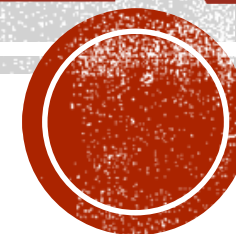




WORLD'S BEST WORKFORCE PLAN

Pine Island Schools

2016-2107



MISSION

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

VISION

Innovative Opportunities for Lifelong Success

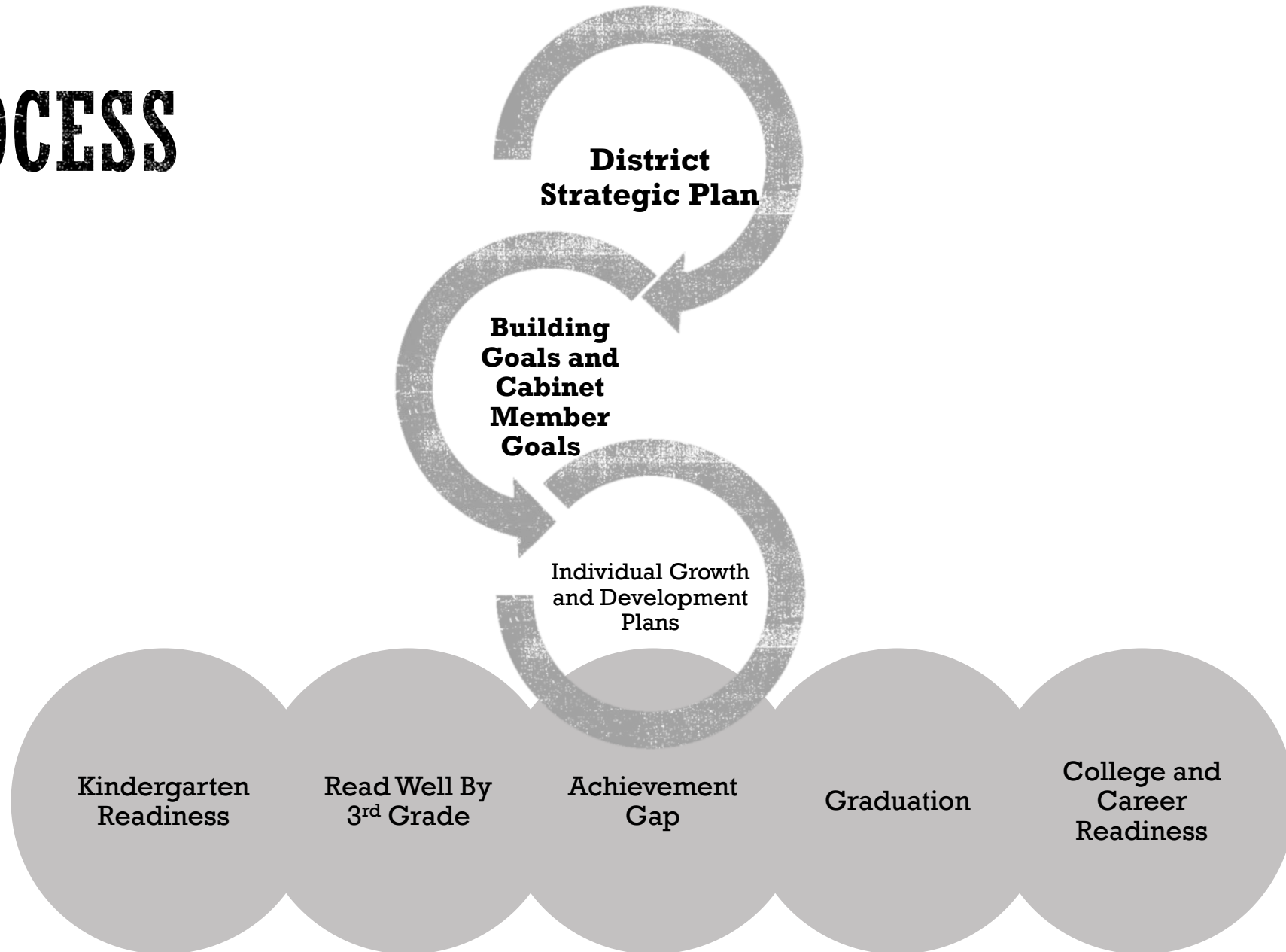
INTRODUCTION

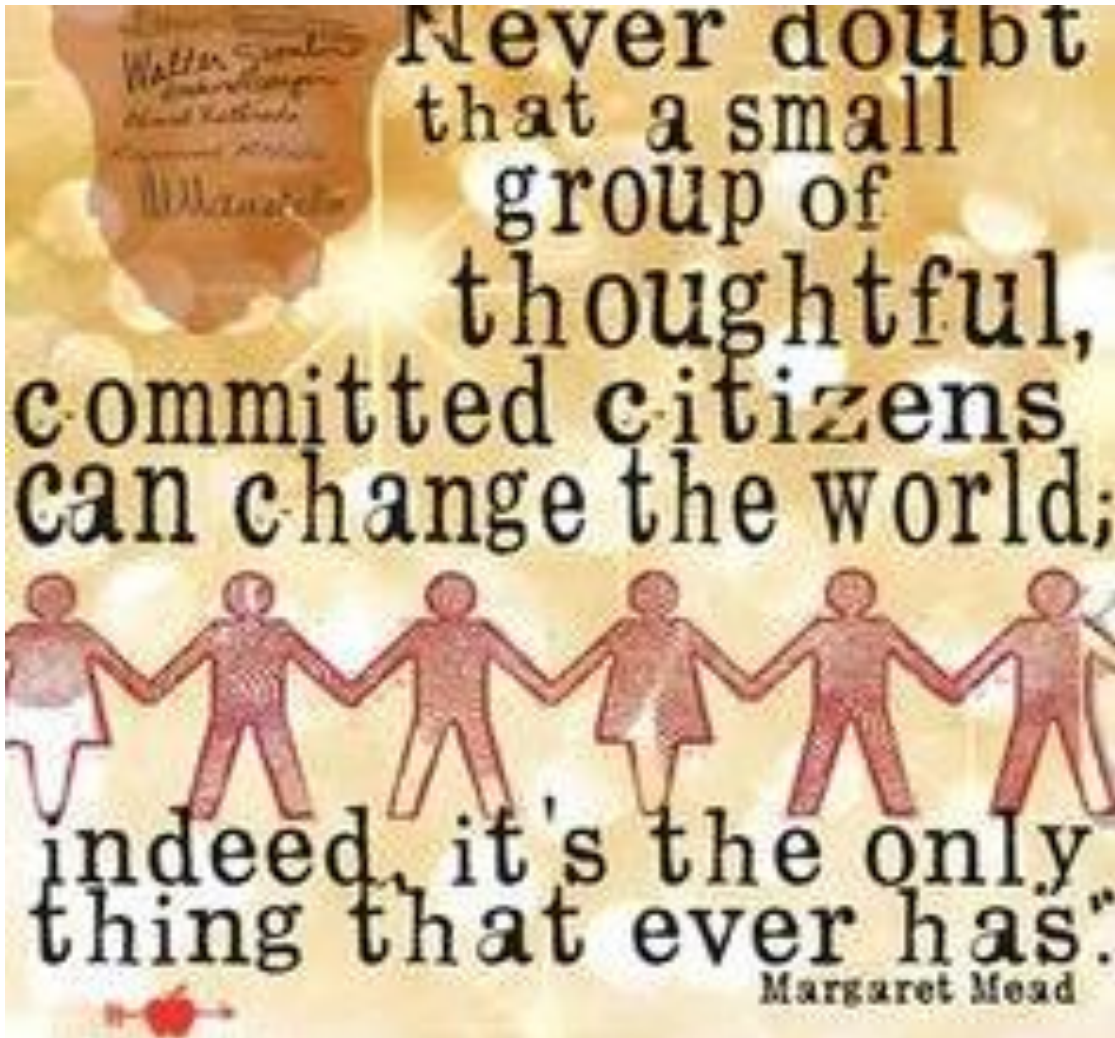
The Pine Island Schools World's Best Workforce Plan focuses on our continuous improvement efforts on instruction and achievement for all students, which helps us advance our mission and vision.

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





COMMITTEE RECOMMENDATIONS TO REALITY

#1 All children ready for school

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

#2 All 3rd grade students can read

*Implemented Reading Corp – Grant (K-4)
Implemented Adsis – Grant (5-12)*

#3 All racial and economic gaps closed

Response to Intervention safety nets put in place for a proactive approach to failure

#4 All students ready for career and college

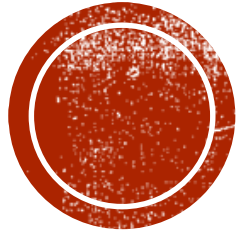
Participate in Ramp Up to Readiness

Rec.: Ensure that all students have a post high school plan.

