



## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

**District or Charter Name:**

**Grades Served:**

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**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

If you have questions while completing the WBWF portion of the 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.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

# Part A: Required for All Districts

## Annual Report

**WBWF Requirement:** 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.

**A&I Requirement:** Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Provide the direct website link to the district's WBWF annual report:*  
*<http://www.pineisland.k12.mn.us/>*
- *Provide the direct website link to the A&I materials:* *<http://www.pineisland.k12.mn.us/>*

## Annual Public Meeting

**WBWF Requirement:** 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.

**A&I Requirement:** The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- *Provide the date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year: November 15, 2018*

## District Advisory Committee

**WBWF Requirement:** 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 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Mitch Schiltz	9-12 principal	X
Rob Warneke	School Board Member/Parent	X
Jackie Walter	Instructional Coach	x
Jessica Bjick	K-4 Spanish Teacher	
Kiah Solberg	Talented and Gifted	
Jen Wernau	Parent	
Kelly Barker	Community Education	
Patrick Johnston	Parent/School Board Member	
Madge Alberts	Business Owner/ Community Member	
Rod Steele	Business Owner	
Ken DeBoer	Community	
Andy Kroll	Student	
Josh Westphal	Principal	X

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

*Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.*

- *The Pine Island District is proud to have 99.8% of our teaching staff recognized as highly qualified in the area they teach. 72.2% of our teachers hold a master's degree. Currently, 64.3% of our teachers have served for more than 10 years, 32.9% have 3-10 years of experience, and 2.8% have less than three years of experience. Our principals are responsible for assigning students to teachers. Many factors come into play including, teacher experience and evaluation effectiveness. Our students needing the most support are a priority to ensure that they are placed with an effective teacher with considerable experience. Due to our current structure with 99.8% of our teachers meeting the highly effective standard, we do have have any gaps; therefore, have not put any additional strategies in place. The contract with the Pine Island Education Association supports hiring applicants with experience and advanced education beyond the minimum requirements. While a human resource department does not exist within Pine Island Schools, the superintendent works closely with the building principals and the business office to ensure equitable hiring practices are in place and followed.*
- *The demographics of the Pine Island student body include 93.1% white, 2.3% Hispanic or Latino, and 1.5% for both Black/African American and Asian. Our current teaching staff is approximately 98% white. We continue to work to expand the diversity of our teaching staff. In addition to posting on the various websites and local papers, we also reach out to area colleges to spark interest in Pine Island.*

## Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☒ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

☐ My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Utilizing the FastBridge Early Reading Test, Kindergarten students in the fall of 2017 demonstrated literacy proficiency at 64.8%. By the spring of 2018, kindergarten students will demonstrate proficiency at 66%.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>RESULT: 70%</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

*A number of strategies are in place to reach our all students are ready for school goal. Ongoing analysis of our strategies and performance strongly indicate progress in this area.*

*Strategies include:*

- *Increased outreach to daycares and the public to communicate school readiness expectations.*
- *Community education offers a minimum of three professional development opportunities for all community early childhood care providers.*
- *Help Me Grow provides resources for families to understand developmental milestones and to learn if there are concerns. Families are able to take the lead in seeking additional support or referring their child for a comprehensive confidential screening or evaluation at no cost.*
- *Community Education will work creatively to increase participation in early childhood programs.*
- *Since 2015, both preschool and kindergarten power standards are available on the district web-site.*
- *Since 2015, a preschool/kindergarten readiness assessment is available on the district web-site.*
- *Kindergarten readiness assessments have been embedded in kindergarten round-up since 2016.*
- *Preschool screening assessments offered throughout the year.*
- *Panther primary academy opportunity was designed and implemented to meet the needs for our kindergarten students who may not be ready for the traditional kindergarten setting.*

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The percentage of all students in grades 1-4 at Pine Island Elementary who earn an achievement level of "low risk" or college pathway" on the Reading FastBridge Assessment will increase from 84.5% in May 2017 to 86% in May 2018.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 87.6%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
		<input type="checkbox"/> District/charter does not enroll students in grade 3

*Bulleated narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

*A number of strategies are in place to reach our Reading by Third Grade goal. Ongoing analysis of our strategies and performance strongly indicate progress in this area.*

*Strategies include:*

- *Implemented PRESS as a literacy improvement initiative.*
- *Approval is in place for two Americorp reading specialists.*
- *Initiated (2017) ADSIS (Math focus) to provide interventions at the elementary.*
- *Continuation of Title I to provide targeted interventions based on individual student needs.*
- *Professional learning communities follow a student-focused structure to ensure students are proficient with grade-level standards.*
- *Instructional coach assists with research interventions.*
- *Building-level problem solving team reviews student needs and intervention success.*
- *District has an approved dyslexic screening tool in place (Fastbridge).*

## Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Underserved students (FRP, 14.9%) in Pine Island School District (grades 5-8) will increase their reading proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2017 (47.5% baseline) through June 2020.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 52.7%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>
<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Underserved students (FRP, 14.9%) in Pine Island School District (grades 5-8) will increase their math proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2017 (39.7% baseline) through June 2020.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 44.6%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met  <input type="checkbox"/> Goal Not Met</p>
<input type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&I Goal	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The percentage of all students in grades 1-4 at Pine Island Elementary who earn an</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p>



