

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

District ISD# and Name: ISD #548 Pelican Rapids Public
Schools

District Integration Status: RI

Superintendent: Brian Korf

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Plan submitted by: Becky Wontor

Title: A & I 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 Multidistrict Cultural Collaborative

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

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: Brian Korf

Signature: Brian Korf Date Signed: 3-14-2023

School Board Chair: Jon Karger

Signature: Jon Karger Date Signed: 3/20/2023

Plan Input

A & I Plan input and collaboration for ISD #548 included the PR Schools Leadership/Administrative Team and WBWF Council: Brian Korf, Doug Bruggeman, Laura Januszewski, Derrick Nelson, Rudy Martinez, Kelsey Lage, Terra Fitzsimmons. A & I Plan staff includes: Rachel Haugrud, Amy Korf, Bridgette Holl, Jannet Sanchez, Cody Shaffer, Shari VerDorn.

Multidistrict Collaboration Council:

Battle Lake - Tanya Maethner
Detroit Lakes - Renee Kerzman
Fergus Falls - Jeff Drake
Frazee-Vergas - Becky Matejka
Hawley - Kelly Anderson
Pelican Rapids - Doug Bruggeman, Becky Wontor
Perham-Dent - Hannah Levenhagen
Underwood - Chelsea Cruz, Jeff Wilson

Our MDCC will continue with the Cultural Immersion Events model-the collaboration & communication of student activities/events and opportunities for staff development.

In addition to the activities listed in our A & I Plans, Pelican Rapids Schools will be creating/coordinating a Cultural Fair with opportunities for the partnering districts to participate and/or attend the event.

We will continue to use the google sheet [2023-24 Cultural Immersion Events/Activities](#) Participating districts will be contacted by D. Bruggeman who will connect the K-12 teachers with teachers to work on activity/event details.

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.

Achievement and Integration Goals

Goal #1: MCA Reading proficiency rates for FRP students will increase by 3% per year from 38.3% in 2022 to 47.3% in 2026.

Goals 1 & 2 have the same Goal Type & Strategies

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

Goal Type: Achievement

Type of Strategy: Integrated learning environment-uses policies, curriculum, or trained instructors, differentiated instruction or targeted interventions. Increases cultural fluency, competency, and interaction. Increases graduation rates.

Students: K-12 underserved

Location: Viking Elementary School (VES) & Pelican Rapids High School (PRHS)

Strategy #1 Core Literacy Support

Under the direction of a licensed teacher in each building, students will receive individualized and group instruction to assist with learning and to increase their scholastic abilities.

VES: 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.

PRHS:

- The Language Arts 180 course utilizes the READ 180 Universal program. Students will build upon reading, writing and language skills through whole group instruction, small group study, independent reading, and guided instructional software work.
- The Young Adult Literature elective course helps develop reading and analyzing skills including utilization of reading strategies to deepen understanding of texts, make personal connections, and analyze texts through different points of view.

Strategy #2 Family Engagement Initiatives

VES: Continue with scheduled conferences and family night events with the availability of translators as needed.

PRHS: Identify student groups with parents not attending conferences and create new pathways to increase parent involvement and/or conference attendance.

Strategy #3 Early Intervention for Students Needing Academic Support

PRHS:

- Continue to invite parents of students with failing grades to conferences and to provide information about academic assistance programs (such as Homework Help).

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
The MCA Reading proficiency rates for FRP students will increase by 3% per year from 38.3% in 2022 to 47.3% in 2026.	41.3%	44.3%	47.3%
90% or more VES parents will continue to attend Parent-Teacher conferences each year (aggregate fall & spring).	90%	90%	90%
The percentage of PRHS identified parent groups attending conferences or increasing involvement will increase by 5% from 2023 to 2026 (after identifying subgroup & baseline).	New group baseline	2.5% increase	5% increase
The percentage of PRHS parents of students with failing grades attending conferences will increase from 40% in 2022 to 45% in 2026.	40%	42.5%	45%

Goal #2: MCA Math proficiency rates for FRP students will increase by 3% per year from 33.3% in 2022 to 42.3% in 2026.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
The MCA Math proficiency rates for FRP students will increase by 3% per year from 33.3% in 2022 to 42.3% in 2026.	36.3%	39.3%	42.3%

Goal #3: Maintain student access to more effective and diverse teachers by continuing to provide staff development in the areas of culture, race, ethnicity, and poverty for 100% of district teachers each year between 2023 and 2026.

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.

Strategy Name and #1 Educational Career Opportunities

Narrative description of this strategy. In an effort to increase access to licensed teachers who reflect the racial and ethnic diversity of our students, we continue efforts to develop teachers from within.

