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to</p>	<p>Check one of the following:</p> <p>___ Goal Met</p> <p>___ Goal Not Met</p> <p>X Unable to Report</p>

<p><i>from 43% in 2016, to 65% in 2020; and MCA math scores from 32.5% in 2016, to 50% in 2020.</i></p>		<p>32.5%</p>	<p>COVID-19, please respond, "Unable to report."  Unable to Report</p>	
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**Narrative is required; 200-word limit.**

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
  - Same as WBWF
- What strategies are in place to support this goal area?
  - Same as WBWF

**Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 3 (2019-20) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p><i>The AVID (Advancement via Individual Determination) instructional model will expand from being currently a 9-12 model, and be incorporated into grades 6-8.</i></p>	<p>Check one of the following:</p> <p>___ Achievement Goal</p> <p>X Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p><i>AVID Elective was in grades 9-12 in 2017-18</i></p>	<p>Provide the result for the 2019-20 school year that directly ties back to the established goal.</p> <p>If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."</p> <p>The AVID Elective is in Grades 9-12, has been expanded to grades 6-8, and AVID Elementary began</p>	<p>Check <b>one</b> of the following:</p> <p>X Goal Met</p> <p>___ Goal Not Met</p> <p>Unable to Report</p>

			in 2019-20 and is in year 2 during 2020-2021	
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**Narrative is required; 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?
  - The AVID College Readiness School-wide system was added to grades 6-8 during the 2016-17 school year. During the 2018-19 school year, further school-wide adoption took place. For the third year (2020-2021) the AVID elective exists in grades 6-12. In addition, the AVID College Readiness School-wide programming has expanded down to grades 3-5.



## **Integration**

**Narrative is required; 200-word limit.**

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Our integration strategies with our partner district last school year were in the redevelopment phase of integration. Our partner district was facing unique realignment and budgetary challenges and our plans from the fall included some outreach ideas for the upcoming spring within the elementary age groups. However, the pandemic arrived and we were unable to bring those plans to fruition.

## **Impacts from Distance Learning**

**Narrative is required; 200-word limit.**

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

During the spring, it became very difficult for us to implement intervention strategies. With the buildings being closed, and our inability to bring in our students who struggled the most, we had a hard time implementing interventions. In addition, we depend on aReading, aMath, and MCA data to make academic decisions for students, and we were unable to collect this data in the spring.



## **POSTING NOTIFICATION**

SIBLEY EAST PUBLIC SCHOOLS INDEPENDENT SCHOOL  
DISTRICT NO. 2310 ARLINGTON-GAYLORD-GREEN ISLE

WORLD'S BEST WORKFORCE COMMUNITY MEETING  
&  
ACHIEVEMENT AND INTEGRATION YEARLY REPORT

ARLINGTON CAMPUS-COMMONS AREA

TUESDAY, JANUARY 19<sup>th</sup>, 2021 @ 6:00 P.M.

REGULAR SCHOOL BOARD MEETING

ARLINGTON CAMPUS-COMMONS AREA

TUESDAY, JANUARY 19<sup>th</sup>, 2021 @ 6:30 P.M.



**SIBLEY EAST PUBLIC SCHOOLS  
ORGANIZATIONAL/REGULAR SCHOOL BOARD MEETING  
INDEPENDENT SCHOOL DISTRICT NO. 2310  
ARLINGTON-GAYLORD-GREEN ISLE  
ARLINGTON CAMPUS-COMMONS AREA  
TUESDAY, JANUARY 19, 2021 @ 6:30 P.M.**

**A. SALUTE TO THE FLAG:**

**B. CALL TO ORDER:** The meeting was called to order at \_\_\_\_\_ p.m.  
Members: Brian Brandt, Jon Hazelwood, Laura Reid, Sarah  
Ziegler, Avery Grochow, Rachel Lueth.

