



Annual Report on Curriculum, Instruction and Student Achievement

Pelican Rapids Independent School District 548

September 21, 2009

School Board Chair—Don Perrin _____

School Board Clerk—Dianne Kimm _____

District Superintendent—Deborah Wanek _____



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

September-2009

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)

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
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. 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 2009.

MCA II Scores for 2007, 2008 and 2009

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

	2007	2008	2009
PRHS MCA II Scores	Percent Proficient	Percent Proficient	Percent Proficient
Grade 7 Reading	45.33%	61.43%	61.03%
Grade 7 Math	35.21%	63.64%	30.81%
Grade 8 Reading	55.06%	54.05%	58.90%
Grade 8 Math	56.10%	42.86%	60.86%
Grade 10 Reading	41.84%	64.13%	63.74%
Grade 11 Math	32.56%	34.36%	50.66%

2008-2009 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

All Students	2006-2007 Proficiency	2008 Target	2008 Proficiency	2009 Target	2009 Proficiency	2010 Target	2011 Target	2012 Target	2013 Target	2014 Target
Reading	47%	55%	61%	65%	63%	70%	80%	85%	90%	100%
Math	44%	55%	58%	65%	58%	70%	80%	85%	90%	100%

We will measure our progress against the annual proficiency levels on MCA IIs. Our goals for the next two years are outlined below.

	2007 Proficiency	2008 Target	2008 Proficiency	2009 Target	2009 Proficiency	2010 Target	2011 Target	2012 Target	2013 Target	2014 Target
Hispanic Reading	30%	45%	43%	60%	44%	70%	80%	85%	90%	100%
Hispanic Math	32%	45%	47%	60%	43%	70%	80%	85%	90%	100%
Spec Ed Reading	13%	35%	22%	50%	33%	60%	75%	85%	90%	100%
Special Ed Math	28%	35%	31%	50%	47%	60%	75%	85%	90%	100%
FRP Reading	35%	50%	45%	65%	45%	75%	80%	90%	95%	100%
FRP Math	46%	50%	51%	65%	41%	65%	75%	85%	90%	100%
LEP Reading	25%	40%	31%	55%	33%	65%	75%	85%	90%	100%
Black Reading	0%	20%	4%	35%	9%	50%	60%	75%	90%	100%

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.

FOCUS	2006-7	2007-8	2008-9
Learning Communities	•DuFour model training •K-12 Literacy	•DuFour's model training •K-12 Literacy	•DuFour's model training •K-12 Literacy

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

7 need to retest BST reading

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)

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