Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: **ISD #548 Pelican Rapids Public Schools**
District Integration Status: Racially Isolated District (RI)
Superintendent: Brian Korf
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Plan submitted by: Becky Wontor
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Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

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

Provide the name of your integration collaborative if you have one: West Central Multidistrict Cultural Collaborative

School Board Approval

X We certify that we have approved this Achievement and Integration 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: B Korf Date Signed: March 23, 2026

School Board Chair: Jon Karger
Signature: Jon Karger Date Signed: March 23, 2026

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 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 student integration.

A & I Plan input and collaboration for ISD #548 included the PR Schools Leadership/Administrative Team and A & I/CACR Council: Brian Korf, Laura Januszewski, Derrick Nelson, Rudy Martinez, Kelsey Lage, Terra Fitzsimmons, Andrew Sorum, Jon Karger. A & I Plan staff includes: Heidi Henkes, Bridgette Holl, Amy Korf, Kelsey Lage

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 on page 8 of the Achievement and Integration Plan Guide.

Multidistrict Collaboration Council:
Battle Lake - Janell Kraemer
Detroit Lakes - Renee Kerzman
Fergus Falls - Jeff Drake
Frazee-Vergas - Becky Matejka
Hawley - Kelly Anderson
Pelican Rapids - Kelsey Lage, Becky Wontor
Perham-Dent - Hannah Levenhagen
Underwood - Chelsea Cruz, Carly Jensen, Jeff Wilson

Our partnering districts annual activities/events planning process include regular contact via email, in-person/digital meetings as needed, sharing plan content for collaboration and amendments as needed along the way.

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

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

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)).

Goal #1: FRP students will collectively score in the top 3 ranges (Intermediate/Meets/Advanced) on MCA IV Reading assessment from 60% in 2027 to 70% in 2029. Note: KIP Target may be adjusted once we have the first-year baseline for the MCA IV Reading from 2025-26.
Goal type: Achievement Disparity

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.

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Strategy #1 Core literacy support for elementary and high school 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 (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.

Under the direction of two licensed teachers (one in the elementary and one in the high school) 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. Viking Elementary School (VES): Assessments (such as MCA Reading and CAPTI) and teacher observation and recommendation identify student needs. A variety of strategies are used to work with the identified students including differentiated instruction and targeted interventions. The teacher has also developed curriculum and class activities focused on increasing student reading scores.

Pelican Rapids High School (PRHS): In our high school, a licensed teacher has developed curriculum and class activities to help decrease our reading gap scores. For example, 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.

Location of services: Viking Elementary School and Pelican Rapids High School (grades 7-12)

Strategy #2 Family engagement initiatives

Type of Strategy: Family engagement initiatives to increase student achievement

Narrative description of this strategy.

VES: Fall and spring student-led conferences continue to be a highly effective way to connect with families. The percentage of parents attending conferences averages 93% each year so we strive to keep that percentage. In addition, there are 2-3 family event nights each year with consistently high participate. Conferences and family night events both have the availability of translators if needed (this was part of a prior plan to increase communication with families).

PRHS: We have seen a dramatic increase of parent involvement/communication with the added option to communicate via text and email with staff about students with mid/end of quarter D/Fs.

Strategy #3 Early intervention for students needing academic support

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.

VES: Continues to offer year-round K-6 Targeted Services for qualifying students in addition to the core literacy support interventions/differentiated instruction described in Strategy #1.

PRHS: We continue with on-going outreach to increase parent involvement and/or conference attendance for mid/end of quarter D/Fs. An Academic Eligibility Report is updated throughout the year. Staff reach out to parents (via text, call or letter at mid/end of quarter/conferences) and invite them to parent/teacher conferences and encourage them to contact the school counselor to make a plan for the student. There are also on-going advisory meetings throughout the year with this group of students. The percentage of identified parents attending PRHS conferences averaged 55% (aggregate fall/spring) before we added the outreach initiatives described above in 2024-25. We saw an immediate increase to 79.5% (aggregate fall/spring) attending conferences or communicating with the school in 2025-26. We have set our KIP as 75% or higher for the next 3 years because that level of participation is very significant, especially from the identified parent group. However, we will continue to strive to increase involvement with as many parents as we can each year.

All PRHS students in grades 7-12 create a Viking Portfolio which includes 'milestones & class check-ins, my learning, my interests, my plan'. PRHS continues to offer after school Homework Help during the school year for 7-12 students needing assistance.

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 2027	Target 2028	Target 2029
FRP students will collectively score in the top 3 ranges (Intermediate/Meets/Advanced) on MCA IV Reading assessment from 60% in 2027 to 70% in 2029. Note: KIP Target may be adjusted once we have the first-year baseline for the MCA IV Reading from 2025-26.	60% or more	65% or more	70% or more
90% or more VES parents will continue to attend Parent-Teacher conferences each year (aggregate fall & spring) from 2027-2029.	90%	90%	90%
The percentage of PRHS parents of students with failing grades attending conferences or increasing involvement by communicating with the school will remain at 75% or higher from 2027-29.	75% or higher	75% or higher	75% or higher

Goal #2: FRP students will collectively score in the top 3 ranges (Intermediate/Meets/Advanced) on MCA IV Math assessment from 60% in 2027 to 70% in 2029. Note: KIP Target may be adjusted once we have the first-year baseline for the MCA IV Math from 2026-27.

