



World's Best Workforce Annual Report
2014-2015

Pine Island Public Schools

2014-2015 World's Best Workforce Report

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 entire report is summarized in a document titled 2014-2015 WBWF Summary Document.



2015-2016 Strategic Bridge Plan

15/16 BLUEPRINT

District Priority: Successful transition to bond completion

High Student Achievement

1. Unified Learning Management System Migration
2. Curriculum Review Cycle—Update
3. Investigate Flexible Learning Options

Communication and Collaboration

1. Website
2. Deliberate Communications/Public Relations Plan

Effective and Efficient Operations

1. Student Management System Conversion
2. On-line fee payments
3. Print Management Solution

2013-2016 Strategic Plan

Pine Island Public Schools 2013-2016

Strategic Plan

Mission

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

Vision

“Innovative Opportunities for Lifelong Success”

AIM 1

High Student Achievement

Goal 1 <i>Students will meet/exceed proficiency levels in reading, writing, mathematics and science as compared to Minnesota State Assessments.</i>	Goal 2 <i>Students will demonstrate high levels of achievement in all academic areas as measured by local assessments.</i>	Goal 3 <i>Students will be challenged academically to prepare them for the changing needs of society to ensure college and career readiness.</i>	Goal 4 <i>District curriculum review cycle will ensure that standards, materials, and equipment are validated, benchmarked and implemented.</i>	Goal 5 <i>All Staff Development Plans will be in alignment and support the aims and goals of the district.</i>
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Key Initiatives	GOALS					Action Steps	Person of Responsibility (POR)	Timeline	Evidence/Measures of Success	Resources
	1	2	3	4	5					
World's Best Workforce will be implemented according to MN guidelines	X	X	X	X	X	1. A plan to address the following will be on record with the state of MN and available on the Pine Island Web Site: *All children are ready for school. *All third-graders can read at grade level.	Superintendent, principals, cabinet members, HSA Enhanced Advisory Committee	Annual review with a PSDA cycle.	Publication	Time, budget, data, and collaboration

						<p>*All racial and economic achievement gaps between students are closed.</p> <p>*All students are ready for career and college.</p> <p>*All students graduate from high school.</p>				
						<p>2. Bi-annual meetings will communicate and review student achievement goals, local assessment outcomes, plans, strategies and practices for improving curriculum and instruction.</p>	<p>Superintendent, principals, cabinet members, HSA Enhanced Advisory Committee</p>			
*WBWF Enhance early childhood programs	X	X				<p>1. Early childhood programs will follow curriculum aligned to kindergarten standards to ensure all students are ready for school.</p>	<p>Community education director, Kindergarten/EC PLCs, building principal</p>	<p>Fall of each school year</p>	<p>Early childhood assessments and Kindergarten readiness</p>	<p>Time and data</p>
*WBWF Implement Read Well by Third Grade Literacy Plan	X					<p>1. 100 Book Challenge is implemented with fidelity.</p>	<p>Community education, Principal, Curriculum TOSA and PK-grade 3 PLCs</p>	<p>On-going</p>	<p>Progress</p>	<p>Time and data</p>
*WBWF Career and College readiness will be embedded in the structure of the Pine Island School.			X		X	<p>1. A process will be identified and implemented to ensure that students are ready for college and career readiness.</p>	<p>Superintendent, principals, counselors, Ramp-Up Coordinator and curriculum TOSA</p>	<p>Annual review</p>	<p>Publication</p>	<p>Time, assessments, and collaboration</p>
						<p>2. Students in grade 6 will be provided career interest opportunities through participation in the integration and achievement grant.</p>	<p>Principals, counselors, curriculum TOSA, 6th grade teachers</p>	<p>Fall planning and implementation</p>	<p>Documented evidence</p>	<p>Time, coordination, and opportunities</p>

