



## 2017-18 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 2017-18 report summary. Districts must submit this completed template by **December 2018**, to [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us).

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

### 1.

## 2. Stakeholder Engagement

### 1a. Annual Report

- 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.
- Add website when meetings are complete and posted

### 1b. Annual Public Meeting

- November 14th, 2018 - Board Meeting
- November 19th, 2018 - WBWF

## 1c. District Advisory Committee

- Complete the list of your District Advisory Committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

| <b>District Advisory Committee Member</b> | <b>Role in District</b> |
|-------------------------------------------|-------------------------|
| Randi Anderson                            | 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

### 2a. All Students Ready for School

| Goal                                                                                                                                                                   | Result                                                                                                                                                                                                                                                                                                | Goal Status                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <p>Preschool</p> <p>By the end of Preschool 85% of students will demonstrate mastery of School Readiness Math and ELA ELO's as assessed work sampling system (WSS)</p> | <p><i>35 of 39 (89.7%) of PreK students were assessed as proficient.</i></p>                                                                                                                                                                                                                          | <p><i>Check one of the following:</i></p> <p>X Goal Met</p> |
| <p>Kindergarten</p> <p>85% of kindergarten students will benchmark in literacy and math per AIMSweb literacy and AVMR math.</p>                                        | <p>87% of Kindergarten students (matched-pairs) Benchmarked per the AIMSweb in Phoneme Segmentation Fluency during Spring Benchmark.</p> <p>91% of Kindergarten students Benchmarked in Forward Number Sequence and 88% Benchmarked in Backward Number Sequence per AVMR during Spring Benchmark.</p> | <p>X Goal Met</p>                                           |

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

| Goal                                                                                                                                                                   | Result                                                                                            | Goal Status                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Percentage of 3rd grade students demonstrating Proficiency in Reading will increase from 43% in Spring 2017 to 50% in Spring 2018 as demonstrated by MCA/STAR Reading. | 3rd grade reading MCA 63.8 % proficient<br><br>All accountability tests MCA/MTAS 66.6% proficient | <i>Check one of the following:</i><br><br><b>X Goal Met</b> |

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

| Goal                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Result                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Goal Status                                                                                                                                      |
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| VES will close achievement gap as demonstrated by Proficiency in MCA/STAR/AIMSweb Reading from Spring 2017 to Spring 2018:<br>ELL:<br><ul style="list-style-type: none"><li>● Math: 31% to 41%</li><li>● Reading: 15.7% to 25%</li></ul> SpEd:<br><ul style="list-style-type: none"><li>● Math: 19.4% to 29.4%</li><li>● Reading: 16.1% to 26.1%</li></ul> FRP:<br><ul style="list-style-type: none"><li>● Math: 55.9% to 60.0%</li><li>● Reading: 42.8% to 52.8%</li></ul> Black:<br><ul style="list-style-type: none"><li>● Math: 55.6% to 60%</li><li>● Reading: 36.7% to 46.7%</li></ul> | ELL:<br><ul style="list-style-type: none"><li>● Math: 31% to 38.6%</li><li>● Reading: 15.7 to 19.3%</li></ul> Spec Ed:<br><ul style="list-style-type: none"><li>● Math: 19.4% to 23.3%</li><li>● Reading: 16.1% to 20.7%</li></ul> FRP:<br><ul style="list-style-type: none"><li>● Math: 55.9% to 53.2%</li><li>● Reading: 42.8% to 48.7%</li></ul> Black:<br><ul style="list-style-type: none"><li>● Math: 55.6% to 61.1%</li><li>● Reading: 36.7% to 50%</li></ul> | <i>Check one of the following:</i><br><br><b>X Goal Not Met</b><br><br><b>X Goal Not Met</b><br><br><b>X Goal Not Met</b><br><br><b>Goal Met</b> |

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| <p>Hispanic:</p> <ul style="list-style-type: none"> <li>● Math: 48.1% to 55%</li> <li>● Reading: 42.3% to 52.3%</li> </ul> <p>PRHS will improve by 10% in the student groups on MCA's</p> <ul style="list-style-type: none"> <li>● F/R Lunch (Math-36% &amp; Reading 32.9%)</li> <li>● Special Ed: (Math 10.5% &amp; Reading 0%)</li> </ul> <p>ACCESS:-70% of ESL students will improve at least one level on the access</p> <p>VES - In spring of 2018, 70% of ESL students at VES will improve at least 1 level on the access.</p> <p>PRHS in spring of 2018, 50% of ELL students will improve at least 1 level as demonstrated with ACCESS</p> <ul style="list-style-type: none"> <li>● PRHS Monday programming and after school options for students to participate</li> </ul> <p>100% of students will be placed in Read 180 in grades 9-12 who are below reading level</p> <ul style="list-style-type: none"> <li>● 100% of students will random read twice a month with each class for the 17-18 school year.</li> </ul> | <p>Hispanic:</p> <ul style="list-style-type: none"> <li>● Math 48.1% to 43.8%</li> <li>● Reading: 42.3% to 49.3%</li> </ul> <p>PRHS</p> <p>F/R Lunch</p> <ul style="list-style-type: none"> <li>● Math-35.36%</li> <li>● Reading-37.89%</li> </ul> <p>Special Ed</p> <ul style="list-style-type: none"> <li>● Math-23.07%</li> <li>● Reading-10.0%</li> </ul> <p>66% of ESL students moved one level</p> <p>89.5% (85 of 95) of ELL students at The VES improved at least 1 level on the ACCESS.</p> <p>PRHS 66% of student improved one level.</p> <p>Students were placed in READ 180 class if below grade level (est. 30 students 7-12)</p> <p>100% of students read twice a month in each class</p> | <p><i>X Goal Not Met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal met</i></p> <p><i>X Goal Not Met</i></p> <p><i>X Goal Met</i></p> <p><i>X Goal Met</i></p> <p><i>Goal met</i></p> <p><i>Goal Met</i></p> |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| <p>District will increase achievement Math MCA scores from 55% to 58% for 2018</p> <p>District will increase MCA reading achievement from 48.5% to 52% for 2018</p> | <p>District MCA Scores</p> <ul style="list-style-type: none"> <li>● Math 59.9 proficient</li> <li>● Reading 62.3% proficient</li> </ul> | <p>Goal Met</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-----------------|

