

**Achievement and Integration Plan
July 1, 2014 – June 30, 2017**

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: ISD 550 Underwood

District Status: A

Name of Collaborative: West Central Multi-District Cultural Collaborative

Superintendent's Name: Dr. Jeremiah Olson

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Board Approval Date: February 19, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

| Status | School District |
|--------|-------------------|
| A | Barnesville |
| V | Battle Lake |
| A | Detroit Lakes |
| A | Fergus Falls |
| V | Frazee-Vergas |
| A | Hawley |
| A | Lake Park-Audubon |
| RI | Pelican Rapids |
| A | Perham |
| A | Underwood |

Address general questions on the data or plan submission process to Amy Buck, Office of Equity and Innovation, 651-582-8652, Amy.Buck@state.mn.us.

Achievement Goal One: Reading.

The proficiency gap between the non-FRP and FRP students enrolled the full academic year in grades 5 and 10 on all state reading accountability tests (MCA, MOD, MTAS) will decrease from 5.8% in 2013 to 2.9% in 2017 by increasing the proficiency rate of the groups as follows:

- Non-FRP students from 61.3% in 2013 to 80.7% in 2017, and
- FRP students from 55.5% in 2013 to 77.8% in 2017.

Table 1: Achievement Data

Underwood ISO 550 Non-FRPL - FRPL Gap Trends:

Reading, All Accountability Tests, All Grades, All Students Enrolled October 1

| Student Group | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------------|------------|-----------|-----------|-----------|-------------|
| Non-FRP | 61.3% | 66% | 72% | 78% | 807% |
| FRP | 55.5% | 62% | 70% | 76% | 778% |
| Difference (Gap) | 58% | 4% | 2% | 2% | 29% |

Achievement Goal Two: Mathematics.

The proficiency gap between the non-FRP and FRP students enrolled the full academic year in grades 5-8 and 11 on all state mathematics accountability tests (MCA, MOD, MTAS) will decrease from 5.3% in 2011 to 2.7% in 2017 by increasing the proficiency rate of the groups as follows:

- Non-FRP students from 51.7% in 2011 to 75.9% in 2017, and
- FRP students from 46.4% in 2011 to 73.2% in 2017.

Table 2: Achievement Data

Underwood ISO 550 Non-FRPL - FRPL Gap Trends:

Mathematics, All Accountability Tests, All Grades, All Students Enrolled October 1

| Student Group | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|-------------------------|------------|------------|------------|-----------|-----------|-----------|-------------|
| Non-FRP | 51.7% | 60.7% | 51.6% | 62% | 70% | 74% | 759% |
| FRP | 46.4% | 57.6% | 46.0% | 58% | 68% | 72% | 732% |
| Difference (Gap) | 53% | 31% | 56% | 4% | 2% | 2% | 27% |

Integration Goal One: Strategies and Activities

Activity 1: (Spanish Class Collaboration with Pelican Rapids, Lake Park-Audubon, & Underwood

Integrated Learning Environments

Activity Details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

The Spanish Class Collaboration includes students who take Spanish as a second language in the school districts of Underwood, Lake Park-Audubon, and the racially isolated school district of Pelican Rapids. Students register for this elective with full anticipation of working on inter-district interdisciplinary units (which may include fiction/non-fiction, theater/film, and research) through their Spanish coursework. Inter-district friendships form and foster positive racial attitudes as students are brought together physically and via technology throughout their coursework. We anticipate the use of Incentive Revenue to partially fund these opportunities.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Although we reside, teach, and learn in rural Minnesota, one integral goal MDCC Spanish teachers share is the desire to assist students become more aware of the increasingly culturally diverse world we live in. To this end, students are asked to self-assess their cultural competency at three points during our Spanish classes' collaboration. Evaluations will show gains along the Cultural Competency Continuum (as adapted from Terry L. Cross, et., at., 1989, Coleman/Pellitteri 2000 and updated 2/4/2013) as a direct result of our integrated learning environments and curricula.

List yearly progress targets:

Year 1: 50% growth

Year 2: 60% growth

Year 3: 70% growth

Activity 2: Open Enrollment

Plan Component: *Pre-K to Grade 12 Enrollment Choices / Innovative programs that will increase racial & economic integration within the targeted school or district.*

Underwood School District is working to ensure that our district is accessible to all students regardless of their color or ethnicity. As such the Underwood School District will be working to highlight the benefits associated with attendance of Underwood School along with the programming that we have in place. This will be communicated to the surrounding school districts through a campaign to increase awareness of the programming of the district through radio, newspaper, website, and various other activities that equates to 4 hours per month

for both the Principal and Superintendent. These activities will be paid for out of **incentive aid** as they are for open enrollment activities with Pelican Rapids.

Underwood School will be transporting 21 students from the Pelican Rapids School District through the enrollment options program. These 21 students have chosen to open enroll into our district from Pelican Rapids and therefore the district has decided to provide transportation.

Creating efficiencies:

Underwood School and Pelican Rapids work to create efficiencies by combining ideas and programming to save on costs. Without the integration dollars, we would not have as large of a Spanish Program as we currently have. The major advantage of working with Pelican Rapids is the ability to have access to native speakers which further enhances our programs.

Community Planning Process:

The Underwood School worked with the Integration Task Force to ensure that the goals of our individual program aligned with the whole cooperative. We worked closely with all the schools to develop goals and ensure program excellence.