						3.Students in grade 8 will complete the Explore assessment.	Principals, counselors, district assessment coordinator, curriculum TOSA	November 3-21, 2014	Assessment Results	Time, coordination, and assessment
						4.Students in grade 10 will complete the Plan assessment	Principals, counselors, district assessment coordinator, curriculum TOSA	November 3-21, 2014	Assessment Results	Time, coordination, and assessment
						5. Students in grade 11 will complete the ACT	Principals, counselors, district assessment coordinator, curriculum TOSA	April 28, 2014	Assessment Results	Time, coordination, and assessment
						6.Participation in MN Ramp-up for Readiness will guide implementation	Principals, counselors, district assessment coordinator, curriculum TOSA, Ramp-up coordinator	2014-15 SY – Middle School is an active participant 2015-16 SY – HS is an active participant	Participation	Time and training
						7.A portfolio planning component with parent involvement will be implemented in coordination with Ramp-Up participation.	Principals, counselors, district assessment coordinator, curriculum TOSA, and Ramp-up coordinator		Portfolios (electronic or paper) and scheduled events	Time
*WBWF Establish and Apply student problem-solving processes to ensure support for all students at all grade levels.	X	X	X			1.Student problem solving teams are identified at each building level (PK-4, 5-8, 9-12)	Principals	Annual identification	Staff handbook committee list	Time, Data, Support

						2. Time is established to ensure on-going, consistent meetings.	Principals			
						3. Processes are established to support students to ensure high school graduation. (Academic, behavior, and emotional)	Principals, Dean, Counselors, Special Education Staff, Problem-Solving Team			
Develop a review process to monitor Minnesota state assessment results	X	X				1. Review and analyze current review process for Minnesota state assessment results	Building principals, data coaches, district assessment coordinator and HSA Committee	Summer/Fall following the release of state data	All responsible members will meet to review past practices to establish a continuous improvement process for analysis.	Staff development calendar and school calendar
						2. Complete percentile ranking in comparison to all MN Schools.	Data coaches will complete the steps to analyze student growth through percentile ranking	Following the release of all MN state assessment data	Percentile ranking charts for current year	MN assessment data as available on the MDE website.
						3. Establish time to review data with each content area/grade level.	Building principals, data coaches, curriculum TOSA, and district assessment coordinator	Fall of each school year	Data coach/ PLC team meetings and plans of action or follow-up	Time and data
						4. Ensure grade level/content area power standards are aligned to curriculum and results.	Curriculum TOSA, PLCs, and data coaches	Fall of each school year	Published standards and curriculum alignment documents	Time and data
						5. Make instructional/curriculum/power standard adjustments addressing areas of opportunity	Content area or grade level PLCs, Curriculum TOSA	On-going	Evidence of continuous improvement	Curriculum assistance, time

									through PLC communication			
								6. Identify time designated throughout the year to reflect on data, progress, and plans.	Administration, staff development committee, and curriculum TOSA	On-going	Staff development agendas	Time and data
								7. Racial and economic achievement gaps will be analyzed with a plan to address.	Principals, data coaches, district assessment coordinator, and curriculum TOSA	Fall of each year with on-going analysis	Gap reduction Achievement and Integration Plan	Time, data, achievement and integration plan
								8. Minnesota comprehensive assessment testing results and other data is reported to School Board	Principals	October board meeting presentation	Annual presentation	MCA and other test data results.
Develop a review process to monitor local assessment results	X	X						1. Identify current local assessments and determine a process for consistent review	Principals, PLCs, data coaches, and curriculum TOSA	Annually	Documentation	Time and data
								2. Establish time to review data with each content area/grade level.	Building principals, data coaches, curriculum TOSA, and district assessment coordinator	Fall of each school year	Data coach/ PLC team meetings and plans of action or follow-up	Time and data
								3. Make instructional/curriculum/power standard adjustments addressing areas of opportunity	Content area or grade level PLCs, Curriculum TOSA	On-going	Evidence of continuous improvement through PLC communication	Curriculum assistance, time

						4. Identify time designated throughout the year to reflect on data, progress, and plans.	Administration, staff development committee, and curriculum TOSA	On-going	Staff development agendas	Time and data
Strengthen Professional Learning Communities	X	X	X			1. Identify a schedule to accommodate consistent PLC time.	Principals, Site Leadership Teams	Fall of each school year	Calendar	Time
						2. Establish a PLC communication plan	Principals, PLC Teams	Fall of each school year	Communication evidence	
						3. Continue to structure PLC work around the four guiding questions of: *What do we want our students to know (power standards)? *How do we know when they are proficient? *What do we do for students needing additional support? *What do we do for students who need additional challenges and enrichment?	Principals, curriculum TOSA, PLC teams, problem solving teams, talented and gifted coordinator	On-going	Communication, curriculum, structure	Time, student data
Establish, review and adjust teacher/principal evaluation process	X	X	X	X	X	1. Principal and Teacher Evaluation Plans are established	Administration, PIEA Evaluation Team	Spring of 2014	Document	Expectations and time
						2. Evaluation cycle is determined and communicated	Principals and Superintendent	Fall of each school year	Documentation	
						3. Timelines are followed according to plan	Principals and Superintendent	On-going	Documentation	Principal and Teacher evaluation plan

