

ANNUAL REPORT
ON
CURRICULUM, INSTRUCTION,
AND
STUDENT PERFORMANCE
2011-12

Pillager Schools
District #116

Biennial Evaluation of District Testing Program

2011-12 PHS Testing Program

<u>Test</u>	<u>Objectives</u>	<u>Grade Tested</u>	<u>Use of Results</u>
PSAT	To serve the needs of	11	counseling of students
ACT	College bound kids	11, 12	
ASVAB	Measures vocational And aptitudes and Career interests	11, 12	Military/educational planning
NWEA	Measures academic Progress	6 th -12 th	Development of curriculum

ASVAB (Armed Services Vocational Aptitude Battery) Juniors may take this battery at the school unless their schedule doesn't allow and they can then go to Camp Ripley and take it.

PSAT College bound juniors take this test which yields a math and verbal score as a predictor for the SAT test.

	National Mean	State Mean	PHS Mean
Critical Rdg.	47.8	51.0	50.3
Math	48.5	52.5	54.0
Writing	45.7	47.7	46.7

ACT All college bound students are encouraged to take this test. Scores are used for college entrance. There were students from Pillager that took this test in the 09-10 school year.

	National Mean	State Mean	PHS Mean
English	20.5	22.1	20.3
Math	21.1	23.0	22.5
Reading	21.3	22.9	22.6
Science	20.9	22.7	22
Composite	21.1	22.8	22

Post High School Plans for the graduating class of 2012

Four year college or university-28
 Community or technical college-15
 Military-1
 Employment-11

District Improvement Plan

Pillager Schools are currently complete with their curriculum review cycle in their core areas.. The core teams meet on a regular basis and are using existing data to make decisions for improvement within the district. Math, reading, and science labs were established and are being taught by licensed teachers throughout the week. Students were placed in the lab based on data and specific goals were addressed. Initial meetings with the science department were started and alignment of standards was has been finished. A District Leadership Team was implemented to review all plans within each core area.

1. Coordinate academic testing and achievement with the district's Leadership Team. All committees meet weekly to make data based decisions and to develop strategies for implementation based on the findings. Grade level teams also meet regularly to ensure all student's progress is being monitored.
2. The implementation of an "R and R" (remediation and recreation) period over the lunch time was implemented to deliver services to SPED students and to give additional instruction (RTI) to students who are not on track to pass their MCA's. Continuing to teach critical thinking skills throughout the school is a focus for all teachers..

Progress of Previous Improvement Plan

District #116 has added a few programs to help with our already solid curriculum. We saw our math scores improve as we added Success Maker to the Rocket Math. READ 180 continues to help our readers as does our Direct Instruction. System 44 is another addition to the READ 180 Program to work with the lower level students working on phonetic awareness. The database will be available through the Viewpoint program to all staff. The other area that has helped immensely has been the PBIS team and the RTI program at the elementary level. We have seen a huge improvement in school climate and a reduction in discipline referrals due to the RTI programming. The TACSEI (Teaching Assistance Center on Social Emotional Intervention) Program has been implemented at the Early Childhood level to ensure a smooth transition t elementary school and beyond. Additional educational assistants have been added to implement the program again as we look to the RTI Model for direction in many district decisions. As mentioned earlier, the RTI model will begin to be implemented in the middle level program. The addition of scheduled meetings on a daily basis for core classroom teachers as well as grade level teachers has been a big plus. Staff is able to discuss on an on-going basis the struggles as well as the positives we see on a weekly basis. This has opened up many positive communications between departments.

Advisory Committee Members (Terms, Selection, and Application Date)

The District Curriculum Advisory Committee provides the opportunity for community leadership, advice, and recommendations to the local board on matters regarding the district's curriculum. Terms are for two years. Application for this committee is done through the principals at the elementary and secondary level. Selection of new members is done by the existing committee. This committee/team works with the existing Site and Staff Development Teams, as well as the Curriculum Committee at the board level.

Committee Membership

Scott Doss (annual)
Wanda Bell (annual)
Chuck Arns (annual)
Don Gaalswyk (2014)
Sue Turner (2014)
Josh Smith (2014)
Jacob Mehr (2014)
Wade Mortenson (2014)
Jenny Wise (2014)

Remediation Services and Results

Students that have failed to meet state standards on mandated tests are given opportunities for remediation. Remedial and Targeted Services are offered in the summer so their deficiencies can be addressed. Special inservices are offered after school hours and during summer months. This allows students that are at-risk the chance to get support prior to testing. An after-school program called "The Spot" utilizes NHS (National Honor Society) members in a tutorial role to help with struggling students. The RTI program in the elementary has had a positive affect on kids at all ages and has been an integral part in the school wide programming in all content areas. Additionally, the PBIS Program continues to provide motivational opportunities and a reward system for those that are achieving academic success on a regular basis. Our "R and R" during lunch has been the biggest addition and will continue to be implemented and tweaked on a yearly basis.

Student Achievement Goals

Goals are set for all students by content area. Some of these goals are more specific than others. Pillager continues to run an accelerated program in grades 6th-10th in the math and language arts areas. These students are earmarked based on test scores, grade point averages, teacher recommendation, and past performances. Schedules are designed to give teachers the most consistency with their area of expertise. The teacher's strengths are matched up with student's needs. The district continues to review state standards as

we review curriculum on an on-going basis. Goals have been more clearly defined this past year with the addition of probes being given in math and reading. Teachers have been probing the students and develop weekly goals based on student performance. This has been beneficial as teachers are able to use another piece of data to implement strategies that enhance learning opportunities. The use of NWEA Data is on-going and students are tested as needed. This will help track all students progress and allow specific interventions to be made based on where each student is academically.

Evidence That New Hires Understand District Expectations

New hires to the district all go through specific training to address specific district expectations. New teacher orientation and a mentoring program are required of all new hires. The mentoring program involves day to day support for the teachers as well as specific academic support that focuses on the new teacher's needs. The program involves mentors from many academic areas with varying degrees of experience. The mentors/mentees will meet monthly with an agenda each meeting that is set prior to the meetings.

Student Demographic Information

Information below indicates the number or percent of students in each category. These are district-wide numbers.

Total students enrolled 9-12 (Oct. 11)	255
Percentage of students passing state writing test	89%
Percentage of students passing state reading test	82%
Percentage of students passing state math test	82%
Number of students passing at individual level under IEP	0
Number of students passing tests as translated into other language	0
Number of students exempt from basic tests	1