- We have been fortunate to hire highly qualified, diverse staff in our schools in our classrooms, District Office, Technology, and Finance departments.
- We have had numerous Hispanic and Somali adults working as MN Reading Corps Tutors and paraprofessionals over the years and have encouraged career paths in teaching for interested individuals.
- We will provide the opportunity for staff to take a Para Pro test on site as needed.
- We also encourage many of our high school students to consider education as a career path and have developed an Intro to Education Course for students to learn about and explore teaching as a career (this is offered as a college credit through SMSU).

Location: Pelican Rapids High School

Strategy Name and #2 Enhanced Franklin Covey Staff Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students; Increases access to effective & diverse teachers.

Narrative description of this strategy.

The 7 Habits of Highly Effective People® and Leader in Me are foundational leadership programs at Pelican Rapids Schools. Our focus for this 3-year goal will be providing enhanced professional development for staff that will strengthen our knowledge around culture, race, ethnicity, and poverty by increasing our capacity to understand and accept others. We will begin with book studies: Viking Elementary staff, *The Leader in Me* by Stephen R. Covey and Pelican Rapids High School staff, *The 7 Habits of Highly Effective Teens* by Sean Covey. In addition, Franklin Covey curriculum portal training will be provided for staff.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
The percentage of non-white students enrolled in the Intro to Education course will remain at 62.5% or more from 2023-2026.	62.5% or more	62.5% or more	62.5% or more
100% of teachers will participate in the enhanced Franklin Covey professional development training each year.	100%	100%	100%
100% of non-certified staff will be offered the opportunity to participate in the book study each year.	100%	100%	100%

Goal #4: The percentage of students participating in Cultural Immersion Events/Activities with increased understanding and comfort levels with students different from themselves (racially, ethnically, socioeconomically) will increase from an aggregate 65% in 2023 to 75% in 2026.

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

Goal Type: Integration

Overall Strategy for Integration Goal: Cultural Immersion Activities/Events

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Narrative description of this overall strategy.

Cultural Immersion Events/Activities are designed to create opportunities for all students to interact with students outside of their own demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities.

In addition to the planned activities, our Multidistrict Collaboration Council regularly communicates and shares each districts' cultural resources, events, and other integration opportunities which enables additional students to participate and provides increased staff development options.

Participating students are surveyed after the Cultural Immersion Events/Activities to measure expected outcomes including:

- changes in their perception, understanding, and/or attitude about those outside of their demographics
- increased comfort level and/or ability to interact with students who are different than themselves.

As a Racially Identifiable District, the role of ISD #548 Pelican Rapids is to:

- participate in 1 Cultural Immersion Event/Activity with each partnering district (or provide 1-2 activities/events per year so all partnering district have the opportunity to integrate with our students).
- facilitate on-going communication and collaboration of Events/Activities between the partnering districts
- host activities/events as needed

Cultural Immersion Activity/Event #1-Chinese New Year Celebration

Participating Districts: Battle Lake, Pelican Rapids

Students: Battle Lake Chinese Classes students, Pelican Rapids Grades 4-6

Location: Battle Lake School

Activity/Event Description: Pelican Rapids elementary students will learn information about the Chinese New Year from the Chinese class instructor and students at Battle Lake. Various stations will provide learning via crafts with Chinese New Year themes, writing Chinese characters, using chopsticks, seeing a Chinese Lion Dance Costume, hear traditional New Year's stories, and learn about the importance of the Moon during this holiday season.

The Community Ed department and the Chinese class instructor create and facilitate the event.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids Schools will participate in 1 Cultural Immersion Event/Activity with Battle Lake from 2023-2026.	1	1	1
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event #2-Intro to Education Partnership

Partnering Districts: Detroit Lakes, Pelican Rapids

Students: Intro to Education students

Type of Strategy: Career/College Readiness and Recruitment & Retention of Diverse Educators

Location: Detroit Lakes and Pelican Rapids Schools

Activity/Event Description: Our on-going focus on growing more educators will be enhanced by partnering with each other for Intro to Education courses and experiencing some of the practicum hours in the partner district. The students' interactions with each other would include those students enrolled in the course as well as those students in which they made classroom visits.

The focus of the integration strategy will be for our Detroit Lakes and Pelican Rapids students to experience one another's classrooms and have opportunities to discuss with each other and with staff from the partner school district. Both schools have Intro to Education courses so the students enrolled in those courses will be the main participants however they may have experiences in a variety of grade levels in partner districts. The instructional coach from Detroit

Lakes Schools will help facilitate the experiences by making connections with teachers from Pelican Rapids and Detroit Lakes.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids and Detroit Lakes students will interact two times in 2022 and increase to five times per year in 2026.	3	4	5
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event #3-Cultural Trivia Olympics

Type of Strategy: Develop Spanish language skills in a real-world environment

Partnering Districts: Fergus Falls, Underwood, Pelican Rapids

Students: Spanish class students in grades 9-12

Location: Fergus Falls, Underwood, Pelican Rapids

Activity/Event Description: Spanish language students are teamed up and work together as members of a group based on a Spanish speaking country. They meet face-to-face in the fall for introductions and again in the spring to compete in the Cultural Trivia Olympics.

