



Goodhue County Education District

Enhancing educational opportunities through interdistrict cooperation

ABOUT US PROGRAMS AND SERVICES MTSS PARENT/STUDENT TOOLS STAFF RESOURCES MORE...

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Important Upcoming Events/Meetings

June 5	Elementary School Principals Meeting
June 10	Special Education Leadership Team Meeting
June 10-11	FAST Forward '19
June 19	Superintendent Council

NOW **Register for summer PD opportunities!**
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The Progress, June 2019: Volume 4, Issue 10

The Progress archive

[Click here](#) to view past issues from the current school year.

Comments? Suggestions for new articles?

Contact Jillynne Raymond, jraymond@gced.k12.mn.us

ESY @ RBEC

- **July 15 - 18**
- **July 22 - 25**
- **July 29 - August 1**
- **8:30 - 11:30 am**

District Teams Wrap Up Problem Solving Teams PD with CAREI

Teams from GCED and all member districts wrapped up a year long learning experience this past month. The Center for Applied Research and Educational Improvement (CAREI) recognize the challenges of problem solving teams in public education. When caring educators see a student struggling with learning outcomes, they want to fix the problem. Usually, immediately. While the intent is in the right place, there are times when we rush to solve a problem before actually understanding the root cause of the problem. An essential foundation of a district's MTSS (Multi-Tiered System of Support) is schoolwide problem solving though. If we rush through the problem solving, we are doing an injustice to our system itself. Remember, the system supports the students *and* the staff members.

The first step in building our capacity with problem solving is to remember that a problem is simply the gap between what we expect to occur and what actually occurs. If we design our lessons to reach 85% of our learners, but only 60% of our learners meet the learning targets, then there is a gap with our expected outcomes. That is the problem to focus on during the problem solving model.

As we all know professional development is less than effective in isolation. The intent is that teams initially trained to dig deeper with problem solving will go back to their districts to help build their sites' capacity with problem solving. We will all continue to work on improving our

problem solving.

Thanks to this year's participants in the problem solving professional development!

Cannon Falls = Jen Chappius, Kristin Kirk, Sharon Noble

Goodhue = Makenna Holt, Casey Veiseth

Kenyon-Wanamingo = Amy Buchal, Laura McAnally, Katy Schuerman

Lake City = Makenna Holt, Brittany Liljevall, Siri Vollan

Red Wing = Jennie Bordonara, Carey Field, Candis Haekencamp, Nicole Jack, Jason Kjos, Molly Paulson

River Bluff Education Center = Alisha Dalsin, Maggie Helwig

ZM = Wendy Ahern, Abby Bartelma

GCED District Office = Cherie Johnson, Jillynne Raymond

Data-Based Problem Solving Process

*The use of a structured, process to **improve outcomes** for **ALL** students.*

Five step problem solving approach

1. Identifying the problem within the relationship of the goal and objectives to be attained.
2. Identifying possible reasons why the desired goals are not being attained.
3. Developing a plan for and implementing evidence-based strategies to attain the goals.
4. Implementing and monitoring the plan and student progress
5. Evaluating the effectiveness of the plan and adjusting accordingly.



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GCED wins the Challenge Games



Foos up for the challenge?



GCED staff members are always up for a challenge! This year's Challenge Games (Red Wing YMCA Community Fundraiser/Team Building) were no exception. With true team grit, GCED took 1st place in our division. Under the leadership of the incredible Team Captain Cindy Luhman, all contributed to the overall winning team score.



- First Place Wins!

- Golf: Nicole Gnotke, Brandon Kin, Matt Rodgers, and Patti Visconti
- Pool: Cindy Luhman and Julie Walz
- Kayak Race: Stacey Anderson, Sam Berghammer, Tira Petersen, and Abby Wiley
- Minute to Win It: Nicole Jack, Sheri Johnson, Kris Jurgensen, and Jackie Paradis
- Speed Jenga: AJ King
- Euchre: Stacey Anderson and friend Shauna
- Target Shoot: Austin Noble
- Kickball: Stacey Anderson, Sam Berghammer, Emily Grobe, AJ & Brandon King, Brian Mettling, Austin Noble, Tira Petersen, Erica Sherman, Adam Walther, and Julie Walz
- "Keeping up with the Schoener Girls" or more commonly known as the Scavenger Hunt: Ashley Burman, Emily (Schoener) Grobe, AJ King, and Abby (Schoener) Wiley



- Second Place Wins!

