MINNESOTA DEPARTMENT OF EDUCATION

2016-17 World's Best Workforce Report Summary

District or Charter Name: Pelican Rapids
Grades Served: PreK-12
Contact Person Name and Position: Randi Anderson, Superintendent

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each year.

This document serves as the required template for submission of the 2016-17 report summary. Districts must submit this completed template by **December 15, 2017,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing this summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris (susan.burris@state.mn.us), Program Manager for District Support.

1. Stakeholder Engagement

1a. Annual Report

[Note: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.]

> ➢ Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
>
> ➢ https://www.pelicanrapids.k12.mn.us/cms/lib/MN01909651/Centricity/Domain/13/PR%20WBWF%2016%2017.pdf

1b. Annual Public Meeting

[Note: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting. The author's intent was to have a separate meeting just for this reason.]

> ➢ Nov. 14, 2017 and Nov. 20th, 2017

1c. District Advisory Committee

[Note: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.]

➢ Complete the list of your District Advisory Committee members for the 2016-17 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Member	Role in District
Deb Wanek	Superintendent
Brian Korf	High School Principal
Dr. Ed Richardson	Elementary Principal
Bridgette Holl	Parent
Lisa Petznick	Parent
Sean Fitzsimmons	Parent
Jim Christenson	Teacher
Kim Nelson	Teacher
Rebecca Castillo	Parent
Kirby Nelson (10th grade)	Student
Rachel Guler (9th grade)	Student
Len Thompson	Custodial
Kris Thompson	Parent

2. Goals and Results

[Note: SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Goals should be linked to needs and written in SMART-goal format. Results should tie directly back to the established goal so it is clear whether the goal was met. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures. Be sure to check the box with the most appropriate goal status.]

2a. All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2016-2017 school year.	*Provide the result for the 2016-2017 school year that directly ties back to the established goal.*	*Check one of the following:*
1) ECFE - Increase parent participation of ECFE from 28 families to 35 families utilizing outreach to these families through newsletters, phone calls and family night events as well as our parent liaison.	1) 32 of our 35 families participated.	X☐ *Goal Met*
2) Viking PreSchool and Headstart By the end of Preschool/headstart 82% of students will demonstrate mastery of School Readiness Math and ELA ELO's as assessed by teacher on skills identified from the Individual Growth and Development Indicator (IGDI)	2) 84% of students demonstrated mastery.	X☐ *Goal Met*
3) Kindergarten 95% of kindergarten students will benchmark on AIM literacy in the spring. 87% of kindergartens students will benchmark in spring in AIMS math.	3) 91% of kindergartners met literacy benchmarks. 92% of kindergartners met math benchmarks.	X☐ *Goal Met-Math*
4) 70% of ESL students at VES will improve at least 1 level on ACCESS PRHS 50% of ELL students will improve at least 1 level as demonstrated with ACCESS	4) 79% of ESL students at VES improved at least one level on the ACCESS. 47% of ELL students at PRHS students improved one level on the ACCESS.	X☐ *Goal Not Met-Literacy*

2b. All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Increase students proficient from on MCA reading from 40-50% at VES	59.5% of VES students demonstrated proficiency on 2017 spring MCA	*Check one of the following:* X☐ *Goal Met*

2c. Close the Achievement Gap(s) Among All Groups

Goal	Result	Goal Status
VES will close achievement gap by 50% by the following sub groups ● LEP by 15% ● Hispanic Reading by 18% ● Special Education by 30% in Reading and 29.8% in Math ● FR by 64% in Reading and 34% in Math	We did not meet the 2017 goal in LEP Math, Hispanic Math and Black Math at VES – ● FR are making more growth than Non FRP students statewide. ● ESL students are making more growth than native English Speakers statewide. ● Special Education students are making less growth than non-special education students statewide. ● Hispanic students are making more growth than white students statewide. ● Black students are making more growth than white students statewide. Reading at VES ● FRP,ESL,Special Education, less growth than statewide subgroups. ● Hispanic students are making less growth than education white.students statewide	*Check one of the following:* X☐ *Goal Not Met*

