



Achievement and Integration Plan Form

July 1, 2025 to June 30, 2028

Submissions are due by **March 15, 2025.**

District ISD# and Name: 0564-01 Thief River Falls

District Integration Status: Adjoining

Superintendent Name: Dr. Chris Mills

Superintendent Phone Number: 218-681-8711

Superintendent Email: chris.mills@myprowler.org

Title of Person Submitting Report: Sara Olson

Phone: 218-681-8711

Email: sara.olson@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) Dr. Chris Mills

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](#)

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.

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Dr. Tony Greene	Principal	Tony.greene@myprowler.org 218-681-8813
Suraya Driscoll	Director of Student Success	sdriscoll@egf.k12.mn.us 218-773-3494
Randal Bergquist	Superintendent	randalbergquist@isd593.org (218) 281-5313

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Community Collaboration Council Member Details (for Racially Identifiable School(s))

Name	Position/Role	Email/Phone Number
n/a		

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

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. **Achievement Disparity** - Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. **Teacher Equity** - 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. **Integration** - Increasing racial and economic integration.
(Minn. Stat. § 124D.861, subd. 2 (a))

Enter SMART Goal #1: The percentage of students who qualify for FRPL at Challenger Elementary School who score at Spring Benchmark on FASTBRIDGE 3rd-5th grade in Reading will increase from 45% in 2024-2025 to 48% in 2027-2028 using May 2028 data. (3% increase)

Choose a WBWF/CACR goal area:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

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).

Copy and paste the strategy section below for each additional strategy.

Enter Strategy Name and #: #1 Connect Tech Program _____

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the **Integrated Learning Environments** section below.
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.
- Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Option 6: 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.

Add narrative. Students will participate in an elementary school program called Connect Tech. The goals of this program will be to engage students in real-life career opportunities in the areas of STEM and literacy, participate in the formation of business opportunities, take field trips to local businesses and a community college, learn about local entrepreneurs especially those that represent racially diverse backgrounds, and be exposed to tools and technology that represent these careers. Professional and community experts will come into the classroom to present and to work with students. Focuses will include building an understanding in students of what career options are available and to self reflect on the skills and interests of students that may lead them into a meaningful career. A focus is to find professional partners from multiple races and genders. especially for careers that carry generational bias. Students will be able to connect these real-life experiences to their own academic learning, particularly in math and science. Through hands-on experiences, students will be able to “try out” elements of different career paths and be able to connect their academic learning to these possible future careers.

Beyond specific career focuses, we will develop skills and characteristics that will allow students to be successful in their academic careers leading into becoming successful members of society and the future workforce. These developments will be achieved through our partnerships and the use of our design technologies.

These include:

- Active learning and listening skills
- A desire to advance and improve
- Collaboration and communication skills
- Attention to detail and a job well done
- Finding the balance between being creative while thinking outside the box and completing tasks efficiently within expressed objectives

Enter location of services: Elementary School Classroom/Media Center & Community Partners

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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.	2026 Target	2027 Target	2028 Target
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	75%	100%	100%

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.	2026 Target	2027 Target	2028 Target
Students will participate in at least one field trip or learn from a speaker in a STEM field.	20%	25%	30%
Increase the diversity of business partners	0%	10%	20%
Engage families in extended classroom opportunities	1 per year in grades 4-5	2 per year in grades 4-5	3 per year in grades 4-5

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

Enter SMART 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 75% in 2025 to 90% in 2028.

Choose a WBWF/CACR goal area:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Enter Strategy Name and #: #2 Teacher Mentorship

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. ** If you choose this, complete the **Integrated Learning Environments** section below.*
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.
- Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Option 6: 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: I Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Add narrative. 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

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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.	2026 Target	2027 Target	2028 Target
Percentage of new teachers that successfully complete the program	75%	80%	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.	2026 Target	2027 Target	2028 Target
Creation and implementation of new strand modules	1 module	1 module	1 module
Survey of teachers in the program identify growth in strands on a Likert scale	Average of 3/5	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).

Enter SMART 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 2026 to an average of 4 out of 5 in 2028, as measured by a district-created survey utilizing a 5-point Likert scale.

Choose a WBWF/CACR goal area:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Enter Strategy Name and #3: Experience Northland Aerospace & the Workforce Development Program for Youth

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. ** If you choose this, complete the **Integrated Learning Environments** section below.*
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.
- Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Option 6: 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. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Add narrative. 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/colleges. The integrated group of students and staff will meet at local businesses/colleges for tours and listen to speakers from different careers available at each of the businesses/colleges.

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: Northland College at the Thief River Falls and East Grand Forks campus

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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.	2026 Target	2027 Target	2028 Target
Student participation in the Integrated Project mirrors 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	1	1	1

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

Enter SMART Goal #4: By 2028, 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 25% in the winter of 2025-2026 to 40% in the winter of 2027-2028.

Choose a WBWF/CACR goal area:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Enter Strategy Name and # 4 Preschool Scholarships

Choose the type of Strategy:

- Option 1: Innovative and integrated pre-K-12 learning environments. ** If you choose this, complete the **Integrated Learning Environments** section below.*
- Option 2: Family engagement initiatives to increase student achievement.
- Option 3: Professional development opportunities focused on academic achievement of all students.
- Option 4: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Option 5: Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Option 6: 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: I Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Add narrative.

Thief River Falls has an enrollment disparity among preschool students who are eligible for kindergarten and qualify for free and reduced-price (FRP) meals, suggesting unequal access to early learning opportunities. By offering preschool scholarships, the district helps remove financial barriers and expands access to high-quality preschool programming for these students. 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

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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.	2026 Target	2027 Target	2028 Target
Preschool enrollment of FRP eligible students will increase by 1% each year from 26% in 2025.	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.	2026 Target	2027 Target	2028 Target
Incoming FRP eligible Kindergarten students will be at the fall targets	25%	26%	27%
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 brings together our strategies of reducing barriers for student success. Working between departments, we have aligned our work to look at providing access to more Preschoolers, engaging elementary students in future-focused life-skill conversations and instruction, focused engagement of students in career planning, and providing teachers the skills and resources needed to understand effective family engagement practices.

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

The plan aligns with our AIPAC and CACR plans, helping keep the conversations aligned and focused.