



WORLD'S BEST WORKFORCE PLAN

2018-2019 Plan



MISSION

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

VISION

Innovative Opportunities for Lifelong Success

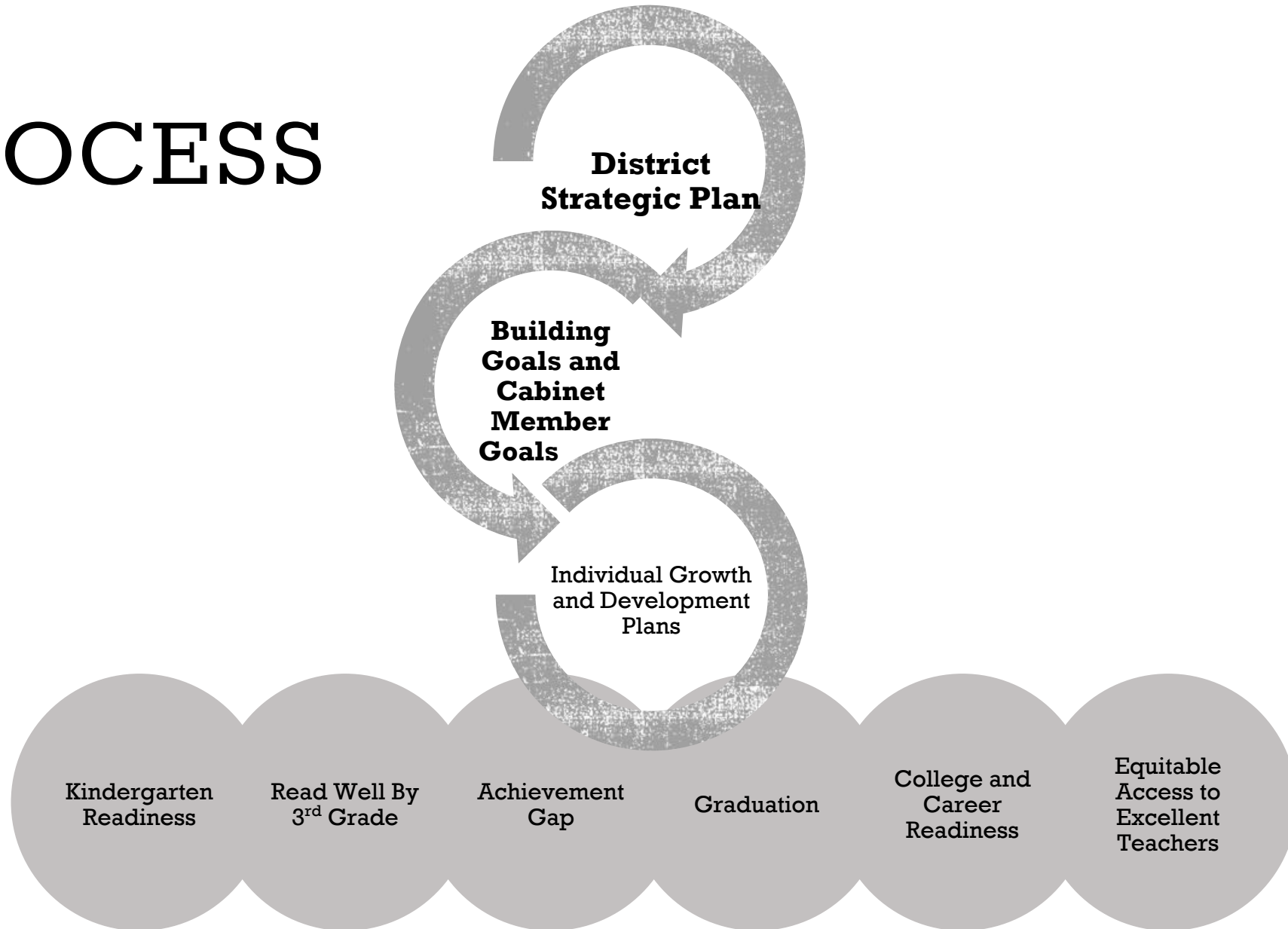
INTRODUCTION

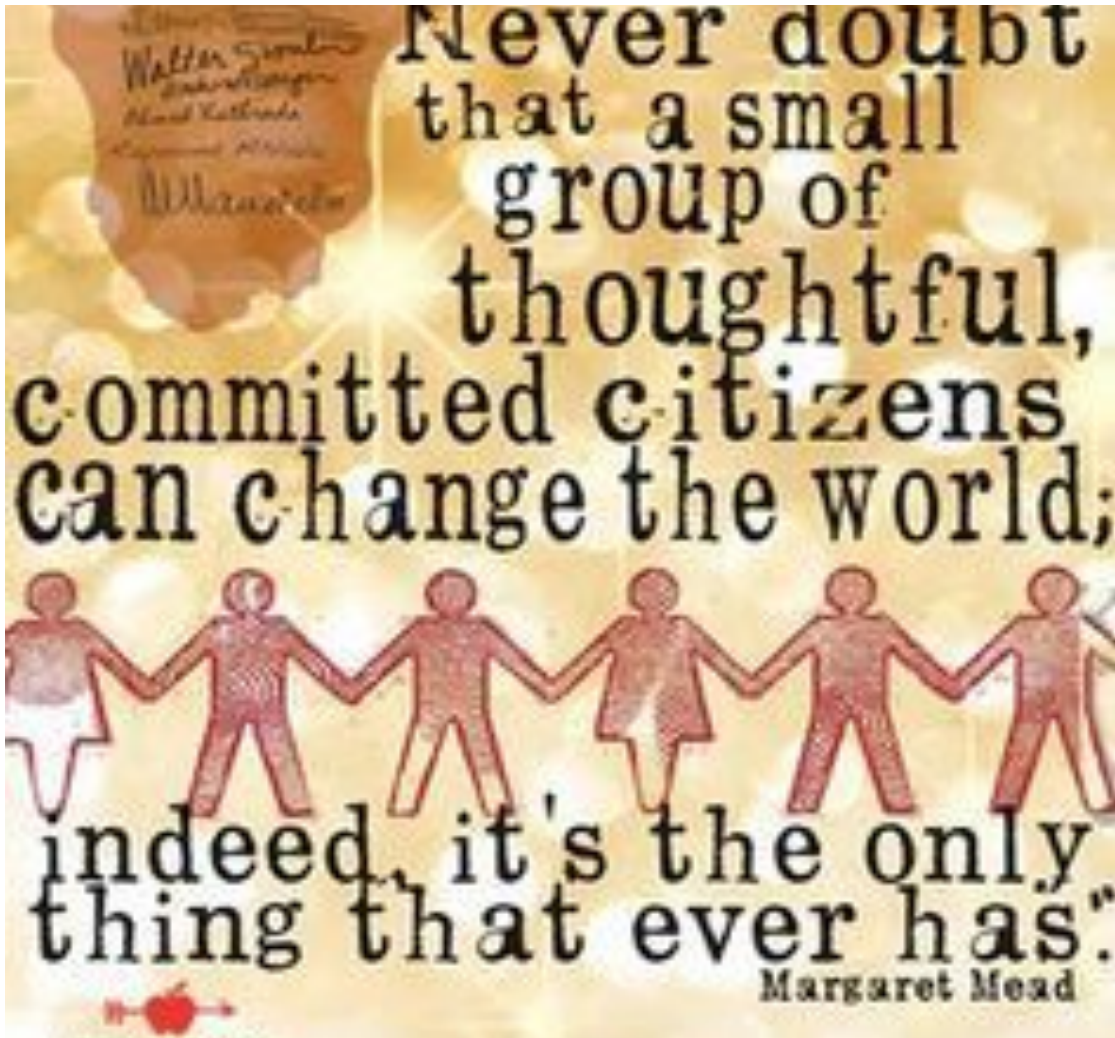
The Pine Island Schools World's Best Workforce Plan focuses on our continuous improvement efforts on instruction and achievement for all students, which helps us advance our mission and vision.

It is our intent to ensure that the district strategic plan, building goals, and individual growth and development plans are integral components and aligned with our World's Best Workforce Plan.



