

2015-2016 World's Best Workforce Report Summary

District or Charter Name:

Grades Served:

Contact Person Name and Position:

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 fall.

This document serves as the required template for submission of the 2015-2016 report summary.

Districts must submit this completed template by **December 15, 2016**, to:

MDE.WorldsBestWorkForce@state.mn.us.

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.]

➤ <http://www.pineisland.k12.mn.us/district/worldsbestworkforce>

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.]

➤ *The annual public meeting was held on October 26, 2016. Click here for the presentation that guided the meeting.*

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.]

➤ <i>Cindy Hansen, Administration</i>	➤ <i>Rob Warneke, Board Representative</i>
➤ <i>Jackie Walter, Instructional Coach</i>	➤ <i>Becky Collins, Prek-4 Rep.</i>
➤ <i>Jen Wernau, 9-12 Rep.</i>	➤ <i>Cindy Palm, 5-8 Rep.</i>
➤ <i>Chloe House, Community Education</i>	➤ <i>Dorothy Walston, Spec. Ed.</i>
➤ <i>Patrick Johnston, Parent</i>	➤ <i>Madge Alberts, Community Rep.</i>
➤ <i>Rod Steele, Mayor/Business Rep.</i>	➤ <i>Jay Bergner, Parent</i>
➤ <i>Connie Bogard, Parent</i>	➤ <i>Ken DeBoer, Community Rep.</i>

➤ *Describe the makeup and list the District Advisory Committee members for the 2015-2016 school year. When describing the makeup of the committee, ensure roles are clear (teachers, parents, support staff, students, and other community residents).*

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 Kindergarten

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>In the 2015-2016 school year, a specific assessment to indicate kindergarten readiness will be identified.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Through a deliberate and intentional process, an assessment tool for kindergarten readiness was created. Click here for assessment.</p>	<p><i>Check one of the following:</i></p> <p>X <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 Kindergarten</p>

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>At the 2016 kindergarten round-up, attending parents will complete a readiness survey.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>The survey was created and distributed. The survey can be reviewed by clicking here.</p>	<p><i>Check one of the following:</i></p> <p>X <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 Kindergarten</p>

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>During the 2015-2016 school year, school readiness materials will be posted on the district website.</p>	<p>Provide the result for the 2015-2016 school year that directly ties back to the established goal. Materials are posted on the district website at www.pineisland.k12.mn.us</p>	<p><i>Check one of the following:</i></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 Kindergarten</p>
Goal	Result	Goal Status

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>During the 2015-2016 school year, school readiness materials will be distributed to all registered early childhood care environments.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Community education mails out materials to all registered providers at the beginning of each new school year.</p>	<p><i>Check one of the following:</i></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 Kindergarten</p>
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>In the 2015-2016 school year, to enhance relations with early childhood providers, the district will offer a minimum of 3 (annual) continuing education opportunities for early childhood care providers.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Community education has offered 3 continuing education opportunities for early childhood care providers.</p>	<p><i>Check one of the following:</i></p> <p>X <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 Kindergarten</p>
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>To increase public relations to communicate kindergarten expectations, the district will intentionally communicate expectations in a flyer format at area businesses, information will be communicated at preschool screening, and information will be included in early childhood care provider mailings.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>The district increased communication of kindergarten expectations as described in the goal.</p>	<p><i>Check one of the following:</i></p> <p>X <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 Kindergarten</p>
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>Community education educators, early childhood special education educators and kindergarten teachers will collaborate to ensure that the best possible plan is in place to ensure that all students are ready for kindergarten.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>All teachers participate in a professional learning community with an instructional coach. Data is continuously reviewed to ensure that continuous</p>	<p><i>Check one of the following:</i></p> <p>X <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</p>

Goal	Result	Goal Status
	improvement is made to ensure that all students are ready for kindergarten.	students in Kindergarten

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The district will add an Americorp reading specialist to assist with early interventions.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>The Americorp reading specialist was added and works full time at the elementary specifically with researched-based reading interventions.</p>	<p><i>Check one of the following:</i> X <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>The district will add an additional reading specialist at the middle school level through ADSIS funding.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>MCA data and classroom academic data indicated students eligible for additional support through ADSIS. Students identified received an additional support as needed.</i></p>	<p><i>Check one of the following:</i> X <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>During the 2015-2016 school year, the district will investigate practices in highly successful schools.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>The district researched and contacted identified highly successful schools in MN. Strategies, curriculum and historical growth were reviewed and numerous strategies were adopted.</i></p>	<p><i>Check one of the following:</i> X <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>
Goal	Result	Goal Status

