



Green Isle Community School's World's Best Workforce Plan

Drafted spring 2014

TABLE OF CONTENTS

1	Purpose of World's Best Workforce Plan	3
2	WORLD'S BEST WORKFORCE PLAN EXECUTIVE SUMMARY	3
3	WORLD'S BEST WORKFORCE PLAN OVERVIEW	3
4	G.I.C.S. WORLD'S BEST WORKFORCE PLAN SCOPE	4
4.1	World's Best Workforce Plan Goals and Objectives	4
4.2	World's Best Workforce Plan Deliverables	9
4.5	Deliverables	9
6	WORLD'S BEST WORKFORCE PLAN APPROACH	10
7	WORLD'S BEST WORKFORCE PLAN TEAM ORGANIZATION	12
8	WORLD'S BEST WORKFORCE PLAN REFERENCES	12
9	APPROVALS	12

1 PURPOSE

The purpose of this plan is to fulfill *Minnesota Statutes Section 120B.11 Subd. 2* as well as provide a long-term guide for Green Isle Community School's 'World's Best Workforce' Initiative.

The plan provides the scope, objectives, and overall approach for the Green Isle Community School 'World's Best Workforce' initiative. It has been compiled by the Director with input and elements from the Green Isle Community School staff, G.I.C.S. Data Team, G.I.C.S. Curriculum & Instruction Team, G.I.C.S. Lead Team, and the G.I.C.S. World's Best Workforce Advisory Council. This document contains plans for initiating, planning, executing, controlling, and assessing the initiative in addition to objectives, organization and budget.

2 EXECUTIVE SUMMARY

- Green Isle Community School Goals & Benchmarks for instruction and student achievement
 - Green Isle Community School process/protocol for assessing and evaluating students' progress
 - Green Isle Community School system for reviewing and evaluating effectiveness of curriculum, instruction
 - Green Isle Community School staff evaluation system to ensure the use of best practices and teaching strategies.
 - Additional strategies and or programs used at Green Isle Community School to improve instruction, curriculum and student achievement
 - Description of Green Isle Community School's practices which integrate high quality instruction, rigorous curriculum, instructional technology and teacher collaboration to support teacher quality, performance and effectiveness
 - Annual Budget to sustain the Green Isle Community School's 'World's Best Workforce' initiative.
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3 OVERVIEW

Green Isle Community School's 'World's Best Workforce' initiative is to support and improve teaching and learning aligned with creating the world's best workforce. It is based on five beliefs:

- All students are ready for kindergarten
- Close the achievement gap
- All students in third grade achieve grade level literacy
- All students attain career and college readiness before graduating high school
- All students graduate from high school

During the 2013-2014 school year through a series of meetings with parents, community representatives, school board members, staff & administration this World's Best Workforce initiative took shape.

4 SCOPE

4.1 Goals & Objectives:

Goals	Objectives
<p><i>Performance Measure:</i> Progress in striving to create the world's best workforce</p>	<ul style="list-style-type: none"> • All students ready for kindergarten <ul style="list-style-type: none"> ○ Green Isle Community School provides families in the area with a preschool program for children ages 3-5. The preschool teacher works closely with the kindergarten teacher to ensure each and every child receives any and all supports necessary to help them be ready for kindergarten upon entry. ○ During the 2013-2014 school year staff continued to ensure the kindergarten curriculum aligned with the early learning standards, examined the research based approaches used and resources available, identified best practice strategies and tools to measure progress. ○ Families in the Green Isle area are invited to participate in the GICS Summer Literacy program ○ Families with a child of preschool/kindergarten age in Sibley County receive an annual summer newsletter to inform them of how to help prepare their child for kindergarten. This includes information regarding free programs to participate in, articles with helpful tips as to how they can best prepare their child for school, free websites and other resources available to them, and book recommendations for their child. • All students in third grade achieving third grade literacy <ul style="list-style-type: none"> ○ Teachers will use whole class instruction, flexible grouping, and guiding reading during the core reading block. ○ Teachers will use whole class instruction when using the curriculum literacy by design for core reading at each grade level. This includes work on vocabulary, phonics, comprehension, and grammar. ○ Teachers will use flexile grouping when using guided reading to instruct each individual student at their own reading level. Students will be continually challenged to work toward mastery at that level while pushing toward learning at

