



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: ISD # 548 Pelican Rapids

District Status: (RI) Racially Isolated District (only)

Name of Collaborative: West Central Multidistrict

Superintendent's Name: Deb Wanek

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District Office Address:

Street Address: 310 S. Broadway

City, State, ZIP: Pelican Rapids, MN 56572

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Board Approval Date: February 24, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Status	School District
A	Barnesville
V	Battle Lake
A	Detroit Lakes
A	Fergus Falls
V	Frazee-Vergas
A	Hawley
A	Lake Park-Audubon
RI	Pelican Rapids
A	Perham
A	Underwood

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us. **Electronic submission is required.** Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Achievement Goal One

Goal Statement: The proficiency GAP between the non-FRP and FRP students enrolled the full academic year for all grades tested within ISD 548 Pelican Rapids Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of non-FRP and FRP student groups as follows within our District (see table A):

A. Reading **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Pelican Rapids	RI					
Non-FRP	(2013)	54.7%	68.0%	73.0%	77.4%	22.7%
FRP	(2013)	34.4%	53.2%	61.2%	67.2%	32.8%

B. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Pelican Rapids	RI	20.3%	14.0%	13%	10.2%	10.2%

Goal Statement: The proficiency GAP between the non-FRP and FRP students enrolled the full academic year for all grades tested within ISD 548 Pelican Rapids Public Schools on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of non-FRP and FRP student groups as follows within our District (see table A):

A. Math **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Pelican Rapids	A					
Non-FRP	(2011)	56.9%	72.0%	75.0%	78.5%	21.6%
FRP	(2011)	42.9%	60.0%	64.0%	71.5%	28.6%

B. Math **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Pelican Rapids	RI	14.0%	10.5%	9.0%	7.5%	7.0%

Activity 1: REACH

Family Engagement program

Plan component details:

FE programs designed to increase student achievement

Narrative Description of Strategies/Activities:

Family involvement in students' lives has shown to reduce health-risk behaviors, improve attitudes toward school and learning, and improve academic achievement and student success. Target student population for the REACH program (including students of color, students not eligible for special education services, and students eligible for free and reduced lunch serving these student populations with greater intentionality) and create an intentional family engagement component solicits familial support for individualized learning services for the whole student.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

The attendance at parent-teacher conferences will increase from 4% in 2014 to 80% in 2017 as a direct result of an increase in family engagement initiatives.

Measures to track implementation and progress:

List yearly progress targets

Year 1: 40% Parent/Guardian attendance at Fall and Spring Parent-Teacher conferences

Year 2: 55% Parent/Guardian attendance at Fall and Spring Parent-Teacher conferences

Year 3: 70% Parent/Guardian attendance at Fall and Spring Parent-Teacher conferences

Provide any relevant baseline data.

Parent-Teacher Conferences	Baseline (2013-2014)	2014-2015	2015-2016	2016-2017	Total Increase
Attendance	3 / 68				
Total	4.0%				

Integration Goal Statement for West Central Collaborative

The West Central Minnesota Multi-District Cultural Collaborative will prepare its students for the 21st century global society by providing integrated learning environments and shared educational programming that promotes understanding and respect.

Integration Goal One: Strategies and Activities

Activity 1: (Spanish Class Collaboration with LPA, Barnesville, Underwood, Fergus Falls, Perham, & PR)

Integrated Learning Environments

Activity Details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

The Spanish Class Collaboration includes students who take Spanish as a second language in the school districts of Underwood, Barnesville, Lake Park-Audubon, and the racially isolated school district of Pelican Rapids. Students register for this elective with full anticipation of working on inter-district interdisciplinary units (which may include fiction/non-fiction, theater/film, and research) through their Spanish coursework. Inter-district friendships form and foster positive racial attitudes as students are brought together physically and via technology throughout their coursework. We anticipate the use of Incentive Revenue to partially fund these opportunities.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Although we reside, teach, and learn in rural Minnesota, one integral goal MDCC Spanish teachers share is the desire to assist students become more aware of the increasingly culturally diverse world we live in. To this end, students are asked to self-assess their cultural competency at three points during our Spanish classes' collaboration. Evaluations will show gains along the Cultural Competency Continuum (as adapted from Terry L. Cross, et., at., 1989, Coleman/Pellitteri 2000 and updated 2/4/2013) as a direct result of our integrated learning environments and curricula.

List yearly progress targets:

Year 1: 50% growth

Year 2: 60% growth

Year 3: 70% growth

	Cultural Destructiveness	Cultural Incapacity	Cultural Blindness	Cultural Pre-Competence	Cultural Competence	Cultural Proficiency
Baseline Data (2013-2014) (to be completed after 4-14-2014)						
2014-2015						
2015-2016						
2016-2017						

Activity 2: (Summer Programming with Hawley, Barnesville, LPA, and PR)

Integrated Learning Environments

Activity Details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

The Young Scholars Academy offers an inter-district, research-based academic summer program providing standards-based instruction to K-6 students. Ongoing integration activities connect the students of Lake Park-Audubon, Hawley, and Barnesville with the racially isolated school district of Pelican Rapids.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Although we reside, teach, and learn in rural Minnesota, one integral goal MDCC teachers share is the desire to assist students become more aware of the increasingly culturally diverse world we live in. The Young Scholars Academy provides 1) opportunity for each district to focus on K-6 academic needs, and 2) opportunity for teachers and students to participate in inter-district collaboration in extended-year programming. Our goal is to increase academic-based activities that create interracial friendships and foster positive racial attitudes.

