



# Annual Report on Curriculum, Instruction and Student Achievement

Pelican Rapids Independent School District 548

September 15, 2008



# Pelican Rapids Independent School District 548 Annual Report on Curriculum, Instruction and Student Achievement

*(System Accountability Report-SAR)*

September-2008

**Team members are made up of administrators, teachers and parents. Each team member, other than administration, is expected to serve a 3 year term.**

## **Administration:**

Deborah Wanek Superintendent

Glenn Moerke (7-12 principal)

Crystal Thorson (K-6 principal, Director of Title Programs, LEA representative)

## **Teaching Staff:**

Sheryl Anderson (ESL- Elementary)=	term 2007-2009
Rachel Haugrud (ESL – HS)=	term 2008-2010
Nancy Huesby (Title I teacher)	term 2008-2010
Rena Strand (Primary K-3; Reading)=	term 2007-2009
Beth Rengstorf (Elementary 4-6; Reading/ BLT))	term 2006-2008
Kayls Miltich (Secondary Reading)=	term 2007-2009
Shelly Sjolie (Secondary Special Ed)=	term 2007-2009
Didget Tabbut (Elementary Special Education)=	term 2007-2009
Kim Gottenborg (Elementary 4-6; Math/Parent)	term 2006-2008
Lisa Petznick (Secondary Math)=	term 2007-2009
Jeanne Greenwood (testing coordinator)=	term 2008-2010
Lisa Habedank-Stewart (Parent/Reading and DIBELS consultant)=	term 2008-2010

## **District Goals**

Pelican Rapids ISD #548

1. Provide a Safe and Secure environment for students and staff
2. Increase Student Achievement
3. Maintain a Financially Stable District
4. Study Facilities

## **Staff Development Goals**

Pelican Rapids ISD #548 will actively support and promote:

- Meeting the education needs of all district students
- Encouraging high achievement for all student
- Preparing students to do their best to graduate and become productive members of society
- Continual evaluation and improvement of curriculum
- Ensuring parent and community input is solicited and appropriately evaluated
- Ensuring national, state and local mandates are followed, and
- Meeting staff development needs of all district staff including training staff in the use of best education practices, technology and curriculum/job description knowledge.

## Biannual Evaluation of District Testing

At least once every two years, the District report must include an evaluation of the District testing program. Presently the District testing includes:

- Grade 1-6                    DIBELS assessments to set goals for reading
- Grade 1-6                    STAR math and Every Day Learning Composite test for math and Work Sampling/teacher judgment for grades K-2
- Grades 3-8                   Minnesota Comprehensive Assessments II for Reading and Math
- Grade 8                        EXPLORE-preparatory test for the ACT
- Grade 9                        Minnesota Career Information System Interest Test
- Grade 10                      PLAN-preparatory test for the ACT
- Grade 11                      Minnesota Comprehensive Assessment II in Reading
- Grade 11                      Minnesota Comprehensive Assessment II in Math
- Grade 11 and 12            ASVAB (Armed Services Vocation Aptitude Battery) and PSAT is offered to all juniors as a college entrance exam and qualifier for National Merit Scholarship Program
- Grade 11 and 12            ACT and SAT (Recommended but not given locally)

Minnesota Academic Standards requires that several grades be assessed in reading, mathematics and writing skills. The scores students receive are to be used to measure the progress of the school district and help revise curriculum to meet the needs of the students in this district. Test results are used to determine the needs of both the students and curriculum. DIBELS and MCA IIs will be used to determine specific classroom strengths and weakness in the goal areas for math and reading. Small group re-teaching and enrichment can be offered within the classroom to meet the needs of individual students.

### Listed below you will see the progress that was made from 2007 to 2008.

MCA II Scores for 2007 and 2008

	2007	2008
<b>Viking Elementary MCA II Scores</b>	<b>Percent-Proficient</b>	<b>Percent-Proficient</b>
Grade 3 Reading	61.25%	68.75%
Grade 3 Math	73.91%	86.36%
Grade 4 Reading	59.15%	57.89%
Grade 4 Math	84.13%	72.31%
Grade 5 Reading	55.07%	58.90%
Grade 5 Math	53.12%	62.69%
Grade 6 Reading	50.7%	64.38%
Grade 6 Math	61.76%	62.69%
	2007	2008

<b>PRHS MCA II Scores</b>	<b>Percent Proficient</b>	<b>Percent Proficient</b>
Grade 7 Reading	45.33%	61.43%
Grade 7 Math	35.21%	63.64%
Grade 8 Reading	55.06%	54.05%
Grade 8 Math	56.1%	42.86%
Grade 10 Reading	41.84%	64.13%
Grade 11 Math	32.56%	34.36%

## **2007-2008 SMART GOALS:**

By June 2009 we will increase each of the following areas in increments listed below in order to meet our goal of 100% proficient by 2014.

