

## **Achievement and Integration Plan**

### **July 1, 2023 to June 30, 2026**

**District ISD# and Name:** ISD #23 Frazee-Vergas

**District Integration Status:** V

**Superintendent:** Terry Karger

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**Plan submitted by:** Becky Matejka

Title: AI Coordinator

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**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **West Central Multi District Cultural Collaborative.**

1. ISD #548 Pelican Rapids RI- Racially Isolated: Doug Bruggeman and Becky Wonter
2. ISD #548 Perham A- Adjoining: Hannah Levenhagen
3. ISD #150 Hawley A- Adjoining: Kelly Anderson
4. ISD #544 Fergus Falls A- Adjoining: Jeff Drake
5. ISD #22 Detroit Lakes A- Adjoining: Renee Kerzman
6. ISD #550 Underwood A-Adjoining: Chelea Cruz
7. ISD #542 Battle Lake V-Voluntary: Tanya Maethner

### **School Board Approval**

☐ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Terry Karger

Signature:

Date Signed: 02/13/23

## Plan Input

Plan input for ISD #23 was through collaboration of the school board, WBWF council, community members, American-Indian Parent Committee, Superintendent Terry Karger and Integration/ Student Success Coordinator Becky Matejka. Current plan members include: Daneele Shipman, Thaddeus Helmers, Theresa Fett, Sandy Green, Travis Nagel, Shana Schwan, Stacey Schwendenmen, Gretchen Norby, Jim Jacobson, Kathrine Thompson, Anna Potvin, Tavia Bachmann, Molly Fairbanks, Cindy Wischnak, Mike Mahoney, Brikker Ware, Carey Alger, Dana Eckre, Heather Perrine, Deanna Jepson, and 2 high school representatives.

### American Indian Parent Advisory Committee

This plan also included input from the **American Indian Parent Advisory Committee**.

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ **Date Signed:** \_\_\_\_\_

**Multidistrict Collaboration Council:** Carey Alger, American Indian Parent Committee President; Dana Eckre, Parent Representative; Heather Perrine, American Indian Parent Committee parent and ISD #23 Indian Education Coordinator and Deanna Jepson, ISD #23 Indian Education Para.

On December 7, 2022 Becky Matejka was invited to attend the American Indian Education Parent Meeting to discuss the proposed FY23-26 AI district plan. An overview of the plan was presented and goal areas and programming was discussed with all parties. After discussion was held all parent committee members were in agreement with the FY23-26 AI Plan. Cary Alger, the American Indian Parent Committee President, was in support of the AI Plan and Integration activities that will be offered with Pelican Rapids and other members of the West Central Multi District Cultural Collaborative and will sign off on the plan.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

## Achievement and Integration Goals

**Goal #1a:** FRP students who participate in the Student Success Program will increase their ELO's in reading from 88% to 90% as indicated by an increase in their Oral Reading Fluency Accuracy on the Spring FastBridge CBM Benchmark Assessment.

**Goal #1b:** FRP students who participate in the Student Success Program will increase their ELO's in math from 93% to 95% as indicated by achieving an 80% accuracy on math CFAs.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Achievement Disparity

## **Strategy Name and #** 1- Student Success Program

Supplemental assistance for K-6th grade classrooms will be provided in integrated learning environments, tailoring instruction for students not achieving their ELOs in reading and math. Primary focus will be on grades K-4. These intervention services will be provided by the Student Success Coordinator, Elementary Intervention Teacher, American Indian Education Coordinator or para and classroom teachers. At the conclusion of the school year, FastBridge CBM ORF Accuracy level data will be collected to determine if students achieved an accuracy score of 90%. These reports will be reviewed and collected by the Student Success Coordinator.

**Type of Strategy:** *Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.*

*Integrated Learning Environments* increase integration and achievement in the following ways. It uses supplemental curriculum, differentiated instruction tailored to individual skill deficits and classroom ELOs. These targeted interventions will also target the need for an increase in cultural fluency, competency and interaction.