Goal type: Achievement Disparity

Strategy #4 Core Math support for elementary and high school 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 (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.

Assessments (such as MCA Math) and teacher observation and recommendation identify student needs. 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. A variety of strategies are used to work with the identified students including differentiated instruction and targeted interventions. The teacher has also developed curriculum and class activities focused on increasing student Math scores. VES offers year-round Targeted Services and PRHS offers school year Homework Help for students needing these additional resources.

Location of services: Viking Elementary School and Pelican Rapids High School (grades 7-12)

Strategy #5 Family engagement initiatives

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

Narrative description of this strategy. The narrative for this strategy is the same as Goal #1, Strategy #2.

Strategy #6 Early intervention for students needing academic support

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. The narrative for this strategy is the same as Goal #1, Strategy #3.

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 2027	Target 2028	Target 2029
FRP students will collectively score in the top 3 ranges (Intermediate/Meets/Advanced) on MCA IV Math assessment from 60% in 2027 to 70% in 2029. Note: KIP Target may be adjusted once we have the first-year baseline for the MCA IV Math from 2026-27.	60% or more	65% or more	70% or more
90% or more VES parents will continue to attend Parent-Teacher conferences each year (aggregate fall & spring) from 2027-2029.	90%	90%	90%

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 2027	Target 2028	Target 2029
The percentage of PRHS parents of students with failing grades attending conferences or increasing involvement by communicating with the school will remain at 75% or higher from 2027-29.	75% or higher	75% or higher	75% or higher

Goal #3: Maintain student access to more effective and diverse teachers by continuing to provide staff development in the areas of culture, race, ethnicity, poverty, and academic achievement for 100% of district teachers each year between 2027-2029.

Goal type: Teacher Equity

Strategy #7 Educational career opportunities

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

In an on-going effort to increase access to licensed teachers who reflect the racial and ethnic diversity of our students, we developed an Intro to Education course in a prior plan. In addition, we offer an Intro to Early Education course (both enabling students to earn college credits). We will continue to offer CIS Education courses for students to learn about and explore teaching as a career at Pelican Rapids High School.

Strategy #8 Diversified staff development opportunities

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

In addition to on-going academic achievement training, we will continue providing professional development for staff that strengthens our knowledge around culture, race, ethnicity, poverty, and mental health by increasing our capacity to understand, accept, and help others. This will include but is not limited to annual presenters/speakers and book studies. Our A & I Plan will be updated each fall to reflect the planned professional development training that our administrative team plans for the upcoming year.

In addition, the 7 Habits of Highly Effective People® and *Leader in Me™* platforms continue to be utilized in our schools. VES continues to have a Lighthouse Team and the '7 Habits' continue to be a part of the school culture with students and staff.

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 2027	Target 2028	Target 2029
100% of teachers will participate in the professional development training each year from 2027-2029 (the percentage of participating teachers is verified by building principals).	100%	100%	100%

Goal #4: The percentage of students participating in Cultural Immersion Activities/Events with increased understanding and comfort levels with students different from themselves (racially, ethnically, socioeconomically) will remain at 80% or more from 2027-2029.

Goal type: Integration

In our 2023-2026 plan this goal was 60% in 2023 to 75% in 2026. However, we exceeded the goal in the first year so we have changed it to 80% or more per year. Maintaining that level of increased student understanding and comfort levels with students different than themselves would be a good measure that the activities are making a difference.

Strategy #9 Cultural Immersion Activities/Events

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 of this strategy. These planned activities/events are designed to create opportunities for all students to interact with students outside of their own demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities.

In addition, our **West Central Multidistrict Collaboration Council** regularly communicates and shares each district's cultural resources, events, and other integration opportunities which enable additional students to participate and provides increased staff development options.

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

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

The role of Pelican Rapids Public Schools is to:

- participate in a minimum of 1 Cultural Immersion Activity/Event with each partnering district per year
- offer a Culture Fair each year to share our rich cultural diversity and to provide an opportunity for all partnering districts to have an integration activity with our students
- facilitate on-going communication and collaboration of events/activities between the partnering districts
- coordinate and collaborate amendments to existing plans and development of new plans

Over time we have observed that the emphasis of understanding differences has evolved into awareness of similarities and respect for people who are different than ourselves. We believe that the rich diversity at Pelican Rapids Schools gives our students real-world perspectives and experiences and we appreciate the opportunity to connect with other districts in our area.

Cultural Immersion Activity/Event #1

Participating Districts: Battle Lake, Pelican Rapids

Battle Lake is in the process of creating a new activity/event. Details will be updated as they become available.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
Pelican Rapids will participate in 1 activity/event with Battle Lake from 2027-29 (which can include the Culture Fair at PR each year).	1	1	1
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event #2-Stories Across Schools

Partnering Districts: Detroit Lakes, Pelican Rapids

Students: DLHS Intro to Teaching class, second grade classrooms from both schools

Location: Detroit Lakes and Pelican Rapids Schools

The partnership is designed to build relationships and cultural understanding between students through a series of collaborative, experiential, and literacy-based interactions.

