

## 2014-2015 World's Best Workforce Report Summary

District Pelican Rapids Public Schools

Contact Person Name and Position - Deborah Wanek, 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 fall.

This document serves as the required template for submission of the 2014-2015 report summary. Districts must submit this completed template by **December 1, 2015** to [MDE.WorldsBestWorkForce@state.mn.us](mailto:MDE.WorldsBestWorkForce@state.mn.us).

### Stakeholder Engagement

#### Report

Published on District Website

- [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us).

#### Annual Public Meeting

The School Board held a public meeting on the WBWF on September 21, 2015 and will again on December 2<sup>nd</sup> in order to review new goals for 2016.

#### District Advisory Committee

***Advisory Committee was made up of board members, parents, community members, teachers, and administration.***

Nadine Brown,	Dianne Kimm,	REACH students,	Colleen Guhl,
Ed Richardson,	Brian Korf,	Deb Wanek,	Mitch Monson,
Charlie Blixt,	Jon Karger,	Dena Johnson,	Kathy Ouren,
Mike Forsgren	Derrick Nelson	Louis Hoglund	Jessica Fahje

## Goals and Results

[Note: Goals should be linked to needs and written in SMART-goal format. SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. 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.]

SMART Goal	2014-2015 Goals	2014-2015 Goal Results
<b>All Students Ready for Kindergarten</b>  <b>2 Goals-</b>	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
<ul style="list-style-type: none"> <li>● Goal:</li> </ul>	Increase parent participation in ECFE by 20% from 17 to 20 families SY 2015. Additional outreach to these families through newsletters, phone calls and family night events.	Results: Parent participation increased from 17 to 28 families thus exceeding the goal.
<ul style="list-style-type: none"> <li>● Goal:</li> </ul>	By the end of the SY 2015, 100% of Preschool/ Headstart, 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.
<b>All Students in Third Grade Achieving Grade-Level Literacy</b>  <b>3 Goals-</b>	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
<ul style="list-style-type: none"> <li>● Goal:</li> </ul>	By the end of S 2015, in 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.

<ul style="list-style-type: none"> <li>• Goal:</li> </ul>	<p>100% of English Language Learners will improve, at least, one level on the ACCESS assessment on the 2015 test. 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.</p>	<p>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.</p> <p>PRHS Results: Comparison of spring 2015 ACCESS and 2014 ACCESS showed that 23% of ELL students improved at least 1 level on the ACCESS.</p>
<ul style="list-style-type: none"> <li>• Goal:</li> </ul>	<p>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.</p>	<p>Results: In 2014-2015, VES did not reach this goal. 40% of students achieved Proficiency as demonstrated by MCA.</p>
<p><b>Close the Achievement Gap(s) Among All Groups</b></p>	<p><i>Provide the established SMART goal for the 2014-2015 school year.</i></p>	<p><i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i></p>
<p>1. Goal</p>	<p>Each identified group in TABLE A below will close the achievement gap by the percent given in the table by the end of the 2015 school year.</p>	<p>Results were mixed as presented in the table. A note of concern is the fact that in some areas where the achievement gap closed, it was a result of the comparison group’s test scores going down which will require further study as to why that occurred.</p>
<p><b>All Students Career- and College-Ready by</b></p>	<p><i>Provide the established SMART goal for</i></p>	<p><i>Provide the result for the 2014-2015 school year that directly</i></p>

<b>Graduation</b>	<i>the 2014-2015 school year.</i>	<i>ties back to the established goal.</i>
<b>8<sup>th</sup> grade math</b>	The 8 <sup>th</sup> grade MCA III math scores will increase from 45% to 48% at the end of the 2015 school year	MCA III math scores were 56% exceeding the goal
<b>8<sup>th</sup> grade reading</b>	The 8 <sup>th</sup> grade MCA III reading scores will increase from 38% to 41% at the end of the 2015 school year	The 8 <sup>th</sup> grade MCA III reading scores were 46% exceeding the goal
<b>All Students Graduate</b>	<i>Provide the established SMART goal for the 2014-2015 school year.</i>	<i>Provide the result for the 2014-2015 school year that directly ties back to the established goal.</i>
➤ 2015 Goal	90% of all of the 2015 Pelican Rapids High School Seniors will graduate at the end of the 2015 school year.	88.6% of 2015 seniors graduated

**Identified Needs Based on Data**

The MCA data from the last 5 years was reviewed; goals for each cell group were set for 2015. It is obvious that this District will need to work on closing the achievement gap. This District is more diverse than the state average and has a high number of students on the free and reduced lunch program. The following cell groups are present in this District were studied in depth in both reading and math; LEP, SP.Ed., FRP, Hispanic and Black. After reviewing the MCA III data the District made plans for PLCs, Collaboration Times, Tier II interventions and Professional Development opportunities according to these needs.

