What is the World's Best Workforce?
(NEW NAME)

Comprehensive Achievement and Civic Readiness

The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes 2024, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This change took effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- All students are prepared to be lifelong learners.

25-26 Multi-Year Goals (Started in 24-25):

Close the Achievement Gap(s) Between Student Groups

WBWF Goal **Only**	**Result**	**Goal Status**
Decrease the achievement gap in proficiency between the lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) and the highest performing subgroup (White (W)), as measured by the MCA reading and math tests in grades 9-12. Present proficiency gap as follows: Math (White-30%, SOC-19%,) Reading (White-71.7%, SOC-64.7%). *Goal for Spring 2027: *Goal for Spring 2027: Math- SOC to 25% or 5% differential between White and SOC. Reading SOC to 70% or 2% differential between White and SOC.	*Provide the result for the 25-26 school year that directly ties back to the established goal.* Our students in our lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) had the following proficiency percentages: **Math:** White- 26.7% (Up from 15% in 24-25) SOC- 25% (Up from 6.5% 24-25) **Reading:** White-59.1% (down from 78% in 24-25) SOC- 54% (down from 80% in 24-25)	*Check **one** of the following:* ***Multi-Year Goal:*** Not On Track in Reading On Track in Math ***One-Year Goal*** *Goal Met* *Goal Not Met*

What strategies are in place to support this goal area?

- ELA Foundations, Math Foundations and Intro to Math classes, Cotaught classes

- Math Placement Tests
- As of 2018-2019 started a more integrated math model so students will have Algebra and Geometry in 9th/10th grade years prior to Advanced Algebra.
- Flex scheduling for added support two days a week for students who cannot stay after due to work, transportation, conflict, etc.
- Direct practice in MCA testing

All Students Career- and College-Ready by Graduation

WBWF Goal **Only**	**Result**	**Goal Status**
Beginning in the 24-25 school year, by the end of 10th grade, we will see 60% engagement in two planned activities: academic and career goals in the Minnesota College Information System (MCIS). Then, we will see an increase of 10% engagement per year, with 80% engagement at the end of the 12th grade year in the 26-27 school year.	*Provide the result for the 2025-2026 school year that directly ties back to the established goal.* *25-26 10th grade students are currently at 27% engagement in both academic and career goals in MCIS,* *24-25 10th grade students were at 8% engagement, but have increased to 17.5%.*	*Check **one** of the following:* ***Multi-Year Goal:*** **On *Track*** Not *On* Track ***One-Year Goal*** Goal Met Goal Not Met

What strategies are in place to support this goal area?

- Every year, our volunteer college and career counselor and our school counselor host several college events for our students including: college application day, college fairs, bringing in college representatives, declare your college day, various senior meetings with and without parents, financial aid night, and timely classroom visits.
- Additionally, we participate in MCIS- is a college preparedness program designed to help Minnesota middle and high school students succeed at the next level--whether they choose a four-year college or university, or a technical or community college.
- All juniors are offered the opportunity to take the PSAT and the ACT at school.
- PiM became a Direct Admissions School in the 23-24 school year.

All Students Graduate

WBWF Goal **Only**	**Result**	**Goal Status**

PiM Arts High School will improve the 4-year graduation for students enrolled at PiM for 4 years from 77% in the 23-24 school year to 85% for the 26-27 school year	*Provide the result for the 2025-26 school year that directly ties back to the established goal.* 37 of the seniors were with us for all 4 years, and of those 35 graduated. If we just looked at students who were with us all four years of their high school experience, 94.5% of those graduated in 4 years.	*Check **one** of the following:* ***Multi-Year Goal:*** ***On* Track** Not On Track ***One-Year Goal*** *Goal Met* Goal Not Met

What strategies are in place to support this goal area?

- MCIS embedded into Advisories
- There are many opportunities provided by our school counselor and our college and career counselor (events created by grade level) to promote graduation.
- Students are held accountable for failing grades and plans are made with teachers and directors.
- Every February, students complete credit check worksheets and create/edit four-year plans as part of the course registration process which increases student knowledge on their own progress toward graduation.
- The school counselor meets with every senior in August prior to the school year to make sure they are registered for all required courses for graduation and are set up for success.
- Our child study team meets weekly to discuss identified students who are struggling to best determine interventions and whether or not they will be recommended for Special Education evaluations and supports.

Goals for 3 year Plan w/ Goal Year in 2027

	2024-2025 Goals- Goal Year: 2027
All Students Ready for Kindergarten	N/A
All Students in Third Grade Achieving Grade-Level Literacy	N/A

Close the Achievement Gap(s) Among All Groups	Decrease the achievement gap in proficiency between the lowest performing subgroups (all students of color SOC including Black, non-hispanic, Asian, Hispanic, Pacific Islander, Native American) and the highest performing subgroup (White (W)), as measured by the MCA reading and math tests in grades 9-12. Present proficiency gap as follows: Math (White-30%, SOC-19%,) Reading (White-71.7%, SOC-64.7%). *Goal for Spring 2027: Math- SOC to 25% or 5% differential between White and SOC. Reading SOC to 70% or 2% differential between White and SOC.
All Students Career- and College-Ready by Graduation	Beginning in the 24-24 school year, by the end of 10th grade, we will see 60% engagement in two planned activities: academic and career goals in the Minnesota College Information System (MCIS). Then, we will see an increase of 10% engagement per year, with 80% engagement at the end of the 12th grade year in the 26-27 school year.
All Students Graduate	PiM Arts High School will improve the 4 year graduation for students enrolled at PiM for 4 years **from 77%** in the 23-24 school year **to 85%** for the 26-27 school year.

QComp Goals Report

Goal 1: The percentage of all students in grades 9-10 at PiM Arts High School who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Math will increase from 58.25% in spring 2025 to 60.25% in spring 2026. **MET- 75.9% students in 9-10 met or exceeded their fall to spring individual RIT Growth Projection.**

Goal 2: At least 85% of students (enrolled more than 2 quarters) on each Advisory Roster will participate in at least one performance or presentation opportunity. **MET- 91% of our students participated in an arts performance or presentation opportunity.**

MCA Testing Report

-While the state went down a percentage in MCA Science, we increased our Science score by 9%. In 2026, our students showed 53.4% proficiency compared to the state's 35%.

-We remain strong in Reading though our proficiency went down to 58.3%. The state went down 9% to 42% proficiency from 51%

-Our Math MCA proficiency increased 10% to 24.4% from 2025 while the state stayed consistent at 35% in proficiency.