

2014-2015 World's Best Workforce Report Summary

District or Charter Name Pine Island Schools, #255

Contact Person Name and Position Tamara A. Berg-Beniak, Superintendent

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 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to MDE.WorldsBestWorkForce@state.mn.us.

Stakeholder Engagement

Report

- *The annual report can be found on the district website at the following link:*

http://www.pineisland.k12.mn.us/district/worlds_best_workforce

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 following presentation was reviewed at the annual public meeting on October 8, 2015.*

<https://docs.google.com/presentation/d/1xL-fMLclbWnTenro9r60pUshKQsjGWSpkvVfIncigMs/edit#slide=id.p>


District Advisory Committee

- *The following chart identifies the roles and names of the district advisory committee:*

World's Best Workforce Committee

Role	High Student Achievement/World's Best Work Force
Administrative Resource	Cynthia Hansen
Board Member	Rob Warneke
K-4 Rep.	Becky Collins
5-8 Rep.	Cindy Palm
9-12 Rep.	Jen Wernau
Specialist	Carolyn Blakenship
Special Education	Dorothy Walston
Support Services	TBD
Extra Curricular or Para	Jen Strande
Community Education	Chloe House
Parent	Patrick Johnston/Ivanna
Student	TBD
Data Coach	Shawn Hunskor
Data Coach	Rosario Mollo
Alternative Board Rep.	Kerry Hayden
Community Rep.	Madge Alberts
Community Rep./Business	Rod Steele
Community Rep./Business	Morgan Hanson
Parent	Jay Bergner
Parent	Connie Bogard
Community Rep.	Ken DeBoer

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	<i>In 2014-2015, pre-kindergarten expectations and assessments will be outlined on the district website.</i>	<p><i>Pre-kindergarten expectations are outlined on the district website with additional preschool power standards. Expectations and standards can be found by clicking here.</i></p> 
All Students in Third Grade Achieving Grade-Level Literacy	<i>In 2014-2015, student performance in the area of literacy (Aimsweb Assessment) will rank in the top 20% of ZED districts for grades K-2.</i>	<p><i>Student comparison data from all (7) Zumbro Education District Schools was not consistent from one school to the next. Aimsweb evidence specific for Pine Island Schools shows a decrease in tier 3 instructional needs across all grade levels (Kindergarten-grade 2).</i></p>
	<i>In 2014-2015, student performance in the area of literacy will rank in the top 20% of southeastern Minnesota Schools (15) for grades 3-10.</i>	<i>Pine Island literacy scores on the MCA's indicated a proficiency percentage at 63.3%. When ranked with southeastern Minnesota Schools, Pine Island ranked in the top 40%, or 6 out of 15.</i>
Close the Achievement Gap(s) Among All Groups	<i>The percent of FRP students in the middle school who demonstrate proficiency on the MCAIII reading test will increase by 9% by May 2017.</i>	<i>This goal is still in progress; however, a 5.9% increase in literacy proficiency scores for FRP students in the middle school was recognized from</i>

		<p><i>the 2013-2014 school year to the 2014-2015 year.</i></p> <p><i>Analysis: Pine Island's subgroups made this goal a difficult one to write and therefore was based on the integration and achievement goal. The subgroups identified at Pine Island Schools include special education students and free and reduced. The very small student population in each of these groups causes the achievement gap score to become skewed if one student does not show growth.</i></p>
All Students Career- and College-Ready by Graduation	<i>In 2014-2015, students in grades 9-12 will be provided with ongoing experiences to prepare them adequately for college and careers.</i>	<p><i>In 2014-2015, students in grades 6-8 received 28 instructional periods focused on college and career readiness (Ramp-Up for Readiness).</i></p> <p><i>In 2014-2015, students in grade 9 took a career exploration trip to RCTC, students in grade 10 participated in college planning groups, students in grade 11 took a careers course and students in grade 12 were presented with instructional opportunities on completing college applications.</i></p>
All Students Graduate	<i>In the spring of 2015, 95% of Pine Island seniors will receive a diploma.</i>	<i>98% of Pine Island seniors received a diploma in 2015.</i>

Identified Needs Based on Data

The district typically performs well on state assessment data, but continuously strives for academic excellence. Comparison data with neighboring schools on the MCA's created goals to rank in the top 20% when academically compared to other districts (15) in southeastern Minnesota.

The district strategic plan focused on the following areas:

- High Student Achievement
- Collaboration and Communication
- Effective and Efficient Operations

Both the mission and vision of the district acknowledge the priorities of the district:

Mission: To provide a safe learning environment that challenges and prepares students for the future

Vision: Innovative Opportunities for Lifelong Success

Systems, Strategies and Support Category

Students

- *Describe the support offered to students during the 2014-2015 school year to meet the goals.*
 - *Problem-solving teams have been implemented in grades K-12 to effectively respond to the learning needs of every student in an efficient manner.*
 - *Positive Behavior Interventions and Supports (PBIS) has been implemented in both the elementary and also the middle school.*
 - *Preschool programming was redesigned to follow the expectations and curriculum at the kindergarten level.*
 - *Preschool programming was expanded with additional scholarships made available.*
 - *Data coaches are in place at each building level. Data coaches participate in an annual data retreat and then present data to grade level professional learning communities.*
 - *Target time is a systematic structure in the elementary building. Students have a 30 minute block of time daily for additional instruction or for enrichment opportunities.*
 - *Flex time was scheduled in the middle school to allow for additional student support.*
 - *Late start Tuesdays were initiated at the high school level to allow for additional instructional support.*
 - *Additional opportunities were made available outside of the instructional day for academic support and also for credit recovery.*

Teachers and Principals

- *Describe the support offered to teachers and principals during the 2014-2015 school year to meet the goals.*
 - *Professional development was designed to support the district goals. The Pine Island Staff Development Plan for 2014-2015 can be found at:*
<http://www.pineisland.k12.mn.us/staff>
 - *Continued support of professional learning community training*
 - *Uninterrupted PLC time*
 - *Teacher Development and Evaluation Plan*
 - *Principal goal setting, quarterly goal review and annual evaluation*

- Continuous curriculum review –See curriculum mapping at <https://sites.google.com/a/pineisland.k12.mn.us/pipowerstandards/home>
- Mentoring Program for new teachers

District

- Describe the support offered at the district level during the 2014-2015 school year to meet the goals.
 - District Assessment Plan.
 - Staff Development Committee
 - Board committees: High Student Achievement, Effective and Efficient Operations and Collaboration and Communication
 - Internal Annual Survey
 - External Community Survey
 - District Strategic Plan
 - Aggressive Technology Commitment
 - Technology Integrationist Staff
 - District Wellness Program

Equitable Access to Excellent Teachers

Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) requires that each state take steps to ensure that poor and minority children are not taught at higher rates than other children by inexperienced, unqualified or out-of-field 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 great educators. The plan was developed with significant stakeholder input and can be found on the [MDE website](#).

From MDE's data review, the following statewide equity gaps surfaced:

- Schools in the highest poverty quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest poverty quartile.
- Schools in the highest minority quartile are more likely to have inexperienced, unqualified and out-of-field teachers than schools in the lowest minority quartile.
- Priority and Focus schools are more likely to have inexperienced, unqualified and out-of-field teachers than Reward schools.
- Charter schools are more likely to have inexperienced, unqualified and out-of-field teachers than non-charter schools.

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. Beginning with the next WBWF summary, to be submitted in fall 2016, MDE will request information about the district process to examine the distribution of experienced and qualified teachers across the district and within school sites using data.