

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

Amended 3-28-22/Revised 7-19-22/Amended 3-13-23

District ISD# and Name: 548 Pelican Rapids Public Schools

District Integration Status: Racially Identifiable District

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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 | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. 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: West Central Multidistrict Collaboration Council (MCC).

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

Date Signed: June 9, 2020

School Board Chair: Jon Karger
Signature:

Date Signed: 06/09/2020

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 (MCC):

Kelly Anderson, Doug Bruggeman, Chelsea Cruz, Jeff Drake, Chris Ellingson, Darren Kern, Renee Kerzman, Jim Kennedy, Brian Korf, Dave Kuehn, Hannah Levenhagen, Rebecca Matejka, Tanya Maethner, Rudy Martinez, Jeff Wilson, Becky Wontor

- Due to the on-going limitations and challenges of COVID-19 over the last few years, Doug Bruggeman, our Achievement & Integration Coordinator has communicated with the MCC via email and phone calls. We have been able to implement some of our Intercultural Cross-District Classroom activities via Zoom and more recently, in-person. We also offered a video series option to our partnering districts.
- It is our plan to have an in-person meeting with the MCC before the 2022-23 school year for discussion about our Cross-District Classroom activities. We had individual zoom meetings with each partnering districts in August 2022 to discuss activities for the 2022-23 school year.

Community Collaboration Council for Racially Identifiable School(s):

Brian Korf, Doug Bruggeman, Derrick Nelson, Rudy Martinez, Becky Wontor, Amy Korf, Terra Fitzsimmons, John Peter, Laura Januszewski, Rachel Haugrud, Lauren Siebels, Kelsey Lage, Andy Rarick, Jannet Sanchez, Shari VerDorn

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)).

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.

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.

NOTE: This is being changed because the percentages listed above were for all students vs. FRP only

Goal #1.1: Increase Reading proficiency rates for FRP students from 53.8% in 2021 to 59.8% in 2023.

Goal #1.2: Increase Math proficiency rates for FRP students from 44.8% in 2021 to 50.8% in 2023.

Goal #1.1: Increase Reading proficiency rates for FRP students from 37.5% in 2021 to 43.5% in 2023.

Goal #1.2: Increase Math proficiency rates for FRP students from 28.3% in 2021 to 34.3% in 2023.

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

Goal type: Achievement Disparity

Both goals share the same strategies.

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:

Uses policies, curriculum, or trained instructors, differentiated instruction or targeted interventions. Increases cultural fluency, competency, and interaction. Increases graduation rates.

Narrative description of this strategy.

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.

In our high school, a licensed teacher will develop curriculum and class activities to help decrease our reading gap scores.

- 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 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 is based on the 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 Baseline	Target 2022	Target 2023
Goal #1.1: Increase Reading proficiency rates for FRP students from 53.8% in 2021 to 59.8% in 2023.	53.8%	56.8%	59.8%
Goal #1.2: Increase Math proficiency rates for FRP students from 44.8% in 2021 to 50.8% in 2023.	44.8%	47.8%	50.8%
Goal #1.1: FRP: MCA Reading scores will increase by 3% each year	37.5%	40.5%	43.5%
Goal #1.2: FRP: MCA Math scores will increase by 3% each year	28.3%	31.3%	34.3%

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

Strategy Name and #2 Translator Support to foster family engagement

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

Narrative description of this strategy.

With the variety of languages spoken in our district, translators will be used as needed support communication between school staff and parents. Being able to communicate with parents in their native language is especially beneficial during conferences and family nights when several translators are required in one-to-one situations at the same time.

- Designated staff will contact non-English parents to see if they have questions, invite them to fall and spring conferences,
- VES will continue with scheduled conferences and other school events (such as family nights). Staff will also utilize

the Interpreter Request Form as needed.

- Conference Attendance Report by Demographics will measure the KIP.

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 Baseline	Target 2022	Target 2023
Percentage of non-English speaking parents attending parent teacher conferences will increase by 5% each year.	75%	80%	85%
85% or more VES parents will continue to attend parent teacher conferences with translators available as needed (aggregate fall/spring).	85%	85%	85%

This data will be used to support evaluation of your plan (Minn.

