



Achievement and Integration Plan Form

July 1, 2022, to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: ISD 564 Thief River Falls_____

Title of Person submitting Report: Sara Olson_____

District Integration Status: Adjoining_____

Phone: 218-681-8711 ext. 5236_____

Superintendent Name: Donita Stepan_____

Email: Sara.Olson@myprowler.org_____

Superintendent Phone Number:218-681-8711 _____

Superintendent Email: Donita.Stepan@myprowler.org

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your [district has a racially identifiable school](#), please list each of those schools below. Add additional lines as needed.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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.

Provide the name of your integration collaborative if you have one:

1. Crookston Public Schools

2. East Grand Forks Public Schools

School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).
- 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 (enter name) Donita Stepan _____

Signature: _____ Date Signed: _____

School Board Chair (enter name) Ryan Walseth _____

School Board Chair Signature: _____ Date Signed: _____

Plan Input

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

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above ([Minn. R. 3535.0160, subp. 2](#), and [3535.0170, subp. 3](#)).

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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: _____

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Our AIPAC representative reviewed and gave feedback on our plan. They recommend we move forward with the strategies and goals as presented. Strategies in our plan align with the work of the AIPAC and offer more opportunities for students in our Native American Program.

Multidistrict Collaboration Council: Members included: Jeremy Olson (Crookston), Suraya Driscoll (East Grand Forks), Sara Olson (Thief River Falls), Amber Neadeau (Thief River Falls AIPAC)

This group met multiple times between February 9 and March 9, 2022 to identify areas of need, reflect on prior strategies, and plan based on this feedback. In the Thief River Falls School District, all principals and Achievement & Integration program staff completed a survey that reflected on past work and identified areas of need. In doing this, they needed to gather feedback from their staff and students in their schools. Follow up meetings were held with program staff to plan strategies with this data. Prior WBWF reports guided discussions on the progress on our goals. A significant change in our plan is a stronger focus on career readiness and activities needed to support students in their future planning and a focus on resiliency following the times of distance learning and COVID.

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

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: The proficiency gap between the FRP and Non-FRP eligible students enrolled the full academic year for all grades tested within the Thief River Falls Public Schools on all state Math accountability test (MCA & MTAS) will decrease to 26% in 2025 from the current gap of 30.3% in 2019.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Strategies

Strategy #1: Student Success Advocate

Choose the Type of Strategy: Family engagement initiatives to increase student achievement

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Our Student Success Advocates will support students who are struggling with having a successful school experience. This program will focus on closing achievement gaps between our FRP and Non-FRP eligible students. This will include strategies such as connecting students to tutoring services, facilitating transportation services, implementing a mentorship program within the school and community, provide career planning guidance, plan and implement summer programming, engage with cultural and language liaisons, provide homework & organizational support, provide support to the PBIS plan, and support SEL. This program will also support our integration activity, supporting career planning.

Through intake meetings, individual plans will be created for each student. Annually, the program staff will meet with administration to review outcomes and provide guidance for future plans.

Enter location of services: All schools within the district

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.	2023 Target	2024 Target	2025 Target
Increase by 20% the number of program participants with individual plans that meet expectations (“Meets”) on the Math MCA compared to their prior MCA.	8%	10%	20%
Increase the average school attendance rate of program participants each year	4%	8%	10%
Provide family engagement activities/events	1 event	2 events	3 events

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

Goal #2: Thief River Falls’ students access to effective first year teachers who have participated in a First-Years induction program, which includes a strand on culturally inclusive instruction, will increase from 0% in 2022 to 90% in 2025.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

Strategy #2– Teacher Mentorship

Choose the Type of Strategy: Professional Development opportunities focused on academic achievement of all students

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:

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Our strategic plan has a focus area on Staff Growth. The development of a First-Years teacher mentorship program is aimed at supporting and developing teachers who are early in their career, or have recently joined our district, in order to provide all students with access to highly trained and supported teachers. Specifically, this program will provide training given to all staff prior to their employment in order to ensure common knowledge and equitable instructional experience. Ongoing professional development will be created around strands including: operations of the district, social-emotional learning, classroom management & student relationships, understanding cultural bias and culturally inclusive strategies, teaching and learning, and effective use of technology. By guiding and supporting new teachers, we are investing in their long-term effectiveness and positive impact within the classroom. The District Staff Development Team will review annual surveys of program participants in order to adjust modules to be more effective.