**C. SCHOOL OFFICER'S OATH:** Oath of Office for new board member Rachel Lueth.

**D. ELECTION OF SCHOOL OFFICIALS:**

1. Election of School Board Chairperson: Nominations/Vote  
Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to  
elect \_\_\_\_\_ as School Board Chair. Motion was/was not approved.
2. Election of Vice-Chairperson: Nominations/Vote  
Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to  
elect \_\_\_\_\_ as School Board Vice-Chair. Motion was/was not approved.
3. Election of School Board Clerk: Nominations/Vote  
Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to elect  
\_\_\_\_\_ as School Board Clerk Motion was/was not approved.
4. Election of School Board Treasurer: Nominations/Vote  
Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to elect  
\_\_\_\_\_ as School Board Treasurer

5. WHEREAS, Minnesota Statutes 123B.14, Subd. 1. Empowers the School Board to combine the duties of the office of Clerk and Treasurer of the School Board in one person in the Office of Business Affairs of the School District.

WHEREAS, the School District has decided to combine the duties of the Clerk and Treasurer in one person in the Office of Business Affairs.

THEREFORE, BE IT RESOLVED THAT the Business Manager (Janna Tessmer) of the School District is designated by the School Board of Independent School District No. 2310 to perform the duties of Clerk and Treasurer of the District.

**E. APPROVAL OF AGENDA:** Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to approve the agenda. Motion was /was not approved.

**F. APPOINTMENTS:** School Board Member/s Committee Representation: (School Board representative/s currently appointed)

1. Community Education and Early Childhood Family Education (Jon Hazelwood)
2. School Policy Committee (Due Process, Discipline, Meet/Confer, School Lunch Appeals, MSHSL, Minnesota River Conference, and Title IX (Open)
3. Negotiations (Certified)-School Insurance, Finance, Shared Decision-Laura Reid, Sarah Ziegler, Avery Grochow, Alternates, \_\_\_\_\_open, teachers, Brian Brandt, principals
4. Negotiations (Non-Certified)-(Brian Brandt, Avery Grochow, \_\_\_\_\_open, alternate-Jon Hazelwood
5. River Bend Special Education District Board-monthly meeting (Laura Reid, alt \_\_\_\_\_open)
6. MSBA Legislative Liaison (Brian Brandt)
7. Staff Development District Committee (Sarah Ziegler, Avery Grochow)
8. Sibley County Collaborative Council (Sarah Ziegler) bi-monthly meeting
9. School District Facilities (Brian Brandt, Sarah Ziegler, Laura Reid) Alternate: Jon Hazelwood
10. Continuing Education (Sarah Ziegler)
11. Transportation (Brian Brandt, Avery Grochow)
12. Technology (Avery Grochow, Jon Hazelwood)
13. Standing Committees on Site Based and Staff Development shall be made up of members from the certified negotiating committee. (Laura Reid, Sarah Ziegler, Avery Grochow, alternate \_\_\_\_\_open
14. Calendar Committee (Sarah Ziegler, \_\_\_\_\_open)
15. Extra-Curricular Activities Committee (Brian Brandt, Laura Reid, Sarah Ziegler)
16. World's Best Workforce, CTE, and Curriculum/Instruction Committee (Laura Reid, \_\_\_\_\_open, Avery Grochow)

Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to approve the above appointments. Motion was/was not approved.

17. Approval of official publications of record- newspapers (Arlington Enterprise and Gaylord Hub), and Sibley East Schools website (www.sibleyeast.org)  
Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_ to approve the official newspapers as \_\_\_\_\_ and \_\_\_\_\_ along with Sibley East Schools website (www.sibleyeast.org). Motion was/was not approved.
18. Approval of official depositories (Arlington State Bank, Pro-Growth Bank Gaylord, First National Bank of MN, Corner Stone Bank of Green Isle, US Bank, and MSDLAF.  
Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to approve the official depositories. Motion was/was not approved.
19. Delegation of Electronic Fund Transfer Authority: Recommend Janna Tessmer Deb Perschau, and Lindsey Neisen be delegated to transfer and make Electronic Fund Transfers on behalf of the district for the 2021 FY.  
Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, delegating Janna Tessmer, Deb Perschau, and Lindsey Neisen as ISD #2310 authority to make Electronic Fund Transfers during the current year. Motion was/was not approved.
20. Approval of Membership in Minnesota School Boards Association, South Central Service Cooperative, River Bend Education District, Minnesota State High School League, Minnesota River Conference and Socrates. Motion by Member \_\_\_\_\_, seconded by Member \_\_\_\_\_, to approve membership in organizations noted. Motion was/was not approved.
21. Appointment of School District Attorney (Currently Anthony Nerud) Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_ to appoint \_\_\_\_\_ as School District Attorney. Motion was/was not approved.
22. Approval of School Board Compensation. (Currently \$1500 per year for each board member and additional \$500 per year for the Chairperson, \$125 for the Clerk, Treasurer, and Vice-Chair. Special meeting \$40, \$110 for full day in/out of district meeting and \$55 for ½ day in or out of district meeting) Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to approve compensation at current amounts. Motion was/was not approved.