#5 All students graduate from high school

Offer alternative options – (ALP, PASS, Targeted Services)





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

GOAL: ALL STUDENTS READY FOR KINDERGARTEN

2016-2017 STRATEGIES

1. During the 2016-2017 school year, school readiness material will be posted on the district website.
2. The percentage of children who are proficient in the kindergarten entry profile will increase. Specific tools to be utilized will include DRDP as required for Parent Award and the Pine Island Customized Inventory.
3. *Following the 2016 format, attending parents at kindergarten round-up in 2017 will complete a readiness survey.
4. The elementary instructional coach will ensure that the early childhood curriculum and instruction are aligned to kindergarten readiness skills.
5. The Pine Island School District will continue to strategically plan to increase opportunities for early learning.
6. Community Education will mail kindergarten criteria accompanied by an explanatory letter to all known child-care environments.
7. In order to continue to enhance relations with early childhood care providers, community education will offer a minimum of three professional development opportunities. Each session will also address kindergarten readiness.
8. The district will increase public relations to communicate kindergarten expectations by:
 - providing a minimum of 12 home visits
 - Providing kindergarten readiness materials and age-appropriate milestone information at early childhood screenings
 - Provide kindergarten readiness materials at the local clinic



GOAL: ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE-LEVEL LITERACY

- **Pine Island Schools acknowledge the following as 3rd Grade Reading Proficiency Goals:**

Students	Reading Proficiency Baseline (2013)	Reading Proficiency Goal - 2017	Reading Proficiency 2015	Reading Proficiency 2016
ALL	65.31	82.65	58.70	77.01
FRP	52.17	76.09	45.0	85.71
White	65.63	82.81	61.18	78.05

Note: To avoid confusion, please note that the overall Q-Comp Elementary reading goal is 75%.



GOAL: ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE-LEVEL LITERACY

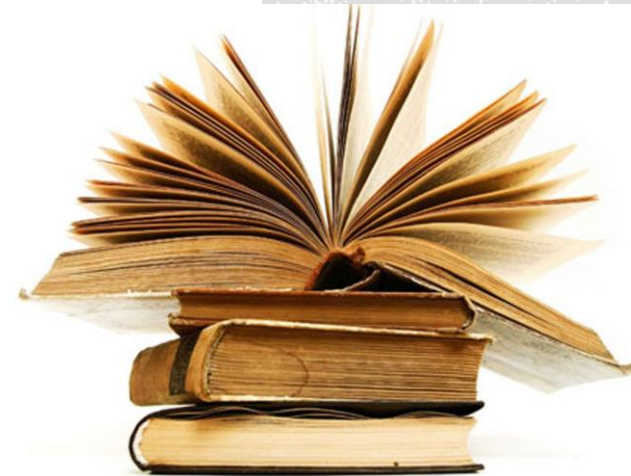
- 4th Grade Reading Growth Scores (Z)
- Beginning in grade four, students receive growth z-scores which indicate whether they are growing at expected rates from year to year. Individual student growth scores range from -3 to 3. Positive growth scores mean that the student exceeded growth expectations, and negative growth scores mean that they fell short of their target growth. The growth z-score indicates how many standard deviations a student scored from the mean.

Group	Growth Score
All	.19
White	.18
SPED	.18
FRP	-.08



GOAL: ALL STUDENTS IN THIRD GRADE ACHIEVING GRADE-LEVEL LITERACY 2016-2017 STRATEGIES:

- The district will continue to utilize an Americorp reading specialist to assist with early interventions.
- The district will write the ADSIS grant to expand services to the elementary level.
- Intentional instruction will ensure that students have practice with text utilizing multiple formats (print, technology).
- The district has developed a Title I structure to provide targeted interventions based on student problem solving.



GOAL: CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS

Under Minnesota's No Child Left Behind (NCLB) Flexibility Waiver, annual statewide targets were established up to 2017 in reading and math for all student groups, including American Indian, Asian, Hispanic, Black, White, Free/Reduced-Price Lunch, Special Education and English learners. A district/charter must have at least 20 students within a student group for that group to be included in the data.

The targets included in the data below are established at the state level, consistent with federal requirements, and differs from the method described in the Third Grade Reading and Career and College Readiness tabs of this file.

This data uses proficiency index rates, which is not the same as the percent of students proficient. An index rate includes students that Partially Meet Standards, and they contribute $\frac{1}{2}$ point to the index rate. Students that Meet or Exceed Standards contribute one full point to the proficiency index rate.