Enter location of services: District-wide

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.	2023 Target	2024 Target	2025 Target
Percentage of new teachers that successfully complete the program	80%	85%	90%
Creation and implementation of strand modules	4 sessions	6 sessions	8 sessions
Survey of teachers in the program identify growth in strands on a Likert scale	Average of 2/5	Average of 3/5	Average of 4/5

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

Goal #3: Thief River Falls’ students in the integration program will self-report an increase in their preparedness for high school coursework leading to an identified future career from an average of 2 out of 5 in 2023 to an average of 4 out of 5 in 2025, as measured by a district-created survey utilizing a 5-point Likert scale.

Choose a WBWF goal area: All students are ready for career and college.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Strategies

Strategy #3 Integration Project – Career Readiness

Choose the Type of Strategy: Rigorous coursework and career & college readiness

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Crookston Public Schools, Thief River Falls Public Schools, and East Grand Forks Public Schools have a focus on Career and College Readiness at the high school level. Our Multidistrict Collaboration Council decided as a cross-district strategy to improve student integration we would incorporate a middle school level opportunity for career exploration.

This student integration opportunity will include field trips to area businesses. The integrated group of students and staff will meet at local companies/businesses for tours and listen to speakers from different careers available at each of the companies/businesses.

Following the speakers and tours, staff will follow up with the integrated group of students. The focus will be on foundational skills that will help middle school students transition into high school pathways programs by focusing on the career and college readiness domains and competencies.

Enter location of services: Within the region

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.	2023 Target	2024 Target	2025 Target
Student participation in the Integration Project mirror or exceeds the FPL eligible percentage within grade levels served.	Within 10%	Within 5%	At least equal to
Student attendance	80%	85%	89%
Number of collaborative events for students to participate in	2	2	2

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

Goal #4: By 2025, the percentage of FRP-eligible students entering kindergarten at Thief River Falls Public Schools assessed at being at low risk on the Fastbridge Early Reading assessment will increase from 22% in the winter of 2021-2022 to 40% in the winter of 2024-2025.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed.

Choose the type of Goal: All children are ready for school

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

Strategy #4 Preschool Scholarships

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

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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Scholarships to attend preschool will be made available to families in order to provide equitable access to programming for more children. Information for this program will be provided through multiple methods in order to encourage families to apply for funding. Scholarships will be made available through a process that involves a weighted rubric and a team of evaluators.

Enter location of services: Challenger Elementary School & Preschool

Key Indicators

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.	2022 Target	2023 Target	2025 Target
Preschool enrollment of FRP eligible students will increase by 1% each year from 26% in 2022.	27%	28%	29%

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.	2022 Target	2023 Target	2025 Target
Incoming FRP eligible Kindergarten students will be at the fall targets	25%	30%	40%
75% all children in the TRFPS system be screened at the age of 4 (physical, mental and emotional screening)	65%	70%	75%

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

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)).

This plan, and specifically goal #1, brings together efforts around supporting students and families facing the largest barriers to academic success. By developing strategic, aligned efforts within a department, with a focus on PreK-12 students, we will be more intentional about our efforts and better serve our students. In addition, teachers and principals have a department of staff to support this work with articulated programs and intake & exit processes.

Collaboration with our adjoining districts on developing career planning resources will support students in all of our districts.

This plan aligns with our work with our AIPAC and World's Best Workforce, helping to keep the conversations aligned and focused.