Students continue to meet virtually throughout the year to complete assignments in Google Classroom that allow them to learn more about the culture of their team country and create questions for the Cultural Trivia Olympics in the spring. Students not only develop the skills necessary to work in a group as a team, but also put the cultural facts and language we are learning in the classroom to use in the real world!

Food is a big part of the culture of a country. We try new authentic Mexican food and use our Spanish language skills to talk about the menu and order food, etc. In the fall when our Pelican Rapids students travel to Underwood or Fergus Falls, we visit a Mexican restaurant for lunch. When the Underwood and Fergus Falls students travel to Pelican Rapids in the spring, they visit the Mexican grocery store and have lunch at a local authentic Mexican restaurant for the same reasons, to develop Spanish language skills in a real-world environment outside the classroom.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Spanish class students from the 3 partnering districts will have 2 in-person outings and 1 event each year.	3	3	3
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event #4-Student Mentorship Program

Partnering Districts: Frazee-Vergas, Pelican Rapids

Students: Frazee-Vergas Grades 1-3, Pelican Rapids Grades 9-12

Location: Frazee School 1-4 visits, Pelican Rapids for 5th visit

Activity/Event Description:

Select students from PRHS will be selected as mentors to connect with students in the Student Success Program at the Frazee-Vergas Elementary School in grades 1-3 five times per year. The mentors will 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. The Pelican

Rapids Coordinator will supervise and coordinate all trips with the Student Success Coordinator Interventionist from Frazee-Vergas Elementary School.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids student mentors will connect with elementary students from Frazee-Vergas 5 times each year.	1	1	1
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event Strategy #5 Global Foods

Partnering Districts: Hawley, Pelican Rapids

Students: Students in Grades 9-12

Location: Hawley, Pelican Rapids

Activity/Event Description:

Students will learn about a variety of cultures which will include shopping at several ethnic food stores, preparing foods with students from Pelican Rapids, and will also utilize a digital platform to create foods with students from Pelican Rapids High School.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids Schools will participate in 1 Cultural Immersion Event/Activity with Hawley from 2023-2026.	1	1	1
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event Strategy #6-Native American Cultural Event

Partnering Districts: Perham, Pelican Rapids

Students: Students Grades K-4 & 5-12

Location: Perham

Activity/Event Description:

Perham will be hosting a Native American culture event each year. More details will be available as they develop the program/event.

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids Schools will participate in 1 Cultural Immersion Event/Activity with Perham from 2023-2026.	1	1	1
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%

Cultural Immersion Activity/Event Strategy #7-Culture Fair

Partnering Districts: Approximately 30 students from each partnering district

Students: Cross-section of Pelican Rapids Students in Grades 7-12

Location: Pelican Rapids Schools

Activity/Event Description:

- This event will have student-led booths featuring a cross-section of our diverse school population including but not limited to culture, race, ethnicity, leadership, and interests.
- Students will learn about various cultures via booths/stations including but not limited to: foods, celebrations, traditions, customs, art, music.
- The booths will be stationed in various locations throughout the school so students have the opportunity to experience our diverse school environment.
- This event will be student-led by a cross-section of our diverse student population who will welcome the visiting students and guide them through the various booths/stations. A facilitated discussion with participating students will conclude the event and they will receive some type of “Differences = Greatness” item.
- The Pelican Rapids A & I Coordinator will coordinate and facilitate this event.
- This event will also have an after-school session for parents (family engagement), community members, and staff (professional development).

Key Indicators of Progress (KIP)	Target 2024	Target 2025	Target 2026
Pelican Rapids Schools will host a Culture Fair each year.	1	1	1
The percentage of participating students indicating that the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will increase by 5% each year (baseline 60%).	65%	70%	75%
The percentage of attending staff indicating that the event enhanced their understanding of student demographic culture, race, and/or ethnicity will increase by 5% each year (baseline 60%).	65%	70%	75%

Creating Efficiencies and Eliminating Duplicative Programs

The West Central Multidistrict Cultural Collaborative strives to create efficiencies and eliminate duplicative programs and services. The implementation of Cultural Immersion Activities/Events, the overall Strategy for our Integration Goal, provides a framework for collaborating and sharing professional development experiences that fit the vision of this partnership in addition to increased student integration opportunities.