Explore STEM courses and programs, flexible delivery of instruction and other research based instructional strategies	X	X	X	X	X	1.ITV opportunities will be thoroughly analyzed.	Superintendent, Principals, Technology Director, Curriculum TOSA, and HSA Committee	2014-2015 school year	Communication with participating districts	Time and information
						2.PLTW courses will be implemented according to timeline.	Superintendent, Principals, Curriculum TOSA, and HSA Committee	14-15 PBS — Principles of the biomedical sciences IED — Introduction to Engineering Design POE — Principles of Engineering CIM — Computer Integrated Manufacturing CS — Computer Science DM — Design and Modeling EE — Energy and the Environment MD — Medical Detectives 15-16 Above classes with the addition of HBS — Human Body Systems 16-17 Above classes with the addition of MI — Medical Interventions	Course Catalog	Time, Budget, Staff, and Training
						3.Innovation Opportunities	Superintendent, Principals, Curriculum TOSA, HSA Committee, Staff Development Committee, and Teachers	On-going	Application	Time and Budget

Endorse the staff development plan					X	1. Staff development plan is developed in alignment to district goals.	Superintendent, Principals, Curriculum TOSA, Staff Development Committee	Annually in the summer	Plan	Time, Budget, and District Goals
						2. Completed plan is annually presented to the school board for endorsement.	Superintendent	Annually in the summer prior to the start of the school year	Plan	
Develop a review process to monitor and enhance Talented and Gifted Programs			X		X	1. Enrichment opportunities will be identified, monitored and reviewed.	Principals, Curriculum TOSA, TAG Teacher	Annual	Schedule of opportunities	Time, budget, and equipment

AIM 2

Collaboration and Communication

Goal 6 <i>Students and staff will demonstrate respectful and appropriate behavior on and beyond the school campus</i>	Goal 7 <i>The mentoring program will serve as the cornerstone for all new employees (certified and non-certified) and employees new to a position</i>	Goal 8 <i>Parents and community members will be valued, informed, and active educational partners.</i>
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Key Initiatives	6	7	8	Accountability	Evidence
Implement PBIS (K-8) Positive Behavior Plan (9-12)	X			K-8 Principal 9-12 Principal	Discipline report (SWIS) indicates reduced number of behavior incidents on the playground, in the classroom, hallways, and all other areas of the school campus; student and staff surveys indicate a safe school environment and a positive school culture Positive Recognition for students and staff
Maintain a respectful environment	X			9-12 Principal K-8 Principal All Cabinet Departments	No reported incidents of bullying; student and staff surveys indicate a safe school environment and a positive school culture Bullying initiatives in each building

			All staff Collaboration and Communication Committee	Service Activities
Establish structured procedures for new students and implement transition programs from elementary to middle school, from middle school to high school and from high school to post-secondary	X		9-12 Principal K-8 Principal Collaboration and Communication Committee School Counselor	Handbook for new students; survey new students and parents to assess impact of handbook and welcome extended
Annual review of staff and student handbook; revise as needed	X		Collaboration and Communication Committee 9-12 Principal K-8 Principal Ms. Berg-Beniak	Staff and student handbook annual review; handbooks submitted to school board for annual approval
Develop a new website for enhanced communication with all stakeholders		X	Technology Director Collaboration and Communication Committee Ms. Berg-Beniak	Stakeholder, staff, student surveys indicate ease of use, informative, and information is current; approval by school board
Provide a Facebook "read-only" page as an alternate form of communication with stakeholders		X	Technology Director Collaboration and Communication Committee Ms. Berg-Beniak	Stakeholder, staff, student surveys indicate ease of use, informative, and information is current; approval by school board
Actively participate in the Community Planning Team		X	Ms. Berg-Beniak Kim Fall John Champa Rob Warneke	Community Planning meeting minutes Updates to school board as requested
Assess the mentoring program and revise as needed to meet Goal 7		X	Collaborative Work Environment Committee 9-12 Principal K-8 Principal	Needs assessment revision; mentoring program published in employee handbook; survey new employees and employees new to a position

