



2021-22 World's Best Workforce (WBWF)

Summary Progress Report

Pillager Public Schools; ISD #116 - serving Pre-Kindergarten through 12th grade

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Annual Public Meeting to report on the measure of the 2020-21 school year will be held on **November 7th, 2021**

District Leadership Team			
District Leadership Team Members	Role in District	District Leadership Team Members	Role in District
Mike Malmberg	Superintendent	Ryan Krominga	Director of Curriculum & Instruction
Shelly Kostka	Teacher; DLT Chairperson	Kayla Wenker	School Readiness; Parent
Betty Doss	Director of School Readiness Program	Brent Zeise	Teacher, CTE Chair
Alice Foran	Teacher; Staff Development Chair	Jason Savage	HS Principal
Wade Mortenson	MS Principal	Wendy Hall	Teacher; Elem ELA Dept. Chair
Steve Uban	Board Member	Sara Nagel	Board Member
Josh Smith	Elementary Principal	Kelly Metz	Parent
Mike Parrish	Teacher; Parent; Secondary ELA Dept. Chair	Zach Karelis	Teacher; Parent; Secondary Math Dept. Chair
Melissa Cousino	Teacher; Elementary Math	Beth Streit	Teacher; Parent; Secondary

	Dept. Chair		Science Dept. Chair
James Bentson	Teacher; Social Studies Dept. Chair	Adam Tervola-Hultberg	Teacher; Arts Dept. Chair
Sue Turner	HS Counselor	Stacy Germundson	MS Counselor
Eli Shingledecker	Student	Mady Mortenson	Student
Kim Lund	Teacher; K-12 PE Chair; Parent	Grace Grimsley	Student

Equitable Access to Excellent and Diverse Educators

WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The principals, guidance counselors, and (at elementary) the previous year's teachers meet to determine classroom placement of students each spring and summer. Pillager Schools posts all positions are created and posted by administrators as they occur. Qualified applicants are chosen and interviewed by committees of teachers and administrators. The applicant who the interview team sees as most qualified and the best fit are recommended to the Board for hire. Our Teacher Development and Evaluation Plan includes a focus on improving the areas of Student Engagement and teachers' use of Data to guide instructional practices. By supporting teachers in these areas as well as other instructional coaching activities (New Teacher Academy, New Teacher Workshop, Mentoring, etc.) we hope to provide ALL students with the highest quality staff members. As part of our District Goal for 2021-22 of moving 1 of every 4 students in each of the proficiency levels (does not meet, meets, partially meets) using our STAR assessment (K-8 Math and ELA); teachers are asked to look at each students' performance level, create instructional plans best suited to each student's needs, and monitor performance to ensure progress.

We support new teachers through our Teacher Development and Evaluation plan, Instructional coaching by our administrators, and support through New Teacher Academy from Sourcewell. Professional development opportunities were offered throughout the year on a variety of topics. Our Middle School counselor continues to lead book studies on Equity and has formed an equity committee. Academic Department Chair positions attend curriculum support networks to improve instructional effectiveness. The information and resources were shared with colleagues through our PLC process. We continue to have a high proportion of students who qualify for Free and Reduced meals and we will continue to focus on best practices for ALL students. We have implemented strategies to reduce out-of-school suspensions, focused activities by administrators and counselors to reduce absences with attendance incentives through our PBIS teams, Freshman Academy and Pride Time (MS) for all grades, and continue efforts on equitable practices in our professional development plan.

Our racial and ethnic diversity is somewhat reflective of our staff. We have limited numbers of students of color and we have some staff members with varied ethnic backgrounds. Our non-teaching staff (EA's,

Kitchen employees, counselor) reflect a higher portion of diversity, allowing students the opportunity to have daily interactions with people of all backgrounds and cultures.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2021-22 WBWF summary report submission, *please check the lines below* to confirm that 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.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

All Students Ready for School

Goal	Result
1. Increase instructional effectiveness of staff by encouraging and providing at least one professional development activity	School readiness staff all attended at least one professional development activity in the 2021-22 school year.
2. All students in Pillager’s School Readiness Program will reach 80% of his/her color band on the TS Gold Assessment by Spring 2022	100% of students in Pillager’s School Readiness Program reached 80% or greater on School Readiness Assessments
3. Continue to utilize the District newsletter to inform the public on the importance of early childhood education by submitting an article for each issue	The district continually includes information on the importance of Early Childhood in the quarterly district newsletter.

Goal Status			
	On Track (Multi-year goal)		Not on Track (Multi-year goal)
	Goal Met (one-year goal)		Goal Not Met (one-year goal)
X	Met All (multiple goals)		Met Some (multiple goals)
	Met None (multiple goals)		Unable to report

Narrative:

Our rationale for Goal 1 was to increase staff effectiveness with relevant professional development that staff members chose and were interested in participating in. Sometimes when we have K-12 PD days, the topics and content aren’t always relevant to the Early Childhood/ School Readiness staff members. Our rationale for Goal 2 was to introduce a standardized assessment that would allow ECFE/SR staff to share academic information with Kindergarten teachers each spring and assist in student needs as part of this transitional period. Our rationale for Goal 3 was to share appropriate developmental markers with community members and parents to better inform them about what academic and social-emotional skills should be expected from students of this age level.