**Narrative description of this strategy.** The Student Success Program in the elementary is an extension of the services provided through the RTI (Response to Intervention) research based program implemented at Frazee-Vergas Elementary to students in grades K-6. These services are provided by the Student Success Coordinator in coordination and partnership with the K-4 Interventionist. The MTSS/Student Success Program is a skill-based program focusing on Reading and Math that is provided 4 to 5 days/week. The Student Success Program focuses on providing reinforcement of daily classroom coursework, essential math and reading skills, and intentionally working to get all 3<sup>rd</sup> graders to read at grade level. The services are aligned with classroom ELOs and work to target essential skills that those students are not achieving. This program provides a multi-faceted level of services for reading including Science of Reading based interventions, PRESS Intervention, Read Naturally, and LLI (Leveled Literacy Intervention). Supplemental assistance will be provided by 9-12th graders from the racially isolated district of Pelican Rapids for 1<sup>st</sup>-3<sup>rd</sup> grade student success participants. Student mentors from the racially isolated district of Pelican Rapids come to Frazee-Vergas Elementary 4 times/ year for approximately 1 hour each time throughout the school year to meet with their assigned student mentees. The student mentors provide academic tutoring in reading and math, promote awareness and knowledge in diversity, and provide culturally stimulating activities that build character. The mentors come from diverse backgrounds and expose FVE students to different cultures and traditions. The Mentoring Program is an extension of the Student Success Program.

Target student population within each school district in the MDCC for the Student Success program includes, but is not limited to: students of color, students not eligible for special education services, underachieving students, and students eligible for free and reduced lunch. The focus is to serve these student populations forward with greater intentionality. Grade levels to be served are K-6th grade. Students for this program are initially selected based on their fall FastBridge Reading and Math assessments and/or performance in the classroom on ELOs. Once selected for reading those students are assessed on a weekly basis for PRESS intervention and weekly FastBridge progress monitoring data and classroom CFAs for Science of Reading Intervention. Student's Primary focus is on grades K-4, as research has shown that the earlier intervention services are offered the more effective they are for students. This goal also aligns with the World's Best Workforce goal for all 3<sup>rd</sup> grade students to read at grade level.

Location of services: Student Success services are provided here at FVE in a small group setting. These services are provided 4-5 times each week for 20-30 minutes each day. Kindergarten receives about 30 minutes of intervention 4 days per week. First grade students receive up to 50 minutes of intervention 4 days per week. Second grade students

receive up to 50 minutes of intervention 4 days per week. Third grade students receive 50 minutes of intervention 4 days per week. Fourth grade students receive 30 minutes on intervention 4 days per week.

**Goal #2:** FVE students' cultural understanding and appreciation of differences will increase from 93% in 2023 to 100% in 2026 based on positive satisfaction survey results.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Integration

### **Strategy Name and #** 1- Student Mentorship Program

The West Central MDCC strives to build and maintain authentic integration activities and partnerships that increase cultural understanding, provide a real sharing of perspectives to appreciate differences, are relevant to students' lives, provide meaningful and memorable experiences for students and provide a foundational learning that allows for continued learning. To maintain the partnership with Pelican Rapids, Supplemental assistance will be provided by 9-12th graders from the racially isolated district of Pelican Rapids for K-6th grade student success participants. Select students from Pelican Rapids High School diverse population will be selected as mentors to connect with students at the Frazee-Vergas Elementary School in Grades 1-3 five times per year. The mentors will also be selected based on their willingness and ability to work with elementary age groups. Mentors will assist with reading, math, and implementing cultural awareness activities provided by the Frazee-Vergas Student Success Coordinator/Interventionist. There will be a total of 4 in-person visits. Three visits to FVE and the culminating activity in the spring when Frazee-Vergas students travel to Pelican Rapids so their mentors can show them the cultural richness of the area. In addition, one to two Google Meet sessions with mentors may be supplemented. The PR Coordinator will supervise and coordinate all trips with the Student Success Coordinator Interventionist from Frazee-Vergas Elementary School.

Location of services: Student Mentorship services with Pelican Rapids high school mentors occur 5 times/ school year. There is a 40-minute travel time each way between the two districts. Pelican Rapids mentors travel to FVE 2-3 times during the school year to provide the mentorship services. FVE students travel to Pelican Rapids one time to receive these services.

### **Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
95% of Non-FRP students participating in the Student Success Program will show mastery on their math CFAs as indicated by a passing score of 80% accuracy. Other indicators of progress will be assessed by FastBridge math assessments and participation in identified intervention strategies.	93%	94%	95%
90% of Non-FRP students participating in the Student Success Program will increase their ELO's in reading as indicated by an increase in their Oral Reading Fluency Accuracy level from 88% to 90% on the FastBridge CBM Spring Benchmark Assessment. Additional indicators of success will be increases in Oral Reading Fluency wpm, passing PRESS phonics targets, and moving at least 4 reading levels.	88%	89%	90%
95% of FRP students participating in the Student Success Program will show mastery on their math CFAs as indicated by a passing score of 80% accuracy. Other indicators of progress will be assessed by FastBridge math assessments and participation in identified intervention strategies.	93%	94%	95%
90% of FRP students enrolled in the Student Success program will increase their ELO's in reading as indicated by an increase in their Oral Reading Fluency Accuracy level from 88% to 90% on the FastBridge CBM Spring Benchmark Assessment. Additional	88%	89%	90%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
indicators of success will be increases in Oral Reading Fluency wpm, passing PRESS phonics targets, and moving at least 4 reading levels.			
Participation in cross district programming will maintain at 100% for students in the Student Success Program.	93%	96%	100%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Goal #3:** To maintain 100% of FRP Frazee-Vergas 6<sup>th</sup> graders participation in Career and College Readiness Programming between 2023 and 2026.