PRHS will close the achievement gap in the subgroups.	● Black students are making more growth than white students statewide. PRHS Closed following gaps Special Ed by 21% in Math and 11% in Reading FR reduced by 20% Hispanic Reading by 7% Black in Math by 3% and Reading by 24% We did not make progress in FR math, Hispanic Math, LEP math and reading	X☐ *Goal Not Met*

2d. All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
1) PRHS students will meet or exceed state ACT scores in English, Math, Reading Science and Composite	1) PR did not meet goal	X☐ *Goal Not Met*
2) PRHS 11th grade students will take the ASVAB	2) Students took the ASVAB	*X Goal Met*

2e. All Students Graduate

Goal	Result	Goal Status
1)90% of 2016 students will graduate from Pelican Rapids High School.	1) 94.7% of students graduated in 2016	*Check one of the following:* X☐ *Goal Met*

2) All students will complete credit checks at end of each semester for grades 9-12.	2) 100% of students completed grade checks and credit checks.	

3. Identified Needs Based on Data

[Note: Data that was reviewed to determine needs may include state-level accountability tests, such as Minnesota Comprehensive Assessments (MCAs) and/or local-level data, such as local assessments, attendance, graduation, mobility, remedial course-taking rates, child poverty, etc.]

> ➢ *List and describe the district's needs that were identified at the start of the 2016-2017 school year and the data the needs were based upon.*
> ➢ *Include only the key data used to determine identified needs and limit response to 300 words.*
> ➢ *Bulleted points are welcome and appreciate.*
>
>
> ➢ *VES:*
>   o *Review of STAR and MCA Data demonstrate the following increased achievement gap:*
>   ▪ *Math- Hispanic, Special Ed, and Poverty Student Groups*
>   ▪ *Reading- Special Ed, and Poverty Student Groups*

4. Systems, Strategies and Support Category

4a. Students

> ➢ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
>
>   o *Process for assessing and evaluating student progress toward meeting state and local academic standards.*
>
>   o *Process to disaggregate data by student group.*

In the fall, staff assess and evaluate MCA (Minnesota Comprehensive Assessments) data by grade level, sub-groups and individually. After evaluating the assessments, staff look for trends over the last four years and discuss teaching strategies, curriculum, and state standards to improve MCA's.

During the school year, staff create formative assessments that are standard based to assess and evaluate student learning during lessons.

4b. Teachers and Principals

Viking Elementary School PLCs

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

➢ What do students need to know and be able to do?
➢ How will we know when they have learned it?
➢ What will we do when they haven't learned it?
➢ What will we do when they already know it?

Each grade level developed common 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.

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

Pelican Rapids High School PLC

Formative Assessments – Staff will develop and utilize formative assessments during their classroom instruction. At each PLC they will explain their formative assessments and analyze the results and explain how the formative assessments impacted their instruction.

Domain 3 – Instruction of teaching model Charlotte Danielson Staff will

➢ Discuss
➢ Analyze
➢ Critique
➢ Revise instruction as needed to increase student achievement

Staff completed 8 formative assessments and read and studied Domain 2 of Charlotte Danielson

Teacher Evaluation at Pelican Rapids Schools

➢ *Non-Tenured Teachers observed three times a year*
➢ *Tenured Teachers observed once every three years*
➢ *Teacher Perception Surveys completed by fall/spring two times a year*

Principal Evaluation Process at Pelican Rapids Schools

- Individual principal goals were set in the fall, progress was reviewed at mid year and again at the end of year.
- Goals were set around district academic achievement goals, advancement of PLCs and their own professional growth.