Stat. § 124D.861, subd. 5).

Strategy Name and #3 Early intervention for students needing academic support

Type of Strategy: Targeted interventions and family engagement initiatives to increase student achievement.

Narrative description of this strategy.

A focused effort will be made to connect with parents/guardians of students with end of quarter/semester D's and F's to be proactive in planning interventions and strategies for academic success.

- Outreach includes:
 - a letter mailed home from the Dean of Students inviting parents to conferences and recommending our Viking Student Success (VSS) homework help program.
 - a VSS program flyer will be mailed home with quarter end report cards of students with D's and F's.

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 Baseline	Target 2022	Target 2023
Percentage of identified parents attending conferences will increase by 5% each year.	36%	41%	46%

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

Goal 2: Increase student access to more effective and diverse teachers by continuing to provide staff development in the areas of culture, race, ethnicity, and poverty from 90% in 2022 to 100% in 2023.

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

Goal type: Teacher Equity

Strategy Name and #1 Educational Career Opportunities

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

Integrated Learning Environments: Increases access to effective and diverse teachers.

Narrative description of this strategy.

In an effort to increase access to licensed teachers who reflect the racial and ethnic diversity of our students, Pelican Rapids Schools has continued efforts to develop teachers from within.

- We have been fortunate to hire highly qualified, diverse staff in our schools in our classrooms, District Office, 5

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 be providing the opportunity for staff to take a Para Pro test on site in August 2022.
- 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 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
Have 8 or more PRHS students enrolled in the Intro to Education course offered each year.	8 students	8 students	8 students
Offer the ParaPro Assessment annually for staff/potential staff as needed.		once per year	once per year

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

Strategy Name and #2 Staff and student development

Type of Strategy: Innovative and integrated pre-K-12 learning environments. College/career readiness.

Integrated Learning Environments: Increases access to effective and diverse teachers

Narrative description of this strategy.

Personal and professional staff development focused on awareness, understanding, and growth in the areas of culture, race, ethnicity, and poverty to reduce achievement disparities between student groups.

Race is a Nice Thing to Have: A Guide to Being a White Person or Understanding the White Persons in Your Life is designed to help white people fully recognize and accept their racial identity, assume the proper responsibility for ending racism, and develop an understanding of how racism impacts their own racial group.

- The book explores the meaning of race in society, the "color blindness" movement, the problem of ignorance about Whiteness, the various phases of internalized racism, and other critical topics. Evocative and meaningful activities throughout the text foster reflection and increased levels of self-awareness and acceptance.
- *A Race Is a Nice Thing to Have* is part of the Cognella Series on Advances in Culture, Race, and Ethnicity. The series, endorsed by Division 45 of the American Psychological Association, addresses critical and emerging issues within culture, race, and ethnic studies, as well as specific topics among key ethnocultural groups.

Top 20 Teachers: The revolution in American Education celebrates the power teachers have to develop the potential in students, it provides immediately applicable concepts and practical tools for creating a safe culture in schools where children and adults enjoy working and learning together. We need to be aware of what is going on in our students and in ourselves. Critical to know how to see things differently, live above the line, create a positive culture, communicate empowering messages, create connections, and listen to understand.

Derek Francis describes himself as "a passionate, relevant Cross Cultural and Inclusion Speaker and Licensed School Counselor specializing in cross-cultural relationships, comprehensive, proactive and equity-based school counseling, and inclusive school culture and climate. I enjoy working with groups of professionals across the country who are eager to learn, grow, and continue the conversation about race-based equity in school and institutions."