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>To ensure that technology is not a detriment to literacy proficiency, students will experience additional practice with technology integration during the 2015-2016 school year.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>Students participated in deliberate experiences to ensure that they had exposure and practice with digital print.</p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>In 2015-2016 student MCA performance (reading) will rank in the top 20% of all southeastern MN area schools for grades 3-10.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>While the district did not obtain ranking in the top 20% on an overall calculation, the district was in the top 33%.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals) <input type="checkbox"/> District/charter does not enroll students in grade 3</p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>The percent of FRP student in the middle school who demonstrate proficiency on the MCAIII reading test will increase by 9% by May 2017.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>While the goal was written in coordination with the district's achievement and integration goal with a 2017 goal date, the MCA reading test scores increased 12.9% from 2015 to 2016.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)</p>

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p>During the 2015-2016 school year, the district will research alternative delivery and flexible learning options to meet the needs of all students and to close the achievement gaps among all groups.</p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p>The district offered targeted services, ADSIS, and personalized learning opportunities to meet the diverse needs of all learners.</p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>During the 2015-2016 school year, the Pine Island School District will add one full-time academic interventionist at the middle school and one full-time academic interventionist at the high school.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>Students were identified for ADSIS services based on MCA data and classroom performance. All students participating in ADSIS demonstrated a positive increase in reading academic proficiency.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>During the 2015-2016 school year, a process will be developed to ensure that all students have a post high school plan. Ramp-up to readiness will be implemented in the high school.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>While Ramp-up to Readiness was implemented, all students do not have a comprehensive post high school plan.</i></p>	<p><i>Check one of the following:</i> <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>
Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>During the 2015-2016 school year, students will be provided with the following experiences:</i></p> <p><i>9th grade – field trip to RCTC</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>All identified experiences were offered to students.</i></p>	<p><i>Check one of the following:</i> <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress <i>(only for multi-year goals)</i></p>

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>During the 2015-2016 school year, a process will be developed to ensure that all students have a post high school plan. Ramp-up to readiness will be implemented in the high school.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>While Ramp-up to Readiness was implemented, all students do not have a comprehensive post high school plan.</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><i>10th grade – College Planning Groups</i></p> <p><i>11th grade – Careers Class, MN Education Fair, Practice ACT test, ACT test</i></p> <p><i>12th grade – classroom presentations on college application process</i></p> <p><i>All grades – college admissions counselors on site on a regular basis.</i></p> <p><i>Access to College and Career Center</i></p> <p><i>Access to college and career planning with counselor</i></p> <p><i>Mayo Health Care Career Festival</i></p>		

2e. All Students Graduate

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2015-2016 school year.</i></p> <p><i>In the spring of 2016, 95% of Pine Island seniors will receive a diploma.</i></p>	<p><i>Provide the result for the 2015-2016 school year that directly ties back to the established goal.</i></p> <p><i>The spring graduation rate was 96.77%.</i></p>	<p><i>Check one of the following:</i></p> <p><input checked="" 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 12</i></p>

3. Identified Needs Based on Data

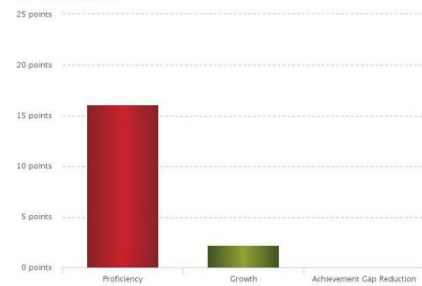
[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

- *The Pine Island Elementary School was identified as a school improvement school at the beginning of the 2015-2016 school year. The data was used to analyze instructional practices, standards, scope and sequence and test-taking strategies. A deliberate plan of action produced considerable improvement as demonstrated in the graph.*

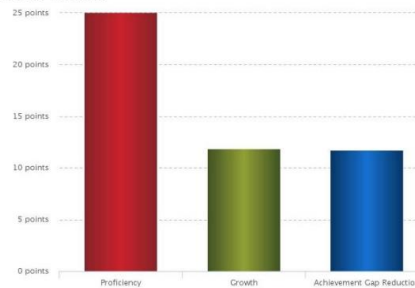
High Student Achievement

- 1. Continuous Improvement Update.** MMRs (Multiple Measurement Ratings) were released on September 1, and we are proud to announce that Pine Island Elementary is no longer designated as a Continuous Improvement School. MMR analyzes proficiency, growth, and achievement gap reduction as measured by MCAs.

