Impact

- Cultural Immersion Events/Activities bring people together and **help us learn about ourselves and others**.
- They provide a valuable way for all students to interact with others outside of their own demographics to broaden their experiences with people of other racial, ethnic, economic backgrounds, interests, and abilities. Over time, **awareness of similarities and respect for people different than oneself has become the focus, rather than the differences themselves.** The student feedback this year centered around meeting new people who were different and interesting, connections they had or made with people, and how kind and respectful everyone was. This included the culture fair in our own district.
- In addition, the integration strategies also **provide valuable opportunities for learning and growth for students within our districts** such as mentoring younger students and Early Childhood Education students working in classrooms. **We received feedback from staff in another district that our students are exceptional role models and did a phenomenal job with their elementary students.** These leadership and skill enhancing opportunities benefit all students involved.
- **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.

Pelican Rapids Public Schools

Achievement and Integration

Annual Progress Report
2025-26 School Year

Board Meeting Presentation October 19, 2026

Three year plan

REPORTING YEAR:

3rd year of 2023-26 Plan

CURRENTLY:

1st year of 2026-29 Plan

Types of Goals

CLOSE ACHIEVEMENT GAPS

RACIAL AND ECONOMIC INTEGRATION

EQUITABLE ACCESS TO EFFECTIVE AND DIVERSE TEACHERS

FERGUS FALLS SCHOOLS
UNDERWOOD SCHOOLS
SPANISH CULTURE TRIVIA





DETROIT LAKES SCHOOLS
INTRO TO EDUCATION
PARTNERSHIP

FRAZEE-VERGAS SCHOOLS
STUDENT MENTORSHIP
PROGRAM



HAWLEY SCHOOLS GLOBAL FOODS



Feedback

Themes from student surveys - what enjoyed most, what discovered about self or others, what surprised them the most:

- meeting new people who were different and interesting
- connections they had or made with people
- how kind and respectful everyone was.

Goal #4

The percentage of students participating in Cultural Immersion Events/Activities with increased understanding and comfort levels with students different from themselves (racially, ethnically, socioeconomically) will remain at 80% or more from 2024-2026.

ACTUAL: 97%

Partnering Districts

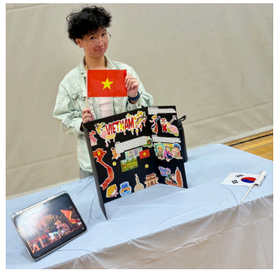
Battle Lake, Detroit Lakes, Fergus Falls, Frazee-Vergas, Hawley, Perham, Underwood

As a Racially Identifiable District, the role of ISD #548 Pelican Rapids Schools is to:

- participate in a minimum of 1 Cultural Immersion Event/Activity with each partnering district per year (or provide 1-2 activities per year)
- facilitate on-going communication and collaboration of A & I Events/Activities, and Plans between the partnering districts

2025-26: 10 student cultural immersion activities/events with 5/7 partnering districts