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

| Goal                                                                                                                                                                                                                                                                                                                                                                | Result                                       | Goal Status       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|-------------------|
| 1) 100% of Juniors will take the ASVAB                                                                                                                                                                                                                                                                                                                              | 100% completed ASVAB                         | <i>X Goal Met</i> |
| 2) 100% of Juniors who are college bound will take the ACT                                                                                                                                                                                                                                                                                                          | 100% completed ACT                           | <i>X Goal Met</i> |
| <p>100% of VES students will participate in Leader in Me:</p> <ul style="list-style-type: none"> <li>● Maintain a Leadership Binder</li> <li>● Develop WIGs (personal goals) to support learning. <ul style="list-style-type: none"> <li>○ Report on progress to teacher &amp; parent</li> </ul> </li> <li>● Prepare for Student-Led Conferences 2x/year</li> </ul> | 100% participated in Leader in Me activities | <i>X Goal Met</i> |

## 2e. All Students Graduate

| Goal                                                                            | Result                                        | Goal Status           |
|---------------------------------------------------------------------------------|-----------------------------------------------|-----------------------|
| 1)90% of 2017 students will graduate from Pelican Rapids High School in 4 years | 82.3% students graduated in 4 years           | X <i>Goal Not Met</i> |
| 2) 70% of students (7-12) participate in an after school activit                | 65% participated in after school activity     | X <i>Goal Not met</i> |
| 3) Credit Checks will be completed once a year for students in grades 9-12      | Grade checks were completed in spring of 2018 | X <i>Goals Met</i>    |
| VES students will read 1,500,000 pages from Oct 1 - April 30, 2018              | VES students read <b>1,502,457 pages</b>      | X <i>Goals Met</i>    |

## 3. Identified Needs Based on Data

➤ VES:

- o *The leadership team met for a data retreat in August 2017 to review student achievement (MCA, STAR, AIMSweb, AVMR, common assessments), attendance, and discipline data to identify schoolwide goals.*

- *The team identified the following achievement gaps on which we needed to focus:*

- *Math- Hispanic, Special Ed, and Poverty Student Groups*
    - *Reading- Special Ed, and Poverty Student Groups*

➤ PRHS

*-High School Staff meet during fall workshop to review student data (MCA's, Read 180 data, ACT) and review attendance*

*-The staff review data and identify areas to improve in reading and math which were Special Ed and Free and Reduced groups.*

## 4. Systems, Strategies and Support Category

### 4a. Students

VES

*Each Fall, a Reading Team and Math Team consisting of teachers representing each grade level team review MCA Benchmark Reports and z scores.*

PRHS

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.

Staff evaluate MCA data to analyze strengths and weaknesses. Staff discuss teaching strategies to incorporate to improve test scores.

### 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?

In the summer of 2017, grade level teams reviewed MCA Specs, common assessments and Essential Learning Outcomes. Adjustments to ELOs, curriculum maps and common assessments were made as necessary.

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 peer coaching and literacy visits.

#### **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 5 formative assessments, complete two peer observations and read *Engaging Students with Poverty*

Building Leadership Team (BLT) meets monthly to discuss building goals related to teaching and learning. BLT plans and creates a plan to improve instruction and learning building wide each school year.

#### *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 2017-2018 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*

#### *VES process for moving to 1:1*

- *TIES Conference*
- 
- *Every student participates in Digital Citizenship lessons in collaboration between class teachers and the Media Center.*

## PRHS

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*

*Instructional Coach offers classes for all staff in August and during school year to utilize technology in the classroom to improve instruction and learning.*

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 2017-2018 summary report submission, please provide the information below.

- *Describe the areas below. Limit response to 300 words. Bulleted points are welcome and appreciated.*
  - *District process to examine the distribution of experienced, effective and in-field teachers across the district and within school sites using data.*
    - *Include how the district reviews data to examine the equitable distribution of teachers.*
  - *Strategies used to improve students' equitable access to experienced, effective and in-field teachers.*

*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

The School Leadership Team assists with identifying Professional Development needs as part of our annual Comprehensive Needs Assessment. The team, consisting of a representative from each grade level/teaching team reviews achievement data, classroom visit data, staff surveys, and additional data such as attendance and office referrals to identify Professional Development needs each year.

The Building Leadership Team comprised of teachers and administrators at the high school assist with identifying professional development needs as part of an ongoing process identifying staff needs to support student learning each year.

## **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.