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
		Baseline	Baseline
Target 1: VES Instructional Leadership Team will complete a Book Study: <i>A Race is a Nice Thing to Have</i> by Janet Helms in 2021-22.		100% of VES Team complete <i>A Race is a Nice Thing to Have</i> Book Study	

Target 2: VES Instructional Leadership Team will take the Intercultural Development Inventory (or a similar tool).		90% VES Team takes IDI	????
Target 3: All VES and PRHS Teachers will complete a Book Study: <i>Top 20 Teachers: The Revolution in American Education Training</i> by Paul Bernabei, Tom Cody, Willow Sweeney, and Mary in 2021-22		90% of VES and PRHS teachers complete Top 20 Book Study	
Target 4: VES & PRHS leadership and teachers will do another book study in a series of workshops in 2022-23 Derek Francis, a Cross Cultural & Inclusion Speaker will be doing presentations for staff, students, and community members Fall 2022. There will be 2 additional follow up sessions throughout the year for staff development.			90% of teachers do a book study (TBD) 90% of staff will attend at least 1 of the 3 the staff development sessions

Goal 3: Intercultural Cross-District Classroom Partnerships

This integration goal is designed to create equitable educational opportunities for all students. These cross-district activities enable students to interact with students outside of their school demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities.

In order to create educational opportunities that expose all students to differing cultures, Pelican Rapids will participate in a minimum of 1 partnership with each participating district from 2021 to 2023.

The participating districts have added **Cultural Immersion Events** as an overall strategy to communicate and collaborate each district’s cultural activities, events, and resources.

The goal is to provide opportunities for:

- additional interaction among students
- increased cross-district activities
- more efficient use of resources
- meeting or exceeding our A & I goals
- staff development opportunities

Expected outcomes include:

- changes in student perception/understanding/attitude of someone different than themselves and/or with other backgrounds
- increased comfort level/ability to interact with someone different than themselves
- possible connections/friendships

After Cultural Immersion Event:

- Each district will survey their own students to measure expected outcomes

Role of Pelican Rapids Schools:

1. Communication & facilitation between districts
2. Documentation tool for reporting [Cultural Immersion Activities/Events/Resources 2022-23](#)
3. Hosting (as needed)

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
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%
90% or more of participating students will indicate that their attitude has	93.3%	90%	90%

changed about people with other backgrounds.			
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Aligns with WBWF areas: All racial and economic achievement gaps between students are closed. All students are ready for career and college.

Strategy Name and #1 Cultural Trivia Olympics (Fergus Falls, Underwood)

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

Narrative description of this strategy.

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!

In the fall when our Pelican Rapids students travel to Underwood or Fergus Falls, we visit a Mexican restaurant for lunch. 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.

When the Underwood and Fergus Falls students travel to Pelican Rapids in the spring, they visit the Mexican grocery store and have lunch at Escobar's (a local authentic Mexican restaurant) for the same reasons, to develop Spanish language skills in a real-world environment outside the classroom.

Location of services: Fergus Falls High School, Pelican Rapids High School, and Underwood 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 Baseline	Target 2022	Target 2023
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds.	93.3%	90%	90%

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

Strategy Name and #2 College and Career Pathways (Detroit Lakes)

Type of Strategy: College/Career Readiness Collaboration Activities

Integrated Learning Environments: Increases cultural fluency, competency, and interaction. Increases graduation rates.

Narrative description of this strategy.

Beginning in 9th grade, students from Detroit Lakes High School and Pelican Rapids High School will learn about and discuss career options. Aptitude and interests will be determined by utilizing career and college readiness tool. A Detroit Lakes instructional coach will assist with implementation of the tool and resulting inquiry.

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 Baseline	Target 2022	Target 2023
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds.	93.3%	90%	90%

Location of services: Detroit Lakes High School, Pelican Rapids High School, and area career fair.

Strategy Name and #3 Student Mentorship Program (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: Increases cultural fluency, competency, and interaction. Increases graduation rates

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 to assist with reading, math, and to provide cultural awareness activities.
- PRHS students will be selected based on their willingness and ability to work with elementary age groups.
- The culminating activity in the spring will be the Frazee-Vergas students traveling to Pelican Rapids so their mentors can show them the cultural richness of the area.
- The PR Coordinator will supervise and coordinate all trips with the Student Success Coordinator Interventionist from Frazee-Vergas Elementary 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 Baseline	Target2022	Target2023
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds.	93.3%	90%	90%

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

Strategy Name and #4 **Cultural Fair Cultural Immersion Activity/Event (Perham)**

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. 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 which will include some question and answer sessions.

