



2022-23 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
Tracee Colgrove	Teacher; ELA Dept. Chair; Parent	Elizabeth Hoemberg	School REadiness
Alice Foran	Teacher; Staff Development Chair	Jason Savage	HS Principal
Wade Mortenson	MS Principal	Wendy Hall	Teacher; Elem ELA Dept. Chair; Parent
Nick Heisserer	Parent	Sara Nagel	Board Member; Parent
Paul Peterson	PE / Health Dept Chair	Becky Bennett	Board Member
Josh Smith	Elementary Principal	Alissa Ailts	Teacher, Special Education

			Dept. Chair
Nicole Pexsa	OT; Parent	Zach Karelis	Teacher; Parent; Secondary Math Dept. Chair
Amanda Quisberg	Parent	Beth Streit	Teacher; Parent; Science Dept. Chair
James Bentson	Teacher; Social Studies Dept. Chair	Johanna Soderburg	Parent
Sue Turner	HS Counselor; Parent	Stacy Germundson	MS Counselor
Kolton Clark	Student	Stacie Clark	HR Specialist; Parent
Melissa Berry	Business Manager; Parent		

Goals and Results

All Students Ready for School

Goal	Result
In 2022-23, All students in Pillager’s School Readiness Program will reach 90% of his/her color band on the TS Gold Assessment by Spring 2023.	All students progressing to Kindergarten for the 2023-24 school year met their color band goals on the TS Gold Assessments.

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:

Our rationale for the Goal 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. We continue to have students meet the TS Gold Assessment expectations. We should look into housing our data on our own subscription so we can analyze it more thoroughly. Currently our data is housed with HeadStart.

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
<ol style="list-style-type: none"> In 2022-23, the number of Kindergarten students reading at grade level will increase from 67.7% to 70.7% as measured by the spring Instructional Reading Level benchmark assessment. In 2022-23, the percentage of 1st Grade students reading at grade level will increase from 32.5% to 35.5% as measured by the spring Instructional Reading Level benchmark assessment. In 2022-23, 45% of all students in grades 2 & 3 will move at least one achievement level as measured by the STAR Reading Assessment. 	<ol style="list-style-type: none"> Kindergarten students' instructional reading level at grade level benchmark decreased from 67.7% to 61.5% in the 2022-23 school year. 1st Grade students' instructional reading level at grade level benchmark increased from 32.5% to 61.0% in the 2022-23 school year. 39.34% of 2 & 3 grade students moved at least one achievement level. We did not meet the target of 45%. 62.3% of students in grades 2 & 3 grew an achievement level or maintained proficiency.

Goal Status			
	On Track (Multi-year goal)		Not on Track (Multi-year goal)
	Goal Met (one-year goal)		Goal Not Met (one-year goal)
	Met All (multiple goals)	X	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 to 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.

Close the Achievement Gap(s) Between Student Groups

Goal	Result
<ol style="list-style-type: none"> 1. In 2022-23, the district will reduce the difference between FRP students and Non-FRP students below proficiency on the Math MCA, from 18.0% to 12.9% while maintaining a non-FRP below proficiency rate of 37.8% or lower. 2. In 2022-23, the district will reduce the difference between FRP students and Non-FRP students below proficiency on the Reading MCA, from 16.1% to 12.4% while maintaining a non-FRP below proficiency rate of 40.9% or lower. 	<ol style="list-style-type: none"> 1. The district lowered the number of non-FRP students below proficiency from 47.6% to 43%, and increased the percentage between FRP and Non-FRP students below proficiency from 18.0% to 19.1% 2. The district increased the percentage of non-FRP students below proficiency from 40.9% to 41.6% The district increased the percentage between FRP and Non-FRP students below proficiency from 16.1% to 16.8%

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	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.

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

In the previous year we stayed relatively flat. We should continue to strive to reach the edges (our highs and lows) to increase achievement for all. We improved our non-FRP students in math and decreased slightly in reading. We need to identify specific areas to focus on within mathematics and strategies to ensure all students are improving.

All Students Career-and College-Ready by Graduation

Goal	Result
<ol style="list-style-type: none"> In 2022-23, 100% of Freshman (9th grade) students will begin a personalized learning plan through our Freshman Academy course. In 2022-23, 25% of high school students will participate in a career experience, like job shadows, the work experience course, and the speakers series. 	<ol style="list-style-type: none"> 100% of students in the Freshman Academy participated in the Careers Course, starting their Personalized Learning Plan. 30.69% of Seniors participated in a workplace experience in the 2022-23 school year.

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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 22-23 school year was 30.69%. Students who were included registered for the Work Experience program and had courses that include work experience, job shadowing, and Internship/apprenticeship.

- 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
In 2022-23, Pillager High School will graduate at least 90% of seniors.	The local calculation for the Spring 2023 Graduation was 97.6% of seniors graduated.

Goal Status			
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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:

Pillager Public Schools locally calculated the 2023 graduation rate at 97.6 %, based on the students in attendance. This rate is officially calculated by the State of Minnesota and is reported out at a later date.

Link:

http://s-f89931-i.sgizmo.com/s3/?snc=32ecf7cd98877ead3ae01af761570e1e&sg_navigate=start