DEPARTMENT OF EDUCATION

2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Pelican Rapids Schools
Grades Served: PreK - 12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual World's Best Workforce (WBWF) Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

    Part A: Required for all districts/charters
    Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018,** to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact Susan Burris, (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.
A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

> ➢ _https://www.pelicanrapids.k12.mn.us/domain/24_   - *WBWF and AI plans and summary*

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.
A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

> ➢ *Nov. 14th, 2018 - Board Meeting*
> ➢ *Nov. 19th, 2018 WBWF/AI meeting*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Randi Anderson	Superintendent	X

Brian Korf	High School Principal	X
Dr. Ed Richardson	Elementary Principal	X
Bridgette Holl	Teacher/Parent	X
Lisa Petznick	Teacher/Parent	X
Sean Fitzsimmons	Parent	
Jim Christenson	Teacher	
Kim Nelson	Teacher	
Rebecca Castillo	Parent	X
Kirby Nelson (10th Grade)	Student	
Rachel Guler (9th Grade)	Student	
Len Thompson	Custodial/Parent	
Kris Thompson	Parent	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:
- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

> o *At Pelican Rapids, teachers are hired as highly qualified teachers who are licensed to teach in their content area.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

☐ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

X My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted on the MDE website.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

X WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:* ***Multi-Year Goal:***
By the end of Preschool 85% of students will demonstrate mastery of School Readiness Math and ELA ELO's as assessed work sampling system (WSS)	35 of 39 (89.7%) of PreK students assessed as proficient.	☐ On Track ☐ Not On Track ***One-Year Goal*** X *Goal Met*

		☐ *Goal Not Met*
		☐ *District/charter does not enroll students in kindergarten*
85% of kindergarten student will benchmark in literacy and math per AIMSweb Literacy and AVMR math in the spring.	87% of Kindergarten students benchmarked on AIMsWeb in PSF 91% of Kindergarten students benchmarked in Number Sequence and 88% benchmarked in Backward number sequence per AVMR spring	***One-Year Goal*** X *Goal Met*

- *Early childhood uses the comprehensive Work sampling system with all 4 and 5 year olds*
- *Almsweb screening and progress monitoring in reading and math is done at the kindergarten level*
- *What strategies are in place to support this goal area?*
  - *Home visits*
  - *3s, 4s, and 5 year old School readiness and Voluntary Pre K programs*
  - *Parent classes in the evenings*
  - *Family field trips*
  - *Kindergarten data indicates an increase in school readiness*

All Students in Third Grade Achieving Grade-Level Literacy

X WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year. Percentage of 3rd grade students demonstrating proficiency in reading will increase from 43% in 2017 to 50% in spring of 2018 as demonstrated by MCA/Star reading	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* 3rd Grade MCA 63.8% MCA/MTAS - 66.6%	*Check **one** of the following:* ***Multi-Year Goal:*** ☐ On Track ☐ Not On Track ***One-Year Goal*** X *Goal Met* ☐ *Goal Not Met*

		☐ *District/charter does not enroll students in grade 3*

➢ *VES:*
    o *The leadership team met for a data retreat in August 2017 to review student achievement (MCA, STAR, AIMSweb, AVMR, common assessments), attendance, and discipline data to identify schoolwide goals.*
        · *The team identified the following achievement gaps on which we needed to focus:*
            ● *Math- Hispanic, Special Ed, and Poverty Student Groups*
            ● *Reading- Special Ed, and Poverty Student Groups*

➢ *PRHS*

-High School Staff meet during fall workshop to review student data (MCA's, Read 180 data, ACT) and review attendance

-The staff review data and identify areas to improve in reading and math which were Special Ed and Free and Reduced groups.

Close the Achievement Gap(s) Between Student Groups

☐ WBWF Goal **Only** X WBWF/A&I Goal	**Result**	**Goal Status**
VES will close achievement gap as demonstrated by Proficiency in MCA/STAR/AIMSweb Reading from Spring 2017 to Spring 2018: ELL: ● Math: 31% to 41% ● Reading: 15.7% to 25% SpEd: ● Math: 19.4% to 29.4% ● Reading: 16.1% to 26.1% FRP: ● Math: 55.9% to 60.0% ● Reading: 42.8% to 52.8% Black: ● Math: 55.6% to 60% ● Reading: 36.7% to 46.7% Hispanic: ● Math: 48.1% to 55% ● Reading: 42.3% to 52.3% PRHS will improve by 10% in the student groups on MCA's ● F/R Lunch (Math-36% & Reading 32.9%) ● Special Ed: (Math 10.5% & Reading 0%)	ELL: ● Math: 31% to 38.6% ● Reading: 15.7 to 19.3% Spec Ed: ● Math: 19.4% to 23.3% ● Reading: 16.1% to 20.7% FRP: ● Math: 55.9% to 53.2% ● Reading: 42.8% to 48.7% Black: ● Math: 55.6% to 61.1% ● Reading: 36.7% to 50% Hispanic: ● Math 48.1% to 43.8% ● Reading: 42.3% to 49.3% PRHS F/R Lunch ● Math-35.36% ● Reading-37.89% Special Ed ● Math-23.07% ● Reading-10.0%	*Check **one** of the following:* *following:* X *Goal Not Met* X *Goal Not Met* X *Goal Not Met* Goal Met X *Goal Not Met* X *Goal Not Met* X Goal met