**Aligns with WBWF area:** All students are ready for career and college.

**Goal type:** Achievement Disparity

**Strategy Name and #** 1-Increasing racial and economic integration through career and college readiness

The Student Success Coordinator will help establish a beginning career exploration document for all 6th grade FVE students that will follow them to the high school, thus increasing awareness and knowledge of career and college opportunities for all FVE 6<sup>th</sup> grade students, with greater intentionality placed on students of diverse racial and low economic backgrounds.

**Type of Strategy:** *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.*

**Narrative description of this strategy.** This intervention is intended to help prepare all 6th grade FVE students to establish a beginning career portfolio that will be added to throughout high school to make them ready for college and/or the workforce. In an effort to increase racial and economic integration within the school district it is vital that all students are prepared to enter the workforce regardless of economic or racial status. The services will be provided by the Student Success Coordinator who, along with guest speakers, will work with 6th grade students and explore with them post high school career options by looking at their personal interests and accomplishments and set goals. FVE 6<sup>th</sup> graders will complete the career and college readiness program by taking a field trip to M-State to further explore their post-secondary options. Students will be informed of financial assistance options that are available to students meeting certain economic and ethnic criteria. The goal of this program is to make all FVE 6<sup>th</sup> grade students aware of their post-secondary and career options and have them begin establishing career and college readiness goals. By the end of 6th grade, the students will have their own beginning career exploration document that will follow them to the high school to be expanded upon.

Location of services: In classroom setting and college campus

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
100% of Non-FRP Frazee-Vergas 6th graders will participate in a Career & College Readiness Program as indicated by the completion of their Career Exploration Document.	100%	100%	100%
100% of FVE 6th graders that qualify for free/reduced lunch will participate in the Career & College Readiness Program as indicated by the completion of their Career Exploration	100%	100%	100%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Document.			

**Goal #4:** In an effort to enhance the learning experience for our FRP and minority students, granting applicants from diverse backgrounds an interview for open positions will be maintained at 100%.

**Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Teacher Equity

**Strategy Name and #** 1-Teacher Diversity and Veteran Retention

**Narrative description of this strategy.** Frazee-Vergas public schools is a small, rural school district that struggles to receive applicants for open teaching positions. Within our school district, currently only 3% of our staff are from diverse backgrounds. In an effort to diversify our staff, all applicants from diverse backgrounds will be granted an interview for open positions. Our district works with several local college education programs within a 70-mile radius to fulfill student teaching requirements and recruit new teachers. As part of our partnership with these local college institutions, FV schools will inform them of our commitment to increase the access our students have to equitable teachers and grant interviews to those teachers graduating from diverse backgrounds. Our district strives to fill open positions with the most qualified applicant that can meet the needs of all students served. Retaining qualified teachers and recruiting new veteran teachers is also a priority for our district. New teachers are provided with a veteran mentor to assist them in their professional development to becoming a successful teacher. All teachers in the district are grouped into the 3-year teacher evaluation cycle. This cycle is on a continuum that rotates every three years. All teachers either have a formal observation, peer observation, or participate in a student/parent survey.

**Type of Strategy:** *Recruitment and retention of racially and ethnically diverse teachers and administrators.*

Location of services: District wide services

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Frazee-Vergas Public schools will partner with colleges within a 70 miles radius to offer interviews to diverse applicants graduating from their teacher programs.	2 <i>partnerships</i>	3 <i>partnerships</i>	4 <i>partnerships</i>

## Creating Efficiencies and Eliminating Duplicative Programs

The West Central MDCC strives to create efficiencies and eliminate duplicative programs and services. As a Multi-District Cooperative, we communicate regularly through emails, telephone calls and meetings to discuss programs that are beneficial and work on important issues such as: achievement gap reduction, meaningful and authentic integration activities, collaborative-wide academic and achievement gap reduction activities/programs. Additionally, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to our district initiatives and funding sources, including World's Best Workforce Goals, and American Indian Education Plan and funds.

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