Assess current public relations plan including community relations, communication and parent engagement			X	Ms. Berg-Beniak Collaborative Work Environment Committee 9-12 Principal K-8 Principal	Public Relations Plan Action Plan Community and parent surveys
Establish a school volunteer program to increase school involvement.			X	Collaboration and Communication Committee Community Education Director	
Develop mechanism to routinely engage the community.			X	Collaboration and Communication Committee Community Education Director Superintendent K-8 Principal 9-12 Principal	

AIM 3 Effective & Efficient Operations

Goal 9 The district will responsibly and effectively use its financial resources to maximize opportunities and resources.	Goal 10 The district will ensure the effective use of technology as a teaching, learning and communication tool.	Goal 11 Continuous improvement processes will be utilized throughout the system.
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Key Initiatives	GOALS	Action Steps	Person of Responsibility (POR)	Timeline	Evidence/Measures of Success	Resource
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	9	10	11					
Maintain and expand existing program levels and student opportunities with annual financial resources and reserved funds.	X		X	1. January - Budget Assumptions 2. April - Preliminary Budget 3. December - Approve Revised Budget	Superintendent, School Board, Finance Committee, 5-12 Principal, PreK-4 Principal, Business Manager	on-going	Budget updates, Audit	Levy, Audit, Monthly budget reports, finance committee
Dedicate funds reserved specifically for future needs	X			1.finance committee, audit, etc.	Superintendent, School Board, Business Manager, Effective and Efficient Operations	annually	reserved budget accounts	Budget, Audit
Implement a technology strategic plan which includes strategies that assure infrastructure is in place to meet the future needs of the district and students.				1. Technology Committee	Technology director, Efficient and Effective Operations Committee, Technology Committee	In accordance with Minnesota Department of Education	Posted policy	MSBA and MN Department of Education
Explore technology options which may replace current practices and access to technology, and which may transform teaching, learning and communication.				1. Technology Committee	Technology director, Efficient and Effective Operations Committee			
Explore and implement a plan for technology support and training as part of the technology strategic plan.					Technology director, Efficient and Effective Operations Committee			

Action plans from all cabinet members will be aligned to the strategic plan and reviewed mid-year and at the end of the year and integrated with the budget process.			1.	Community Education Director Head Custodian Technology Director Food Service Manager Business Manager Transportation and Grounds Director Special Education Coordinator/DAC Activities Director 5-12 Principal PreK-4 Principal			
Procedure established to monitor contracts, and projects for possible cost reduction.							
Financial dashboard will be presented to the board at the second meeting each month.	X		X				

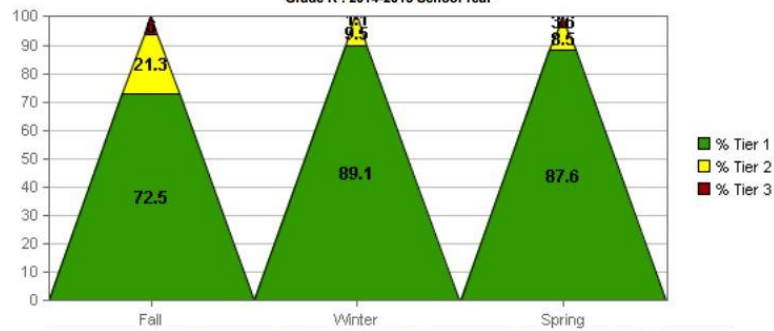
District Data Reflection:



Pine Island Schools
Year: 2014-2015

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Letter Naming Fluency
Grade K : 2014-2015 School Year



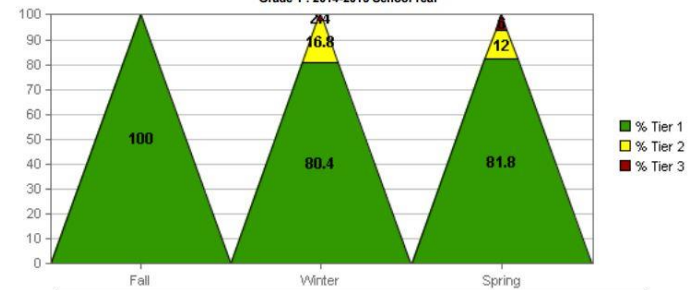
	Fall	Transition	Winter	Transition	Spring
Tier 3	5 (6.0%)	0 1 3	1 (1.1%)	0 1 0	3 (3.6%)
Tier 2	18 (21.3%)	1 2 15	8 (9.5%)	1 1 4	7 (8.5%)
Tier 1	61 (72.5%)	0 4 56	74 (89.1%)	2 5 67	71 (87.6%)