<u>Cell Group</u>	<u>Area</u>	<u>Current 2008</u>	<u>Goal 2009</u>	<u>Difference</u>
Hispanic	Reading	43%	60%	17%
Hispanic	Math	47%	60%	13%
Special Ed	Reading	22%	50%	28%
Special Ed	Math	31%	50%	19%
FRP	Reading	45%	65%	20%
LEP	Reading	31%	55%	24%
Black	Reading	4%	35%	31%

The chart below shows the academic growth in the 2007-2008 school year and our expectations for the upcoming year.

	<b>2007</b>	<b>2008</b>	<b>One Year Growth Difference</b>	<b>2008 Goal</b>	<b>2009 Goal</b>	<b>2009 Growth Target</b>
Hispanic Reading	30%	43%	13%	45%	60%	17%
Hispanic Math	32%	47%	15%	4%	60%	13%
Special Ed Reading	13%	22%	9%	35%	50%	28%
Special Ed Math	28%	31%	3%	35%	50%	19%
FRP Reading	35%	45%	10%	50%	65%	20%
LEP Reading	25%	31%	6%	55%	55%	24%
Black Reading	0%	4%	4%	35%	35%	31%

## **PROFESSIONAL DEVELOPMENT ACTION PLAN:**

The district will continue to focus on quality teaching through professional learning communities, focusing on increased student achievement. Continual improvement and clearly articulated goals in professional development will increase student achievement in the core areas for all students, especially in the at-risk student groups of special education, LEP, and Hispanic students. Common, formative

assessment and Collaboration among all teachers will improve instruction and target key areas of concern.