Nibi (Water) Walk, Sharon Day presenter. High School art students from Perham and Pelican Rapids attended this presentation of indigenous led ceremony with a related art project at the Pelican Rapids Schools. Discussion about water walks being focused and implemented in faith and respect for water; negative repercussions of global pollution and supporting movements to protect and rally for the water in communities & worldwide; opportunity to create an art project related to the presentation.

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
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone	93.3%	90%	90%

different than themselves.			
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more

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

Location of services: Pelican Rapids High School

NOTE: The activity below is being removed from our plan because we already do the Cultural Trivia Olympics activity with Underwood.

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.

These activities provide participating districts with the opportunity to increase cultural awareness of their 5th grade students through exposure to other cultures and languages and to integrate academic standards through face-to-face opportunities.

- Pen Pal Letters written back and forth from October-May. Writing standards: Authentic writing, Conventions, Grammar, Structure, Draft, Revisions, Organization, reflections, facts, and details.
- Maplewood Trip in early October. Science: scavenger hunt, Maplewood ranger, nature hike. Socialization activities: eagle eye game, campfire cooking for lunch.
- Novel/Movie Study in January and February incorporating tech-based and face-to-face interactions. Standard Based classroom activities: Compare/Contrast movie and book, Central Idea/Theme, Story Elements, Cause/Effect, Drawing Conclusions/Inferencing, Characterization.
- Maple Sugar Production in March or April. The students meet at Maplewood State Park to take part in maple sugar production activities integrating science, math, English, and social studies standards.

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
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%

90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Location of services: Hawley Elementary School, Viking Elementary School, Underwood Elementary School, and Maplewood State Park

Strategy Name and #6: **Cultures & Cuisines Cultural Immersion Activity/Event** (Hawley)

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

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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.

NOTE: A Cultural Immersion Activity/Event will replace the Cultures & Cuisines activity as Pelican Rapids does not have a FACS teacher at this time. Pelican Rapids will offer a minimum of 2 activities/events that Hawley students can attend as partnership options for the 2022-23 school year.

Students will learn about a variety of cultures which will include shopping at a variety of ethnic food stores, preparing foods for and with students from Hawley, and will also utilize a digital platform to create featured cultures and cuisines with students from Hawley. Students will interact monthly both digitally and/or in-person.

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
90% or more of participating students will indicate that the activities helped change their perception/understanding/attitude of someone different than themselves.	93.3%	90%	90%
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more

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

Location of services: Pelican Rapids and Hawley High School

NOTE: The activity below is being removed from our plan because we will be doing 1 activity/event with Hawley, rather than 2 activities that were written into prior plans.

Strategy Name and #7: **World of Art** (Hawley)

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students

enrolled in ALC.

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. This yearlong course will be dedicated to exposing students to various artists, mediums, and techniques from around the world. Students in this course will be working with students from Hawley. Students will be united each semester as they work on art projects.

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
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more

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

Location of services: Pelican Rapids and Hawley Schools

Strategy Name and #8 We Are From Pelican Video Series

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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.

Each school designates a class or group that will watch a minimum of 2 episodes of this 7-part series over the next 4 months.

- Students will take a pre-survey to measure cultural awareness (i.e. multiple perspectives and the ability to build relationships with others who don't look like them, believe the same things they do, or live in their neighborhoods or communities).
- As this group of students watch each episode, they will answer a series of discussion questions that have been created and geared towards the episode they just viewed.
- At the end of the series we will set up a time, with each school, to bring some of the soccer players and coaches

over for a meet and greet forum. The hope is that your students can ask questions that they may have developed over the series. We will hand out a post-survey at that time to measure any changes in cultural awareness.

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 Baseline	Target 2022	Target 2023
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more
90% or more of participating students will indicate that their attitude has changed about people with other backgrounds. Enter KIP.	90% or more	90% or more	90% or more

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)).

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, and equity. 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.