Pine Island Schools
Year: 2014-2015

FILTER:
Demographics: Not filtering on demographics
Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Reading - Curriculum Based Measurement
Grade 1 : 2014-2015 School Year



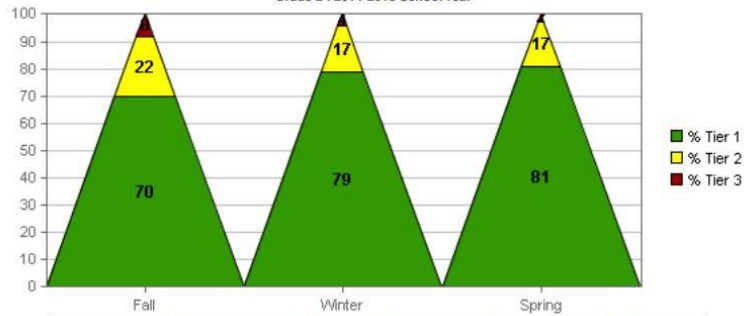
	Fall	Transition	Winter	Transition	Spring
Tier 3	0 (0%)	0 0 0	3 (2.4%)	3 0 0	7 (6.0%)
Tier 2	0 (0%)	0 0 0	20 (16.8%)	4 13 3	14 (12%)
Tier 1	119 (100.0%)	2 20 94	95 (80.4%)	0 1 92	95 (81.8%)

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Reading - Curriculum Based Measurement
Grade 2 : 2014-2015 School Year



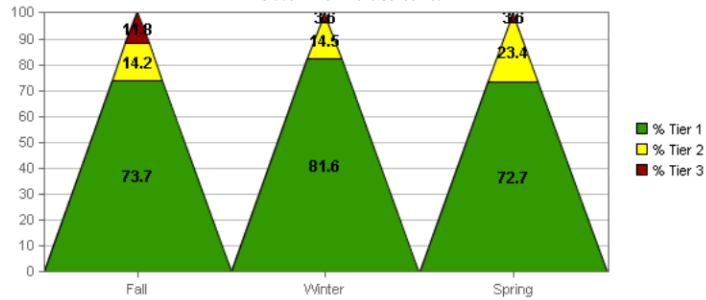
	Fall	Transition	Winter	Transition	Spring
Tier 3	7 (8%)	4	4 (4%)	2	2 (2%)
		3		1	
		0		0	
Tier 2	20 (22%)	0	15 (17%)	0	15 (17%)
		11		12	
		8		3	
Tier 1	63 (70%)	0	72 (79%)	0	73 (81%)
		0		2	
		63		70	

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Oral Counting
Grade K : 2014-2015 School Year



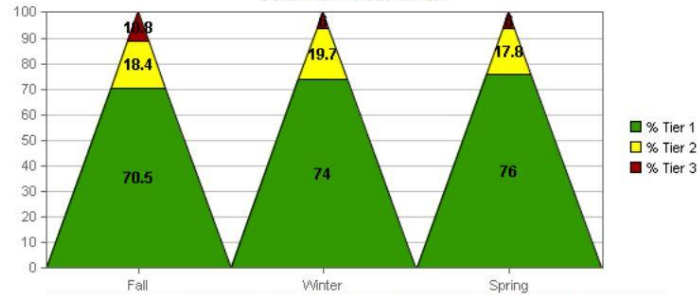
	Fall	Transition	Winter	Transition	Spring
Tier 3	10 (11.8%)	0	3 (3.6%)	0	3 (3.6%)
		4		1	
		6		1	
Tier 2	12 (14.2%)	1	12 (14.5%)	1	19 (23.4%)
		4		5	
		7		5	
Tier 1	62 (73.7%)	1	67 (81.6%)	2	59 (72.7%)
		4		13	
		54		52	

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Math Computation
Grade 1 : 2014-2015 School Year



