



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 Goodhue County Education District's World's Best Workforce Plan for the 2018-2019 academic school year. Districts must submit this completed template by **December 15, 2019**, to MDE.WorldsBestWorkForce@state.mn.us.

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.
- The WBWF Plan may be found on our website (gced.k12.mn.us) under the Quick Links

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
Due to our size and needs, our staff members are able to give input with their principals.	Teachers, Social Workers, Service Providers
	<i>Invited parents – We continually invite parents to serve on our advisory committees.</i>

1. 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
<i>100% of Kindergarten students at RBEC will have an IEP behavioral goal related to school readiness.</i>

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

Goal
<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>

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

Goal
<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>

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

Goals
<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 their CLP.</i>
<i>100% of Tower View Students will create and monitor a career and education goal in either their CLP or IEP.</i>

2e. All Students Graduate

Goal
<i>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.</i>
<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 2018-19 school year.</i>

2. 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.]

- *In order to identify our needs, we analyzed our data including: FASTBridge Screening Data, FASTBridge Progress Monitoring Data, MCA/MTAS Data; Restrictive Procedure Data.*
- *RBEC and Tower View students are all “at-risk”; they attend either program based on individual need.*
- *For Tower View specifically, 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%*

3. Systems, Strategies and Support Category

4a. Students

- *RBEC responds to students' individual needs in the least restrictive environment possible. 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 providers, 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 has an instructional coach/student interventionist to support staff members' work in literacy.*
- *GCED (includes RBEC and Tower View) is implementing a fully operational MTSS, Multi-Tiered System of Support as a framework of all we do. Using the fundamental components of an Assessment Framework, Tiered Instruction, and Data-Based Decision Making, we will offer personalized supports for students' academic and social/emotional growth. Key indicators of progress include an increase in attendance rate, decrease in failing grades, decrease in behavioral (office) referrals, and an increase in the use of coping skills for behavior regulation.*
- *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

- *GCED's Teacher Development and Evaluation Plan is based on the work of Dr. Robert Marzano and other educational researchers. Each year teachers develop 3 professional growth goals that are based on targeted elements within the Marzano Framework. GCED then supports the targeted elements with PD.*
- *Professional cohorts provide networking and professional collaboration to meet student needs: Autism, CTE, Early Childhood, EBD, EL, Motor/DAPE, Social Workers, Speech Language Pathology. In addition, the instructional coach is available to support teachers.*
- *Key indicators of progress will be the teacher growth evaluation system and student achievement.*

4c. District

- *For the 2018-2019 school year, the district continues to focus on its MTSS or Multi-Tiered System of Support to ensure all students receive the help they need when they need it. An identified need from our MTSS framework was a need for literacy curriculum. This year we are implementing new curriculum to support a balanced literacy framework, specifically HMH's Journeys.*
- *Tower View was identified by MDE for support. We have begun and will continue to work with the Regional Center of Excellence team members assigned to us.*

4. 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.

Our goal for this year is to determine a process to examine the equitable distribution of teachers. The challenge is the teacher shortage, particularly in special education. Given that challenge, we are actively working on recruiting and building our own teachers. For example, we have been able to convince strong paraprofessionals to go back for a teaching license. We also know that our professional development needs are great.