



## 2016-17 World's Best Workforce Report Summary

District or Charter Name: Green Isle Community School

Grades Served: K-6

Contact Person Name and Position: Brandy Barrett, Director

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 2016-17 report summary. Districts must submit this completed template by **December 15, 2017**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing this summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto: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.]

➤ [www.greenislecommunityschool.org/](http://www.greenislecommunityschool.org/)

#### 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.]

➤ Green Isle Community School annual meeting April 21<sup>st</sup> at 6pm.

### 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 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

<b>District Advisory Committee Member</b>	<b>Role in District</b>
Holly Harjas	Community member
Mary Kay Donnelly	Community member
Mary Menne	parent
Serenity Cox	Community member
Kristine Schwartz	teacher
Sarah Rigg	parent
Karla Vinkemier	parent
Savi Rosenlund	student
Lauren Menne	student
Trevor Parrott	student
Brandy Barrett	teacher
Derek Longhenry	Support staff
Jackie Larson	teacher

## 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
<p><i>Our goal to have all students ready for school is to have 100% in Kindergarten reading testing as tested by the NWEA test.</i></p>	<p><b><u>NWEA Reading Scores</u></b> <i>31% of the Kindergarten students have shown growth from fall to spring</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" 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 Kindergarten</i></p>

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

Goal	Result	Goal Status
<p><i>Our 2016-2017 reading goal is to have 85% of our students to be at or above the national median and to show growth as measured by the NWEA reading test.</i></p>	<p><b><u>NWEA Reading Scores</u></b></p> <p><i>31% of the Kindergarten students are at or above the national median</i></p> <p><i>31% of the Kindergarten students have shown growth from fall to spring</i></p> <p><i>67% of the 1<sup>st</sup> grade students are at or above the national median</i></p> <p><i>67% of the 1<sup>st</sup> grade students have shown growth from fall to spring</i></p> <p><i>60% of the 2<sup>nd</sup> grade students are at or above the national median</i></p> <p><i>67% of the 2<sup>nd</sup> grade students have shown growth from fall to spring</i></p> <p><i>86% of the 3<sup>rd</sup> grade students are at or above the national median</i></p> <p><i>14% of the 3<sup>rd</sup> grade students have shown growth from fall to spring</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input checked="" 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>Our goal is to close the achievement gap by 2% each year between our general education and our SPED students.</i></p>	<p><i>Our general education students met or exceeded as measured by the MCA's</i></p> <p><i>Our SPED students met or exceeded as measure by the MCA's</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 checked="" 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><i>Our career and college ready by graduation goal is to have 80% of our students on the A or B honor roll in high school when they leave our K-6 school.</i></p>	<p><i>85% of our students attending middle or high school are on the A or B honor roll.</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 checked="" type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

## 2e. All Students Graduate

Goal	Result	Goal Status
<i>Provide the established SMART goal for the 2016-2017 school year.</i>	<i>Provide the result for the 2016-2017 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 checked="" type="checkbox"/> <i>District/charter does not enroll students in grade 12</i>

### 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.]

- *We used the NWEA and the MCA testing to drive our instruction.*
- *We found that when looking at the data that we were missing the test taking skills necessary for the student to be successful on this test. We had a computer class to show the kids how to take a test on a computer and the teachers went over testing taking strategies in order for the students to be more successful.*

## 4. Systems, Strategies and Support Category

### 4a. Students

#### Reading:

- o Teachers will use whole class instruction, flexible grouping, and guiding reading during the core reading block.
- o 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.
- o Teachers will use flexible 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.
- o Teachers will use strategies from Lucy Caulkins' Reading Workshop to help lead into deeper discussions about books.
- o 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.
- o Students working below level will be given additional help through Response To Intervention (RTI) instructors who are specifically trained in reading instruction.
- o After being assessed by the AIMSweb test and identified as needing extra help, RTI interventions will be given as determined by the RTI tier schedule to determine if students have mastered the needed objectives.
- o 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.
- o 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.

#### Math:

- o Teachers use whole group instruction for math based on student levels using the Everyday Math curriculum
- o All students participate in Rocket Math at their individual level and own pace.
- o Students who are working below level will be given additional help through one on one support from a paraprofessional and their classroom teacher.

## 4b. Teachers and Principals

- Attend workshops or watch videos on how to administer NWEA, DRA and AIMSweb assessments.
- Staff collaboration to discuss the use of the Literacy By Design reading curriculum
- Peer observations
- Attending meetings and professional development RTI trainings with the school psychologist.
- As a staff reading a book together about reading and discuss ideas and strategies which can be implemented.
- Bring outside resources into the school to provide reading trainings.
- An NWEA expert was invited to our school to help staff read data and find gaps in instruction.
- Attend workshops regarding new and innovative approaches to curriculum
- Tour and observe other schools using innovative approaches to curriculum
- Workshops to learn how to best use technology for math instruction

## 4c. District

- 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.
- Trainings for district assessment coordinator
- RTI Program and trainings available

## 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 2016-2017 summary report submission, please provide the information below.

- Green Isle Community School has chosen to use the scientifically based reading instruction, Literacy By Design, to teach its core reading instruction at each grade level. We also use guided reading
- Green Isle Community School has chosen to use the scientifically based reading interventions including but not limited Read Naturally, Great Leap and other Minnesota Reading Corps resources.
- Response To Intervention Resources
- Lucy Caulkins' Reading Workshop
- Guided Reading
- Green Isle Community School has chosen to use the scientifically based mathematics instruction, Everyday Math as well as a supplemental approach using Rocket Math.