



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Underwood School District

Grades Served: PreK-12

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A and I Contact: Dave Kuehn

Title: Superintendent

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- <http://www.underwood.k12.mn.us> under District Info – School Reports/Plans
- <http://www.underwood.k12.mn.us> under District Info – School Reports/Plans

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *December 17, 2018 6:30 pm in the Underwood Schools Conference Room*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dave Kuehn	Superintendent	X
John Hamann	K-12 Principal	X
Savanna Shebeck	Parent/Community Member	X
Aaron Grove	Parent/Community Member	X
Brenda Frederick	Elem. Reading Literacy Coord.	X
Sophie Johnson	Student	
Mark Bring	Parent/Community Member	X
Chelsea Cruz	Spanish Teacher/Parent	X
Nancy Nelson	Parent/Community Member	X
Anne Stenoien	Assessment Coordinator & Community Ed Director	X
Mary Jo Biegler	Community Member	X
Brian Hovland	Dean of Students/Parent	
Maggie Clauson	Social Studies Teacher	
Melinda Kugler	Elementary Teacher/Parent	X
Jason Rogers	MS Teacher/Parent	X

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective,

inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area, which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Underwood Schools is a small rural school district of about 562 students. All elementary grades are two sections, where in grades 3-6, the elementary teachers departmentalize to provide students with the opportunity to be taught by a teacher with the greater interest and expertise in a designated subject area. Our class sizes at the elementary level reflect the effort to maintain small class sizes with ranges of 18-22 students per class in order to focus on the individual needs of students. At the secondary level, each department is made up of 1-3 teachers who work closely with students to identify strengths and needs of the students they see on a daily basis. The district utilizes a Teacher Leadership Team and PLC's to assist with making decisions on improving student achievement, including improving reading scores and identifying gaps/holes in the curriculum. Teachers are formerly evaluated on a yearly basis by the principal (3 times/year for probationary teachers).*
- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur? Superintendent, K-12 Principal, and District Leadership Team.*
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? We are focusing our attention to the gaps on our low-income students and free-reduced students. Underwood has very little diversity.*
 - *What data did the district use? We are using Fastbridge, MCA, ACT, and ASVAB to make sure our low-income students are getting the proper interventions if/when they are needed.*
 - *What are the root causes contributing to your gaps? Attendance and social economical.*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers? Underwood offers many extended day school activities that allow our low-income students to explore a variety of opportunities to assist students with their academic, social and emotional growth. We also provide certified staff to our students during intervention times.*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district? Currently our teachers reflect our diversity of our school district. We are about 95% white and about 5% other races, which closely reflects the composition of our student body.*
- *What efforts are in place to increase the diversity of the teachers in the district? We advertise our teaching positions all over the state of MN, and border-states (WI, IA & ND), via Edpost, in order to secure the best teachers possible. Our continued focus is on recruiting, retaining, and growing highly professional teachers.*

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2017-18 school year.</p> <p>Goal 1: 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>	<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 – Target was met.</p> <p>In the Spring of 2018, the pre-school assessment (Newmark Learning 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 – Target was met.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</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.*

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goals for the 2017-18 school year.</p> <p>Goal 1: 75% of 3rd grade students will meet grade level proficiency as indicated by the MCA data.</p> <p>Goal 2: 75% of Kindergarten through Grade 2 students will be reading at grade level as measured by the Fastbridge Assessment reading test in the Spring 2018.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>58.3% of our 3rd grade students are reading at grade level as measured by the MCA test. This is an increase of about 5% from our 2017 MCA results – Target was not met.</p> <p>At the end of the 2017-18 school year, 70% of Kindergarten students were reading at grade level; 63% 1st grade students were reading at grade level; and 72% of 2nd grades were reading at grade level – Target was not met.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

Bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? The district is using FastBridge and MCA data in tracking the needs of our students. The district has implemented a strong reading intervention program through an ADSIS Grant opportunity in which we were able to hire a Reading Specialist. Through the implementation of a Reading Specialist, our district has been able to measure scores and data demonstrating that our district is closing the gap.*
- *How is this data disaggregated by student groups? Our district needs to focus more on differentiating instruction with our low-income students. Specifically those students partially meeting or not meeting proficiency on the MCA's.*
- *What strategies are in place to support this goal area? Strong curriculum, small group instruction, reading specialist, research based interventions, differentiated instruction and goal setting.*
- *How well are you implementing your strategies? We are implementing these with fidelity checks and PLC work. We continue to support intervention programming at the Elementary level to improve reading scores and continue to improve curriculum by identification of gaps/holes in the curriculum.*
- *How do you know whether it is or is not helping you make progress toward your goal? MCA 3rd Grade Reading Scores did increase by 5%. Our Fastbridge Assessment continues to measure growth in reading in Grades K-2 with about 67% (average) of these students reading at grade level.*

