



2018-2019 World's Best Workforce Plan

District or Charter Name: Goodhue County Education District
Grades Served: K - 12
Contact Person Name and Position: Jillynne Raymond, Assistant Director of System Development

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

This document serves as the required template for submission of the 2018-19 report summary. Districts must submit this completed template by **December 15, 2019**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us) (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

- WBWF Annual Report is included in the June school board meeting each year, published as a part of our official minutes.

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

- June 27, 2019 is the school board annual public meeting to review progress from the 2018-19 school year.

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

- Complete the list of your District Advisory Committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Jillynne Raymond, Co-Chair	Assistant Director of System Development
Brian Cashman, Co-Chair	Coordinator of Alternative Learning
Beth Borgen	Principal of Tower View ALC
Alisha Dalsin	Coordinator of River Bluff Education Center
Maggie Helwig	Director of Special Education/Principal of River Bluff Education Center
	Staff <i>Invited parents – We continually invite parents to serve on our advisory committees.</i>

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
<i>100% of Kindergarten students at RBEC will have an IEP behavioral goal related to school readiness.</i>	<i>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress</i> <i>(only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i>

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

Goal	Result	Goal Status
<p><i>100% of grade 3 students at RBEC will be reading at least at a grade 3 level as measured by FASTbridge assessments outlined in the MTSS FAST Assessment Framework by June 1, 2019.</i></p>	<p><i>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i></p>

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

Goal	Result	Goal Status
<p><i>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, 2019.</i></p>	<p><i>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>
<p><i>Tower View Students</i></p>	<p><i>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
<p>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 their CLP.</p>	<p>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>
<p>100% of Tower View Students will create and monitor a career and education goal in either their CLP or IEP.</p>	<p>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

2e. All Students Graduate

Goal	Result	Goal Status
<p>100% of 11th and 12th grade students at risk of not graduating on time will be offered to participate in Check & Connect, an evidence-based school dropout prevention program.</p> <p>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 2018-19 school year.</p>	<p>Provide the result for the 2018-2019 school year that directly ties back to the established goal.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> Goal in Progress (only for multi-year goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

<i>Tower View's 4 year and 7 year graduation rates?</i>		
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3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *List and describe the district's needs that were identified at the start of the 2018-2019 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *For Tower View, graduation rates were reviewed as part of MDE's review and we include in our work too. TV was identified for needing comprehensive support based on Graduation Rates. The rates include:*
 - *2018 (3 previous school year cohorts averaged) 4 Year Graduation Rates: ALL Students – 37.33%, FRR – 41.49%, WHITE – 35.45%*
 - *2018 7 Year Graduation Rates: ALL Students - 60%, FRR – 66.66%, WHITE – 68.97%*
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4. Systems, Strategies and Support Category

4a. Students

- *Describe the areas below. Include only the district focus areas for the 2018-2019 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
 - *Process to disaggregate data by student group: Our cell sizes are too small to report on fully. Students in both are Federal Setting IV programs and in our ALC programs are well known by staff members. Students' learning plans and needs are individualized in either their CLP (continual learning plan) or their IEP (individualized education plan).*

4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2018-2019 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *System to review and evaluate the effectiveness of*
 - *Instruction*
 - *Curriculum*
 - *Teacher evaluations*
 - *Principal evaluations*

4c. District

- *Describe the areas below. Include only the district focus areas for the 2018-2019 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
 - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
 - *Technology*
 - *Collaborative professional culture*

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

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

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2018-2019 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
- *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
 - *Include how the district reviews data to examine the equitable distribution of teachers.*
 - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*