

Pelican Rapids Public School District-#548

World's Best Workforce Report 2014- 2015

The World's Best Workforce bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance. Each district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- Close Achievement Gap
- All students are ready for career and college.
- All students graduate from high school

Including-

- Integration Plan-(Achievement and Integration Plan (AI))

Have all students meet school readiness goals-In 2014 ECFE, School Readiness, Kindergarten and the LEP program provided instruction based on the state standards. Progress for each student was monitored but there were no specific goals set for each program. For the 2015 school year each one of these areas have specific goals and the support and means to reach these goals are listed with each area.

1. ECFE-Is a parent/child program for children aged birth-age 5 and their caregiver(s). ECFE is rooted in the belief that parents are a child's first and most important teachers, our classes are designed to educate and support parents in areas of early childhood development. Classes will model best practice as indicated through the Early Childhood Indicators of Progress (ECIPs) - Minnesota's Early Learning Standards

Goal: Increase parent participation in ECFE by 20% from 17 to 20 families. Additional outreach to these families was given through newsletters, phone calls and family night events.

Results: Parent participation increased for 17 to 28 families thus exceeding the goal.

New Goal: Our new goal will be to increase from 28 to 35 families utilizing outreach to these families through newsletters, phone calls and family night events as well as our parent liaison.

2. Viking Preschool/ School Readiness and Head Start are aligning Essential Learning Outcomes (ELOs) using Backward Design based on Kindergarten standards and IGDI (Individual Growth and Development Indicators), ECIPs, and Head Start Child Outcomes Framework.

Goal: By the end of Preschool/Headstart, 100% of students will demonstrate mastery of School Readiness Math and ELA ELOs as assessed by the teacher, on skills identified from the Individual Growth & Development Indicator (IGDI).

Results: 77% of student mastered the School Readiness Math and ELA ELOs; therefore, we did not meet our goal.

New Goal: By the end of Preschool/Headstart, 82% of students will demonstrate mastery of School Readiness Math and ELA ELOs as assessed by the teacher, on skills identified from the Individual Growth & Development Indicator (IGDI).

3. Kindergarten- Teachers developed Essential Learning Outcomes based on CCSS ELA and Minnesota Math Standards. Additionally, teachers use AIMSweb and STAR assessments to monitor student progress, drive instruction and make decisions on targeted interventions.

Goal: By the end of Kindergarten, 100% of students will demonstrate mastery of Math and Literacy ELOs as assessed using SNAP (Math) and AIMSweb (Literacy).

Results: In literacy, 90% of Kindergarten students Benchmarked on the AIMS assessment. In Math, 82% of students Benchmarked in Math.

New Goal: In Literacy, 95% of Kindergarten students will Benchmark. In Math, 87% of Kindergarten students will meet Benchmark.

4. Other- English Language Learners (ELL) are assessed in English Language Proficiency using the ACCESS for ELLs. The ACCESS is based upon WIDA (World-Class Instructional Design Assessment) English Language Standards.

Goal: 100% of English Language Learners will improve, at least, one level on the ACCESS assessment each year. This will be achieved through implementation of accountable academic talk strategies in each lesson, Marzano's Six-Step Vocabulary Development in each class, and scheduled daily pull-out with an ESL teacher.

Results: Comparison of spring 2015 ACCESS and 2014 ACCESS demonstrated that 45% of ESL students at VES improved at least 1 level on the ACCESS.

New Goal: In Spring of 2016, 50% of VES ESL students will improve at least 1 level as demonstrated with ACCESS.

PRHS Results: Comparison of spring 2015 ACCESS and 2014 ACCESS showed that 23% of ELL students improved at least 1 level on the ACCESS.

New Goal: In Spring of 2016, 50% of ELL students will improve at least 1 level as demonstrated with ACCESS

Have all third grade students achieve grade-level literacy

In the 2014 school year VES did not reach this goal however there were significant gains from the year before. In the 2015 school year the following strategies will be used to reach this goal.

- *Goal:* 100% of third grade students of Viking Elementary will achieve grade level literacy through a 90 minute core Reading Block using a CAFÉ Model and a 30 minute Reading Intervention period employing research-based reading interventions and instructional coaching.

Results: In 2014-2015, VES did not reach this goal. 40% of students achieved Proficiency as demonstrated by MCA.