PROCESS





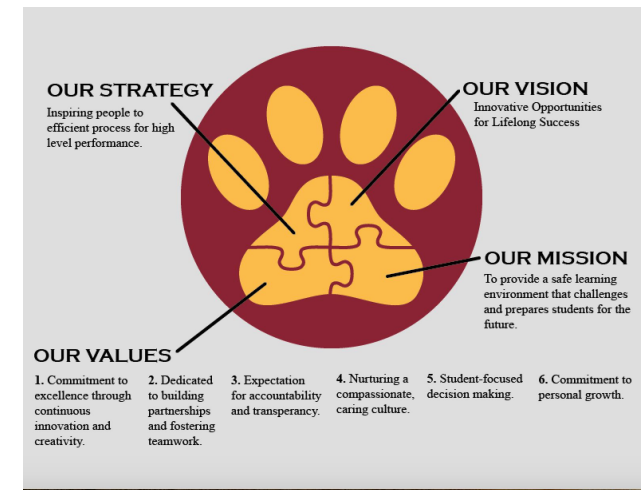
Summary of 2018-2019 Plan and Overarching Strategies

State legislation details the areas Minnesota schools districts are to address in the World's Best Workforce Plan:

- *All children ready for school**
- *Read well by third grade**
- *All racial and economic gaps closed**
- *Graduation**
- *College and Career Readiness**



OVERARCHING 2018-2019 STRATEGIES



*Develop and implement strategies to meet the goals and values developed through the strategic planning process.

*Align department and cabinet member goals with district strategic plan.

*Conduct facility study to determine how our outdoor facilities should be improved to meet the needs of the district.

*Develop a structure at the middle level that supports student voice and choice.

*Provide staff development opportunities that are aligned to the district strategic plan while offering individual choice.

*Learn about and plan for changes required by the new federal law, Every Student Succeeds Act (ESSA)

*Plan to renew and expand district 1:1 technology program.

*Increase support structures for academic and emotional development.

*Align coaching supports to individual and building goals.

#1 All children ready for school

Since 1977, Pine Island Schools has offered pre-kindergarten programs that follow state standards for early learning. Early childhood teachers use an aligned curriculum to the kindergarten standards that includes individualized instruction to help all children reach developmental and school readiness goals. The district's investment in its early learning program creates an environment for success for individual learners, closes opportunity gaps, and prepares students for continued success.

DISTRICT SMART GOAL:

The percentage of kindergarten students who earn an achievement level “low risk” or “college pathway” (above the 30th national percentile) on the FastBridge Early Reading Assessment will increase from 58.2% in September 2018 to 60.8% in May 2019.

2018-2019 Strategies

**Increased outreach to daycares and the public to communicate school readiness expectations.*

**Community education will offer 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 web-site.*

**Since 2015, a Preschool/Kindergarten Readiness Assessment is available on the 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 designed for students who may not be ready for the traditional setting (2017)*



#2 Reading by 3rd Grade

The ability to read is critical to a child's success in school, life-long learning potential and their ability to contribute to the nation's economy and its security.

Reading proficiency is an essential gateway skill to further learning. Children who cannot read proficiently seldom catch up academically and often fail to graduate on time from high school or drop out altogether. Pine Island Schools is committed to identifying and supporting students with strategies to help struggling readers.

