



Annual Report on Curriculum, Instruction and Student Achievement

Pelican Rapids Independent School District 548

September 21, 2010

School Board Chair—Don Perrin

School Board Clerk—Jon Karger

District Superintendent—Deborah Wanek



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

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District Goals

Pelican Rapids ISD #548

1. Increase Student Achievement
2. Maintain an Optimal Learning Environment –with the Whole Child in Mind
 - i. Safe
 - ii. Secure
 - iii. Positive
3. Maintain a Financially Stable District
4. Build Two Task Forces
 - i. Infuse the community, region and state with accurate messages outlining the many attributes of the Pelican Rapids School
 - ii. Study the facility and plan for the future

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 Review of District Testing

Presently the District testing includes:

- Grade 1-6 AIMSWEB 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
Minnesota Comprehensive Assessment II in Reading
- Grade 11 Minnesota Comprehensive Assessment II in Math
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. AIMSWEB and MCA IIs will be used to determine specific classroom strengths and weakness in the goal areas for math and reading. Teachers in teams or PLCs will review data to design instruction for students. Small group re-teaching and enrichment can be offered within the classroom to meet the needs of individual students and through times set aside during the day for RTI.

Listed below you will see the progress that was made from 2007 to 2010.

MCA II Scores for 2007, 2008, 2009 and 2010

	2007	2008	2009	2010
Viking Elementary	Percent-	Percent-	Percent-	Percent-
MCA II Scores	Proficient	Proficient	Proficient	Proficient
Grade 3 Reading	61.25%	68.75%	73.91%	55.00%
Grade 3 Math	73.91%	86.36%	72.88%	74.50%
Grade 4 Reading	59.15%	57.89%	62.74%	67.64%
Grade 4 Math	84.13%	72.31%	80.85%	85.00%
Grade 5 Reading	55.07%	58.90%	52.56%	75.47%
Grade 5 Math	53.12%	62.69%	44.11%	70.21%
Grade 6 Reading	50.70%	64.38%	66.21%	53.84%
Grade 6 Math	61.76%	62.69%	47.76%	42.66%

	2007	2008	2009	2010
PRHS	Percent	Percent	Percent	Percent
MCA II Scores	Proficient	Proficient	Proficient	
Grade 7 Reading	45.33%	61.43%	61.03%	58.90%
Grade 7 Math	35.21%	63.64%	60.81%	54.79%
Grade 8 Reading	55.06%	54.05%	58.90%	61.25%
Grade 8 Math	56.10%	42.86%	60.86%	51.24%
Grade 10 Reading	41.84%	64.13%	63.74%	73.97%
Grade 11 Math	32.56%	34.36%	50.66%	37.03%

2009-2010 SMART GOALS:

By June 2010 we will increase each of the following areas in increments listed below in order to meet our goal of 100% proficient by 2014.

The following chart represents the targets for all students to be on track by 2014

MCA II Test Goals

	2009 Target	2009 Proficiency	2010 Target	2010 Actual Proficiency	2011 Target	2012 Target	2013 Target	2014 Target
All Students Reading	65%	63%	70%	63%	80%	85%	90%	100%
All Students Math	65%	58%	70%	56.74%	80%	85%	90%	100%

Because our scores went down in Math the math teachers will review their curriculum and compare it with the standards and test specs to align these elements to improve test scores. Our staff development goals for the next two years are outlined below.

1. Incorporate strategies based on scientifically based research to strengthen core academic subjects

a) Identify scientifically research-based strategies that are clearly stated and aligned to performance goals

Response to Intervention (RTI)

P.A.L.S. (Peer Assisted Learning Strategies)

Math Recovery

Sheltered Instruction Observation Protocol (SIOP)

Learning Locator from MCA IIs

Study Island

b.) Identify fundamental teaching and learning needs

Fundamental teaching and learning needs include:

- Identifying the different learning needs of students including language needs and those that have limited background or life experiences
- Identifying the strategies required to meet the various needs of the students.
- Some students need more time to learn than just the regular 8-3 school day and we are providing this extra time through Targeted Services, Credit Recover, home work help and the many programs that our 21st Century Grant (REACH) will provide during the summer.
- Identify specific interventions for the students needing additional assistance in the classroom, especially in the ESL populations.
- Review possible gaps in alignment to the standards and need for updated K-12 sequence/vertical teaming in the district reading and math curriculum
- K-12 Teacher awareness of, alignment of, and accountability for the reading and math strands featured on the MCA II's.

- Parental communication and involvement in school

c) Implementation of Professional Learning Communities (PLCs)

- Each teacher is involved in a PLC that meets 2 times a month during the school day. This is a professional learning time for teachers to focus on data and collaborate on ways to meet student needs. The PLCs are divided into various groups such as-
 - Elementary
 - Grade Level PLCs (with specialist) that review common assessments and collaborate on meeting the individual needs of students through the daily scheduled RTI times.
 - High School
 - A PLC group is working on vocabulary across the curricula to enhance learning including SIOP strategies
 - A PLC group is working on ways to engage learners by using various forms of technology such as Prometheans, Activote and Activeexpression instant responders and iPod Touches.
 - A PLC is working on Credit Recover and

SUMMARY

AYP Areas

Currently, the district is in the “Corrective Action” phase, as outlined below:

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 School Choice	Made AYP	Did not make AYP (Corrective Action)
2007-2008	Did not make AYP Supplemental Services	Did not make AYP	Did not make AYP (Corrective Action)
2008-2009	Did not make AYP 2010-Implementing Corrective Action	Did not make AYP	Did not make AYP (Implementing - Corrective Action)
2009-2010	Made AYP	Made AYP	Did not make AYP (Implementing - 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 on the possibilities of a 4 day school week-

Summary of Public Survey Results

The following is just a brief overview of survey results a complete list of comments is on the District's web site.

Positive Responses

- (16) Positive Comments (More family time, save money, gain students, more options for students on fifth day, appointments on 5th day)
- (6) Rather see 4 day week than larger class sizes
- (10) Will take some effort but we will adapt
- (10) Heard people liked it in other districts

Concerns

- (10) Child Care-cost for families, children left home alone, no room in current childcare
- (8) Homework-too much, not enough time
- (19) Activities-too late, miss school and have too much homework, church night
- (12) Day is too long for students
- (5) Teachers and students will not be able to get through the entire required curriculum
- (3) Don't believe there will be a cost savings
- (4) Will look at other schools for my child
- (1) School board should spend down fund balance
- (1) School should save money and not provide bussing
- (3) Heard other schools rejected-needs more study

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. Copies of this report will also be available at the district office upon request.

Team members from data retreat 2009-2010 are made up of administrators, teachers and parents. Each team member, other than administration, is expected to serve a 3 year term.

<i>Team Members</i>	<i>Team Roles</i>
1. Deborah Wanek	Superintendent
2. Sheila Flatau	Elementary Principal, Director of Title Programs, LEA representative
3. Glenn Moerke	High School Principal
4. Tessa Martinson	Cultural Collaborative Coordinator
5. Michelle Jameson	Director 21 st Century Grant-REACH
6. Sarah Nehk	Parent
7. Jeanne Greenwood	School Improvement Content Specialist
8. Nancy Huseby	Elementary Teacher
9. Janell Schmidt	Special Ed teacher
10. Kim Gottenborg	Parent
11. Dave Haugen	Math Teacher
12. Angie Westby	Elementary Teacher
13. Sheryl Anderson	ESL Teacher
14. Shelly Sjolie	Special Ed Teacher