	<p>the next level. For students that are above and beyond grade level, material is provided to extend their levels. For students that are below level additional word work and comprehension skill learning is given.</p> <ul style="list-style-type: none"> ○ Teachers will use strategies from Lucy Caulkins' Reading Workshop to help lead into deeper discussions about books. ○ Beginning in 3rd grade students will have additional book club reading where they work on reading to extend Social Studies curriculum and reading for enjoyment. During this time they will have a monthly Independent Reading Project (IRP) to help them extend their thinking. ○ Students working below level will be given additional help through Response To Intervention (RTI) instructors who are specifically trained in reading instruction. ○ After being assessed by the AIMSweb test and identified as needed extra help, RTI interventions will be given as determined by the RTI tier schedule to determine if students have mastered the needed objectives. ○ Students who are identified as needing extra help from the literacy by design curriculum unit tests will be given additional help from a licensed teacher. ○ Students who are identified as below grade level in guided reading as determined the DRA test and Literacy By Design assessments will be given extra help from a licensed teacher.
<p>Performance Measures: Process and plan for assessing and evaluating each students progress toward meeting state and local academic standards</p>	<ul style="list-style-type: none"> ● All students ready for kindergarten <ul style="list-style-type: none"> ○ % of Kindergarten students in the tier 1 category as measured by the AIMSweb benchmarking completed in the first month of the school year. <ul style="list-style-type: none"> ▪ 2013 Goal: 75% Results: 50% ▪ 2014 Goal: 75% Results: 56% ▪ 2015 Goal: 65% ● All students in third grade achieving third grade literacy <ul style="list-style-type: none"> ○ NWEA Growth Data <ul style="list-style-type: none"> ▪ Reading Goal: 85% of students enrolled in grades k-6 at Green Isle Community School with no significant gap in their educational experience, will demonstrated one year's growth from fall to spring in reading as measured by the NWEA-MAP assessment. The remaining 15% of the students will show progress in developmentally appropriate reading goals. <ul style="list-style-type: none"> ● 2013 Results: 92% of students in grade 3 demonstrated one year's growth from fall to spring as measured by the NWEA-MAP assessment. ▪ % of 3rd grade students at or above spring benchmark as measured by the NWEA-MAP assessment <ul style="list-style-type: none"> ● 2013 Goal: 75% Results: 46% ● 2014 Goal: 75%

	<ul style="list-style-type: none">▪ % of 3rd grade students making yearly growth as measured by the NWEA-MAP assessment<ul style="list-style-type: none">• Subgroups:<ul style="list-style-type: none">○ Special Education<ul style="list-style-type: none">▪ 2013 Goal: 75% <i>Results: 34%</i>▪ 2014 Goal: 50%○ Free/Reduced Lunch<ul style="list-style-type: none">▪ 2013 Goal: 75% <i>Results: 67%</i>▪ 2014 Goal: 75%○ White<ul style="list-style-type: none">▪ 2013 Goal: 75% <i>Results 70%</i>▪ 2014 Goal: 75%○ Hispanic:<ul style="list-style-type: none">▪ Currently have no 3rd grade students in this subgroup.○ Black:<ul style="list-style-type: none">▪ Currently have no 3rd grade students in this subgroup.○ Asian/Pacific Islander:<ul style="list-style-type: none">▪ Currently have no 3rd grade students in this subgroup.○ American Indian/Alaskan Native:<ul style="list-style-type: none">▪ Currently have no 3rd grade students in this subgroup.○ Limited English Proficiency:<ul style="list-style-type: none">▪ Currently have no 3rd grade students in this subgroup.○ AIMSweb<ul style="list-style-type: none">▪ Percentage of 3rd grade students who meet or exceed benchmarks on AIMSweb progress monitoring and benchmarking.<ul style="list-style-type: none">• 2013 goal: 75% <i>Results: 62%</i>• 2014 Goal: 75%○ MCA Proficiency Data<ul style="list-style-type: none">▪ SMART Goals<ul style="list-style-type: none">• Percentage of all students enrolled October 1 in grades 3-6 at GICS who earn an achievement level of meets or exceeds the standards on all Reading and Math (MCA) accountability test will increase as follows:
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			2012	2013	2014	2015	2016	2017
	Reading Goals		67.4	37.8	44.8	51.8	65.8	72.8
	Results		67.4	37.8	41.7			
	Math Goals		53.5	52.6	57.6	62.6	72.6	77.6
	Results		53.5	52.6	58.3			