**G. VISITOR/GUEST COMMENTS:**

**H. CONSENT AGENDA:**

1. **Approval of Minutes:** Recommend approval of December 21, 2020 Minutes.

**2. Personnel:**

a. **Resignation:** None

b. **Hiring:** 7th Grade Boys Basketball - Jerry Berg (Step 3-\$2,722) 8th Grade Boys Basketball - Mike Feterl (Step 3- \$2,722)

3. **Fundraiser Request:** Greg Elseth-Science Department for outdoor classroom supplies, field biology equipment

Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to approve the consent agenda. Motion was/was not approved.

**I. OLD/UNFINISHED BUSINESS:**

**J. NEW/OTHER BUSINESS:**

1. Approve motion directing the Superintendent and administration to plan and make recommendations for adjustments in curriculum, programs and staffing for the 2021-2022 school year. Motion by \_\_\_\_\_, second by Member \_\_\_\_\_, directing the Superintendent and Administration to plan and make recommendations for adjustments in curriculum, programs and staffing for the 2021-2022 school year. Motion was/was not approved.

2. Bills and Payments: Recommend approval of January 2021 bills totaling \$ \_\_\_\_\_. Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to approve January 2021 bills totaling \$ \_\_\_\_\_. The motion was/was not approved.

3. Approve financial donations from:

Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_, to accept the financial donations with gratitude. The motion was/was not approved.

**K. PRINCIPAL REPORTS:**

**L. SUPERINTENDENT REPORT:**

**M. INFORMATIONAL:**

Next Regular School Board Meeting Tuesday, February 18<sup>th</sup>, 2020 \*Meeting on Tuesday due to President's Day observance.

**ADJOURNMENT**

Motion by Member \_\_\_\_\_, second by Member \_\_\_\_\_ to adjourn the meeting. The meeting was adjourned at \_\_\_\_\_ p.m.



**SIBLEY EAST PUBLIC SCHOOLS**  
REGULAR SCHOOL BOARD MEETING MINUTES  
INDEPENDENT SCHOOL DISTRICT NO. 2310  
ARLINGTON-GAYLORD-GREEN ISLE  
ARLINGTON CAMPUS-COMMONS AREA  
MONDAY, DECEMBER 21, 2020 @ 6:30 P.M.  
Due to COVID-19 restrictions  
public and Board may join the meeting  
through Google Meets at the following link:  
[meet.google.com/iug-ugms-pqd](https://meet.google.com/iug-ugms-pqd)

The meeting was called to order at 6:30 p.m. Members: Brian Brandt, Laura Reid, Sarah Ziegler, Missy Weber, Avery Grochow, Jon Hazelwood were present.

**APPROVAL OF AGENDA:** Member Weber moved, second by Member Hazelwood, to approve the agenda. The motion was approved by unanimous vote.

**VISITOR COMMENTS:** None

**CONSENT AGENDA: Approval of Minutes-**Recommend approval of November 12, 2020, Canvassing Meeting Minutes and November 16, 2020 Regular School Board Minutes.

**Personnel: Resignations:** Miriam Jungclaus- Para Gaylord **Maternity Leave:**

Jacque Hazelwood, Business and AVID Teacher, Arlington-on or about April 5<sup>th</sup>, Stephanie Rodning, Sixth Grade Teacher, Arlington-on or about February 26, 2021

**2021. Volunteer Coach:** Zachariah Dahlman, Boys Basketball **Fundraiser Request:** None

Approval of consent agenda: Member Reid moved, seconded by Member Ziegler, to approve the consent agenda. The motion was approved by unanimous vote.

**OLD/UNFINISHED BUSINESS:** Fuel Bids: (1) bid submitted from Central Farms Service Energy. Motion by Member Grochow second by Member Hazelwood to accept/reject the quote for January, 2021 at a price of \$1.89. The motion was approved by unanimous vote.