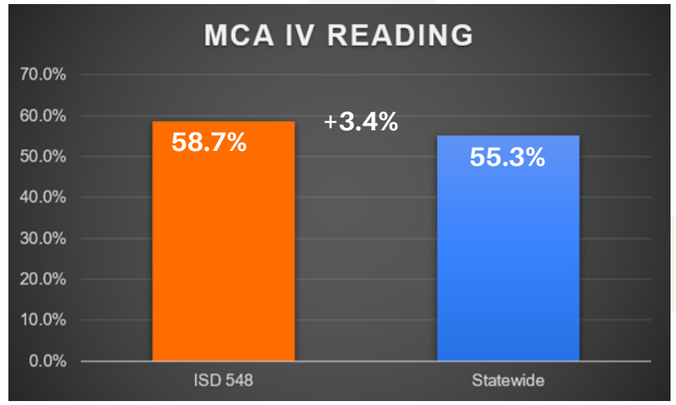
PELICAN RAPIDS SCHOOLS - FIRST ANNUAL CULTURE FAIR

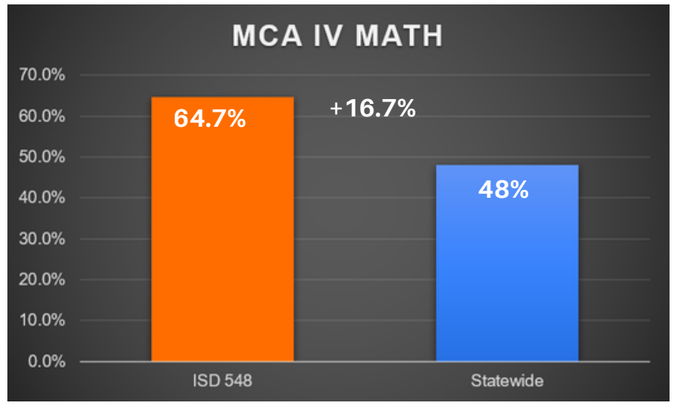


Goal #1

FY26 MCA Reading transitioned from MCA III to MCA IV

60% or more of FRP students will score collectively in the top 3 levels (Intermediate/ Meets/ Advanced) on MCA IV Reading assessments in 2025-26.





Goal #2

FY27 MCA Math will transition from MCA III to MCA IV

60% or more of FRP students will collectively score in the top 3 levels (Partially Meets/ Meets/Exceeds) on MCA III Math assessments in 2025-26.

CORE LITERACY SUPPORT

Teachers, Programs, Curriculum including:

PRHS

- OL&LA Training
- Implementation of new mainstream English Language Arts curriculum grades 7-11
- READ 180 - intervention program that provides targeted support to help students improve their reading skills
- Math 180 - intervention program to help newcomers build foundational math skills
- Young Adult Literature elective course

VES

- LETRS Training, Bridges Math Curriculum & training

PRHS/VES

- Individualized instruction with licensed teacher, Differentiated instruction and targeted interventions, Viking Student Success Program

FAMILY ENGAGEMENT INITIATIVES

VES: Continue with conferences and family night events
Target: 90% or more VES parents will continue to attend **Parent Teacher Conferences** (aggregate fall/spring)
Actual: 94%

Family Night Events



- **Title I Family Nights** -
- **Math in the Neighborhood**
- **VES Reading Day**



EARLY INTERVENTION FOR STUDENTS NEEDING ACADEMIC SUPPORT

PRHS: Continue to increase outreach to identified parents and create new pathways to increase parent conference attendance and/or parent involvement.
Identified parents=at-risk students (mid/end quarter Ds & Fs)

Target: % of identified parents attending conferences/increasing involvement will increase by 5% each year
2023-24: baseline of 44% established
2024-25: 55%
2025-26: Actual 69.7%

Our outreach has continued to expand and includes mid/end of quarter:

- contact by high school counselor
  - providing information about after school homework help
  - requesting parent response to action plan for their student

At-risk students also have:

- mid/end quarter advisory meetings
- scheduled meetings focusing on juniors and seniors at risk for not graduating on time.

Goal #3

Maintain student access to more effective and diverse teachers by continuing to provide staff development in the areas of culture, race, ethnicity, and poverty for 100% of district teachers each year between 2023 and 2026.

Strategies

EDUCATIONAL CAREER OPPORTUNITIES

- Continue efforts to develop teachers from within.
- We are fortunate to have highly qualified, diverse staff in our schools but also encourage PRHS students to pursue education career by offering an **Early Childhood Education Course**.

PROFESSIONAL STAFF DEVELOPMENT

Continue to:

- focus on academic achievement of all students which increases access to effective & diverse teachers.
- provide staff development that strengthens knowledge around culture, race, ethnicity, poverty, mental health by increasing our capacity to understand, accept, and help others.

DISTRICT:

Speakers

- Hunter Pinke “No Bad Days” (staff & students)
- Monica Schneider, “Wellness Check” Blooming Mental Health (staff & students)

VES: Elementary Lighthouse Team, UFLI Phonics curriculum, Wonders, HMH, Amplify presentations, LETRS training for teachers

PRHS: “The Anxious Generation” book study (staff and 3 parent newsletters); READ Act and Interventions; Capti ReadBasix Training; MCA Testing updates; Viking Student Portfolio (Feb)