



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: Underwood School District #550 District's Integration Status: Adjoining District (A)

Superintendent: Jeremy Olson
Phone: 218-826-6101
E-mail: Jolson@underwood.k12.mn.us

Plan submitted by: Jeremy Olson
Title: Superintendent
Phone: 218-770-8717
E-mail: Jolson@underwood.k12.mn.us

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 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 will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

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. West Central MDCC | 7. Detroit Lakes District # 22-
Adjoining |
| 2. Pelican Rapids District # 548-
Racially Isolated | 8. Underwood District # 550-
Adjoining |
| 3. Frazer-Vergas District # 23-
Adjoining | 9. Battle Lake District # 542-
Voluntary |
| 4. Perham District #549-
Adjoining | 10. Enter text here. Choose district status. |
| 5. Hawley District #150
Adjoining | 11. Enter text here. Choose district status. |
| 6. Fergus Falls District # 544-
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: Jeremy Olson

Signature:  Date Signed: February 28, 2017

School Board Chair: Michele Peterson

Signature:  Date Signed: Enter date. 3-1-17

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

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Enter text here.

Community Collaboration Council for the RIS: Enter text here.

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. Enter text here.

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: 75% of students will be Kindergarten Ready as outlined in the fastbridge assessment.

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

Objective 1.1: 75% achieve a 30 or greater on fastbridge

Objective 1.2: Enter Objective 1.2

Objective 1.3: Enter Objective 1.3

GOAL # 2: All students vs. Free and Reduced student gap shall be reduced to 10% in FY16, 8% in FY17, and 5% in FY18.

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

Objective 2.1: FY17-8% gap

Objective 2.2: FY18-5% gap

Objective 2.3: Enter Objective 2.3

GOAL # 3: Increase cultural awareness and exposure to other cultures and languages.

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

Objective 2.1: Spanish program that works collaboratively with Pelican Rapids to provide students with cultural as well as language skills.

Objective 2.2: Youth Frontiers- program working with Pelican Rapids to teach tolerance, respect, and friendship.

Objective 2.3: Enter Objective 2.3

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention # Youth Frontiers and Spanish Program

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

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. The critical components of this program are developing respect, cultural exposure, building tolerance for other cultures, and developing language skills. This works with the WBWF Plan as it ensures that students have access to foreign languages which enhances college readiness as most colleges prefer 2 years of a foreign language.

Grade levels to be served: 5-12th

Location of services: Underwood and Pelican Rapids

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. Enter research citation.

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
Free and Reduced vs. non free and reduced achievement gap will narrow.	8%	5%	4%
Enter KIP			
Enter KIP			

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

RIS Objective 1.3: Click here to enter RIS Objective 1.3

RIS Goal # 2 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Click here to enter RIS Objective 2.1

RIS Objective 2.2: Click here to enter RIS Objective 2.2

RIS Objective 2.2: Click here to enter RIS Objective 2.3

To add goals and objectives, copy and paste the text above.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

RIS Intervention #: Name of intervention.

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

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. Enter narrative here.

Grade levels to be served: Grades

Location of services: Location

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. Enter research citation.

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline (2016-17)	Year 2 (2017-18) Actual	On Track?
75% of students entering Kindergarten will be "Ready" as outlined in the Fastbridge District Assessment (score of 30 or greater indicates success) and through our Newmark Learning Benchmarks, which is also used to measure readiness for Kindergarten.	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	Provide the baseline starting point here.	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>33/44 scored a 30 or greater on the Fastbridge Assessment. 75% of students were identified as being ready for Kindergarten.</p> <p>In the Spring of 2018, the pre-school assessment (Newmark Benchmarks) used to determine students readiness for Kindergarten, indicated that 81% enrolled in our four-year old preschool were ready to enter kindergarten at the end of the 2017-18 school year.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? Pre-K Screening, Newmark Benchmarks & Fastbridge Assessment used, as well as research based curriculum & ECFE Activities*
- *What strategies are in place to support this goal area? Teacher PLC work, individualized instruction with support for specific needs and small group reading instruction.*
- *How well are you implementing your strategies? Strategies are being implemented per plan.*
- *How do you know whether it is or is not helping you make progress toward your goal? The district met the goal for this area based on the 2017 and 2018 data.*

