

Achievement and Integration Plan
July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: 548 Pelican Rapids District's Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

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Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Collaborative name.

1. **ISD #23 Frazee-Vergas A**
- Adjoining
2. **ISD #22 Detroit Lakes A -**
Adjoining
3. **Underwood #550 A -**
Adjoining
4. **Hawley # 150 A - Adjoining**
5. **ISD # 544 Fergus Falls Adjoining**
6. **ISD # 542 Battle Lake -Voluntary**
7. **ISD #549 Perham Adjoining**

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent Deb Wanek
Signature:

Date Signed: 3-14-17

School Board Vice-Chair: Dena Johnson
Signature:

Date Signed: 3-14-17

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#) available on the MDE Achievement and Integration page.

Plan Input:

Multi-District Collaboration Council: Mike Martin, Hawley; Sandra Wieser-Matthews, Perham; Jeff Drake, Battle Lake; Jeremy Olson and Jason Rogers, Underwood; Renee Kurzman, Detroit-Lakes, Rebecca Matjeka, Frazee-Vergas, Jerry Ness, Fergus Falls

Community Collaboration Council for the Pelican Rapids: Deb Wanek, Nadine Brown, Ed Richardson, Brian Korf, Bridgette Holl, Amy Korf, Rachel Haugrud, Joan Ellison, Maria Soda, Najima Ahmed, Lorena Diaz and Danielle Arntson

Superintendent Deb Wanek and Coordinator Nadine Brown initially met to discuss the past three years of the plan and possible changes. 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, Bridgette Holl, Amy Korf, Rachel Haugrud and Maria Sota were consulted to see if there were any changes or additions that should be made. Lastly three students who are involved in a Cultural Exchange program were interviewed to see if they had any suggestions or additions. This was done over a month long process.

Post to District Website Please provide the URL where your district's Achievement and Integration plan is posted. **Add with Bridgette's help**

Plan Goals

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.

Aligns with WBWF area: Closing Achievement Gap

Objective 1.1: Under the direction of a licensed teacher, additional Literacy classes will be taught to underserved students in the high school .

Objective 1.2: Under the direction of a licensed teacher, additional Literacy classes will be taught to underserved students in the elementary.

GOAL # 2: Improve school climate and increase communication between schools and home for all students served in our district.

Aligns with WBWF area: All children are ready for school.

Objective 2.1: Hire bilingual adults to serve as Parent Liaisons to work with student, staff and parents to provide greater learning opportunities and cultural understanding for our largely underserved populations.

GOAL # 3: Intercultural Cross-District Classroom Partnerships

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

Objective 3.1: : Through Spanish Olympics and other similar inter-district events, there will be increased and sustained interaction between students of the racially isolated district and adjoining districts.

Objective 3.2 Continue to develop and implement the existing Cultural Exchanges developed over the past 12 years with Pelican Rapids and all schools in the West Central Multi-District Collaborative. (Battle Lake, Detroit Lakes, Frazee, Fergus Falls, Hawley, Perham, Underwood,)

Aligns with WBWF areas: All children are ready for career and college and our Integration plan as listed on the Pelican Rapids WBWF plan.

INTERVENTIONS

Intervention #1 Core Literacy Support for high school and elementary students.

This intervention supports the following goal objective: 1.1 and 1.2

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

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.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. 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.

Grade levels to be served: Grades 1-12

Location of services: Pelican Rapids Viking Elementary and PRHS, Pelican Rapids MN

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Scores from the MCA Reading.

Evidence of research-based Enter research citation.

“On Reading, Learning to Read and Effective Reading Instruction”, Commission on Reading of the National Council of Teachers of English

www.ncte.org/positions/statements/onreading

(Minn. Stat. § 124D.861 Subd. 5).

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
MCA Reading scores will increase by 3% each year.	54.5%	57.5%	60.5%
Enter KIP.			

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

Intervention #2 Hire bilingual adults to assist in working with students, parents and staff members in in Viking Elementary and Pelican Rapids high school.

This intervention supports the following goal objective: 2.1

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. Efforts will be made to hire two qualified adults to work with Viking Elementary and PR High school students, staff and parents. These individuals will monitor student progress, assist with parent conversations where a foreign language speaker is needed, will meet with students and parents who need assistance in understanding the culture of our school district. The dollars allocated would be for partial total of the salaries and fees associated with this position. Where appropriate, liaisons could visit parents in homes and exchange information on homework help, school logistics and other pertinent information.