- Closing the achieving gap(s) in the district
 - MMR rating
 - Green Isle Community School received 21.44% in 2011, 11.82% in 2012, 20.92% in 2013. Our goal for 2014 is 23.5%.
 - 2013 Results
 - Proficiency: 2.89 Points /50.7%
 - Growth: 7.57 Points
 - Achievement Gap Reduction: 0 Points
 - Total: 10.46 Points/50 Points
 - 2014 Goals
 - Proficiency: 3.1 Points
 - Growth: 8.2 Points
 - Achievement Gap Reduction: 1 Points
 - Total: 12.3 Points/50 Points

Performance Measures: System to periodically review and evaluate the effectiveness of all instruction & curriculum

- The GICS data team
 - Site based Data Team reviews student data once a month to discuss student progress, any interventions used, and brainstorm new approaches to best help each child. This data includes AIMSweb, NWEA, DRA and Rocketmath.
- The GICS Curriculum Team
 - The GICS Curriculum Team meets regularly to review current curriculum. By reviewing student data, teacher observations and discussing the curriculum & instruction will continue to evaluate effectiveness of current curriculum, map the curriculum to standards and change and/or supplement the curriculum as needed.

Performance Measures: Strategies for improving

- The GICS data team
 - Site based Data Team reviews student data once a month to discuss student progress, any interventions used, and brainstorm new approaches to best help each child. This data includes AIMSweb, NWEA, DRA and Rocketmath.
 - Student growth as evident by AIMSweb benchmarking in between NWEA-MAP

<p>instruction, curriculum an student achievement</p>	<p>assessments and other state accountability tests (MCA).</p> <ul style="list-style-type: none"> • The GICS Curriculum Team <ul style="list-style-type: none"> ○ The GICS Curriculum Team meets regularly to review current curriculum. By reviewing student data, teacher observations and discussing the curriculum & instruction will continue to evaluate effectiveness of current curriculum, map the curriculum to standards and change and/or supplement the curriculum as needed. • Additional Strategies <ul style="list-style-type: none"> ○ Positive feedback from students and parents on the Annual Family Satisfaction Survey. ○ Continued positive feedback on the implementation of the GICS RTI program which began in 2012.
<p>Education effectiveness strategies and approaches that integrate high-quality instruction, rigorous curriculum, technology and a collaborative culture that develops and supports teacher quality</p>	<ul style="list-style-type: none"> • Reading <ul style="list-style-type: none"> ○ Teachers will use whole class instruction, flexible grouping, and guiding reading during the core reading block. ○ Teachers will use whole class instruction when using the curriculum literacy by design for core reading at each grade level. This includes work on vocabulary, phonics, comprehension, and grammar. ○ Teachers will use flexile grouping when using guided reading to instruct each individual student at their own reading level. Students will be continually challenged to work toward mastery at that level while pushing toward learning at the next level. For students that are above and beyond grade level, material is provided to extend their levels. For students that are below level additional word work and comprehension skill learning is given. ○ Teachers will use strategies from Lucy Caulkins' Reading Workshop to help lead into deeper discussions about books. ○ Beginning in 3rd grade students will have additional book club reading where they work on reading to extend Social Studies curriculum and reading for enjoyment. During this time they will have a monthly Independent Reading Project (IRP) to help them extend their thinking. ○ Students working below level will be given additional help through Response To Intervention (RTI) instructors who are specifically trained in reading instruction. ○ After being assessed by the AIMSweb test and identified as needed extra help, RTI interventions will be given as determined by the RTI tier schedule to determine if students have mastered the needed objectives. ○ Students who are identified as needing extra help from the literacy by design curriculum unit tests will be given additional help from a licensed teacher. ○ Students who are identified as below grade level in guided reading as determined the DRA test and Literacy By Design assessments will be given extra help from a licensed teacher. ○ Students will use various iPad reading apps to work on letter recognition reinforce phonics as well as practice comprehension.

	<ul style="list-style-type: none"> • Math: <ul style="list-style-type: none"> ○ Teachers use whole group instruction for math based on student levels using the Everyday Math curriculum ○ All students participate in Rocket Math at their individual level and own pace. ○ Students who are working below level will be given additional help through one on one support from a paraprofessional and their classroom teacher. ○ Students will utilize IXL math program on iPads and laptops in the classroom and login/password information will be sent home for students to use the program at home as well. 	
Annual budget for continuing to implement the GICS World's Best Workforce Initiative	<u>FY14</u>	
	\$ 1,300	K-6 Site Review Supporting the WBWF Strategic Plan
	\$ 500	Curriculum Review Cycle
	\$ 10,560	RTI
	\$ 250	AIMS Assessment
	\$ 465	NWEA Assessment
	\$ 1,200	Professional Development
	\$ 50	Family Satisfaction Survey
	\$	Total
	<u>FY15</u>	
	\$ 1,000	K-6 Site Review Supporting the WBWF Strategic Plan
	\$ 500	Curriculum Review Cycle
	\$ 700	RTI
	\$ 250	AIMS Assessment
\$ 532	NWEA Assessment	
\$ 1,200	Professional Development	
\$ 50	Family Satisfaction Survey	
\$	Total	