ACCESS:-70% of ESL students will improve at least one level on the access	66% of ESL students moved one level	X *Goal Not Met*
VES - In spring of 2018, 70% of ESL students at VES will improve at least 1 level on the access.	89.5% (85 of 95) of ELL students at The VES improved at least 1 level on the ACCESS.	X *Goal Met*
PRHS in spring of 2018, 50% of ELL students will improve at least 1 level as demonstrated with ACCESS ● PRHS Monday programming and after school options for students to participate	PRHS 66% of student improved one level.	X *Goal Met*
100% of students will be placed in Read 180 in grades 9-12 who are below reading level ● 100% of students will random read twice a month with each class for the 17-18 school year.	Students were placed in READ 180 class if below grade level (est. 30 students 7-12) 100% of students read twice a month in each class	Goal met Goal Met
District will increase achievement Math MCA scores from 55% to 58% for 2018 District will increase MCA reading achievement from 48.5% to 52% for 2018	District MCA Scores ● Math 59.9 proficient ● Reading 62.3% proficient	Goal Met

VES

Each Fall, a Reading Team and Math Team consisting of teachers representing each grade level team review MCA Benchmark Reports and z scores.

PRHS

In the fall, staff assess and evaluate MCA (Minnesota Comprehensive Assessments) data by grade level, sub-groups and individually. After evaluating the assessments, staff look for trends over the last four years and discuss teaching strategies, curriculum, and state standards to improve MCA's.

During the school year, staff create formative assessments that are standard based to assess and evaluate student learning during lessons.

Staff evaluate MCA data to analyze strengths and weaknesses. Staff discuss teaching strategies to incorporate to improve test scores.

All Students Career- and College-Ready by Graduation

X WBWF Goal **Only** ☐ WBWF/A&I Goal	Result	Goal Status
Provide the established SMART goal for the 2017-18 school year. 1) 100% of Juniors will take the ASVAB 2) 100% of Juniors who are college bound will take the ACT 100% of VES students will participate in Leader in Me: ● Maintain a Leadership Binder ● Develop WIGs (personal goals) to support learning. ○ Report on progress to teacher & parent ● Prepare for Student-Led Conferences 2x/year	 100% completed ASVAB 100% completed ACT 100% participated in Leader in Me activities	*Check **one** of the following:* ***Multi-Year Goal:*** On *Track* ☐ Not *On* Track ***One-Year Goal*** X *Goal Met* ☐ *Goal Not Met*

- Data from the ACT and the ASVAB is disaggregated at the building level
- Students are offered the following rigorous courses
  - ➢ *AP English – 20 Students*
  - ➢ *AP Spanish – 1 Student*
  - ➢ *AP Calculus – 9 Students*
  . CIS course through U of M Crookston
  - ➢ *Advanced Algebra – 41 Students*
  - ➢ *Statistics – 13 Students*

> ➢ *Pre Calculus – 26 Students*

> ➢ *Spanish III - 2 Students*

Leader in Me

Viking Elementary implemented student led goals

PRHS staff incorporated the 7 habits into the classroom. Student activities planned by Student Lighthouse

Leadership Notebooks

Focus on each habit using tools such as videos or articles to share during power hour