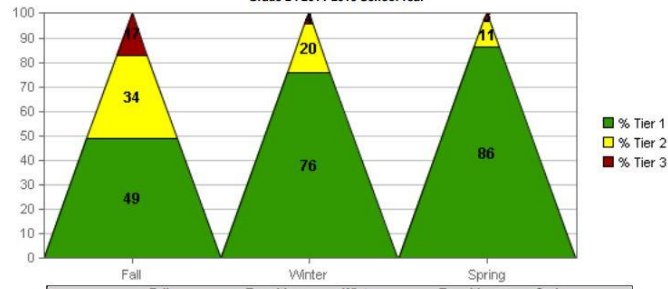
	Fall	Transition	Winter	Transition	Spring
Tier 3	13 (10.8%)	4	7 (6.0%)	3	7 (6.0%)
		3		2	
		6		2	
Tier 2	22 (18.4%)	1	23 (19.7%)	0	21 (17.8%)
		9		12	
		11		11	
Tier 1	84 (70.5%)	2	86 (74%)	3	89 (76%)
		10		7	
		69		76	

FILTER:

Demographics: Not filtering on demographics

Reporting Method: AIMSweb Defaults - Criterion Referenced

Tier Transition Report
Zumbro Education District - ZED-Pine Island Schools
Math Computation
Grade 2 : 2014-2015 School Year



	Fall	Transition	Winter	Transition	Spring
Tier 3	15 (17%)	3 4 8	4 (4%)	1 1 1	3 (3%)
Tier 2	30 (34%)	1 9 19	18 (20%)	2 5 11	10 (11%)
Tier 1	44 (49%)	0 4 40	69 (76%)	0 4 65	78 (86%)

MCA Comparison Scores

<u>2015 Grade 3 Math</u>		<u>2014</u>	<u>2015 Grade 4 Math</u>		<u>2015 Grade 5 Math</u>	
	% Prof			% Prof		
Byron	91.7%	82%	Hayfield	91.5%	Dover-Eyota	83.9%
Chatfield	91.3%		Dover-Eyota	91.1%	ZM	78.9%
Dover Eyota	89.9%		Chatfield	86.7%	Byron	77.3%
Stewartville	86.7%		KM	83.8%	KM	75.6%
KM	84.6%		Byron	76.2%	Stewartville	75.2%
Lake City	81.5%		Rochester	72.5%	Chatfield	75.0%
Goodhue	79.5%		Pine Island	71.6%	Pine Island	69.2%
Pine Island	78.3%		Triton	71.0%	Cannon Falls	68.1%
Hayfield	78.0%		ZM	70.0%	Rochester	60.7%
Kingsland	77.6%		State	70.0%	State	59.7%
KW	75.4%	60.2	Lake City	69.7%	Lake City	57.1%
Cannon Falls	75.0%		Kingsland	65.8%	Goodhue	52.9%
Triton	73.3%		KW	62.3%	KW	52.5%
Rochester	71.6%		Goodhue	61.7%	Kingsland	49.1%
ZM	70.9%		Stewartville	61.7%	Hayfield	47.9%
State	70.9%		Cannon Falls	60.2%	Triton	40.6%

<u>2015 Grade 6 Math</u>			<u>2015 Grade 7 Math</u>		<u>2015 Grade 8 Math</u>	
	Prof %			% Prof		
ZM	86.8%	61.90%	Cannon Falls	74.4%	Goodhue	71.7%
Dover-Eyota	69.9%		Pine Island	71.6%	Byron	71.1%
KM	68.4%		Chatfield	68.8%	KM	70.6%
Byron	67.1%		Byron	67.4%	ZM	67.5%
Pine Island	65.3%		KM	63.6%	Cannon Falls	65.9%
Lake City	64.4%		Stewartville	60.4%	Dover-Eyota	65.9%
Chatfield	59.4%		Lake City	60.4%	Chatfield	64.3%
State	57.6%		ZM	57.8%	Pine Island	61.9%
Goodhue	55.4%		Kingsland	57.1%	Kingsland	61.5%
Kingsland	54.1%		Goodhue	55.3%	State	57.8%
Hayfield	54.0%		Dover-Eyota	55.1%	Rochester	54.1%
Rochester	53.7%		State	55.1%	Stewartville	52.1%
Cannon Falls	53.3%		Rochester	50.9%	Hayfield	51.6%
Stewartville	50.6%		Hayfield	50.9%	Lake City	50.5%
KW	48.3%		KW	41.5%	KW	40.9%
Triton	31.9%		Triton	39.3%	Triton	31.3%