As the data was reviewed it was clear that the District made significant progress in 2014. The District set lofty goals for the 2015 school year, hoping to maintain the momentum. These goals also aligned with the requirement of increasing proficiency by 50% and close the achievement gap by 50%

The following data is comprised of MCA III Test scores. The 2014 data in this chart was reviewed to set the actual goal for each cell group for the 2015 school year. The goal is listed as well as the results of each goal. (200 words)

TABLE A  
Specific Goals and Results for Closing the Achievement Gap

	New Standards	<b><u>MATH</u></b>						
		<b><u>2011</u></b>	<b><u>2014 Actual</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015 Actual</u></b>	<b><u>Diff from 2014-2015 Actual</u></b>	<b><u>2016 Goal to close gap by 50%</u></b>	<b><u>2017</u></b>
District								
All Students	50.1%	55.8%	62.0%	53.3%	-2.5%	60.0%	75.1%	25.0%
	<b><u>2011</u></b>	<b><u>2014</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015</u></b>		<b><u>2016</u></b>	<b><u>2017</u></b>	
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%	
	<b><u>2011</u></b>	<b><u>2014</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015</u></b>		<b><u>2016</u></b>	<b><u>2017</u></b>	
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 Goal</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 Goal</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 Goal</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	<b><u>READING</u></b>						
	<b><u>2013</u></b>	<b><u>2014 Actual</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015 Actual</u></b>	<b><u>Diff from 2014-2015 Actual</u></b>	<b><u>2016 Goal to close gap by 50%</u></b>	<b><u>2017</u></b>	<b><u>Increase Proficiency by 50%</u></b>
District								
All Students	44.9%	48.7%	57.0%	46.3%	-2.4%	60.0%	72.5%	27.6%
	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015</u></b>		<b><u>2016</u></b>	<b><u>2017</u></b>	
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%	
	<b><u>2013</u></b>	<b><u>2014</u></b>	<b><u>2015 Goal</u></b>	<b><u>2015</u></b>		<b><u>2016</u></b>	<b><u>2017</u></b>	
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 Goal</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 Goal</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 Goal</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%	



## **Systems, Strategies and Support Category**

### **Students**

Viking Elementary School (VES)-Focus areas are reading and math.

VES implemented the following school-wide strategies to increase accountable academic talk and vocabulary development.

- sentence frames/stems,
- elaborating and clarifying,
- supporting ideas with examples,
- paraphrasing,
- building on and/or challenging a partner's idea,
- vocabulary picture cards

Students were given whole group and small group instruction to master state standards. Common and formative assessments were indicators of progress and drove instruction and interventions with the goal of mastering state standards. Each student received 30 minutes of reading and 30 minutes of math intervention each day. Students were moved according to need and new groups formed as students mastered and move forward in their learning.

### **Pelican Rapids High School-PRHS**

All instruction and assessments are aligned to state standards and PRHS provided 30 minutes each day for students to receive help or assistance. To determine progress each student had a teacher review midterm and end of quarter grades with them. Each student writes a goal for each class and a plan on how they will accomplish that goal. Teachers monitor progress toward their goals.

MCA III scores provided the disaggregate data for VES and PRHS (195 words)

### **Teachers and Principals**

- Principals meet with the Superintendent each week. Goals are set and specific evidence is required to meet each goal. Goals are linked to professional growth and student achievement. Throughout the year and especially at formal meetings principals are required to bring documentation of progress. Action plans are monitored as well as progress. Principals have participate in staff development opportunities as needed at Lakes Country Service Cooperative.
- Teacher evaluations are very thorough. Teachers meet with their principal in pre and post observation meetings in preparation and review of the observation itself. This allows the principal and teacher to review quality of instruction together and to set goals for future growth.

- Teachers meet each month in their Professional Learning Communities (PLCS) to discuss student progress and instructional strategies. These meetings are very structured around student data and instructional strategies. Teachers are required to participate in their designated PLC and documentation of the PLC work is compiled in a 3 ring binder that is reviewed by the PLC leaders. All teachers are held accountable to participate and bring their data to the meetings.
- Key indicators of progress are obtained through formal evaluations and documentation gathered in PLCs. (198 words)

## **District**

The District supports PLCs driven by principals and teachers. The PLCs are highly collaborative and data is used to make decisions on instruction and interventions. The District hired a technology integrationist to continue to embed technology into the curriculum.

Teachers have been given time and staff development where needed and they are very familiar with their course standards. The teachers gather and implement curriculum that meets the content and the rigor of the standards.

Indicators of progress would be the robust discussions the teachers have on instructional strategies, assessments and student growth. District goals are based on student achievement. (99 words)