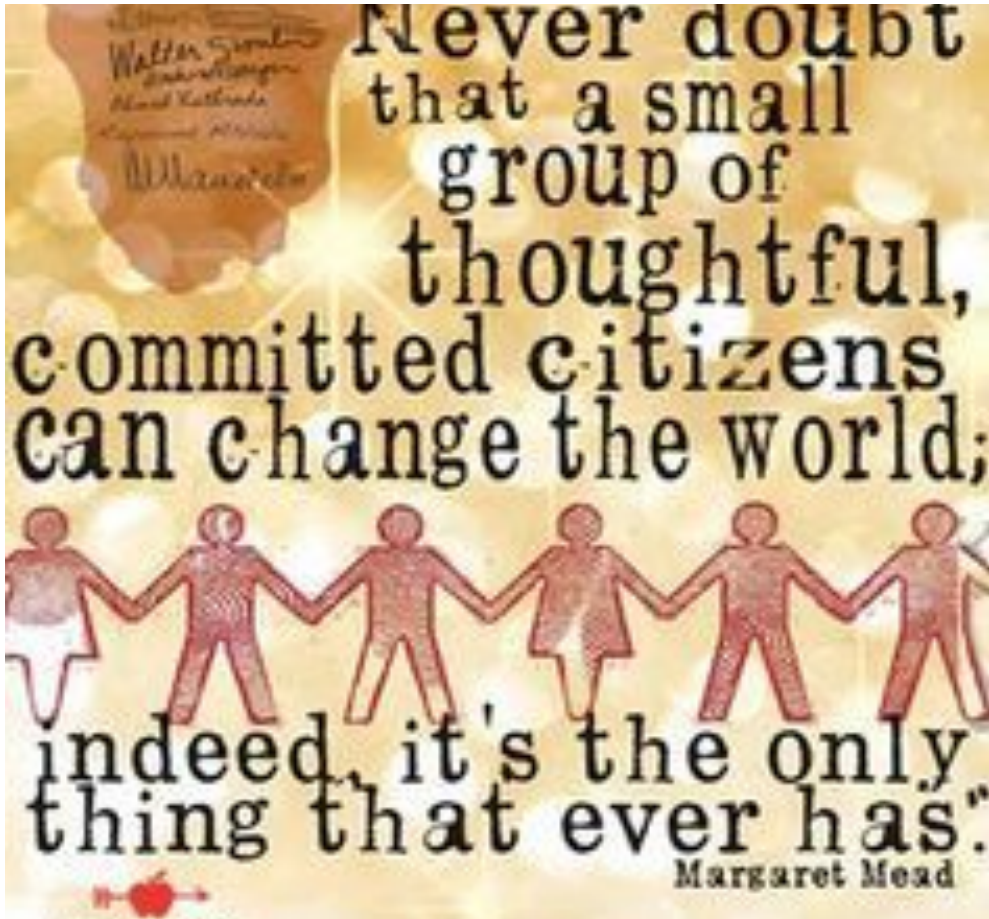
DISTRICT SMART GOAL:

The percentage of all students in grades 1-4 enrolled at Pine Island Elementary who earn an achievement level of "low risk" or "college pathway" on the FastBridge aMath Assessment will increase from 74.6% in fall 2018 to 76.0% in spring 2019.

2018-2019 Strategies

- *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).*





A note on Legislation Language:

Identification; Report: Districts **must** identify students in grade three or higher who demonstrate a reading difficulty to a classroom teacher. Districts efforts to screen and identify students with dyslexia must use screening tools such as those recommended by MDE's dyslexia and literacy specialist. Parent Notification and Involvement: In their annual notification to parents of students not reading at or above grade level, districts must now include the student's progress. A district may not use this section to deny a student's right to a special education evaluation. Intervention: If a student does not read at or above grade level at the end of grade three, the district must continue to provide interventions until the student is reading at grade level. HF 2 Summary and Contact Information 9 Districts and charter schools are encouraged to provide personal learning plans for students unable to read at grade level based on the grade three statewide assessment. The format of the plan must be determined in collaboration with the student's educators and other professionals. The plan must be developed with the parent or guardian. The plan must have strategies to address deficiencies. The plan may include grade retention. The plan must be updated and modified until the student reads at grade level. This plan does not apply to a student with an Individualized Education Program (IEP). Contact: Special Education mde.special-ed@state.mn.us



#3 All racial and economic gaps closed

The Pine Island District is committed to providing an equitable education for all students. Student learning will be continuously monitored through PLC's with interventions designed to meet the individual needs of all students.

DISTRICT SMART GOAL #1 (A&I):

Underserved students (FRP, 16.7% 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. 2019 Goal: 55.7%

DISTRICT SMART GOAL #2 (A&I):*Underserved students (FRP, 16.7%, 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. 2019 Goal: 47.6%*



DISTRICT SMART GOAL #3 (Qcomp):

The percentage of all students in grades 1-4 enrolled at Pine Island Elementary who earn an achievement level of “low risk” or “college pathway” on the FastBridge aMath Assessment will increase from 74.6% in fall 2018 to 76.0% in spring 2019.

DISTRICT SMART GOAL #4 (Qcomp):

The percentage of all students enrolled October 1st 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) will increase from 71.5% in 2018 to 72.5%in 2019.

DISTRICT SMART GOAL #5 (Qcomp):

The percentage of students in grade 11 at Pine Island High School who meet or exceed the College Readiness Benchmark composite score (21) as measured by ACT taken at school in April will increase from 50% in 2018 to 52% in 2019.