Grade levels to be served: K-12 throughout the Pelican Rapids school district.
 Location of services: Viking Elementary and Pelican Rapids High School and

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Semiannual review of Parent Liaisons roles and responsibilities as coordinated by the Cultural Collaborative Coordinator in District 548.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b) *Preparing High school Students for Better transitions*

http://www.mdrc.org/sites/default/files/PreparingHSStudentsforTransition_073108.pdf

page 16 “Family and community involvement in an inclusive transition planning process.”

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Parents of students identified as needing direct communication with parents will be contacted in their native language. The goal is that 60% of these parents will attend conferences. That goal will raise 5% each year	60%	65%	70%
Visits with parents as identified by school and parent liaisons as needing to improve communication opportunities with school by will increase each year by 20%	20%	40%	60%
Enter KIP.			

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

Intervention #3 Inter-District Cross Cultural Partnerships (Spanish Classes)
This intervention supports the following goal objective: 3.1 and 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Students will be given an opportunity to explore a world language and culture in-depth through organized and sustaining exchange visits with students from Hawley, Fergus Falls, Underwood and other schools in collaborative.

Grade levels to be served: 5-12

Location of services: Pelican Rapids High school and other schools participating in cultural exchanges.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Scores from student assessments, pre and post questionnaires given to students participating in cultural exchange programs, and continuous feedback gathered from teacher-student dialogues throughout the year in all schools participating. We would also review the MCA test scores in Reading, Science and Math to evaluate the effectiveness of taking a world language.

Evidence of research-base

http://www.radicalpedagogy.org/radicalpedagogy/Sharing_Power_with_Students_The_Critical_Language_Classroom.html

“Sharing Power with Students: The Critical Language Classroom” Author Isabel Moreno Lopez

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Pre and Post tests given to students in all schools to track their increase in cultural awareness and Spanish language. PR schools will request assistance from Achievement and Integration program in preparing these assessments.			
Enter KIP.			

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

Intervention #4 Cross District Partnership: Battle Lake Chinese Courses
This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. *Arrangements will be made for Battle Lake Students studying Chinese to visit and teach Pelican Rapids elementary in after school programming. These cultural exchanges between Pelican Rapids students and Battle Lake schools have developed over the past 6 years and have made great strides in continue to open doors to awareness and understanding of other cultures. .*

Grade levels to be served: Grades 1-6

Location of services: Pelican Rapids elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Age appropriate Pre and Post tests will be given to Viking Elementary

after-school students to check their understanding and increased awareness of Chinese language

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://journals.sagepub.com/doi/abs/10.3102/0034654308325898> Tochon, F.V. (2009) "The Key to Global Understanding: World Languages Education-why schools need to adapt"

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Pre and post test results showing increase awareness after visits. Based on findings from PR and Battle Lake students, content will be adjusted	2 visits	2 visits	2 visits
Enter KIP.			
Enter KIP.			

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

Intervention #5 Student Ambassador groups from diverse Pelican Rapids High School visit adjoining and voluntary school districts to share cultural information and stories.

This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Select students from the diverse school population in Pelican Rapids High School will visit various high school classes to share information about their cultures and experiences. These students will be selected and trained by the PR Coordinator. This event has proved to be very successful in making a significant impact on opening doors to cultural awareness and appreciation in our adjoining/volunteer districts. Through this intervention, there may also be possibilities for further integration opportunities as arise. PR Coordinator will keep in contact with schools to be aware of these opportunities.

Grade levels to be served: Grades 7-12

Location of services: Battle Lake, Detroit Lakes, Fergus Falls, Hawley, Perham, Underwood

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and Post tests to be given to students in all schools to document their awareness of cultures before and after the presentations.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.” National Resource Center Appreciating and Valuing Diversity”
www.nde-ed.org/teachingresources/classroomtips/Diversity.htm

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Results from Pre and Post Tests of students indicating an increased awareness of cultures. Assessments will be developed with the assistance of the MDE Achievement and Integration program.			
Increased number of visits to schools	5 visits	7 visits	9 visits
Enter KIP.			