List yearly progress targets:

Year 1: Provide three occasions for inter-district collaboration with a minimum of 70% total student participation

Year 2: Provide three occasions for inter-district collaboration with a minimum of 80% total student participation

Year 3: Provide three occasions for inter-district collaboration with a minimum of 90% total student participation

Attendance Data	ISD 150	ISD 146	ISD 2889	ISD 548	Total
Date					
Date					
Date					
Total					

Activity 3 – (with Pelican Rapids, Fergus Falls, and Battle Lake)

Integrated Learning Environment

Plan component details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

The Chinese language course offers many integrative and academic benefits: by offering Mandarin as a foreign language offering in high school, we are making a wise investment in one of the many vital skills our students will need to compete for high-skill jobs and thrive in the interconnected 21st century economy. .25 FTE Chinese language and culture course introduces and expands the horizons of students' communicative potential. Battle Lake ISD 542 is proud to offer this course to its students and share student programming with the racially isolated school district of Pelican Rapids. China will inevitably continue to be a major economic, political, and cultural force in our children's future. We should prepare our students to engage, collaborate, and compete in the global and interconnected world economy. Students from Pelican Rapids have enjoyed and benefited from this unique, ongoing partnership with us for more than three years.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Student participation will continue to increase over the next three years.

Baseline data from 2012-2013:

November 2012	Actual	Actual	February 2013	Actual	Actual	May 2013	Actual	Actual
PARTICIPATION	Students	Staff	PARTICIPATION	Students	Staff	PARTICIPATION	Students	Staff
from PR (RI):	30	3	from PR (RI):	28	2	from PR (RI):	35	4
from BL & FF:	15	2	from BL & FF:	20	2	from BL & FF:	15	2
Total:	45	5	Total:	48	4	Total:	50	6

List yearly progress targets: Total Participation

Year 1: 60 students

Year 2: 70 students

Year 3: 80 students

Activity 4 – (with Pelican Rapids, Battle Lake, Hawley, Fergus Falls)

Integrated Learning Environments

Activity Details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

MDCC students benefit from the expertise of Pelican Rapids High School Student Ambassador student groups, who share first-hand insights about their culture and traditions. Pelican Rapids students benefit from the leadership and public speaking opportunity. The student ambassador groups provide critical academic and integrative value, building bridges between students as they focus and examine specified areas of humans in social and group situations. . Studying the social relations, political economy, deviance, class, status, power, race, gender, and ethnicity of various minority groups will give students a better understanding and appreciation for the world around them.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Although we reside, teach, and learn in rural Minnesota, one integral goal MDCC teachers and staff share is the desire to assist students become more aware of the increasingly culturally diverse world we live in. To this end, Chinese students and Pelican Rapids students will participate in inter-district events three times during the academic year.

List yearly progress targets:

Year 1: Fall

Year 2: Winter

Year 3: Spring

Activity 5 (REACH Collaboration with Perham)

Integrated Learning Environments

Activity details:

Innovative, research-based instruction

Narrative Description of Strategies/Activities:

Perham REACH students and staff will work with REACH students and staff from the racially isolated school district of Pelican Rapids, sharing success stories, professional development opportunities, and academic-based activities that create interracial friendships and foster positive racial attitudes.

SMART goal for this strategy/activity:

Provide inter-district opportunities for regular integrated learning environments.

List yearly progress targets:

Year 1: Provide three opportunities for meaningful inter-district collaboration

Year 2: Provide four opportunities for meaningful inter-district collaboration

Year 3: Provide five opportunities for meaningful inter-district collaboration

Complete participation information for inter-district collaboration.

PARTICIPATION INFORMATION	Actual Students	Actual Staff
Participation from Pelican Rapids (RI):	0	
Participation from Perham (A):	0	
Total Program Participation:	0	

Activity 6 (Mentoring Program for K-12 with Frazee-Vergas)

Plan Component: *Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))*

Narrative Description of Strategies/Activities:

Supplemental assistance will be provided by 9-12th graders from the racially isolated district of Pelican Rapids for K-6th grade FVE classrooms. Student mentors from the racially isolated district of Pelican Rapids come to Frazee-Vergas Elementary 1/ month for approximately 2 hours throughout the school year to meet with their assigned student mentees. The student mentors provide academic tutoring in reading and math and culturally stimulating activities. The Mentoring Program is part of the Student Success Program. The Student Success Program in the elementary is an extension of services provided through the RTI (Response to Intervention) research based program implemented at Frazee-Vergas Elementary to students in grades K-6. The RTI is a skill based program focusing on Reading and Math skills. The Student Success Program focuses on providing reinforcement of daily classroom coursework, homework completion, and study skills. This program component was not available to students through the RTI program at the elementary and is an additional service provided by the addition of the Student Success Program. A copy of the narrative description of the RTI program is attached.