- District wide goals were set for each principal for the district wide initiative of Leader in Me.
- Each principal had building wide initiatives and goals were set for further support and deeper implementation of each.
- Progress was monitored throughout the year at weekly administrative meetings with formal meetings mid year and end of year.

4c. District

➢ *Describe the areas below. Include only the district focus areas for the 2016-2017 school year and limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *Include the district practices around high-quality instruction and rigorous curriculum which integrate:*
    - *Technology*
    - *Collaborative professional culture*

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

➢ *Apply the standards of behavior we follow in the real world to 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*

Students are offered the following rigorous courses

➢ *AP English – 20 Students*

➢ *AP Spanish – 1 Student*

➢ *AP Calculus – 9 Students*

CIS course through U of M Crookston

➢ *Advanced Algebra – 41 Students*

➢ *Statistics – 13 Students*

➢ *Pre Calculus – 26 Students*

➢ *Spanish III - 2 Students*

Leader in Me

Viking Elementary will implement student led goals

Pelican Rapids High School

> ➤ Staff will incorporate the 7 Habits into the classroom. Students activities planned by Student Lighthouse

> ➤ Leadership Notebooks

> ➤ Focus on each habit using tools such as videos or articles to share during power hour.

The purpose of Professional Learning Communities (PLC's) is to focus on student learning and teacher instruction and to provide guidance and coordination of implementation efforts at PRHS. PLC's Focus on the 4 critical questions:

What do students need to know and be able to do?

How will we know when they have learned it?

What will we do when they haven't learned it?

What will we do when they already know it?

Staff participate in PLC's to discuss book study (Charlotte Danielson), share Formative Assessments, share Peer Observation evaluation, and share results for the school wide goal in reading which is to random read two times a month in each class period.

5. Equitable Access to Excellent Teachers

On June 1, 2015, MDE submitted a plan to the U.S. Department of Education that required all states to address long term needs for improving equitable access of all students to excellent educators. The Every Student Succeeds Act (ESSA), signed on December 10, 2015, now requires states to evaluate and publicly report whether low-income and minority students are disproportionately served by ineffective, out-of-field, or inexperienced teachers.

To reach the goals of the WBWF, it is important to ensure that all students, particularly students from low income families, students of color and American Indian students have equitable access to teachers and principals who can help them reach their potential. WBWF now requires:

1. Districts to have a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers.
2. District advisory committees to recommend to the school board the means to improve students' equitable access to effective and more diverse teachers.

In this 2016-2017 summary report submission, please provide the information below.

At Pelican Rapids, teachers are hired are highly qualified teachers who are licensed to teach in their content area. If staff are not licensed in the content area, we request variances from the Minnesota Department of Education.

Staff Development Report Components

Increase Student Achievement Levels in

- Math
- Reading

Process - Teachers will meet monthly to review student data and design instruction to meet student needs. Formative assessments will be used to guide instruction and develop intervention groups.

Findings -

- Math increased from 53.5% to 58.3%
- Reading increased from 48.2% to 53.%
- Teachers meet monthly to review student data and flexible group students in interventions/enrichments as needed

VES - Tier II Monthly collaboration will focus on student mastery of ELOs and interventions to support students at various levels of mastery.

PRHS - Completed 6 formative assessments and shared with staff.

100% of VES and PRHS staff were involved in effective staff development activities.

Gifted and Talented

VES - Students identified through standardized measures such as AIMS, MCA and STAR assessments, as well as teacher observation and recommendation are used to identify students for Gifted and Talented enrichment opportunities. VES provides enrichment activities during the intervention block of time for grades 2-6.

PRHS - Students are identified through MCA/ACT assessment, we then work individually with the students to place in rigorous coursework

Acceleration

VES - Acceleration may include, but is not limited to; compacting curriculum, differentiated curriculum, accelerated intervention time, advancing grade levels for a single or multiple subjects, enrichment/activities/classes during the school day.

PRHS - Students may accelerate in the subject area if they meet established criteria.