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

Intervention #6 Digital Citizenship/virtual classrooms with Pelican Rapids and Detroit Lakes classes

This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Students in Pelican Rapids and Detroit Lakes ALC classes will explore digital citizenship and discuss current events through use of interactive technology. Instructional coaches from DL will support PR students and teachers in further technology uses.

Grade levels to be served: Grades 9-12

Location of services: Pelican Rapids and Detroit Lakes ALC

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Students will take a pre and post tests for each integration lesson.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Chappuis, Jan. Seven Strategies for Assessment for Learning, 2nd edition, N.P. Pearson, 2015 Print. Commonsensemedia.org

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of successful interactions between the high risk students populations at DL ALC and Pelican Rapids ALC	2	4	6
Percentage of students demonstrating awareness of a successful digital footprint through use of a formative and summative assessment will increase	50%	70%	90%
Percent of students demonstrating the ability to distinguish between opinion and fact will increase.	50%	70%	90%

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

Intervention #7 Frazee Mentor program

This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. 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.

Grade levels to be served: Grades 1-5 in Frazee-Vergas and Grades 9-12 in Pelican Rapids

Location of services: Frazee-Vergas Elementary school

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Assessments of mentors will be given at beginning of school year and again after the completion of the 5 interactions with Frazee students.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): ABC's of School-Based Mentoring "Effective Strategies for Providing Quality Youth Mentoring in Schools and Communities. <http://educationnorthwest.org/sites/default/files/abcs.pdf> page iii

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
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			
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.	1 event	1 event	1 event
Enter KIP.			

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

Intervention #8 Sharing in Cultural Activities: Hawley World of Art and Cultures and cuisine Classes **Name of intervention.**

This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. In addition to the roles that PRHS students serve as Ambassadors throughout the West Central Multi-District Cultural Collaborative, students from Pelican Rapids and Hawley will develop an on-going relationship through the FACS classes and the World of Cultures Art Classes. High School students from Pelican Rapids will travel to Hawley to speak to the FACS classes and then Hawley students will travel to Pelican Rapids for shared food and cultures experiences. Hawley students will also visit two ethnic food stores with PRHS students acting as guides. High School students from Hawley will also travel to Pelican Rapids after school programs to share their art experiences and talents with Viking Elementary students enrolled in the after school programs.

Grade levels to be served: Grades 9-12

Location of services: Hawley and Pelican Rapids High Schools.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Enter formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Classroom Culture “Honoring Student Experience Description” www.tolerance.org/publication.classroom-culture

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Hawley FACS students will complete Pre and Post Cultural Awareness tests indicating how their knowledge of cultures increased through the interactions with Pelican Rapids Students	2 surveys	2 surveys	2 surveys
Pelican Rapids After School children will share their experiences and their new found knowledge with their classmates and with PR Coordinator who will document experiences	1 followup	1 follow up	1 followup
Enter KIP.			

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

Intervention #9 Underwood Youth Frontiers shared Leadership and Skill Building activities

This intervention supports the following goal objective: 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Selected PRHS High school students will be asked to attend the Youth Frontiers Retreats as hosted by Underwood elementary schools. The PRHS Students will be selected to represent the diversity of PRHS will be trained by Youth Frontiers Leaders, a recognized and respected organization working with respect, kindness and courage retreats. PRHS Students will learn valuable leadership skills and will have the opportunity to share their cultures and experiences with Underwood elementary students. **Enter narrative here.**

Grade levels to be served: Grades 4-5 from Underwood, Grades 9-12 from Pelican Rapids Location of services: Underwood

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Assessments pre and post as provided by Youth Frontiers. Also

continuing conversation with PRHS students as they develop and take on additional leadership roles at PRHS.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. “Youth Frontiers Changing the Way Young People Treat Each Other”

http://www.educationworld.com/a_issues/issues/issues191.shtml

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
PRHS students involved in Youth Frontiers experiences will be identified as leaders and will take on additional leadership roles	5 students	5 students	5 students
PRHS Students involved in Youth Frontiers experiences will complete YF followup materials about their increased understanding in kindness, respect and courage.	2 post interview	2 post interviews	2 post interviews
Enter KIP.			

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

Creating Efficiencies and Eliminating Duplicative Programs

Creating Efficiency 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 quarterly to discuss programs that are beneficial and work on such issues are achievement gap reduction and opportunities to collaborative for the integration portion of this plan.