All Students Graduate

X WBWF Goal **Only** ☐ WBWF/A&I Goal	**Result**	**Goal Status**
Provide the established SMART goal for the 2017-18 school year.	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check **one** of the following:*
1)90% of 2017 students will graduate from Pelican Rapids High School in 4 years	82.3% students graduated in 4 years	***One-Year Goal*** ☐ *Goal Met* X *Goal Not Met*
2) 70% of students (7-12) participate in an after school activity	65% participated in after school activity	
3) Credit Checks will be completed once a year for students in grades 9-12	Grade checks were completed in spring of 2018	***One-Year Goal*** X *Goal Met* ☐ *Goal Not Met*
VES students will read 1,500,000 pages from Oct 1 - April 30, 2018	VES students read ***1,502,45****7 pages*	☐ *District/charter does not enroll students in grade 12*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
    - *Disaggregate graduation rate data by demographics.*
    - *Review 4,5, and 6 year graduation rates*
- *What strategies are in place to support this goal area?*
    - *PLC focus on student learning and teacher instruction to provide guidance and coordination of implementation efforts in PR.*
- *How well are you implementing your strategies?*
    - *Continue to review graduation rate, identify where we can make changes to increase*
- *How do you know whether it is or is not helping you make progress toward your goal?*
    - *Student achievement is continued to increase*

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here. The proficiency gap between Non-FRP and FRP students will decrease within our district by increasing the proficiency of the non-FR. MCA Reading Scores will increase by 3% each year	*Check one of the following:* Ⅹ *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.* *Reading MCA* *FR - 42.8%* MCA Reading 53.7%	*Provide the result for the 2017-18 school year that directly ties back to the established goal.* *Reading MCA* *FR - 47.3%* MCA Reading 62.3%	*Check **one** of the following:* Ⅹ *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - *MCA Reading data specifically the FR subgroup*
- *What strategies are in place to support this goal area?*
  - *HS staff book study student on Engaging Students with poverty in mind*
  - *Elementary ELO's*
  - *Student led conferences and goal setting*
  - *Tiered intervention systems at Elementary and High School*
    - *Research based Intervention programs, Read 180, ADSIS*
- *How well are you implementing your strategies?*
  - *Student achievement on the increase at all levels*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here. Improve school climate and increase communication between schools and home for all students served in our district ● 60% of parents needing direct communication with parents will attend conference. ● Communication with parents identified by school needing improved communication will increase by 20%.	*Check one of the following:* X *Achievement Goal* ☐ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* X *On Track* ☐ *Not on Track*

Bulleted narrative is appreciated. 200-word limit.
- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
  - *Hire Parent Liaisons for Someli and Hispanic populations*
    - *Translate at conference and during parent meetings as needed*
- *How well are you implementing your strategies?*
  - *Over 90% participation in conferences at elementary and over 50% at this High School*
- *How do you know whether it is or is not helping you make progress toward your goal?*
  - *Overall academic achievement increasing*

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
Provide the SMART goal statement here. All students are ready for career and college.	*Check one of the following:* Achievement Goal Ҳ *Integration Goal*	*Provide the baseline starting point here.*	*Provide the result for the 2017-18 school year that directly ties back to the established goal.*	*Check one of the following:* Ҳ *On Track* ☐ *Not on Track*

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
  - o *ASVAB results*
- *What strategies are in place to support this goal area?*
  - o *Career exploration and Study Skills*
  - o *College and Career - Dream plans*
  - o *Career Clusters Expo*
  - o *Health Tech and trade expo*
  - o *ASVAB - College visits*
  - o *Career Fair*
- *How well are you implementing your strategies?*
  - o *Graduation rate exceeds state -*
  - o *2016 63% of graduates are enrolled in higher ed*

Please Note: If you have additional goals to add, copy and paste the A&I goal table below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Pelican Rapids partnered with several schools during the year. Our students served as Ambassadors developing relationships across the districts. Bridging understanding of cultural differences. Students grew as leaders within and across the systems. As a district we have been able to increase performance of our sub groups and

close gaps in subgroups, measured by the MCA. Although there is always work to do, we are on the right path to increase academic achievement.

Listed are the activities that we completed within the 2018 School year.

Perham- -   Student Ambassadors from PRHS shared their culture and experiences with students from Perham. (Intervention 5)

 Frazee--   PRHS mentors worked with Frazee Elementary students on numerous occasions. (Intervention 7)

 Underwood--   Bridgette Holl (PRHS Spanish Teacher) coordinated Spanish Olympics Competition working with neighboring high school Spanish Departments. (Intervention 8)-   5th grades from VES and Underwood communicated as Pen Pals, read book 'Wonder' & collaborated on several activities including meeting to discuss the book, view film, and collaborated on related including a service project as cross-cultural partnership. (Intervention 3)

 Detroit Lakes--   Social Studies class from PRHS and Detroit Lakes ALC communicated and collaborated virtually on digital citizenship and current events topics. (Intervention 6)

 Hawley--   Spanish Olympics. (Intervention 8)-   FACS students partnered with PRHS FACS students to prepare meals from other cultures. (Intervention 8)