

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 548 Pelican Rapids Public Schools

District Integration Status: Racially Identifiable District

Superintendent: Dr. Ed Richardson
Phone: 218-863-5910 ext 4001

Email: erichard@pelicanrapids.k12.mn.us

Plan submitted by: Dr. Ed Richardson

Title: Superintendent

Phone: 218-863-5910 ext 4001

Email: erichard@pelicanrapids.k12.mn.us

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. N/A
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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: Enter name.

1. **ISD#542 Battle Lake V** - Voluntary
2. **ISD#22 Detroit Lakes A** - Adjoining
3. **ISD#544 Fergus Falls A** - Adjoining
4. **ISD#22 Frazee A** - Adjoining
5. **ISD#150 Hawley A** - Adjoining
6. **ISD# 549 Perham A** - Adjoining
7. **#550 Underwood A** - Adjoining

School Board Approval

X 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).

X 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: Dr. Ed Richardson
Signature:

Date Signed: Enter date.

School Board Chair: Enter name.
Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: *Dr. Ed Richardson, Darren Kern, Joe Carrier, Pam Daly, Renee Kerzman, Rebecca Matejka, Jeff Drake, Kelly Anderson, Jim Kennedy, Dave Kuehn*

Superintendent Dr. Ed Richardson met with our 8-school collaborative council to discuss the 2017-2020 Achievement & Integration Plan and guidelines of MDE. To build common understanding, the council defined 'an authentic learning experience'. As a council, we then met with Anne Parks and Venessa Moe from MDE to ensure our ideas met MDE criteria.

Then the administrative team of Pelican Rapids schools met to determine what changes, if any should be met based on feedback from staff, parents and students. Following these conversations, the people directly involved in the program, our 8-school collaborative team, and Rudy Martinez (Budget Manger) were consulted to see if there were any changes or additions that should be made

Community Collaboration Council for Racially Identifiable School(s): Dr. Ed Richardson, Brian Korf, Derrick Nelson, Alejandra Villagomez, Rachel Haugrud, Amy Korf, Jodeen Fitzgerald, Suleeqo Nuur, Amino Hashi.

Dr. Richardson met with the council members to discuss MDE guidelines, common understandings of the collaborative council and to brainstorm and refine the plan.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The proficiency gap between the Non-FRP and FRP students will decrease within our district by increasing the proficiency of the non-FRP and FRP student groups by 3% each year. **Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and #1 Core Literacy Support for high school and elementary students

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

In our high school, a licensed teacher will develop curriculum and class activities to help decrease our reading gap scores. For example, the Language Arts 180 course utilizes the READ 180 Universal program. Students will build upon reading, writing and language skills through the use of whole group instruction, small group study, independent reading, and guided instructional software work. The elective course in Young Adult Literature helps develop reading and analyzing skills and students will be encouraged to utilize reading strategies to deepen understanding of texts, make personal connections, and analyze texts through different points of view

In our elementary, differentiated instruction and targeted interventions are used for students ranging in English skills from little or no English to advanced students who require a boost to help them reach graduation level status. Teacher utilized developed curriculum based on her years of experience working with these students.

Under the direction of two licensed teachers (one in the high school and one in the elementary) in separate classrooms, underserved students in the Pelican Rapids school district will receive individualized and group instruction to assist with their learning, adjustment and increase their scholastic abilities.

Location of services: Viking Elementary School & Pelican Rapids High School

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 2021	Target 2022	Target 2023
<i>MCA Reading scores will increase by 3% each year.</i>			
Enter KIP.			
Enter KIP.			

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

Goal #2: Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners. **Aligns**

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

Goal type: Teacher Equity

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- X Increases access to effective and diverse teachers.

Narrative description of this strategy. To increase access to effective and diverse teachers, Pelican Rapids Public Schools is working to develop our own teachers as the applicant pool shrinks. We have a number of Hispanic and Somali adults working as MN Reading Corps Tutors and paraprofessionals who we encourage to consider continuing their education and entering teaching. We also encourage many of our high school students to consider education as a career path and provide opportunities to learn about the profession through Teaching Assistant and Peer Tutoring. Pelican Rapids High School will also develop an Intro to Education Course for high school students to learn about and explore teaching as a career. In the last few years, both avenues have been successful with both a paraprofessional and PRHS graduate entering teaching. Unfortunately, due to budget reductions we were not in a position to hire.

