

Pelican Rapids Public School District-#548

World's Best Workforce Report 2015- 2016

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 from 28 to 35 families utilizing outreach to these families through newsletters, phone calls and family night events as well as our parent liaison.

Results:We exceeded our goal with 32 of 35 families participating.

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, 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).

Results: We achieved this goal with 28 of 33 students (84%) demonstrating mastery.

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

Results: In Literacy, 91% of Kindergarten student Benchmarked per AIMSweb. Therefore, we did not meet this goal. In Math, 92% of students met the Benchmarked. Therefore, we did meet our Math goal.

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.

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

Results: Comparison of Spring 2016 ACCESS and 2015 ACCESS data revealed that 71% of ESL student at VES improved at least 1 level on the ACCESS. Therefore, we exceeded our goal of 50%.

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

Results: 17 students out of 40 ESL students who completed the ACCESS students improved at least 1 level of 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: 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.

Results: Analysis of Spring 2016 MCA data revealed 44.8% of 3rd grade students at VES achieved Proficiency in Reading. Therefore, we did not meet our goal of 50% Proficiency in Reading.

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

New Goal: VES will close the achievement back by 50% in the student groups 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.

Results:

In Math, Viking Elementary School:

- FRP students 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.

In Reading, Viking Elementary School:

- FRP students are making less growth than non-FRP students statewide.
- ESL students are making less growth than native English speakers statewide.
- Special education students are making less growth than non-special education students statewide.
- Hispanic students are making less growth than white students statewide.
- Black students are making more growth than white students statewide.

PRHS Results:

2016

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

Special ed. Math 5% Read 6%

Free and reduced Math 20% Read 7%

Hispanic Math 18% Read 6%

LEP Math 8% Read 15%

No progress:

Black Math Read

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

Goal-Will Continue Random Reading

Results: Staff followed the Random Reading schedule. Students read daily at least once a day.

Achievement and Integration Plan-

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 8 districts which include; Pelican Rapids, Battle Lake, Detroit Lakes, Fergus Falls, Frazee-Vergas, Hawley, 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 Progress in Increased Achievement and Closing the Achievement Gap--

The District saw an increase in achievement levels in the following areas:

Math-

- All 1.7%
- LEP .5%
- Sp. Ed. .5%
- FRP 2.5%
- Hispanic 7.7%
- Black 2.2%

Reading-

- All 2.2%
- LEP 3.3%
- FRP 1.5%
- Black 11.1%

The District made progress in closing the achievement gap in the following areas:

Math

- FRP 1.2%
- Hispanic 9.1%
- Black 3.6%

Reading

- LEP 1.3%
- Hispanic .2%
- Black 11.4%

NEW GOAL-

The District will increase achievement in

- Math from 55% to 58%
- Reading from 48.5% to 52%

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-	95.95%	81.9%

Results 2016 :

New Goal: 90%

Results: 95.95

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

Goal: Same Goal

Results: Students completed grade checks and credit checks.

Pelican Rapids Graduates are Career and College Ready

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

Results:	English	Math	Reading	Science	Composite
Pelican Rapids	14.6	18.2	16.5	17	16.7
State of MN	20	21.2	21.3	21.3	21.1

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

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

Results: Students completed career assessments, ASVAB and the ACT. Students had opportunities to completed PSAT

Leader in Me

VES

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

Results: VES did meet this goal, Student-Led Conferences occurred in Fall and Spring of the 2015-2016 Academic Year, with positive feedback from parents.

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

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

Results: Student Riser Assemblies were completed one time a month. Students worked on Leadership Notebooks

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: VES achieved this goal. Collaboration teams, led by grade level team leaders, used a common collaboration protocol to lead Tier II Collaboration Meetings.

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

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

Results: Staff completed 8 formative assessments and read and studied 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.

Goal: 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)

Results: We have increased Community offerings by offering classes in the Pelican Rapids Public Library as well as Community businesses including Brown-Eyes Susans, Muddy Moose, Escobar's Restaurant, Essentia Clinic, Rapids Brake, and EL Peterson Park, We have also developed a partnership with OAKS (Organizing Acts of Kindness for Seniors). We are also bringing class opportunities out of the "City" and into places like Spanky's restaurant, Chanhassen Dinner Theatre and Detroit Lakes Cultural and Community Center.

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.

Goal: Increase participation

Results: 67% of students in grades 7-12 were involved in at least one activity.

Gifted and Talented

Process to Assess and Identify Students for Participation in Gifted and Talented Programs

VES will consider MCA/STAR assessments, teacher created assessments, as well as teacher observation and recommendation to identify students for Gifted and Talented programming.

PRHS will use student tests (MCA's/ACT), classroom assessments, and teacher observation.

Acceleration

VES: Students scoring on the high end of Exceeds and consistently performing well above peers in any area of study may be considered for acceleration following consultation with staff and parents. Acceleration may include, but is not limited to: compacting curriculum, differentiated curriculum, accelerated intervention time, advancing grade levels for a single or multiple subject(s), enrichment activities/classes during the school day.

PRHS: Through local and state testing, classroom assessments and teacher observation, students may accelerate in the subject area if they meet criteria.

Early Admission to Kindergarten and First Grade

VES: As Viking Elementary School offers pre-school & houses Headstart 3 & 4 year olds, early admission is not a practice. As with K-6 curriculum, differentiation & enrichment may be considered in developing programming for students demonstrated "giftedness" as 3 & 4 year olds.

Staff Development Report Components

List of Staff Development Advisory Committee Members

District

Goal-

Increase Student Achievement Levels

- *Math-53% to 56%*
- *Reading 46% to 49%*

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 to 55%, one percent short of goal*
- *Reading increased to 48.5%, one half percent short of goal*

Teachers did meet monthly to review student data and

List the staff development goal(s) for each school site in the district.

- *For each school site staff development goal, answer the following questions:*
 - *How does the school site goal align with district staff development goal(s)?*
 - *What were the findings of each goal?*
 - *What was the impact on student learning? If appropriate, include assessment data.*
 - *What was the impact on teacher practice?*

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

Literacy Team will conduct Classroom Literacy Visits to support development of Balanced Literacy throughout Viking Elementary School.

PRHS: To complete 6 formative assessments and share with other staff. To observe a teacher to identify teaching techniques they could use in their classroom.

List the percentage of teachers and other staff involved in instruction who participated in effective staff development activities.

VES: 100%

PRHS: Teachers-100%