New Goal: Increase the percentage of students achieving grade level literacy from 40% to 50% based on the MCA for English Language Arts through continued use of a 90 minute reading block, 30 minute intervention and implementation of close reading strategies following on-going professional development.

Close the academic achievement gap

The following strategies will be used to close the achievement gap at each site.

Goal: VES will close the achievement back by 50% in the subgroups of Free and Reduced Lunches, LEP, Special Education, Hispanic and Black students by 2017 using 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 to develop specific skills and concepts.

VES is implementing the following school-wide strategies to increase accountable academic talk and vocabulary development which are essential for student growth.

- sentence frames/stems,
- elaborating and clarifying,
- supporting ideas with examples,
- paraphrasing,
- building on and/or challenging a partner's idea,
- in and out circles,
- take a side,
- socratic seminar,
- close reading,
- Marzano's Six-Steps to Vocabulary Development,
- common vocabulary lists and
- vocabulary picture cards

Viking Elementary Goals to Close Achievement Gaps by 50% by 2017--Actual group scores

Results:

We are on track to meet the 2017 goal by closing the achievement gap in the following areas:

- LEP by 15% in Reading
- Hispanic by 18% in Reading
- Special Education by 30% in Reading and 29.8% in Math
- Free and Reduced by 64% in Reading and 34% in Math

We did not meet the 2017 goal:

- LEP Math
- Hispanic Math
- Black

New Goal: VES will close the achievement back by 50% in the subgroups of Free and Reduced Lunches, LEP, Special Education, Hispanic and Black students by 2017 using 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 to develop specific skills and concepts. Students determined to require Tier III intervention will receive services through

ADSIS. Support will be provided Mondays and as part of extended day programming through our Viking School Success (Targeted Services) program.

PRHS Results:

We made progress in closing the achievement gap in following areas:

Special ed by 21% in Math and 11% in Reading

Free and Reduced in Reading by 20%

Hispanic in Reading by 7%

Black in Math by 3% and Reading by 24%

We did not make progress to close the achievement gap in the following areas:

Free and Reduced in Math

Hispanic in Math

LEP in Math and Reading

PRHS is implementing the following strategies to close the achievement gap

- Formative assessments
 - Teacher focus on Domain 3 of Charlotte Danielson's "Instruction" following topics
 - Expectations for learning
 - Directions and procedures
 - Explanations of content
 - Use of oral and written language
 - Quality of questions
 - Discussion techniques
 - Student participation
 - Activities and assignments
 - grouping of students
 - Instructional materials
 - Structure and pacing
 - Assessment criteria
 - Monitoring of student learning
 - Feedback to students
 - Student self-assessment and monitoring progress
 - Lesson adjustment
 - Persistence
 - Random reading
- Results: Staff were trained, they designed and incorporated formative assessments into their lessons. Teachers focused on Domain 3 of Charlotte Danielson's Instruction. Random Reading was completed daily throughout the entire school year.

New Goal: The Pelican Rapids High School will offer Student Success Programming on Monday and after school on Tuesday, Wednesday, and Thursday. On Monday, students will be able to work on academic skills related to reading, writing, math, speaking, and study skills. Students will receive remedial support for their current academic classes. We will target students using a designed system which will be completed by the SAT team.

New Goal-Will Continue Random Reading

Achievement and Integration Plan-

The Pelican Rapids School District is an racially isolated district and is the host district for the West Central Multidistrict Cultural Collaborative (MDCC). The MDCC is made up of 10 districts which include; Pelican Rapids, Barnesville, Battle Lake, Detroit Lakes, Fergus Falls, Frazee-Vergas, Hawley, Lake Park-Audubon, Perham-Dent, and Underwood. The purpose of the MDCC is to increase and sustain interracial contacts and improve educational opportunities and outcomes designed to close the academic achievement gap between white students and protected students through classroom experiences, staff initiatives, and other educationally related programs. The level of academic growth goals are listed in the charts above.

The Achievement and Integration Plan has three goals to improve student achievement and increase integration

Goals 1. Increase student achievement through curriculum and programs that will enhance the academic experience of student of all races, backgrounds and origins. The desired level of academic growth is listed in the overall plan

Goal 2. Increase cultural awareness by providing learning opportunities through the arts, foreign language acquisition and enrichment or shared educational programming that will promote understanding, respect, and interaction.

Goal 3. Provide professional development opportunities and resources that enhance student success.