HOW DOES PI COMPARE — **2018 RESULTS**

HS						
District	Math	Rank	Reading	Rank	Science	Rank
Goodhue	30%	4	37.7%	4	60.5%	2
KW	41.3%	3	71%	1	58.4%	3
PI	64.7%	1	69.5%	3	58.0%	4
ZM	55.5%	2	70.2%	2	63.7%	1

MS						
District	Math	Rank	Reading	Rank	Science	Rank
Goodhue						
KW	40.1%	3	57.2%	3	56.5%	2
PI	66.7%	1	71.3%	1	60.8%	1
ZM	58.8%	2	68.2%	2	55.2%	3



HOW DOES PI COMPARE? — **2018 RESULTS**

ES

District	Math	Rank	Reading	Rank
Goodhue	64.8%	4	65.9%	3
KW	71.6%	3	50%	4
PI	74.6%	2	68%	2
ZM	76.3%	1	68.5%	1



#3 All racial and economic gaps closed

The Pine Island District is committed to providing an equitable education for all students. Student learning will be continuously monitored through PLC's with interventions designed to meet the individual needs of all students.



2018-2019 Strategies

**The Pine Island District will provide academic interventionists 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.*



#4 All Students will be college and career ready by graduation
Pine Island Schools is dedicated to preparing all students for future success. While it is difficult to predict what career opportunities will be available in the future, it is our goal to prepare future-ready students.

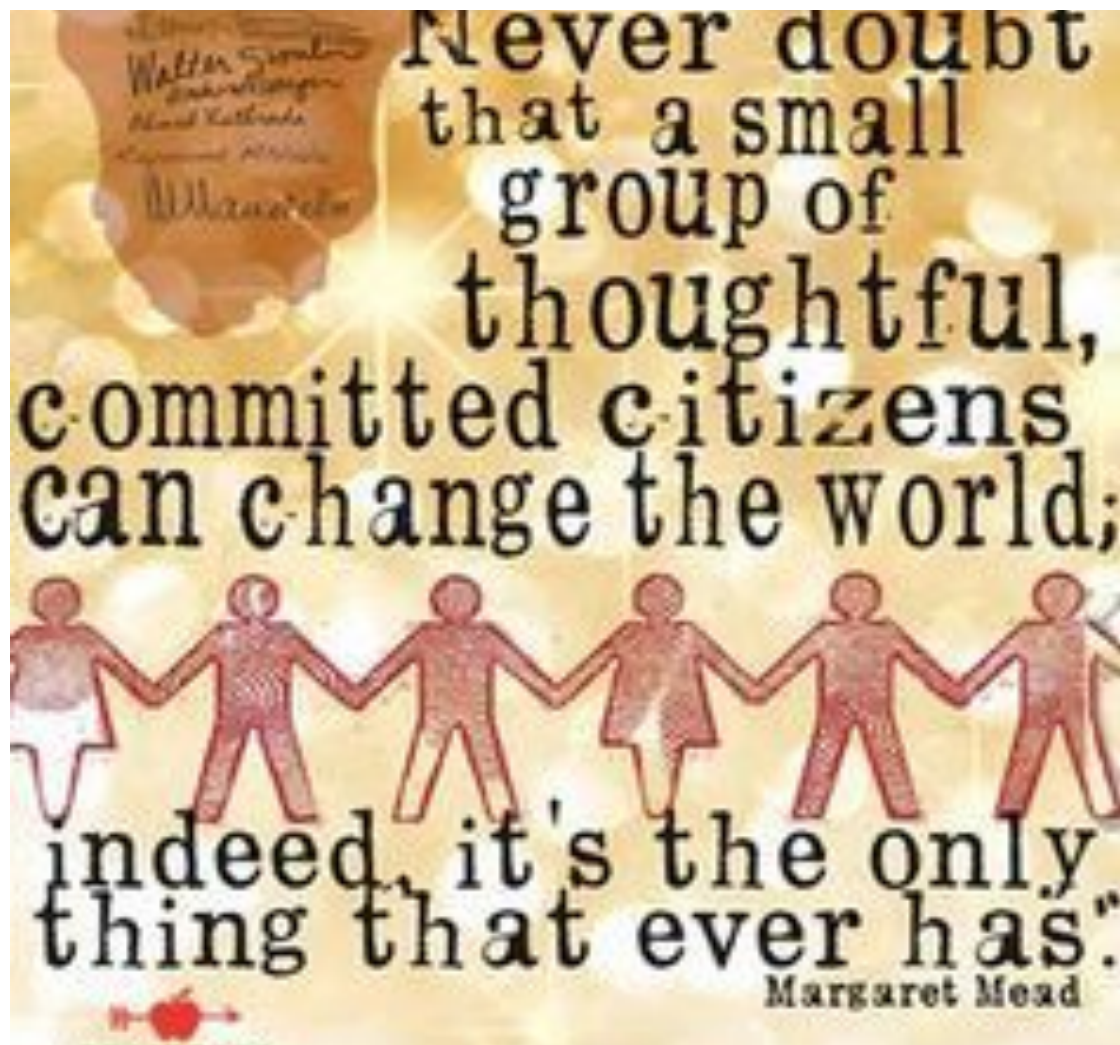
DISTRICT SMART GOAL:

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

2018-2019 Strategies

- *Specific continuous improvement plan to increase 8th 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 WETC*
- *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).*





2018-2019 College and Career District Provided Experiences:

5th grade – College and Career Exposure

8th grade – Careers Class

9th grade – Field Trip to RCTC and Careers Class

10th grade – College Planning Groups

11th grade – Careers Class, MN Ed. Fair, Practice ACT test, ACT test or appropriate assessment (ASVAB, ACCUPLACER), and Job Shadow Experience

12th grade – classroom presentations on college application process and recent graduate panel discussion

All Grades – College admissions counselors on-site on a regular basis.

Access to college and career planning with counselor

Mayo Health Care Career Festival

Pine Island Career Fair and Registration Conferences



#5 All students graduate - To help students reach their potential, Minnesota has a goal to reach a 90 percent graduation rate by the year 2020 with no student group below 85 percent.

DISTRICT SMART GOAL: The district will continue to surpass the state goal. By the spring of 2019, at least 90% of seniors will receive a diploma.



Group	2011 %	2012 %	2013 %	2014 %	2015 %	2016 %	2017 %	2018 %
All	95.4	93.8	94.7	93.6	96	96.77	99%	99%
White					98.61	96.63	99%	99%
FRP					85.71	90	100%	100%
Male					94.87	95.83	98%	99%
Female					97.22	97.78	100%	100%

2018-2019 STRATEGIES

*Additional academic support will be made available during the 2017-2018 school year (ADSIS).

*Additional behavior support will be made available during the 2017-2018 school year (ADSIS).

*All students will be actively engaged in planning for post high school.



CLOSE THE EQUITY GAP: ACCESS TO EXCELLENCE TEACHERS

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.

The data below represents Pine Island's information for the 2016-2017 school year.

Inexperienced Teachers	Classes Unqualified	Classes out of Field	Poverty Quartile	Minority Quartile
4.55% 2019 2.8%	0% 2019 .2%	2.35% 2019 0%	Lowest	

Definitions from Minnesota's plan submitted to the U.S. Department of Education:

Equity Gap: The difference between the rate at which poor or minority students are educated by inexperienced, unqualified and out-of-field teachers and the rate at which other students are educated by inexperienced, unqualified and out-of-field teachers.

Inexperienced Teacher: An inexperienced teacher shall be defined as a licensed teacher who has been employed in public schools in Minnesota for three years or less.

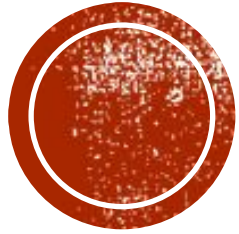
Unqualified Teacher: An unqualified teacher shall be defined as a teacher who is not fully licensed in a core subject area.

Out-of-field Teacher: An out-of-field teacher shall be defined as a licensed teacher who is providing instruction in an area for which he/she is not licensed.

Classes Unqualified: Percentage of classes being taught by teachers who are not fully licensed to teach the core subject class.

Classes out-of-field: Percentage of classes being taught by a teacher who is providing instruction in an area for which he/she is not licensed.





1. CONSIDER GOALS AND RECOMMENDATIONS FOR UPCOMING YEAR

2. DEVELOP PLAN

3. COMPARE RESULTS TO GOALS

4. SUBMIT ANNUAL REPORT

5. REVIEW MDE FEEDBACK

REPEAT

WBWF Processes