

## Achievement and Integration Progress Report 2015-2016

### SCHOOL BOARD MEETING REPORT 12/19/2016

#### I ACHIEVEMENT SMART GOAL STATEMENT

The proficiency GAP between the non-FRP and FRP students enrolled the full academic year for all grades tested within ISD 548 Pelican Rapids Public Schools on all state Reading accountability tests (MCS, MOD, MTAS) will DECREASE and the proficiency of the non-FRP and FRP student groups will INCREASE.

##### Reading Proficiency INCREASE

	BASELINE	GOAL	ACTUAL YEAR 2
Non FRP	54.7%	73%	57.6%
FRP	34.4%	61.2%	35.7%

##### Reading GAP DECREASE

All	20.3%	13%	31%
-----	-------	-----	-----

STATEMENT: Both groups increased achievement levels but the gap between the groups increased as well. We are determined to support growth and close the achievement gap. We will use the following research-based strategies and interventions throughout our curriculum as well as providing additional supports for LEP and Special Education students to include daily pull-out sessions to develop specific skills and concepts. Support will be provided through Viking Student Success, our extended day programming on non-school Mondays and after school.

#### II SMART GOAL STATEMENT

The proficiency gap between the non-FRP and FRP students enrolled the full academic year for all grades tested within ISD 548 Pelican Rapids Public Schools on all state Math accountability tests (MCS, MOD, MTAS) will decrease by increasing the proficiency of non-FRP and FRP student groups within the district.

##### Math Proficiency INCREASE

	BASELINE	GOAL	ACTUAL YEAR 2
Non FRP	56% 2011	75%	66.5%
FRP	42.0%	64%	41.4%

##### Gap DECREASE

14%	9%	25.1%
-----	----	-------

STATEMENT:

The District did not meet this goal. The non-FRP increased 10% from base line but the FRP decreased by .06%. The District will provide individual and small group support during intervention times and after school programs.

### **III INTEGRATION SMART GOAL**

The three goals are: Increasing Student Achievement through curriculum and programs; Increasing cultural awareness by providing learning opportunities through arts, foreign language acquisition and enrichment and; Providing professional developmental opportunities and resources that enhance student success.

STATEMENT: Year 2 was successful in meeting the integration goal through implementation of the "Spanish Olympics" program in which Spanish classes from Collaborative schools were invited to share knowledge; the Student Ambassador Integrated Learning Environments with Pelican Rapids, Battle Lake, Hawley, Fergus Falls, Perham and; the mentoring program with Frazee. These events brought groups together for positive, enjoyable and engaging interactions evidenced by greater cultural understanding and an increased willingness of students to come to Pelican Rapids schools and "share" in our diversity.

### **III LONGITUDINAL DATA ANALYSIS**

In taking a look at the 2016 data in the area of School Safety, we found that the trend we discovered last year continued. The percentage of students who reported NEVER being bullied INCREASED to an average of 95% and the percentage of students who never participated in bullying also INCREASED to 85.7%. This trend was noticed when we first compared the data from 2010 to 2013. We are pleased that our efforts to bring awareness and provide tools to help combat the negative aspects of bullying in our schools has helped this group of students.

### **CROSS – DISTRICT INTEGRATION**

This year we were able to orchestrate several cultural exchanges with two schools that we haven't worked with in a while-- Hawley and Perham. These exchanges were very successful. The students in BOTH Pelican Rapids and Hawley/Perham have increased their cultural awareness. The Somali Student Ambassadors embraced their role as role models for helping their peers learn more about the Muslim culture and religion.