2015 Grade 11 Math		
	% Prof	
Byron	64.0%	64.10%
dover	62.2%	
Chatfield	58.7%	
Lake City	58.5%	
Kasson	57.6%	
Cannon Falls	56.4%	
ZM	53.2%	
Pine Island	52.8%	
Roch Pub School		
Dist	50.1%	
State	48.7%	
Triton	45.2%	
Stewartville	45.0%	
Goodhue	41.9%	
Randolph	36.4%	
Hayfield	34.7%	
Kingsland	31.3%	

2015 Grade 3 Reading		
	% Prof	
Chatfield	88.6%	
Byron	84.8%	
Lake City	75.0%	
KM	72.8%	
Dover Eyota	67.4%	
Stewartville	66.1%	
KW	65.6%	
Triton	62.6%	63.80%
Rochester	62.6%	
Goodhue	61.5%	
Hayfield	60.0%	
ZM	58.9%	
Pine Island	58.7%	
State	58.7%	
Cannon Falls	57.7%	
Kingsland	56.9%	

2015 Grade 4 Reading		
	% Prof	
Dover Eyota	81.1%	
Chatfield	78.3%	
KM	68.8%	
Byron	67.3%	
Hayfield	66.1%	
Triton	61.7%	
Rochester	61.6%	
Stewartville	60.0%	59.00%
Pine Island	57.9	
ZM	57.9%	
State	56.8%	
Lake City	56.7%	
Cannon Falls	53.0%	
KW	50.8%	
Goodhue	46.8%	
Kingsland	44.7%	

2015 District-Math		
Dover	74.80%	
ZM	74.70%	
Byron	73.50%	
Chatfield	72.40%	
Kasson	72.00%	
PI	66.90%	69
Stewartville	65.30%	
Cannon Falls	64.50%	
Lake City	63.00%	
State	60.20%	
Goodhue	59.60%	
Hayfield	58.90%	
Roch Pub School		
Dist	58.70%	
Kangslan	56.80%	
Randolph	55.10%	
Triton	45.40%	

2015 Grade 5 Reading		
	% Prof	
Stewartville	77.4%	
ZM	76.7%	
Chatfield	74.6%	
Dover-Eyota	73.1%	
Byron	71.5%	
Goodhue	70.6%	
KM	69.8%	70.20%
Cannon Falls	68.5%	
Pine Island	68.3%	
Kingsland	67.9%	
State	66.7%	
Rochester	65.6%	
KW	63.8%	
Lake City	63.6%	
Hayfield	58.3%	
Triton	47.4%	

2015 Grade 6 Reading	
	% Prof
ZM	82.0%
KM	77.4%
Pine Island	69.8%
Byron	69.6%
Chatfield	69.6%
Stewartville	65.6%
Rochester	65.1%
Triton	64.9%
Dover-Eyota	63.9%
State	63.9%
Lake City	63.2%
KW	60.0%
Cannon Falls	59.8%
Hayfield	56.0%
Goodhue	50.0%
Kingsland	37.8%

57.90%

2015 Grade 7 Reading	
	%Prof
Cannon Falls	72.0%
Byron	70.0%
ZM	65.4%
Lake City	64.6%
Hayfield	59.6%
Dover-Eyota	59.0%
KM	58.5%
Stewartville	56.5%
State	55.6%
Goodhue	55.3%
Kingsland	54.3%
Rochester	54.1%
Pine Island	53.4%
Chatfield	53.2%
Triton	51.8%
KW	47.7%

59.80%

2014 Grade 8 Reading	
	% Prof
ZM	78.3%
Byron	66.4%
KM	64.3%
Cannon Falls	61.4%
Dover-Eyota	60.5%
Lake City	60.4%
Kingsland	56.4%
KW	56.1%
Pine Island	56.0%
State	56.0%
Rochester	55.4%
Goodhue	55.5%
Stewartville	46.1%
Hayfield	44.4%
Chatfield	42.9%
Triton	41.6%

68.5

2015 Grade 10 Rdg	
	% Prof
Byron	78.6%
PI	77.6%
ZM	77.0%
Stewartville	65.6%
Cannon Falls	65.0%
Chatfield	63.9%
Triton	61.4%
Dover	59.3%
Randolph	59.0%
Roch Pub School	
Dist	58.8%
Hayfield	57.1%
State	57.0%
Goodhue	55.1%
Kangslan	53.5%
Kasson	53.3%
Lake City	47.9%