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline (2016-17)	Year 2 (2017-18) Actual	On Track?
<p><i>Reading: The proficiency gap between the non-FRP and FRP students enrolled the full academic year in Grades 5-8 and Grade 10 on all state reading accountability tests (MCA, MOD, MTAS) will decrease 5% points.</i></p> <p><i>Mathematics: The proficiency gap between the non-FRP and FRP students enrolled the full academic year in Grades 5- 8 and Grade 11 on all state mathematics tests (MCA, Mod, MTAS) will decrease 5% points.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p>5th – 8th Grade & Grade 10 Reading – F&R 52.0% proficient</p> <p>5th – 8th Grade & Grade 10 Reading – NFR 65.9% proficient</p> <p>Gap: 13.9 %</p> <p>5th – 8th Grade & Grade 11 Math – F&R 42.3% proficient</p> <p>5th – 8th Grade & Grade 11 Math – NFR 58.4% proficient</p> <p>Gap: 16.4%</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>5th – 8th Grade & Grade 10 Reading -- F&R 50.0% proficient</p> <p>5th – 8th Grade & Grade 10 Reading – NFR 60.7% proficient</p> <p>Gap: 10.7%</p> <p>**Gap did not decrease enough to meet goal</p> <p>5th – 8th Grade & Grade 11 Math -- F&R 50.6% proficient.</p> <p>5th – 8th Grade & Grade 11 Math – NFR 53.1% proficient</p> <p>Gap: 2.5%</p> <p>**Gap decreased enough to meet goal</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups? The district continues to focus on our low-income students to help close the achievement gap.*
- *What strategies are in place to support this goal area? The district has a strong focus on PLC work in reading strategies. The district has a daily 25 minute intervention and extended school day opportunity. The district has opportunities for career studies in business, industrial technology and high school special education. We also offer additional vocational studies through our student organizations and field trips.*
- *How well are you implementing your strategies? The district is implementing this with fidelity. The district works to seek improvement in the programs currently in place.*

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline (2016-17)	Year 2 (2017-18) Actual	On Track?
<p>Increase Cultural Awareness and Exposure to Other Cultures and Languages</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>Successfully completed planned integration activities with the Pelican Rapids School District that support increasing cultural awareness through exposure to other cultures & languages for our students at Underwood. All of the planned activities listed below supported the integrated learning environment intervention that is part of our plan.</p> <p>Planned Activities included: 1) Collaborative learning activities between Underwood, Fergus Falls & Pelican Rapids high school students that were designed and implemented to build cultural as well as language skills; 2) Collaborative learning activities between 5th grade classes from Underwood & Pelican Rapids, which provided the opportunity for interaction with other students and cultures; and 3) Underwood Schools organized and hosted a Youth Frontiers Respect Retreat, which supported the integrated learning environment intervention.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

Primary Goal: Increase cultural awareness and exposure to other cultures and languages by increasing our student's fluency, competency and interaction.

For the school year 2017-18, our students in our high school Spanish classes and our 4th & 5th grade students continued their interaction with Pelican Rapids students through a variety of co-planned learning activities. Listed below are designed and planned activities with the Pelican School District that have helped the Underwood School District successfully meet our integration goal. This collaboration with the Pelican Rapids School District, along with the integration funding that we receive, has helped increase cultural awareness and exposure to other cultures and languages, as well as has assisted our district in continuing to grow our Spanish enrollment numbers. Having access to native speakers is also a direct benefit to our students and further enhances our program.

The Spanish Class Collaboration (high school) with the Pelican Rapids School District includes students who take Spanish as a second language in the school districts of Underwood & Fergus Falls with 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. Other benefits from the collaborative learning activities, include: takes our learning out of the classroom and promotes cultural awareness; students gain a sense of open mindedness through working with new students; with our school being quite non-diverse, these events help our students gain knowledge and understanding of cultures different than their own; and students gain extended knowledge of the Spanish language and culture.

Our 5th grade students get together with the Pelican Rapids 5th graders every fall at Maplewood State Park where our students get to know their pen pals, with whom they exchange letters throughout the entire school year. During the winter months, 5th grade students from each school collaborate again, via reading the same book. Using their pen pal, students then collaborate and exchange points of view and perspectives on the book. The final collaborative activity for the school year has ALL 5th graders from the two schools getting together as a group to watch a movie at a theater.

We also organize and conduct a yearly Kindness Retreat with the Youth Frontiers Organization. This activity/event brings Underwood 4th Grade students together with high school students from Pelican Rapids, who serve as leaders and mentors to our 4th graders during the Kindness Retreat. These high school leaders/mentors will be helping with engagement and small group discussions. One of the goals of this retreat is for our 4th graders to have the opportunity to get to know and work with students from a different background than their own and learn about tolerance, respect and friendship.

With yet another new director in place for the collaborative, we are hopeful that the activities we have in place will be sustained with the goal of adding more opportunities for greater interaction amongst our students and Pelican Rapids students. Regardless, we believe that our 7-12 Spanish classes and our 4th & 5th grade classes have benefited immensely from their participation in the planned collaborative learning activities, which has yielded a greater understanding and awareness of other cultures for our students.