



District #6051 Goodhue County Education District 2017-2018 World's Best Workforce Plan - Outcome Summary

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 WBWF goals.

In addition to supporting its member districts, GCED is a district on its own as well. Our WBWF Plan applies to our own programs. The WBWF Plan, along with our Q-Comp Plan, guides the work of our programming. Students registered in our programs have individual needs; they are either enrolled in an alternative learning center or in a federal setting IV program. This means that 100% of our students from an MTSS perspective, are tier 3 students; this is true for our students that are and are not served under special education. For multiple reasons, our students are not served

in an independent school district's mainstream setting. This is an important consideration when developing and monitoring goals. Our MTSS is built for two lenses:

1. Individual Student Lens = Each student needs resources/support to achieve learning targets when needed. *These are tier 3 students; they have more needs, which require more supports and resources.*
2. System Lens = MTSS is about ensuring one system that provides multiple supports for individual students and groups of students. As a system we need to be able to allocate resources in order to respond to student need.

We encourage parents and community members interested in joining us on this important work to 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!

Reporting

- The Goodhue County Education District World's Best Workforce Plan and Summary will be posted on its website – <http://www.gced.k12.mn.us>.
- The annual school board meeting reporting on results (Q-Comp/WBWF) was held at River Bluff Education Center on June 28, 2018.

- For the 2018-19 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, RBEC Director of Special Education/Principal

- o Beth Borgen, Tower View Principal
- o RBEC/TV Teachers' Invitation and Input
- o Invitations have been extended for Parent/Community Member Representatives and we will continue our efforts to recruit parent and community members.

Goals and Results

Note: Goal results will be reviewed the fall of 2018. We will report on those results here by December 15, 2018.

SMART Goal	2017-18 Goals	November 2018 Assessment Results
All Students Ready for Kindergarten	<i>Kindergarten students at RBEC will have an IEP behavioral goal related to school readiness.</i>	<i>Goal met</i>
All Students in Third Grade Achieving Grade-Level Literacy	<p><i>For our unique population, we extend this goal beyond 3rd grade. We measure literacy growth for this WBWF goal and also for one of our Q-Comp goals.</i></p> <p><i>The K-10 students (participating in universal benchmarking) at River Bluff Education Center will increase this year's median Student Growth Percentile (grade level peers) from 31.5 (2016-17 school year) to 40 when measured by the FAST Bridge Learning reading assessments from Fall 2017 to Spring 2018.</i></p>	<p><i>Goal met based on our FASTBridge Learning reading assessments.</i></p> <p><i>Student Growth Percentile = 40</i></p>

<p>Close the Achievement Gap(s) Among All Groups* <i>*Target Achievement Gap = Special Education vs. General Education</i></p>	<p><i>The percentage of students enrolled October 1 in grades 3 through 10 at River Bluff Education Center who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading will increase from 11.1% in 2017 to 22% in 2018.</i></p> <ul style="list-style-type: none"> <i>a. 2014: 26.7%</i> <i>b. 2015: 23.3%</i> <i>c. 2016: 7.9%</i> <i>d. 2017: 11.1%</i> <i>e. 2018: 27%</i> 	<p><i>Cell sizes are too small to report by group.</i></p>
<p>All Students Career- and College-Ready by Graduation</p>	<p><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></p> <p><i>100% of students in grades 9 through 12 will develop a career and education goal in either their IEP or CLP. These students' case managers or advisors will assist students with progress monitoring these goals</i></p>	<p><i>Goal met.</i></p>
<p>All Students Graduate</p>	<p><i>100% of 11th and 12th grade River Bluff Education Center students at risk of not graduating on time will be offered to participate in Check and Connect, an evidence-based school dropout prevention program.</i></p>	<p><i>Goal met.</i></p>

	<p><i>100% of 11th and 12th grade Tower View students are scheduled for individual meetings with their advisors every three weeks to discuss their plan to graduate.</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 2017-2018, 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 2017-2018 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 2017-2018 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.*

Equitable Access to Excellent Teachers

[Note: Review the information below. **Districts do not need to report information in this section at this time.**]

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field teachers. On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long-term needs for improving equitable access of all students to great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low-income families and students of color, have equitable access to teachers and principals who can help them reach their potential.