



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

District or Charter Name: Pine Island Public Schools

Grades Served: PreK- grade 12

Contact Person Name and Position: Dr. Tamara A. Berg, 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 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.pineisland.k12.mn.us/district/worldsbestworkforce](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.]

- October 26, 2016

## 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>
Mitch Schiltz	9-12 Principal
Rob Wareke	School Board Member
Jackie Walter	Instructional Coach
Jessica Bjick	K-4 Representative
Kiah Solberg	5-8 Representative
Jen Wernau	9-12 Representative
Rick Canton	Specialist
Dorothy Walston	Special Education
Kelly Barker	Community Education
Patrick Johnston	Parent/ School Board Member
Madge Alberts	Community Representative
Rod Steele	Mayor/Business
Connie Bogard	Parent
Ken DeBoer	Community Representative

## 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>Utilizing locally developed Early Reading Assessments, Kindergarten students in the fall of 2016 demonstrated literacy proficiency at 51.3%. By the spring of 2017, 75% of kindergarten students will demonstrate literacy proficiency.</i></p>	<p><i>By the spring of 2017, kindergarten students demonstrated proficiency at 79.3%</i></p>	<p><i>Check one of the following:</i></p> <p>X <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>  <input type="checkbox"/> <i>District/charter does not enroll students in Kindergarten</i></p>

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

<b>Goal</b>	<b>Result</b>	<b>Goal Status</b>
<i>The percentage of 3<sup>rd</sup> grade students who demonstrate proficiency on the MN Comprehensive Assessment Reading test will be 82%.</i>	<i>The MCA reading proficiency for 3<sup>rd</sup> grade students was 69%. Free and reduced students were at 37% with non free and reduced at 79%.</i>	<i>Check one of the following:</i> <input type="checkbox"/> <i>Goal Met</i> <input checked="" type="checkbox"/> <i>Goal Not Met</i> <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i> <input type="checkbox"/> <i>District/charter does not enroll students in grade 3</i>

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

Goal					Result	Goal Status
Goals were established for all recognized groups as follows:					As indicated in the table, the goal was met with our free and reduced students, but not with our white or special education populations.	Check one of the following: X <input type="checkbox"/> Goal Met X <input type="checkbox"/> Goal Not Met <input type="checkbox"/> Goal in Progress (only for multi-year goals)
Subject	Group	Proficiency	Target	Difference		
Math	White	80.78	82.33	-1.55		
Math	FRP	65.10	64.40	+0.07		
Math	SPED	55.48	55.68	-0.20		
Rdg.	White	79.1	82.02	-2.92		
Rdg.	FRP	64.43	62.25	2.18		
Rdg.	SPED	53.29	56.17	-2.88		

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

Goal	Result	Goal Status
<p><i>All students will participate in a college/career planning class prior to graduation.</i></p> <p><i>By April of 2018, all high school students in grades 9-12 at Pine Island High School will have a formalized post high school plan in place.</i></p>	<p><i>College and career classes are embedded and required at both the MS and HS levels.</i></p>	<p><i>Check one of the following:</i></p> <p>X <input type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p> <p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  X <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i></p>

**2e. All Students Graduate**

Goal	Result	Goal Status
<p><i>In the spring of 2017, at least 90% of the enrolled students by October 1 will graduate.</i></p>	<p><i>99% of students graduated: 102 out of 103</i></p>	<p><i>Check one of the following:</i></p> <p>X <input type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i>  <input type="checkbox"/> <i>Goal in Progress (only for multi-year goals)</i>  <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.]

- *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
- *Include only the key data used to determine identified needs and limit response to 300 words.*
- *Bulleted points are welcome and appreciate.*

*Pine Island Public Schools have two key area of identified need: Students who qualify for free and reduced lunch (FRP) and students who are identified as special education. The data used were MCA results for all students. Specifically at the third grade level a gap existed of approximately 50% between FRP and Non-FRP. The gap in reading proficiency in grades 5-8 was approximately 30% between FRP and Non-FRP. The gap has shown an improvement and decreased for our students identified as special education.*

*Data obtained at kindergarten round-up has provided direction for strategies to increase school readiness awareness and opportunities for preschool. Our graduation rate of 99% is well beyond our goal and the state average. The graduation rate is a result of on-going interventions and on-going support to meet the individual needs of every student.*

## 4. Systems, Strategies and Support Category

### 4a. Students

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
  - *Process to disaggregate data by student group.*

*Pine Island Public Schools uses benchmarking two times during the school year for literacy and math. Students scoring below benchmark targets and those who fail to make adequate progress based on academic data are referred to a comprehensive intervention process (RTI). Students are eligible to receive services in Title I, ADSIS and or they may be evaluated for special education services. A school team at each level examines and evaluates the data to determine the level of service for each student. On-going progress monitoring determines the the continuation or discontinuation of interventions, services and level of support. Academic coaches at each building provide additional support to our Professional Learning Communities and assist teams with the disaggregation of the data for each respective area.*

## 4b. Teachers and Principals

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *System to review and evaluate the effectiveness of*
    - *Instruction*
    - *Curriculum*
    - *Teacher evaluations*
    - *Principal evaluations*

The Pine Island Public School in cooperation with the Pine Island Education Association have developed a comprehensive teach evaluation process that exceeds state requirements. Pine Island originally participated in the state model pilot and have continued to make improvements. The tool has been designed as an on-line tool that is user friendly for both our teachers and evaluating administrators. The evaluation tool is based on the Charlotte Danielson model.

All non-tenured teachers are evaluated three times each year and 1/3 of the tenured teaching staff participates in a summative evaluation annually. All teachers are responsible for evidence of reflection and all work with academic coaches in correlation with their personal and professional goals.

Student surveys are conducted annually. Considerable time and energy has been put into ensuring that students at the secondary level participate on a scheduled basis so they do not experience survey fatigue.

#### 4c. District

- *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
    - *Collaborative professional culture*

*Pine Island Public Schools has a curriculum review process that reviews curriculum in every content area. A process has been established to ensure that power standards are relevant and reviewed on an annual basis. A district-wide staff development committee meets monthly to study trends, district aims and relevant topics. Academic coaches meet on a routine and regular basis with each professional learning community to review data and provide guidance for a model of continuous improvement.*

*An intentional plan is in place to offer additional opportunities for our staff in a manner of personalized professional credentialing. In an attempt to model personalized learning, the district is creating a structure to offer professional development based on individual needs.*

*The district supports a 1:1 technology environment in grades 4-12. In the PreK-3 setting, a 2:1 environment is supported. The technology committee meets on a regular basis to ensure that the devices and format is meeting the needs of all students.*

### 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.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

*Pine Island Schools have 100% of our teaching staff who meet highly qualified requirements. 77.6% of our teachers holds a master's degree. 13.5% of our teaching staff has 3-10 years experience with the remainder having more than 10 years of experience. The principals at each building hire the best qualified candidate for all available positions. The contract with the Pine Island Education Association supports hiring applicants with experience and advanced education beyond minimum requirements. While a human resources department does not exist within Pine Island Schools, the superintendent works closely with the buildings principals and the business office to ensure equitable hiring practices are in place and followed.*