- Darts: Alisha and Chris Dalsin
- Bowling: Julie Braford, Brandon King, Austin Noble, and Julie Walz
- Volleyball: AJ King, Brandon King, Jen Nerison, Erica Sherman, Jake Smith, and Adam Walther
- Texas Hold 'em: Adam Walther
- Cribbage: Carrie Bartel and Sam Berghammer
- Bean Bags: Austin Noble and Julie Walz
- Human Foosball: Brian Cashman, Alisha Dalsin, Maggie Helwig, Naomi McCord, Austin Noble, Tony Serna, and Abby Wiley





- Trivia: Carrie & Joe Bartel, Naomi McCord, Stub Noble, Liz Peterson, and Jillynne Raymond



Community Transition Interagency Committee (CTIC)

The Community Transitions Interagency Committee (CTIC) supports the state mission of the Olmstead Plan, "Minnesota will be a place where people with disabilities are living, learning, working, and enjoying life in the most integrated setting." Highlights from their May meeting:

2019-20 Collaboration and Professional Development Planning

The committee reflected on this year's work and their mission moving forward with the intent to build their collective capacity on behalf of supporting our students' transitions. Region 10's Christian Wernau shared the Transition TA Model as a potential framework that has 1 prong as Interagency Collaboration; this **is** CTIC. The group will be able to use the collaborative framework to better improve transition planning and service delivery.

Work Challenge Day

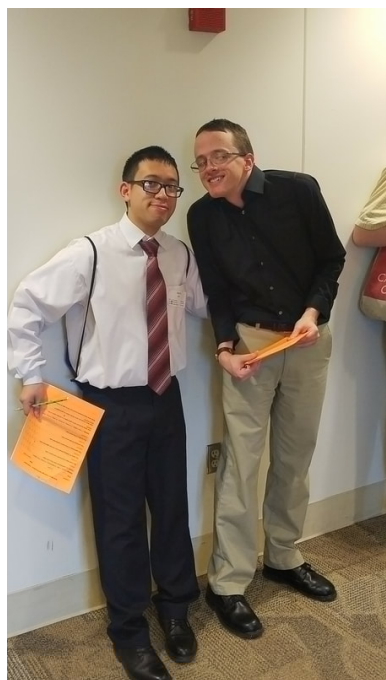
The committee reflected on a recent activity designed to help students prepare for entering and being successful in the work world. Students attended a work challenge day, offered in 3 locations in SE Minnesota. GCED students participated at the Northfield site; they learned about transition and career opportunities as well as competed in various activities related to skills needed on the job. For example, one event was problem solving on the job. RBEC student Mary Nibbe and her team took first place in this event.

Grants/Scholarships

For more information or assistance on the following grants and scholarships, contact The Arc MN SE Region at 507.287.2032.

- Seth Pack Mini-Grants & The Arc Scholarship
 - Assistance for camp costs, training opportunities, or individual needs
 - <https://arcminnesota.org/regions/southeast/>
- Minnesota Microgrant Partnership
 - Assistance to achieve person-centered goals around (1) Competitive Employment, (2) Inclusive Housing, and (3) Community Integration.
 - <https://arcminnesota.org/ways-we-can-help/scholarships-microgrants/>





The Research and Training Center on Community Living (RCT-CI) is a part of The College of Education and Human Development of UMN. Their research impacts and informs policies and practices that impact the lives of people living with disabilities.

Five years of their work is chronicled in summaries and brief videos; check it out at ici.umn.edu/products/summaries/RTC-CL/2013-18.

Student Outcomes in Reading and Math: How are we doing?

We hear a lot about growth, which is only natural. At a system level, our students' rate of growth can let us know how we are doing. We have limited time and resources so it is important to ask if what we are doing is impacting our students' growth. Are we satisfied with the results? What are we doing well? What do we want to improve?

Reading Growth

- 13.5% - Aggressive Growth
- 39% - Typical Growth
- 32% - Modest Growth
- 15.5% - Flat Growth

Math Growth

- 18% - Aggressive Growth
- 36% - Typical Growth
- 32% - Modest Growth
- 14% - Flat Growth

In addition to growth, it is important that we look at student proficiency outcomes at a system level. We have identified the answers to the 4 essential questions:

1. What do we want our students to know?
2. How will we know if they know it or not?
3. How will we respond if they do not know it?
4. How will we respond if they already know it?

These questions guide our continuum of supports. With supports in place we should see large percentages of students meeting proficiency. If not we need to ask, what supports are needed to help all students meet proficiency?

Reading Risk Category

65% - College Pathway/Low Risk Category
 20% - Some Risk Category
 15% - High Risk Category

Math Risk Category

61% - College Pathway/Low Risk Category
 22% - Some Risk Category
 17% - High Risk Category

Teachers' Summer Reading List

So you sent the students home for the summer inspired to read every day, now what about you? AJ Juliani offers suggestions on his website; check out [100 Books Every Teacher Should Read](#) and have an amazing summer!

In the Spotlight: YOU - the EduStar

However you spend your summer, enjoy! Take the time to reflect on your successes this year.

Have fun and do whatever works to recharge **yourself!** If you're reading this send an email to jraymond@gced.k12.mn.us with the word "summertime" in the subject line; if you are the first one you'll receive a little summer fun treat.

Thanks for all you - HAVE A GREAT SUMMER EVERYONE!

Remember that you have access to free resources through Infinitec.

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Goodhue County Education District is a group of six southeastern Minnesota school districts: [Cannon Falls](#), [Goodhue](#), [Kenyon-Wanamingo](#), [Lake City](#), [Red Wing](#) and [Zumbrota-Mazeppa](#). Working together, the districts provide effective and efficient educational services and funding for special education programs, staff development, extended and alternative summer school services.