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p>Goal 1: Free and Reduced Students gap for Reading & Math shall be reduced below the state average as our Free/Reduced Students should perform above state average.</p> <p>Goal 2: Special Education Students gap for Reading & Math shall be reduced to below the state average as our Special Education Students should perform above state average</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>Free/Reduced Reading: FY 18 – All students 53.7%, Underwood Free/Reduced 45.5% (8.2% Gap). State all students 59.8%, State Free/Reduced 40.2% (19.6% Gap). Underwood is performing 5.3% above state average for Free and Reduced Students. Underwood also has a smaller gap between All Students & Free/Reduced compared to the State Gap – Target was met.</p> <p>Free/Reduced Math: FY 18 – All students 56.0%, Underwood Free/Reduced 50.7% 5.3(5.3% Gap). State all students 57.0%, State Free/Reduced 36.0% (21.0% Gap). Underwood is performing 14.7% above state average for Free and Reduced Students. Underwood also has a smaller gap between All Students & Free/Reduced compared to the State Gap – Target was met.</p> <p>Special Education Reading: FY 18 – All students 53.7%, Underwood Special Ed 29.7% (24% Gap). State all students 59.8%, State Special Ed 26.0% (33.8% Gap). Underwood is performing 3.7% above state average for Special Ed Students. Underwood also has a smaller gap between All Students & Special Ed compared to the State Gap – Target was met.</p> <p>Special Education Math: FY 18 – All students 56.0%, Underwood Special Ed 32.4% (23.6% Gap). State all students 57.0%, State Special Ed 24.7% (32.3% Gap). Underwood is performing 7.7% above state average for Special Ed Students. Underwood also has a smaller gap between All Students & Special Ed compared to the State Gap – Target was met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</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? *Our district is using FastBridge, MCA and MTAS in tracking the progress of our students. The district has implemented a strong reading intervention program through an ADSIS Grant opportunity in which we were able to hire a Reading Specialist. Through the implementation of a Reading Specialist, our district has been able to measure scores and data demonstrating that our district is closing the gap.*
- What strategies are in place to support this goal area? *Our district uses small group instruction, differentiated instruction, research-based interventions along with goal setting.*
- How well are you implementing your strategies? *Our district is implementing the plan with fidelity.*
- How do you know whether it is or is not helping you make progress toward your goal? *Overall the district MCA scores are trending up, however grade level scores are inconsistent. Our FastBridge scores have demonstrated an upward trend and the PLC work by teachers continues to focus on this area.*

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goals for the 2017-18 school year.</p> <p>Goal 1: ACT Composite Scores will be .5 above state average as measured in the 2017-2018 school year.</p> <p>Goal 2: Students will perform above state average on the ACT in English, Mathematics, Reading and Science.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>The ACT state average composite score was 21.3 and Underwood’s ACT composite score was 21.7 – Target was not Met</p> <p>English 20.3/20.2 – Target was Met Mathematics 21.5/21.4 – Target was Met Reading 23.0/21.7 – Target was Met Science 21.5 / 21.4 -- Target was Met</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</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 time period and extended school day opportunities to support student learning and student growth. 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.*
- How do you know whether it is or is not helping you make progress toward your goal? *Four out of the five indicators were met.*

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Provide the established SMART goals for the 2017-18 school year.</p> <p>Goal 1: Our goal is to have 100% of seniors enrolled at Underwood High School on the first day of school in 2017, completing all course work on time and graduating from Underwood High School in May of 2018.</p> <p>Goal 2: 7-Year goal is to have a 96% of students graduating from Underwood High School.</p>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p>In the school year 2017-18, 25 out of our 26 seniors graduated (96%) – Target was not met.</p> <p>In the school year 2017-18, 97.4 of students graduated as measured by the 7-year graduation rate – Target was met.</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</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 uses attendance and graduation rates as a measurement and a means to identify needs for this goal. We also continue to look at our low-income student needs. The district feels we are strong in this area.*
- *What strategies are in place to support this goal area? Through our PLC work, a continued district focus is on implementing instructional practices and designed learning activities in our classrooms to strengthen student engagement. A comprehensive list of concurrent enrollment courses are offered to allow students access to a variety of classes where they can earn college credit, while staying in our school to do so. Counselor meets individually with students on specific needs.*
- *How well are you implementing your strategies? Given our small district our data indicates that only ONE student did not graduate with their class. We feel this is still an area of strength for our school district.*
- *How do you know whether it is or is not helping you make progress toward your goal? Within our district 45% of our high school students start a college transcript through College in the High School opportunities.*

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?
<p>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>	<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>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 the area of reading strategies. A daily 25-minute intervention time period and extended school day opportunities are in place that provide additional assistance to students who are struggling academically in the areas of reading and math.*
- *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><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></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><i>Check one of the following:</i></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.