<b>FOCUS</b>	<b>2006-7</b>	<b>2007-8</b>	<b>2008-9</b>
<b>Learning Communities</b>	<ul style="list-style-type: none"> <li>•DuFour model training</li> <li>•K-12 Literacy</li> <li>•Assessment and Academic Standards</li> </ul>	<ul style="list-style-type: none"> <li>•DuFour's model training</li> <li>•K-12 Literacy</li> <li>•K-12 Math</li> <li>•Curriculum Mapping</li> <li>•Assessment and Academic Standards</li> </ul>	<ul style="list-style-type: none"> <li>•DuFour's model training</li> <li>•K-12 Literacy</li> <li>•K-12 Math</li> <li>•K-12 Science</li> <li>•Danielson Frameworks</li> <li>•Curriculum Mapping</li> <li>•Assessment and Academic Standards</li> </ul>
<b>Mentoring/Coaching</b>	<ul style="list-style-type: none"> <li>•Mentoring training and groups formed</li> <li>LCSC AYP Team gives support &amp; training</li> </ul>	<ul style="list-style-type: none"> <li>•Continued training and support</li> <li>LCSC AYP Team gives support &amp; training</li> </ul>	<ul style="list-style-type: none"> <li>•Continued training and support</li> <li>LCSC AYP Team gives support &amp; training</li> </ul>
<b>Looking at Student Work</b>	<ul style="list-style-type: none"> <li>•Training in the Protocol</li> <li>•Reading/Language Arts</li> <li>•Standards-based Assessment</li> </ul>	Use protocol in developing common assessments and determining teaching and learning needs	Use protocol in developing common assessments and determining teaching and learning needs
<b>Common Assessments</b>	<ul style="list-style-type: none"> <li>•K-6 Language Arts</li> <li>•Curriculum Mapping</li> </ul>	<ul style="list-style-type: none"> <li>•K-12 Math</li> <li>•7-12 Reading</li> <li>•Curriculum Mapping</li> </ul>	<ul style="list-style-type: none"> <li>•K-12 Science</li> <li>•Curriculum Mapping</li> </ul>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>•Research and Recommend Reading Textbook series, K-6</li> <li>•Upgrade and train teachers in Accelerated Reader, English in a Flash, and Math Facts in a Flash</li> </ul>	<ul style="list-style-type: none"> <li>•Professional Development for new reading series</li> <li>•Research and recommend Math text for grades 6-8</li> <li>•Differentiation and Response to Intervention training</li> </ul>	<ul style="list-style-type: none"> <li>•Differentiation and Response to Intervention implementation</li> <li>-Response to Intervention training</li> </ul>
<b>Instruction</b>	<ul style="list-style-type: none"> <li>•Danielson Frameworks</li> <li>Begin Professional Portfolio</li> <li>•Responsive Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Danielson Frameworks</li> <li>Set individual professional goals</li> <li>•Responsive Classroom</li> </ul>	<ul style="list-style-type: none"> <li>•Danielson Frameworks</li> <li>Monitor and adjust goals</li> <li>•Responsive Classroom</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>•DIBELS training</li> </ul>	<ul style="list-style-type: none"> <li>•DIBELS training</li> </ul>	<ul style="list-style-type: none"> <li>•DIBELS training</li> <li>•NWEA-2010 school year</li> </ul>
<b>Interventions</b>	<ul style="list-style-type: none"> <li>•Fast ForWord training</li> </ul>	<ul style="list-style-type: none"> <li>•Fast ForWord training</li> <li>•Response To Intervention model introduced</li> </ul>	<ul style="list-style-type: none"> <li>•Fast ForWord training</li> <li>•Response To Intervention model implemented</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>•Curriculum Mapper training</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum Mapper/Language Arts</li> </ul>	<ul style="list-style-type: none"> <li>•Curriculum Mapper/Math</li> </ul>
<b>Collaboration time</b>	<ul style="list-style-type: none"> <li>•Common Prep Periods where possible</li> <li>•Title I set-aside money used for collaborative groups</li> </ul>	<ul style="list-style-type: none"> <li>•Collaboration time investigated and models researched</li> </ul>	<ul style="list-style-type: none"> <li>•Implementation of regular collaboration time</li> </ul>
<b>Extended Time</b>		Targeted Services K-6 AR opportunities	Targeted Services K-8 ALC 9-12 AR opportunities

**07-08 testing results:** -  
**Grade 9 -89 students enrolled**

GRAD

Writing - 13 did not pass

**Grade 10—95 student enrolled**

GRAD

Reading - 28 did not pass

1 -10th grade student needs to pass BST tests in Reading, Math and Writing.

7- students still need to pass the GRAD writing

**Grade 11—88 students enrolled**

10 need retest BST writing

8 need to retest BST math

7 need to retest BST reading

**SUMMARY**

**AYP Areas**

School Year	Elementary School	High School	District
2002-2003	Did not make AYP	Made AYP	Did not make AYP
2003-2004	Made AYP	Did not make AYP	Did not make AYP (Needs Improvement)
2004-2005	Made AYP	Made AYP	Made AYP (Cont. Needs Imp.)
2005-2006	Did not make AYP	Made AYP	Did not make AYP (Corrective Action)
2006-2007	Did not make AYP	Did not make AYP	Did not make AYP (Corrective Action)
2007-2008	Did not make AYP	Did not make AYP	Did not make AYP (Corrective Action)

**Title I Program**

Our school moved to a School wide Title I program at the end of the 2008 school year. This was done in order to have flexible groups in order to meet the needs of all of our students.

**Head Start and Early Childhood**

Head Start and Early Childhood programs work with our Title program to support the education of our preschoolers with the goal of getting all students ready for kindergarten.

**Community Survey**

The Pelican Rapids School District completed a survey which took a sample of 200 residents. When asked to grade the school 73% of the respondents graded the school above average. The school board also received above average rating in – Planning (51.2%) Spending (56.2) Financial Management (51.2%).

**Site Decision Making Agreement**

The Pelican Rapids School District has no site decision making agreement.

**Information Dissemination**

Information on the Annual Report on Curriculum, Instruction and Student Achievement will be placed on the website [www.pelicanrapids.k12.mn.us](http://www.pelicanrapids.k12.mn.us). Copies of this report will also be available at the district office upon request.