Goal 4. Provide administrative support to ensure the effectiveness of these programs.

Alternative Learning Center (ALC)-to help close the achievement gap

The ALC has several components that work to help close the achievement gap.

- Targeted Services K-8,
- Mid-Level
- Summer School and
- Credit Recovery grades 9-12+

Targeted Services is a program designed to support students who learn in different ways or at a different pace from others. By offering additional time for learning in new and fun ways in smaller learning environments, Targeted Services programs give students the opportunity to improve their social and academic skills.

Mid-Level ALC is a program that works with students that are working well below grade level and will benefit from instruction at their instructional level. This is a pull out program with a focus on reading, math and science

Credit Recovery is a program that designed to provide students extra time to complete courses for credit to help meet graduation requirements. This program runs during the day and after school.

District Wide Achievement Gap--Goals for closing the achievement gap

	New Standards	<u>MATH</u>						
	<u>2011</u>	<u>2014</u> Actual	<u>2015</u> Goal	<u>2015</u> Actual	<u>Diff from</u> <u>2014-</u> <u>2015</u> <u>Actual</u>	<u>2016</u> Goal to close gap by 50%	<u>2017</u>	<u>Increase</u> <u>Proficiency</u> <u>by 50%</u>
District								
All Students	50.1%	55.8%	62.0%	53.3%	-2.5%	60.0%	75.1%	25.0%
	<u>2011</u>	<u>2014</u>	<u>2015</u>	<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non LEP	55%	61.2%	68.0%	59.6%	-1.6%	65%	77%	23%
LEP	18%	23.1%	40.0%	22.8%	-0.3%	30%	59%	18%
Gap	36.5%	38.1%	28.0%	36.8%	-1.3%	35.0%	18.2%	
	<u>2011</u>	<u>2014</u>	<u>2015</u>	<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non_SpEd	53.9%	61.1%	72.0%	57.3%	-3.8%	65.0%	77.0%	23.1%
SpEd	31.6%	25.0%	54.0%	32.4%	7.4%	45.0%	65.8%	11.2%
	22%	36%	18%	25%	-11.2%	20%	11%	

	<u>2011</u>	<u>2014</u>	<u>2015</u>	<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non-FRP	56.9%	64.6%	72.0%	66.5%	1.9%	72.0%	78.5%	21.6%
FRP	42.9%	47.2%	60.0%	41.4%	-5.8%	55.0%	71.5%	7.0%
	14.0%	17.4%	12.0%	25.1%	7.7%	17.0%	7.0%	
	<u>2011</u>	<u>2014</u>	<u>2015</u>	<u>2015</u>		<u>2016</u>	<u>2017</u>	
White	61.7%	65.1%	73.0%	65.9%	0.8%	72.0%	80.9%	19.2%
Hispanic	25.4%	40.8%	49.0%	35.8%	-5.0%	50.0%	62.7%	18.2%
	36.3%	24.3%	24.0%	30.1%	5.8%	22.0%	18.2%	
	<u>2011</u>	<u>2014</u>	<u>2015</u>	<u>2015</u>		<u>2016</u>	<u>2017</u>	
White	61.7%	65.1%	70.0%	65.9%	0.8%	72.0%	80.9%	19.2%
Black	35.7%	29.2%	35.0%	22.2%	-7.0%	42.0%	67.9%	13.0%
	26.0%	35.9%	35.0%	43.7%	7.8%	30.0%	13.0%	

	New Standards	<u>READING</u>						
	<u>2013</u>	<u>2014 Actual</u>	<u>2015 Goal</u>	<u>2015 Actual</u>	<u>Diff from 2014-2015 Actual</u>	<u>2016 Goal to close gap by 50%</u>	<u>2017</u>	<u>Increase Proficiency by 50%</u>
District								
All Students	44.9%	48.7%	57.0%	46.3%	-2.4%	60.0%	72.5%	27.6%