In the fall:

- DL students will participate in a walking field trip where PR students visit DL to explore two troll sites and surrounding trails.
- DLHS' Intro to Teaching class will conduct introductory teaching visits at both locations, with a tentative opportunity for students to attend a powwow experience together at DL, supporting cultural learning and respect. Prior to the event, students will receive instruction on Powwow etiquette, cultural significance, and respectful participation. The Powwow experience itself includes structured opportunities for student interaction and engagement.

During the spring:

- DL students will attend a cultural program hosted at PR, strengthening cross-school cultural connections.
- DL students will do a walking tour of parts of PR, which will include rotations allowing students to sample foods, drinks, and cultural experiences.

A central academic component of the partnership is a shared book project focused on identity, culture, and belonging. Students will create their own books using blank book materials.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
PR and DL teachers and students will participate in 2-4 in-person activity/event sessions per year from 2027-2029.	2-4 per year	2-4 per year	2-4 per year
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-2029.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event #3-Spanish Cultural Trivia Event

Partnering Districts: Fergus Falls, Underwood, Pelican Rapids

Students: Spanish class students in grades 9-12

Location: Pelican Rapids

Spanish language students from the partnering districts are teamed up and work together as members of a group based on a Spanish speaking country. Students work together learning more about the culture of their country and meet in the spring, participating in various activities sharing their knowledge. Students 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 a cultural trivia event in the spring.

Part of the spring event also includes lunch at an authentic Mexican restaurant. 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!

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
Spanish class students from the 3 partnering districts will have 1 in-person activity/event each year.	1	1	1
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event #4-Student Mentorship Program

Partnering Districts: Frazee-Vergas, Pelican Rapids

Students: Frazee-Vergas Grades 1-2, Pelican Rapids Early Childhood Education students
Location: Frazee School 1-3 visits, Pelican Rapids for 1 visit
Early Childhood Education students at PRHS will be mentors to students in grades 1-2 that are enrolled in the Student Success Program at the FVE. They will assist with reading, math, and implementing cultural awareness activities provided by the FVE Student Success Coordinator Interventionist. The PR Coordinator will supervise and coordinate all trips with the Student Success Coordinator Interventionist from FVE. There will be a total of 1-4 in-person visits (1-3 at FVE and 1 at PR) so the mentors can show them the cultural richness of the area. In addition, 1-2 google meet sessions may be supplemented if needed.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
PR Early Childhood Education students will connect with elementary students from FVE 1-4 times each year from 2027-2029.	1-4 per year	1-4 per year	1-4 per year
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event Strategy #5 Global Foods
Partnering Districts: Hawley, Pelican Rapids
Students: Students in Grades 10-12
Location: Pelican Rapids
Students enrolled in the Global Foods classes at both districts will meet 1-2 times per year. They will work together in teams on projects and activities which emphasize the importance of culture and diversity (can include games, movies, cultural recipe swap, cookbook, etc). A variety of cultural foods/snacks will be available at each gathering.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
PR will participate in 1-2 activity/events with Hawley from 2027-29.	1-2 per year	1-2 per year	1-2 per year
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event Strategy #6-Native American Cultural Event
Partnering Districts: Perham, Pelican Rapids
Perham will be hosting a Native American culture event each year. More details will be available as Perham develops the program/event.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
PR will participate in 1 activity/event with Perham from 2027-29 (which can include the Culture Fair at PR).	1	1	1
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

Cultural Immersion Activity/Event Strategy #7-Culture Fair
Partnering Districts: Students in grades 9-12 from partnering district invited to event
Students: Cross-section of Pelican Rapids students in grades 9-12
Location: Pelican Rapids Schools

PR will offer a Culture Fair each year to share our rich cultural diversity and to provide an opportunity for all partnering districts to have an integration activity/event with our students.

Displays and conversations will be created and led by PR students who want to highlight parts of their identity such as cultures, countries, traditions, languages and personal experiences in a respectful and welcoming environment.

Our goal is to create a shared learning space rather than a showcase-we want it to be interactive so students from the different schools can connect, learn from one another, and celebrate cultural diversity. All participating students will have preceding dialogue about engaging with others respectfully, having thoughtful questions, and approaching the experience with appreciation and curiosity.

This opportunity may be especially meaningful for students who enjoy learning about different cultures or who may not often see students with diverse backgrounds represented in their own communities.
The Pelican Rapids A & I Coordinator will coordinate and facilitate this event.

Key Indicators of Progress (KIP)	Target 2027	Target 2028	Target 2029
PR will host a culture fair each year to share our rich cultural diversity and so all partnering districts have an opportunity to integrate with our students.	1	1	1
The percentage of participating students that indicate the activity/event increased their comfort level and/or ability to interact with someone outside of their own demographics will remain at 80% or more in 2027-29.	80% or higher	80% or higher	80% or higher

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