



Annual Report on Curriculum, Instruction and Student Achievement

Pelican Rapids Independent School District 548

September 29, 2011

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

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)

The State of Minnesota requires that several grades be assessed in reading, mathematics and writing. 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 weaknesses 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 2008, 2009, 2010 and 2011

		2008	2009	2010	2011
Viking Elementary		Percent-	Percent-	Percent-	Percent-
MCA II Scores		Proficient	Proficient	Proficient	Proficient
Grade 3 Reading		68.75%	73.91%	55.00%	61.90%
Grade 3 Math		86.36%	72.88%	74.50%	57.10%
Grade 4 Reading		57.89%	62.74%	67.64%	64.60%
Grade 4 Math		72.31%	80.85%	85.00%	76.90%
Grade 5 Reading		58.90%	52.56%	75.47%	69.20%
Grade 5 Math		62.69%	44.11%	70.21%	42.70%
Grade 6 Reading		64.38%	66.21%	53.84%	59.70%
Grade 6 Math		62.69%	47.76%	42.66%	45.60%

		2008	2009	2010	
PRHS		Percent	Percent	Percent	
MCA II Scores		Proficient	Proficient		
Grade 7 Reading		61.43%	61.03%	58.90%	53.80%
Grade 7 Math		63.64%	60.81%	54.79%	40.50%
Grade 8 Reading		54.05%	58.90%	61.25%	56.20%
Grade 8 Math		42.86%	60.86%	51.24%	52.00%
Grade 10 Reading		64.13%	63.74%	73.97%	71.40%
Grade 11 Math MCA II		34.36%	50.66%	37.03%	37.30%

Progress on previous improvement plans-

The preliminary data from the 2011 MCA test scores indicate we are below our targets. A detailed review of this data will be used to strengthen our curriculum and instruction. We have restructured our day to allow more time for student specific instruction but with the review of the latest data the current practices will be reviewed and changed to meet needs.

2010-2011 SMART GOALS:

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

State MCAII Reading Targets

Grade	3	4	5	6	7	8	10
2010-2011 Targets	88.09	86.92	87.97	87.26	85.27	84.59	84.90
2011-2012 Targets	92.06	91.28	91.98	91.51	90.18	89.73	89.93

State MCAII Math Targets

Grade	3	4	5	6	7	8	11
2010-2011 Targets	90.98	86.99	82.77	82.81	82.34	82.17	69.20
2011-2012 Targets	93.99	91.33	88.51	88.54	88.23	88.11	79.47

Elementary Academic Progress in AIMS Web

- ▶ **Percent of Students Above Target**
 - Reading - Curriculum Based Measurement

Grade	Fall to Spring Growth (2009-2010)	Fall to Spring Growth (2010-2011)
2	3%	3%
3	6%	12%
4	15%	12%
5	3%	4%
6	-6%	3%

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
Professional Learning Communities (PLC)

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. 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 Activexpression instant responders and iPod Touches.
 - A PLC is working on Credit Recover and Assessment

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)
2010-2011 Data not release yet	Did not make AYP (Pre-Restructuring)	Did not make 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

4 Day School

The Pelican Rapids School District completed a end-of-the –year survey on the 4 day school week-

“Do you want to continue with the four day school week?”

Yes

94% Students in grades 4-12

81% All parents/guardians

95% Pelican Rapids School staff

Parents	<u>What positive aspects of the 4 day school week did you experience?</u>
30	Lessons and Dr. appointments made on Monday
26	More family time
22	Kids are happier ready for school

Open Enrollment Survey

The District conducted a survey to find out why some parents open enroll their child in a district other than Pelican Rapids.

Number one reason: I want my children to go to the school in the community in which I/we work

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 2010-2011 are made up of administrators, teachers and parents. Each team member, other than administration, is expected to serve at least a 3 year term.

<i>Team Members</i>	<i>Team Roles</i>	<i>Term</i>
1. Deborah Wanek	Superintendent	Indefinite
2. Sheila Flatau	Elementary Principal, Director of Title Programs, LEA representative	Indefinite
2. Brian Korf	High School Principal	Indefinite
3. Michelle Jameson	Director 21 st Century Grant-REACH	Indefinite
4. Kayls Miltich	Parent	2012
5. Jeanne Greenwood	School Improvement Content Specialist	2012
6. Nancy Huseby	Elementary Teacher	2012
7. Connie Mackner	Elementary Teacher -Title	2013
8 Sherri Larson	Parent	2013
9. Lisa Petznick	Math Teacher	2013
10. Angie Westby	Elementary Teacher	2014
11. Heidi Isaman	Elementary Teacher	2014