	<u>2013</u>	<u>2014</u>		<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non LEP	51%	55.4%	62.0%	54.2%	-1.2%	65%	75%	25%
LEP	0%	7.6%	30.0%	9.0%	1.4%	35%	50%	25%
Gap	50.5%	47.8%	32.0%	45.2%	-2.6%	30.0%	25.3%	
	<u>2013</u>	<u>2014</u>		<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non_SpEd	50.0%	54.3%	65.0%	50.1%	-4.2%	62.0%	75.0%	25.0%
SpEd	18.1%	18.1%	45.0%	26.4%	8.3%	41.0%	59.1%	16.0%
	31.9%	36.2%	20.0%	23.7%	-12.5%	21.0%	15.9%	
	<u>2013</u>	<u>2014</u>		<u>2015</u>		<u>2016</u>	<u>2017</u>	
Non-FRP	54.7%	63.5%	69.0%	57.6%	-5.9%	66.0%	77.4%	22.7%
FRP	34.4%	36.0%	55.0%	35.7%	-0.3%	47.0%	67.2%	10.2%
	20.3%	27.5%	14.0%	21.9%	-5.6%	19.0%	10.2%	
	<u>2013</u>	<u>2014</u>		<u>2015</u>		<u>2016</u>	<u>2017</u>	
White	56.3%	64.6%	65.0%	59.7%	-4.9%	68.0%	78.2%	21.9%
Hispanic	23.0%	27.5%	40.0%	30.0%	2.5%	48.0%	61.5%	16.7%
	33.3%	37.1%	25.0%	29.7%	-7.4%	20.0%	16.7%	
	<u>2013</u>	<u>2014</u>		<u>2015</u>		<u>2016</u>	<u>2017</u>	
White	56.3%	64.6%	65.0%	59.7%	-4.9%	68.0%	78.2%	21.9%
Black	8.3%	12.0%	28.0%	13.9%	1.9%	30.0%	54.2%	24.0%
	48.0%	52.6%	37.0%	45.8%	-6.8%	38.0%	24.0%	

Have all students graduate from high school--

✓ All Students Graduate from Pelican Rapids High School

	Pelican Rapids	State
➤ 2009-	88.8%	74.3%
➤ 2010-	84.4%	75.5%
➤ 2011-	79.8%	77.2%
➤ 2012-	83%	77.9%
➤ 2013-	84.6%	79.8%
➤ 2014-	81.7%	81.2%
➤ 2015 Goal	90%	
➤ 2015 Actual	88.6%	

Results 2015 : 88.6%

New Goal: 90%

Increase Graduation Rate and Closing the Achievement Gap:

Credit Checks-at end of every semester for grades 9-12 completed by school counselor/administration

Grade Checks-at mid-quarter and end of the quarter completed by teachers/school counselor/administration

Results: Grade checks and Credit checks were completed.

New Goal: Same Goal

Pelican Rapids Graduates are Career and College Ready

ACT 2014 Results:	English	Math	Reading	Science	Composite
Pelican Rapids	19.4	21.4	21.0	21.0	20.8
State of MN	22.1	23.0	23.1	22.9	22.9

2015 Goal Meet or Exceed State in English, Math, Reading, Science and Composite

Results:	English	Math	Reading	Science	Composite
Pelican Rapids:	20.6	22.8	22.3	22.4	22.1
State of MN:	21.8	22.8	23.0	22.7	22.7

New Goal: Meet or Exceed State in English, Math, Reading, Science, and Composite

The following assessments will be used to track and support student growth.

EXPLORE (8th Grade) & PLAN (10th Grade): Tests measure skills in the areas of English, Math, Reading and Science as well as career interests areas. These tests show how prepared students are for college and career readiness. The tests give individual scores in academic areas and uses the world of work map to show students their career interest areas. The school counselor reviews the results with students in small groups.

ASVAB (11th Grade): An aptitude test (measures general science, arithmetic reasoning, word knowledge, paragraph comprehension, mathematics knowledge, electronics information, auto and shop information, mechanical comprehension, and assembling objects) that is accompanied by a career exploration program. Members of the military and counselor share the results with the students.

Digital Citizenship: Students in grades 7-12 will complete the Digital Citizenship workshop:

- *Apply the standards of behavior we follow in the real world to the digital world.
- *Be responsible and practice good etiquette online.
- *Understand the web tools students are using and where the information you access online comes from

Results: Completed Assessments

New Goal: PSAT (Optional); ASVAB (mandatory); ACT April 19th; All students will take career assessments (skills assessments and interest inventories) with Mrs. Siebels

Rigorous Courses

Courses offered in grades 9-12 are considered college prep	
Students are offered college level classes including	
	# of Students
AP English,	20
AP Spanish,	1
AP Calculus	9
Students are offered college classes through U of M Crookston including	
Advanced Algebra,	41

Statistics,	13
Pre-Calculus and	26
Spanish III	2

Leader in Me

VES

Goal: Initiate a Student Lighthouse Team to promote student leadership opportunities.