2015 MMR



2016 MMR



Our overall MCA scores are listed below.

Pine Island Elementary MCA Scores (% Proficient)		
	2015	2016
Math	75.0%	79.1%
Reading	57.8%	73.9%

- *In addition to a focus on our elementary school, there was a concentrated effort to close the achievement gap for our middle school students who qualify for free and reduced lunch (FRP). The data that has been used to indicate gap closure has been MCA's. Through intentional work at all grade levels, the proficiency increase in our middle school focus area was 12.9% from 2015 to 2016.*

4. Systems, Strategies and Support Category

4a. Students

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year.

Pine Island Public Schools uses benchmarking three times during the year using Aimsweb for literacy and math in grades K-8. Students in grades 9-12 experience on-going formative assessments. Students who score below benchmark criteria and or are identified through classroom teachers, are identified for the RTI process. Based on student need and grade level, students are eligible to receive support through Title I (K-4), Alternative Delivery of Specialized Instructional Services (ADSIS – grades 5-12), and or special education services. When a student is identified as needing additional support, a school team examines and evaluates the data to determine the level of service for each student.

The District Assessment and Data Coordinator and instructional coaches assist in the disaggregation of the data for each building for grade level PLC's.

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4b. Teachers and Principals

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.

The Pine Island District participated as a pilot school for teacher evaluation. Following the pilot experience, district administration and the Pine Island Education Association developed a teacher evaluation process that meets state requirements. The system within Pine Island Schools is a robust system that provides inter-rater reliability. The district superintendent participated in the principal evaluation pilot through the Minnesota Department of Education to ensure that teacher evaluations are consistent and rich in both depth and breadth. Summative evaluations are once every third year for teachers and principals are evaluated every year. Teachers participating in QComp have 4-6 (dependent on tenure status) additional observations with instructional coaches to assist with instructional and professional goals.

4c. District

- Describe the areas below. Include only the district focus areas for the 2015-2016 school year. Limit response to 200 words.

Pine Island Public Schools has a curriculum review process in place which is reviewed on an annual basis. All PLC teams review an electronic document to ensure that standards are placed appropriately and that teachers have the needed resources. Vertical alignment reviews both gaps and overlaps in instruction. Instructional coaches also assist with research and provide additional resources when needed and or requested. The district also has a district-wide staff development committee. The goals are identified on an annual basis in direct alignment to the strategic plan. The district has intentionally dedicated resources to technology through the use of technology tickets supported through staff development. Innovation applications are also available for all staff members to encourage thinking and instruction "outside of the box."

The district has invested both time and resources to establish professional learning communities based on the four guiding questions of: 1. What do students need to be able to do? 2. How will I know when they demonstrate proficiency? 3. What will I do when a student isn't proficient with the material?, and 4. What if they already know the material? All PLC's are supported with the assistance of instructional coaches and weekly reflections are posted as a shared document.

The district currently supports a 1:1 environment in grades 5-12. Students in grades K-4 have electronic devices in their rooms to use on an on-going basis.

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. No Child Left Behind (NCLB) required that states address gaps in access to experienced, licensed and in-field teachers. 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 and students of color have equitable access to teachers and principals who can help them reach their potential. Following the 2016 legislative session, 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 fall 2016, MDE will be engaging with a variety of stakeholders to unpack the definition of *effective* teachers in ESSA and WBWF as well as determine how the state might be able to evaluate and publicly report equitable access data. MDE will communicate the outcomes of these discussions to all districts.

In this 2015-2016 summary report submission, please provide the information below.

- *Describe the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.*
 - *The Pine Island District is committed to hiring excellent teachers. As a district, 4.55% of our teachers have less than three years of experience. All of our classes are taught by qualified staff. 2.35% of classes taught are out of the field. The principals at all buildings are committed to hiring qualified teachers. While the district does not have a lot of diversity, there is a desire to hire more diverse teachers. The contract with the Pine Island Education Association allows for hiring applicants with experience and advanced education beyond minimum requirements.*