65.40%

2015 District Ranking	
Byron	72.50%
ZM	75.40%
Chatfield	68.10%
Dover	66.60%
Kasson	66.50%
PI	63.30%
Stewartville	62.70%
Cannon Falls	62.50%
Lake City	61.60%
Roch Pub School	
Dist	59.80%
State	59.40%
Randolph	57.80%
Hayfield	57.20%
Goodhue	55.90%
Kangslan	54.10%
Triton	53.10%

63.80%

2015 Grade 5 Science

	Proficient	
ZM	87.80	
KM	77.20	
Dover-Eyota	75.30	
Pine Island	74.00	
Byron	72.10	
Cannon Falls	70.70	
Stewartville	70.40	
kingsland	67.90	
Goodhue	66.70	66.7%
State	59.10	
Kenyon-W	57.60	
Chstfield	55.20	
Lake City	53.50	
Rochester	52.30	
Hayfield	48.00	
Triton	42.40	

2015 Grade 8 Science

	Proficient	
Cannon Falls	69.30	
ZM	61.40	
Byron	61.00	
KM	60.30	
Goodhue	56.60	59.4%
KW	55.60	
Stewartville	54.10	
Pine Island	51.80	
Lake City	48.50	
Chatfield	46.40	
Rochester	45.60	
State	45.30	
Dover-Eyota	43.50	
Kingsland	39.50	
Hayfield	37.10	
Triton	27.70	

Grade Level State Percentile**READING**

Reading	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10
2009	59%	53%	56%	69%	86%	96%		88%
2010	50%	43%	45%	84%	96%	89%		76%
2011	76%	42%	67%	71%	87%	89%		68%
2012	85%	52%	56%	86%	88%	79%		75%
2013	67%	35%	37%	44%	90%	95%		93%
2014	63%	61%	55%	43%	68%	87%		75%
2015	53%	53%	76.9%	70.1%	58.7%	62.1%		75.1%

MATH

Math	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11
2008	90.8%	37.2%	77.5	33.5	93.6%	88.2%			65.7%
2009	83.25%	60.1%	69.5%	90.3%	77.4%	95.9%			74.1%
2010	65.7%	51.5%	17.6%	40.3%	99%	72.9%			83.8%
2011	73.8%	72.4%	11.1%	48.0%	89.8%	88.3%			70.5%
2012	69.2%	87.4%	91.2%	46.1%	90.4%	87.4%			74%
2013	52%	25%	73%	62%	85%	85%			88%
2014	73%	52%	49%	61%	93%	72%			88%
2015	69%	53%	75.6%	72.5%	88%	70.9%			92.4

Science

Science	Gr. 5	Gr. 8	HS
2014	59%	88%	86%
2015	81.9%	77.8%	N/A

Achievement Gap Data:


District Number	districtType	District Name	Subject	Student Group	Proficiency Index	Proficiency Index Target	Difference	Number of Students Earning One Full Point Needed to Reach Target in 2014	Number of Students Earning One-Half Point Needed to Reach Target in 2014
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	M	White	79.72	77.54	2.18	0	0
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	M	Special	46.1	45.89	0.21	0	0
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	M	FRP	56.72	57.64	-0.92	2	3
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	R	White	74.91	75.36	-0.45	3	6
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	R	Special	43.75	42.6	1.15	0	0
255	1	PINE ISLAND PUBLIC SCHOOL DIST.	R	FRP	52.13	51.83	0.3	0	0

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

Annual Meeting: October 8, 2015

World's Best Workforce Goals and Results

Goal	2014-2015 Smart Goal	2014-2015 Results
All Students Ready for Kindergarten	In 2014-2015, pre-kindergarten expectations and assessments will be outlined on the district website.	Pre-kindergarten expectations are outlined on the district website with additional preschool power standards. Expectations and standards can be found by clicking here . 
All Student in Third Grade Achieving Grade-Level Literacy.	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.	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).
	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.	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.
Close the Achievement Gap(s) Among All Groups	The percent of FRP students in the middle school who demonstrate proficiency on the MCAIII reading test will increase by 9% by May 2017.	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 the 2013-2014 school year to the 2014-2015 year. 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.
All students Career-and-College-Ready by Graduation.	In 2014-2015, students in grades 9-12 will be provided with ongoing experiences to prepare them adequately for college and careers.	In 2014-2015, students in grades 6-8 received 28 instructional periods focused on college and career readiness (Ramp-Up for Readiness). 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.
All Students Graduate	In the spring of 2015, 95% of Pine Island seniors will receive a diploma.	98% of Pine Island seniors received a diploma in 2015.