<p><i>achievement level of “low risk” or “ college pathway” on the reading FastBridge Assessment will increase from 84.5% in 2017 to 86% in May 2018.</i></p>	<p><i>Result: 87.6%</i></p>	<p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
<p><input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&amp;I Goal</p>	<p><b>Result</b></p>	<p><b>Goal Status</b></p>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students enrolled October 1<sup>st</sup> in the Pine Island Middle School (grades 5-8) who earn an achievement level of Meets the Standards or Exceeds the Standards in Reading on the all state accountability tests (MCA, MTAS) will increase from 71.1% in 2017 to 71.9% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 71.3%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p><input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input checked="" type="checkbox"/> WBWF/A&amp;I Goal</p>	<p><b>Result</b></p>	<p><b>Goal Status</b></p>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>The percentage of all students enrolled Octobrt 1<sup>st</sup> in 11<sup>th</sup> grade at Pine Island High School who earn an achievement level of Meets the Standards or Exceeds the Standards in math on the all state accountability tests (MCA, MTAS) will increase from 66.7% in 2017 to 67.8% in 2018.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 64.7%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *What strategies are in place to support this goal area?*
  - *How well are you implementing your strategies?*
  - *How do you know whether it is or is not helping you make progress toward your goal?*
- Due to our limited subgroups, our district focuses on our free and reduced population. Multiple goals were developed in this area to ensure that there are “checkpoints” throughout the district.*
- Strategies that have been developed to address this goal include:*
- *The Pine Island District provided academic interventions at the elementary, middle school and high school.*
  - *During the 2017-2018 school year, the district will research alternative delivery and flexible learning options to meet the needs of all students to close the achievement gaps among all groups.*
  - *Response to Intervention safety nets put in place for a proactive approach to failure.*
  - *The district’s achievement and integration plan focuses on reducing the gap for students qualifying for Free and Reduced meals each year from June 2017 (baseline) through June 2020.*
  - *Formal and informal professional development will be provided to teachers related to ELA and Literacy standards to enhance instructional practices in literacy.*

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>By April of 2019, 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>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: All students (100%) have a plan in place, but there will be continuous development to enhance the basic plans.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

*Bulleted narrative is appreciated. 200 word limit.*

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- What strategies are in place to support this goal area?*
- How well are you implementing your strategies?*
- How do you know whether it is or is not helping you make progress toward your goal?*  
*The following strategies have been implemented to address the district career and college ready by graduation goal.*
  - Specific continuous improvement plan to increase 8<sup>th</sup> grade math proficiency.*
  - Process developed to ensure that all students have a post-high school plan.*
  - Career and college readiness courses are strategically structured within the middle school and high school curriculum.*
  - Fab lab experiences ensure that students have authentic and relevant experiences.*
  - Increased business partnerships will enhance the relevance and authenticity of lab experiences.*
  - District participation in the Rochester Area Math and Science Partnership will provide intern opportunities for students.*
  - District participation in Wasioja Education Technical Cooperative.*
  - Continuous reflection on dual-credit, CLep, and hy-brid opportunities.*
  - Appropriate assessments will be offered to students to ensure preparation for post high school (ACT, ASVAB, or ACCUPLACER).*

## All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal <b>Only</b> <input type="checkbox"/> WBWF/A&I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><i>The district will continue to surpass the state goal. By the spring of 2018, at least 90% of seniors will receive a diploma.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><i>Result: 99%</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Bulleted narrative is appreciated. 200-word limit.*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *What strategies are in place to support this goal area?*
  - *How well are you implementing your strategies?*
  - *How do you know whether it is or is not helping you make progress toward your goal?*
- Throughout the school career of each student, his or her progress is closely monitored through numerous formative and summative assessments. To ensure support, several strategies have been put into place to include the following:*
- *Additional academic support was made available during the 2017-2018 school year (ADSIS).*
  - *Additional behavior support was made available during the 2017-2018 school year (ADSIS).*
  - *All students were actively engaged in planning for post high school.*

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><i>READING - Provided above with WBWF Goal</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check <b>one</b> of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Due to our limited group size cells, our focus is in the area free and reduced. This data is disaggregated and analyzed following both formative and summative assessments.*

*The following strategies were put into place to support this goal:*

- The Pine Island District provided academic interventions at the elementary, middle school and high school.*
- During the 2017-2018 school year, the district researched alternative delivery and flexible learning options to meet the needs of all students to close the achievement gaps among all groups.*
- Response to Intervention safety nets were put into place for a proactive approach to failure.*
- Formal and informal professional development opportunities were provided to teachers related to ELA and Literacy standards to enhance instructional practices in literacy.*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><i>MATH - Provided above with WBWF Goal</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Due to our limited group size cells, our focus is in the area free and reduced. This data is disaggregated and analyzed following both formative and summative assessments.*

*The following strategies were put into place to support this goal:*

- The Pine Island District provided academic interventions at the elementary, middle school and high school.*
- During the 2017-2018 school year, the district researched alternative delivery and flexible learning options to meet the needs of all students to close the achievement gaps among all groups.*
- Response to Intervention safety nets were put into place for a proactive approach to failure.*

**Please Note:** If you have additional goals to add, copy and paste the A&I goal table below.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Integration Goal: Working collaboratively with the Rochester School District to increase the graduation rate of free and reduced students and students of color, the Pine Island High School will reduce the number of non-graduates each year.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Objective 3.1:** Pine Island Administrative and Student leaders will attend (3) Rochester's School Board Meetings annually from 2017-2020, to increase student voice, empowerment and multiple perspectives as measured by pre and post surveys, exit interviews, written student reflections and the formation of our own student school board.

**Objective 3.2:** Pine Island will send the leadership team to Rochester to attend equity training each year.

**Objective 3.3:** Pine Island's leadership team will meet 4 times throughout the year to discuss progress towards achievement and integration goals.

**Objective 3.4:** The Rochester Area AI collaborative districts will partner annually on at least one culturally relevant instructional staff development experience.

The above goal has provided numerous opportunities for our students to enhance their student voice by understanding multiple perspectives and opinions. Students have gained skills in the area of empathy through shared events.

Pine Island has a focus on equity and has formed a local committee to extend experiences to all staff members.