Key Indicators of Progress (KIP)

- 1) SMART goal for this strategy/activity:
Supplemental assistance for K-6th grade classrooms in culturally integrated learning environments, tailoring instruction for students having difficulty in reading and math.
- 2) *Measures to track implementation and progress:*
 - 90% of targeted students will meet 100% of their reading ELO's.
 - AIMS web test results will be used to tailor instruction. AIMS web is administered in the fall, winter, and spring in grades K-6.

Activity 7: (Grade-Level Partnerships with LPA, Underwood, Detroit Lakes, & Hawley)
Integrated Learning Environments

Activity Details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

Pelican Rapids ISD 548's elementary students and staff have enjoyed ongoing inter-district partnerships within specific grade levels: Pelican Rapids' and LPA's 6th grade teachers have teamed for three years now. Our goal for FY2014-2015 is to have three meaningful points of collaboration that begins with the Kindness Retreat in the fall. Pelican Rapids' and Underwood's 5th grade teachers have a stellar relationship, having enjoyed inter-district interdisciplinary units for over 6 years now. Detroit Lakes has partnered with Viking Elementary School's 1st, 2nd, and 3rd grade students and teachers, with meaningful integration opportunities coinciding with professional development/work with instructional coaches that focus on formative assessments and ELO's. Finally, Pelican Rapids' and Hawley's 4th grade teachers have been working together for 5 years on an inter-district interdisciplinary unit that focuses on agriculture.

SMART goal for this strategy/activity:

Provide inter-district opportunities for regular integrated learning environments.

List yearly progress targets:

Year 1: Provide three opportunities for meaningful inter-district collaboration

Year 2: Provide three opportunities for meaningful inter-district collaboration

Year 3: Provide three opportunities for meaningful inter-district collaboration

Complete participation information for inter-district collaboration.

PARTICIPATION INFORMATION	<u>Actual Students</u>	<u>Actual Staff</u>
Participation from Pelican Rapids (RI):	0	
Participation from LPA (A):	0	
Total Program Participation:	0	

PARTICIPATION INFORMATION	<u>Actual Students</u>	<u>Actual Staff</u>
Participation from Pelican Rapids (RI):	0	
Participation from Underwood (A):	0	
Total Program Participation:	0	

PARTICIPATION INFORMATION	<u>Actual Students</u>	<u>Actual Staff</u>
Participation from Pelican Rapids (RI):	0	
Participation from Hawley (A):	0	
Total Program Participation:	0	

Creating Efficiencies and Eliminating Duplicative Programs

The West Central MDCC strives to create efficiencies and eliminate duplicative programs and services. As a ten-district partnership, we communicate regularly via e-mail and meet quarterly as a council to discuss what programs have been working particularly well, as well as suggestions for further approaching the achievement gap that presently exists in all of our districts.

Research-Based Practices

The REACH program is based on the successful program that originated in Hutchinson, Minnesota seven years ago. As a Tier 3 component of our RTI pyramid, the REACH program addresses student's individual academic, emotional and/or social challenges and offer support and guidance. A number of MN schools have moved forward with the initial stages of implementing the wrap around support of the REACH program.

Community Planning

Despite our rural location(s) and relatively small size of our member districts, the MDCC seeks to instill a global perspective in our curriculum and prepare all students to compete, to contribute, and to be leaders in an increasingly diverse society. The Multi-District Collaborative Council includes the Superintendents and local coordinators from each of the ten school districts. Parent/Student Representatives and Local Community Members from every MDCC district are invited and encouraged to participate. In the racially isolated school district of Pelican Rapids, the Multicultural Committee of Pelican Rapids is invited to every council meeting, and they continue to be active participants as we discuss our goals, successes, and unique challenges that our collaborative faces.

West Central Multi-District Cultural Collaborative Advisory Council

Pelican Rapids

Superintendent : Deb Wanek

Collaborative Administrator : Amy Lee Buck

Community Representatives : Dianne Kimm (former school board member)

Joan Ellison

Nadine Brown

Barnesville

Superintendent : Scott Loeslie

Local Coordinator : Teresa Shannon

Battle Lake

Superintendent : Jeff Drake

Local Coordinator : Kate Scherfenberg

Detroit Lakes

Superintendent : Doug Froke

Local Coordinator : Lisa Weber

Teacher Representative : Peter Sasso-Lundin

Fergus Falls

Superintendent : Jerry Ness

Student Success/Diversity
Coordinator : Guy Griebe

Frazee-Vergas

Superintendent : Terry Karger

Student Success/Diversity
Coordinator : Becky Matejka

Hawley

Superintendent : Phil Jensen

High School Principal : Mike Martin

Lake Park – Audubon

Superintendent : Dale Hogie

Local Coordinator : Catherine Chilton-Werner

Perham-Dent

Superintendent : Mitch Anderson

High School Principal : Ehren Zimmerman

Local Coordinator : Dr. Sandra Weiser-Matthews

Underwood

Superintendent : Jeremiah Olson

Local Coordinator : Jason Rogers