Strategies in place to support these goals include:

- ECFE/SR staff members are informed of potential professional development offerings and have been included in our District Leadership and Professional Development committees
- Training and PLC work around TS Goal has taken place to be sure the assessment is given with fidelity and to better allow staff members to disaggregate and analyze the data
- Spring 2022 we began implementing a similar local literacy assessment from our K-4 program at the School Readiness classrooms. This was to better align conversations between school readiness and kindergarten.
- School Readiness is included in the reading pilot for the 2022-23 school year in an effort to better align literacy program from school readiness programs to elementary school literacy programming.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result
As presented by the Local Literacy Plan, 25% of all students in grades 2-3 will move up at least one achievement level as measured by the STAR Benchmark screening assessments by Spring 2022. Students identified as exceeding will continue at that proficiency level.	Pillager Public Schools had 41.7% of students in grades 2 through 3 move up at least one achievement level as measured by the STAR Benchmark screening assessment in the 2021-22 school year, meeting the 25% goal.

Goal Status			
	On Track (Multi-year goal)		Not on Track (Multi-year goal)
X	Goal Met (one-year goal)		Goal Not Met (one-year goal)
	Met All (multiple goals)		Met Some (multiple goals)
	Met None (multiple goals)		Unable to report

Narrative:

The data we reference is from our Universal screening tool – STAR by Renaissance as well as our third grade Reading MCA scores. As a District our hope is that by improving and focusing on moving EACH student we can have an overall growth that reflects this goal. Moving 25% of every classroom at least one proficiency level would improve our overall percentage dramatically, focuses on personalizing learning for all students, and empowers elementary staff.

The strategies in place include an effective Child study model, continued professional development around the practices of Small Group Instruction, and Students are taught using McGraw-Hill Reading Wonders curriculum as a main resource. We also were able to successfully implement Standards Based Grading and Reporting, the District supported teachers with job-embedded professional development around creating quality assessments that were aligned to the priority standards chosen by each grade level that will allow them to better personalize instruction, deliver instruction in small/ flexible groups, and use data to inform instructional strategies that address the needs of each student in his/ her classroom. Elementary classroom teachers have focused professional development efforts on literacy data analysis in the 2021-22 school year.

Close the Achievement Gap(s) Between Student Groups

Goal	Result
Pillager Elementary and Middle School teachers will move 25% of all students up to the next achievement level of the STAR Benchmark screening assessments by Spring 2022. Students identified as exceeding will continue at that proficiency level.	Pillager Public Schools had 38.4% of students in elementary and middle school move up at least one achievement level as measured by the STAR Benchmark screening assessment in the 2021-22 school year, meeting the 25% goal.

Goal Status			
	On Track (Multi-year goal)		Not on Track (Multi-year goal)
X	Goal Met (one-year goal)		Goal Not Met (one-year goal)
	Met All (multiple goals)		Met Some (multiple goals)
	Met None (multiple goals)		Unable to report

Narrative:

The data we reference is from our Universal screening tool – STAR by Renaissance as well as our MCA scores. As a District our hope is that by improving and focusing on moving EACH student we can have an overall growth that reflects this goal. Moving 25% of every classroom at least one proficiency level would improve our overall percentage dramatically, focuses on personalizing learning for all students, and empowers staff members to personalize learning.

The strategies in place include an effective Child study model at all buildings, and continued professional development. We have updated middle school math curriculum materials, enhanced literacy instructional tools at the elementary, and secured online resources to supplement and individualize instruction. Professional development has been focused on small group instruction at the elementary level and literature groups at the middle school level. Providing students with voice and choice and working on the Evidence-based Practice #3, identified by the Department of Education, Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development

All Students Career-and College-Ready by Graduation

Goal	Result
1. 100% of all seniors (graduation class of 2022) will complete a Personalized Learning Plan by May 13th, 2022.	100% of seniors completed a Personalized Learning Plan by May 13th, 2022.
2. The percent of high school students at Pillager High School taking a Work Experience will increase from 15% to 20% in the 2021-22 school year.	In the 2021-22 School year Pillager Schools increased the number of students in a work experience to 32%, exceeding the goal of 20%.

Goal Status			
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	Goal Met (one-year goal)		Goal Not Met (one-year goal)
X	Met All (multiple goals)		Met Some (multiple goals)
	Met None (multiple goals)		Unable to report

Narrative:

The data we used was the completion rate of the PLP's given to us by the career consultant. She had a 100% completion rate.

The percentage of students participating in the Work Experience program during the 21-22 school year was 32.0%. Students who were included registered for the Work Experience program and had courses that include work experience, job shadowing, and Internship/apprenticeship.

- To support this goal, another hour of Work Experience opportunity was added to the schedule. Students could choose up to two hours per day to include Work Experience.
- Tied one of our English elective credits, Work & Writing Seminar as part of the Work Experience program so students could fulfill their English requirement while also fulfilling their work seminar requirement as part of the work experience program
- Through advertising and word of mouth, area businesses participating in the Work Experience Program has expanded. Great for our community and building relationships with area businesses while offering real-world opportunities for our students.

All Students Graduate

Goal	Result
1. The four-year graduation rate for Pillager High School will be above 90% for the graduating class of 2022.	Based on local calculation, Pillager High School graduated 95.0% of students in the graduating class of 2022.
2. The consistent daily attendance for Pillager High School will be at or above 83% for the 2021-22 school year.	As reported on the Minnesota Report Card, Pillager Public Schools has 91.0% consistent attendance, exceeding the 83% goal for the 2021-22 school year.

Goal Status			
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	Goal Met (one-year goal)		Goal Not Met (one-year goal)
X	Met All (multiple goals)		Met Some (multiple goals)
	Met None (multiple goals)		Unable to report

Narrative:

Pillager Public Schools locally calculated the 2022 graduation rate at 95.0%, based on the students in attendance. This rate is officially calculated by the State of Minnesota and is reported out at a later date.

Pillager Public Schools focused on attendance data in the 2021-22 school year. It was identified that attendance, which was a problem area in previous years, was not in the 2020-21 and 2021-22 school year. For the 2022-23 school year the district has moved away from this goal.

Graduation Rate Over Time