Measured by: Meeting agendas & minutes.

Results: A Student Lighthouse Team formed in January 2015.

Goal: Professional Development will be delivered and Student-led Conferences will be implemented during Fall and Spring Parent-Teacher Conferences.

High School

7 Habits of Highly Effective People: Staff will incorporate the 7 Habits into the classroom. The 7 Habits will be used to help students be more effective in the classroom and outside of school:

*Student activities planned by Student Lighthouse

*Leadership Notebooks

*Focusing on each habit using tools such as videos or articles to share during power hour

Results: Completed or continuing this school year

New Goal: Develop Leadership Notebooks; Develop a WIG; Student Assembly once a quarter

Staff Development

Professional Learning Communities (PLCs) will serve as the source of staff development required to achieve the goals set by each building.

Viking Elementary School PLCs

VES PLCs are scheduled to occur monthly. Grade level, intervention, Special Education, ELL and ADSIS teachers along with administration meet for 1 hour. Each PLC focuses on four critical questions:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?

4. What will we do when they already know it?

Each grade level developed common formative assessments based on Essential Learning Outcomes. At each PLC, teams analyze assessment data and discuss student progress as well as intervention needs.

In addition, VES employs job-embedded professional development opportunities through instructional coaching and will implement peer coaching to support instructional practices by the end of the 2014-2015 school year.

Results: Grade level teams reviewed common assessments and revised, as needed, to match rigor of MCAs. During the summer, the leadership team developed a new collaboration protocol. Each member of the leadership team conducted a peer observation.

New Goal: The collaboration protocol will be used to analyze data, set goals, identify instructional strategies and review progress.

High School PLCs

The purpose of Professional Learning Communities (PLC's) is to focus on student learning and teacher instruction. All certified staff will serve on the PLC. Each PLC will focus on four critical questions:

1. What do students need to know and be able to do?
 2. How will we know when they have learned it?
 3. What will we do when they haven't learned it?
 4. What will we do when they already know it?
- Formative Assessments-Staff will develop and utilize formative assessments during their classroom instruction. At each PLC they will explain their formative assessment and analyze the results and explain how the formative assessment impacted their instruction.
 - Domain 3, Instruction of the teaching model Charlotte Danielson Staff will-
 - discuss
 - analyze
 - apply
 - critique
 - revise instruction as needed to increase student achievement

Results" Staff completed 7 PLC meetings and completed Charlotte Danielson reading and shared 8 Formative Assessments with their peers in the PLC

New Goal: Continue with 8 Formative Assessments (include the Lesson Objective and read Domain 2 of Charlotte Danielson

Community Education

Community programs, activities, and services should involve the broadest possible cross-section of community residents without segregation by age, income, sex, race, ethnicity, religion, or other characteristics.

Our purpose is to encourage participation and increased the use of our community resources in order to expand programming and the offerings. Pelican Rapids has an amazing amount of human, physical, and financial resources that can be used to enrich and expand our programs. We really want to develop stronger partnerships with private service providers, businesses, industries, civic and social service organizations. We are all interrelated and live in this community the stronger our partnerships the stronger our community will be. TOGETHER we can benefit from our local resources and respond to our community's needs and wishes. Our goal for Pelican Rapids is to design programming that will reflect, the current needs of our community and utilize resources available to meet those needs.

We are expecting an increase in class offerings, a heightened awareness of community resources, and a unity of partnerships serving the common purpose of educating its citizens. We may host classes off-site at various locations in the community potentially increasing business or sales. We will also bring multiple partnerships together to provide larger workshops with common themes. (Win-Win)

Student Activities

Activities for Pelican Rapids students include:

Basketball, Baseball, Cross Country, Dance, FFA, Football, Golf, Knowledge Bowl, Math Team, National Honor Society, Pep Band, Robotics, Shada Staff, Soccer, Softball, Speech, Student Council, Theatre, Track, Vocal Music, Volleyball, and Wrestling.

The purpose of Pelican Rapids activities are to develop a strong feeling of pride in all activities.

To display attitudes of sportsmanship, citizenship, and responsibility.

To provide a disciplined environment that lends itself in all life's endeavors.

To prepare them for life.