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 2021	Target 2022	Target 2023
<i>Maintain an equitable percentage of students of color in the Teaching Assistant program.</i>			
<i>Offer an Intro to Education course at Pelican Rapids High School.</i>			
Enter KIP.			

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

Goal #3: Intercultural Cross-District Classroom Partnerships. We will have a minimum of two partnerships between Pelican Rapids and each Collaborative school per year. We will also add pre- and post-surveys to each event to monitor students’ perceptions and attitude shifts.

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

Strategy Name and #1 Spanish Olympics

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Spanish Language students collaborate across districts through face-to-face and Google Drive in groups. Each group learns about Central and South American countries throughout the school year with a culminating activity of the groups meeting to compete in the Spanish Olympics which challenges students’ knowledge about the countries and cultures studied.

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 2021	Target 2022	Target 2023
<i>Pre- and Post- tests given to students in all schools to track their increase in cultural awareness.</i>			
Enter KIP.			
Enter KIP.			

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

Strategy Name and #2 Detroit Lakes- Career Pathways

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Students from Detroit Lakes High School and Pelican Rapids High School will learn about and discuss career options. As part of the collaboration, students will share their interest inventory and discuss career options. Students will meet face-to-face at a career fair to discuss careers of interest.

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 2021	Target 2022	Target 2023
<i>Students from collaborating schools will learn take an interest inventory to assist with post-secondary and career decisions.</i>			
<i>Students will attend a career fair.</i>			
<i>Students will share results of their interest inventory and some of their learnings from the career fair and interest inventory.</i>			

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

Strategy Name and #3 Mentors-Frazee

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Selected students from Pelican Rapids High School diverse population will be selected as mentors to travel to Frazee-Vergas Elementary School five times per year for the purposes of providing supplemental assistance in reading, math and culturally stimulating activities. PR Students will be selected based on their willingness and ability to work with younger age groups. PR Coordinator will supervise and coordinate all trips with the Interventionist from Frazee-Vergas Elementary School. The culminating activity in Spring will include the mentees traveling to Pelican Rapids to visit their mentors and provide the mentors the opportunity to share the city of Pelican Rapids with their mentees.

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 2021	Target 2022	Target 2023
<i>Students selected for mentoring program will develop a greater understanding of working with young people. Assessments and documented conversations with PR Coordinator will show their growth.</i>			
<i>Students selected for mentoring program will develop and implement one major activity for Frazee-Vergas students. Their knowledge of the students will be reflected in the events they plan.</i>	1 event	1 event	1 event
<i>Students selected for mentoring program will develop a greater understanding of working with young people. Assessments and documented conversations with PR Coordinator will show their growth.</i>			

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

Strategy Name and #4 Perham- Cultural Fair

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Student Ambassadors from Pelican Rapids High School will collaborate with students from Perham High School in the development of a cultural fair. The Pelican Rapids students will have the opportunity to share aspects of their culture and which will include some question and answer sessions.

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 2021	Target 2022	Target 2023
<i>Pre- and Post- tests given to students in all schools to track their increase in cultural awareness.</i>			
Enter KIP.			
Enter KIP.			

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

Strategy Name and #5 Elementary Pen Pals/Environmental Science with Hawley & Underwood

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 (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Elementary students from Viking Elementary School in Pelican Rapids exchange pen pal letters with students from Hawley (4th grade) and Underwood (5th grade) throughout the school year to provide authentic writing experience. To integrate science and provide face-to-face opportunities, 5th grade students from Underwood and Pelican Rapids will meet at Maplewood State Park in October and participate in a Park Ranger-guided hike and campfire cook-out. In January and February, students will collaborate a novel study which will incorporate tech-based and face to face interactions culminating in a screening of the movie as a face to face interaction. In approximately March, 4th grade students from Hawley and Pelican Rapids, as well as the 5th graders from Underwood and Pelican Rapids will meet at Maplewood State Park to take part in maple sugar production activities.

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 2021	Target 2022	Target 2023
<i>MCA Reading scores will increase by 3% each year.</i>			
<i>Pre- and Post- tests given to students in all schools to track their increase in cultural awareness.</i>			
Enter KIP.			

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

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

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

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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 2021	Target 2022	Target 2023
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

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.