4.2 Deliverables

Milestone	Deliverable
1. World's Best Workforce Advisory Council	<ul style="list-style-type: none"> • Roster • Spring 2014 Meeting (April 25th, 2014) • Fall Meeting 2014 (September 22nd & 25th)
2. World's Best Workforce Plan	<ul style="list-style-type: none"> • Draft Spring 2014 • Final Fall 2014
3. World's Best Workforce Annual Report	<ul style="list-style-type: none"> • October 2014
4. World's Best Workforce Summary Report	<ul style="list-style-type: none"> • October 2014

5 Approach

Over the coming school years the plan will be monitored and adjusted as deemed necessary by the World's Best Workforce Advisory Committee, the GICS school Board, GICS Curriculum & Instruction team, GICS Data Team, and Lead Team in order to continue to make progress towards the world's best workforce.

6 Organization Plans

Team Role	Team Member(s)	Responsibilities
Director	Mary Menne	<ul style="list-style-type: none"> • Initiate World's Best Workforce plan • Serve as liaison between school staff and school board • Educate board and staff on the initiative, statues, etc. and disseminate information as provide. • Compile all appropriate information and data to draft WBWW plan
G.I.C.S. Curriculum & Instruction Team	Mary Menne Kristen Strauss Lindsai Muench Terry Kroehler	<ul style="list-style-type: none"> • Meet regularly to review current curriculum, evaluate effectiveness of curriculum, map curriculum to standards and change and/or supplement curriculum as needed.
G.I.C.S. Data Team	Mary Menne Kristen Strauss Lindsey Goree Brandy Barrett	<ul style="list-style-type: none"> • Meet monthly to review and discuss all student data, interventions, areas

		of concern, etc.
G.I.C.S. Lead Team	Mary Menne Kristen Strauss Terry Kroehler Kristine Schwartz	<ul style="list-style-type: none"> • Meet to discuss curriculum recommendations by curriculum and instruction team • Complete staff evaluations in fall and spring of each year. • Work with staff on all coaching and mentoring. • Work together to continue to provide relevant professional development for all staff.
G.I.C.S. World's Best Workforce Advisory Committee	Mary Menne Kristen Strauss Pete Czarnecki Kacy Honl Brandy Barrett Linda Welch Becky Pollack	<ul style="list-style-type: none"> • Meet to discuss the G.I.C.S. world's best workforce plan, goals, results and progress.
Green Isle Community School Board of Directors	Sharon Ehrich Dan Brown Nick Pollack Lindsai Djerf Kacy Honl Kristen Strauss Pete Czarnecki	<ul style="list-style-type: none"> • Hold annual public meeting to review and revise student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction. • Review success of currently adopted student achievement goals and benchmarks related to the improvement plan leading to a worlds'

		<p>best workforce.</p> <ul style="list-style-type: none"> Continue to assess the accessibility needs of community stakeholders such as language/translation, readability, visual content usage, clear, etc. into the plan and report.
Staff	<p>Serenity Cox Mary Menne Jess Erickson Terry Kroehler Jenn Larson Lindsai Djerf Nikki Remus David Foley Kristen Straus Derek Longhenry Hailey Bednar Kristine Schwartz Brandy Barrett</p>	

7 PROJECT REFERENCES

Document	Link/Location
MN State Statutes Section 120B.11	<u>120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.</u>
Green Isle Community School Local Literacy Plan	GICS Website <u>GICS Literacy Plan</u>
Green Isle Community School Staff Evaluation Plan	GICS Website <u>GICS Staff Evaluation Plan</u>
Green Isle Community School Annual Report	GICS Website <u>GICS Annual Report</u>
Green Isle Community School Family Satisfaction Survey	GICS Website & <u>GICS Annual Report</u>

8 APPROVALS

Prepared by _____
School Director

Approved by _____
Board Chair

Board Clerk