**NEW BUSINESS:**

Informational summer travel opportunity for Sibley East students to Germany, Switzerland, Italy, and a three day extension to Paris in 2022.- Carrie Bartlette

Consider certifying 2020 Payable 2021 Levy Certification Maximum \$3,989,426.85 as recommended. Motion by Member Hazelwood, second by Member Brandt, to approve 2020 Payable 2021 Levy Certification at Maximum Levy Authority, \$3,989,426.85. The motion was approved by unanimous vote.

**Bills/Payments:** Recommend approval of December 2020 bills totaling \$1,148,835.81 Motion by Member Reid, second by Member Weber, to approve December 2020 bills totaling \$1,148,835.81. The motion was approved by unanimous vote.

Approve financial donations from: Gaylord Game Protective \$9,086.22-Trap Team, Sibley Electric Incorporated \$1,000.00-Community Education. Motion by Member Ziegler, second by Member Grochow, to accept the financial donations noted. The motion was approved by unanimous vote.

**PRINCIPAL/SUPERINTENDENT REPORTS:** Return to hybrid schedule information

**INFORMATIONAL:** WBWF and Achievement and Integration Community Stakeholder Report 6:00 P.M. Tuesday, January 19<sup>th</sup>, 2021 Commons Area-Arlington Campus Organizational Meeting set for Tuesday, January 19<sup>th</sup>, 2021 @ 6:30 P.M. Commons Area- Arlington Campus

**ADJOURNMENT:** Motion by Member Weber, second by Member Grochow, to adjourn the meeting. The motion was approved by unanimous vote. The meeting was adjourned at 7:14 p.m

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Brian Brandt- Board Chair

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Board Clerk

(print name)

# Fundraiser Request Form

Today's Date 12/22/20 Deadline January

Person/Group making this request Grey Elseth

Purpose of Fundraiser Science equipment and supplies for  
the biological sciences: microscopes, anatomical models, taxidermy  
outdoor classroom supplies, field biology equipment

Date of Fundraiser Jan - May 2021 Supervisor/Advisor \_\_\_\_\_

Description of Fundraiser Go fund me or another similar  
alternative (Fundly, Kickstarter, Donate kindly)

## Action taken on request


Approved

Not approved for the following reason(s)

\_\_\_\_\_

+++++

Activities Director (when applicable) \_\_\_\_\_ Date \_\_\_\_\_

Principal  Date 12-28-2020

Action taken by Sibley East School Board Date \_\_\_\_\_

Approved

Not Approved



CORNERSTONE STATE BANK  
EXPENSE ACCOUNT  
451 3RD AVE  
GREEN ISLE, MN 55338



CORNERSTONE STATE BANK  
507-328-3200  
451 3RD STREET - PO BOX 128  
GREEN ISLE, MINNESOTA 55338-0128

01154!  
75-505/91

PAY TO THE ORDER OF  
Sibley east

Date 12/10/2020  
\$ \*\*2,000.00

Two Thousand and 00/100 \*\*\*\*\* DOLLARS

Sibley East  
P O Box 1000  
Arlington, MN 55307

Security feature included.  
Details on back

*Susan M Vos*

year 5 Final

Scoreboard Donation

PETER H. ERICKSON

3612

17-1/910 3587

*Dec 13, 2020*  
Date

Pay to the Order of Sibley East HS Athletic Dept \$ 100.00  
One hundred 00/100 Dollars



Wells Fargo Bank, N.A.  
Minnesota  
wellsfargo.com

Photo Safe Deposit Details on back

For

WRESTLING *Peter H Erickson*

Wrestling Donation

23927

E.G. RUD & SONS, INC.  
LAND SURVEYORS  
6776 LAKE DRIVE NE STE 110  
LINO LAKES, MN 55014  
PH (651) 361-8200 FAX (651) 361-8701

21<sup>st</sup> Century Bank  
www.21stcb.com  
75-1368/919



12/16/2020

PAY TO THE ORDER OF SIBLEY EAST COMMUNITY EDUCATION

\$\*\*300.00

Three hundred and 00/100 \*\*\*\*\* DOLLARS

SIBLEY EAST COMMUNITY EDUCATION  
PO BOX 1000  
ARLINGTON, MN 55307



*[Signature]*  
AUTHORIZED SIGNATURE

MEMO

Community ed donation

