



2014-2015 World's Best Workforce Report Summary

District or Charter Name: Goodhue County Education District #6051

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In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

District #6051 Goodhue County Education District's World's Best Workforce Plan

Welcome!

According to the 2013 Minnesota Statutes, section 120B.11, Minnesota school districts must develop a plan to increase student performance. This plan, known as the World's Best Workforce Plan (WBWF), needs to address the following five goals:

1. All children are ready for school;
2. All third graders can read at grade level;
3. All racial and economic achievement gaps between students are closed;
4. All students are ready for career and college; and
5. All students graduate from high school.

Goodhue County Education District (GCED) and its 6 member districts: Cannon Falls, Goodhue, Kenyon-Wanamingo, Lake City, Red Wing, and Zumbrota-Mazeppa, support these student-centered goals. Each member district has its own WBWF. As we share students and we share resources, our shared work in the development and implementation of our county-wide Multi-Tiered System of Support (MTSS) support each of the WBWF goals.

In addition to supporting WBWF goals with our member districts, GCED has a WBWF for its own programs, which had been located throughout Goodhue County until August 2015. The start of the 2015-16 school year presents new opportunities and new challenges for Goodhue County Education District (GCED) with the opening of River Bluff Education Center (RBEC) at 395 Guernsey Lane, Red Wing, MN. This new site houses GCED district office, itinerant staff members, setting IV programs, transitions program, and an alternative learning center. This year will be a year of evolution. As we build our system, we intend to build and connect the essential components of our system. As we develop the system, we intend to use Implementation Science resources to guide our work. For the purpose of knowledge management we will document new systematic operations. Learning and teaching will fall under our MTSS. The 2015-16 school year marks the first year of our full implementation of our World's Best Workforce plan.

We encourage parents and community members interested in working with us on this important work to please join us! We have a parent advisory group; to join please contact Cherie Johnson, Executive Director, at cjohnson@gced.k12.mn.us or at 651.388.4441.

If you have any questions or concerns, please contact Jillynne Raymond, Assistant Director of System Development, at jraymond@gced.k12.mn.us or at 651.388.4441. Thank you!

Stakeholder Engagement

Report

The Goodhue County Education District annual summary report will be posted on its website – <http://www.gced.k12.mn.us>

Annual Public Meeting

- The annual school board meeting to look at World's Best Workforce data will be held at River Bluff Education Center on January 22, 2016.

District Advisory Committee

- For the 2015-16 School Year the District Advisory Committee includes:
 - Jillynne Raymond, Assistant Director of System Development (Co-Chair)
 - Brian Cashman, Coordinator of Alternative Programming (Co-Chair)
 - Maggie Helwig, Assistant Director/Principal
 - Alisha Dalsin, RBEC Coordinator
 - Jake Smith, Teacher/Case Manager
 - Becky Alsop, Secondary Science Teacher
 - Shelly Angel, Social Worker
 - Patti Flynn, Paraprofessional
 - Parent/Community Member Representatives have not been selected at this time. Invitations have been extended and we will continue our efforts to recruit parent and community members.

Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

SMART Goal	2015-2016 Goals	2015-2016 Goal Results
All Students Ready for Kindergarten	<i>Kindergarten students at RBEC will have an IEP behavioral goal related to school readiness.</i>	
All Students in Third Grade Achieving Grade-Level Literacy	<i>100% of grade 3 students at RBEC will be reading at least a grade 3 level as measured by the MTSS Assessment Framework by June 1, 2016.</i>	
Close the Achievement Gap(s) Among All Groups* <i>*Target Achievement Gap = Special Education vs. General Education</i>	<i>100% of RBEC students will exhibit math and reading achievement at or above their non-special education grade level peers from their home school district as measured by the MTSS Assessment Framework by June 1, 2016.</i>	
All Students Career- and College-Ready by Graduation	<i>100% of RBEC 9th grade students will participate in a transitions inventory. From the inventory, they will each create a career and education goal in either their IEP or CLP.</i>	
All Students Graduate	<i>100% of 11th and 12th grade students at risk of not graduating time will be offered to participate in Check and Connect, an</i>	

	<p><i>evidence-based school dropout prevention program.</i></p> <p><i>RBEC will have a drop-out rate decrease of 10% with students who, based on a normal work trajectory, would graduate with a high school diploma during the 2015-2016 school year.</i></p>	
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Identified Needs Based on Data

- *RBEC students are all "at-risk"; they attend RBEC based on a referral from their home district. Each student has his/her own set of individualized needs for behavior and academic achievement. RBEC is in the first year of its existence. Prior to 2015-2016, the programs currently housed at RBEC were either not in existence or were in existence at other physical sites. Due to bringing the programs together under one roof, and adding programming, the 2015-2016 school year is a baseline year for our program effectiveness. Data analysis systems are still being worked on so that we can effectively monitor the strength of our programming and identify opportunities for improvement.*

Systems, Strategies and Support Category

Students

- RBEC responds to students' individual needs in the least restrictive environment. This includes supporting students transitioning to and from a member district.
- RBEC staff members are available to support students' transitions: paraprofessionals, teachers, case managers, social workers, mental health counselors, and administrators.
- RBEC students participate in the GCED Assessment Framework and participate in identified interventions as necessary. RBEC staff members collaborate with community support teams as necessary, i.e. county social workers, probation officers, other court ordered services for student success.
- RBEC provides a Balanced literacy framework to support individualized learning needs.
- RBEC is in the process of developing a fully operational Multi-Tiered System of Support (MTSS) for all of its students. Using the fundamental components of an Assessment Framework, Tiered Instruction, and Data-Based Decision Making, RBEC will offer

students appropriate and personalized supports for their academic and social/emotional growth. Key indicators of progress include increase in attendance rate, decrease in failing grades, decrease in behavioral (office) referrals, increase in use of coping skills for behavior regulation,

Teachers and Principals

- GCED's Teacher Development and Evaluation system is based on the work of Robert Marzano and other educational researchers. Each year teachers develop 3 professional goals that are based on targeted elements within the Marzano Framework. GCED then supports the targeted elements with PD. For 2015-16 targeted elements include:
 - Tracking Student Progress
 - Managing Response Rates
 - Seeking mentorship for areas of interest or need.
- Professional cohorts provide networking and professional collaboration to meet student needs: Autism, CTE, Early Childhood, EBD, EL, Motor, Social Worker, Speech Language. In addition, the Instructional Coaching Team is available to support Teachers
- Key indicators of progress will be teacher growth evaluation system and student achievement.

District

- *As mentioned previously, the 2015-2016 school year is one of new beginnings for our programs and our staff. At this point, the most critical district initiative is the coordination and implementation of Professional Learning Communities (PLCs). The vision for the RBEC PLC process is to remain focused and engaged on the four essential questions: (1) What do we want students to know?, (2) How will we know if they have learned it?, (3) What will we do if they do not know it, and (4) What will we do if they already know it?. These types of conversations will require the specific tasks of analyzing essential standards, creating learning targets, reviewing common formative assessments, and using data-based discussion to make informed instructional choices. The major key product from this work will be an articulated PLC scope and sequence.*