The last two columns in the file indicate the number of newly proficient or partially proficient students needed in 2017 to reach the target. This could be reached in multiple ways. For example, if the district needed three students earning one full point in 2017 then the target could have been reached in different ways, including, but not limited to:

- Three students moving from Does Not Meet to Meets or Exceeds Standards (this adds three full points)
- Six students moving from Partially Meets to Meets or Exceeds Standards (this adds six $\frac{1}{2}$ points)
- Three students moving from Does Not Meet to Partially Meets and three students moving from Partially Meets to Meets or Exceeds Standards (this adds six $\frac{1}{2}$ points)

GOAL: CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS

PINE ISLAND WILL USE THE FOLLOWING TARGETS:

Subject	Group	Proficiency Index	Proficiency Index Target	Difference	# of st. needed to earn 1 full point to reach target	# of st. needed to earn ½ point to reach target
Math	White	80.78	82.33	-1.55	10	19
Math	FRP	65.10	64.40	.07	0	0
Math	SP. ED.	55.48	55.68	-.20	1	1
Rdg	White	79.10	82.02	-2.92	18	35
Rdg	FRP	64.43	62.25	2.18	0	0
Rdg	Sp.Ed.	53.29	56.17	-2.88	3	5



GOAL: CLOSE THE ACHIEVEMENT GAP AMONG ALL GROUPS

2016-2017 STRATEGIES

- The Pine Island School District will continue to provide one full-time academic interventionist at both the middle school and high school to provide academic interventions.
- *During the 2016-2017 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.



GOAL: ALL STUDENTS WILL BE COLLEGE AND CAREER READY BY GRADUATION.

MDE is looking at grade eight MCA math results as an indicator of career or college readiness. The MCA includes all students in the state, is aligned to Minnesota's career or college ready academic standards, is highly predictive of how a student would perform on the ACT, and is a strong indicator of whether students will need developmental coursework in college. The department utilized the same methodology described in the Third Grade Reading tab when looking at schoolwide eighth grade math proficiency by determining the actual baseline proficiency and calculating the 2017 goal. Unlike grade three reading which has a baseline year of 2013, the baseline year for grade eight math is 2011.

Group	Gr. 8 Math Proficiency 2011 (Baseline)	Goal 2017	Grade 8 Math Proficiency 2015	Grade 8 Math Proficiency 2016
All	68.53	84.27	63.41	53.41
FRP				
White	70.93	85.47	63.74	53.09



2016-2017 STRATEGIES

- In 2016-2017, a specific continuous improvement plan will be put into action to increase 8th grade math proficiency.
- During the 2016-2017 school year, a process will be developed to ensure that all students have a post high school plan.
- Career and College Readiness will be strategically structured within the high school curriculum during the 2016-2017 school year.
- Career and College Readiness activities will continue in the middle school setting.
- A fab lab has been designed to 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.
- Life Skill Classes have been placed in the curriculum to ensure all students are provided with basic skills.
- Appropriate assessments will be offered to students to ensure preparation for post high school.
- *During the 2015-2016 school year, the following experiences will be provided for our students:
 - 9th grade – field trip to RCTC
 - 10th grade – College Planning Groups – plan test
 - 11th grade – Careers Class, MN Education Fair, Practice ACT test, ACT test
 - 12th grade – classroom presentations on college application process
 - All grades – College admissions counselors on-site on a regular basis.
 - Access to college and Career planning with counselor
 - Mayo Health Care Career Festival



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.

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



2016-2017 STRATEGIES

*In the spring of 2017, 95% of Pine Island seniors will receive a diploma.

*During the 2015-2016 school year, opportunities to meet the learning needs of all students will be investigated.

*Additional academic support will be made available during the 2016-2017 school year (ADSIS).

*Additional behavior support will be made available during the 2016-2017 school year (ADSIS).



GOAL: EQUITABLE ACCESS TO EXCELLENT 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 2015-2016 school year.

Inexperienced Teachers	Classes Unqualified	Classes out of Field	Poverty Quartile	Minority Quartile
4.55%	0%	2.35%	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.

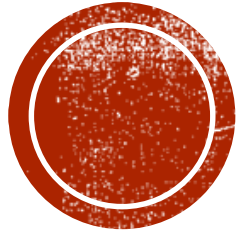
Unqualified Teacher: An unqualified teacher shall be defined as a teacher who is not fully licensed in a core subject area.

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.





MOVING FORWARD

Next Steps

Submission of plan to MDE,
produce and post video, and
investigate the benefits of
WBWF Target Card