DEPARTMENT OF EDUCATION

Achievement and Integration Plan
July 1, 2026 to June 30, 2029

District ISD# and Name: **ISD 743**
Sauk Centre Public Schools
District Integration Status: Adjoining District (A)
Superintendent: Don Peschel
Phone: 320-352-2258 ext. 4001
Email: don.peschel@isd743.org
Plan submitted by: Nikki Linscheid
Title: Integration Coordinator
Phone: 320-352-2258 ext. 1186
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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.

- **ISD #740 Melrose** RI - Racially Isolated
- **ISD #740 BBE** A - Adjoining
- **ISD #213 Osakis** A - Adjoining
- **ISD #2753 Long Prairie – Grey Eagle** RI - Racially Isolated
- **ISD #745 - Albany** A - Adjoining
- **ISD #741 Paynesville** A - Adjoining

Provide the name of your integration collaborative if you have one: Lake Wobegon 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: Don Peschel
Signature: Date Signed: 3/15/2026

School Board Chair: Ann Hess
Signature: Date Signed: Enter date.

Plan Input

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Wendy Barutt	Student Success Coordinator Melrose Public Schools	wbarutt@isd740.org 320-256-5160
Michelle Herickhof	Interventionist Belgrade-Brooten-Elrosa Schools	mherickhoff@bbejaguars.org 320-254-8211
Cassie Akerson	Principal Paynesville Elementary	cakerson@isd741.org 320-243-3410
Amy Langford	Secretary Long-Prairie Grey Eagle	alangford@lpge.k12.mn.us 320-732-2194
Lindsay Kugel	Guidance Counselor Osakis Public Schools	lkugel@osakis.k12.mn.us 320-859-2191
Nikki Linscheid	English Learner Coordinator Sauk Centre Public Schools	nikki.linscheid@isd743.org 320-352-2258
Laura Roelike	Director of Teaching & Learning Albany Area Schools	lroelike@district745.org 320-845-5202

Multidistrict Collaboration Council: Lake Wobegon Collaborative – This group consists of administrators and leaders in the 7 districts. Each district had at least one representative attend the online meetings and group emails over the course of a few months. During the communication and meetings, council members provide feedback to the current process and made recommendations for the new plan. Through this collaboration process, Goal #3 of the district-wide plan was developed. This included strategies that would accompany our goal as well as how these strategies would be implemented and the timeline for these strategies. We developed documents based on feedback and recommendations and set up group messaging so that we could all contribute to the planning process easily and smoothly and continue to have meaningful participation and input.

Achievement and Integration Goals

Goal #1: The reading proficiency gaps in grades K-12 between FRPL and non-FRPL students and between Hispanic/Latino and non-Hispanic/Latino students, as measured by the Fastbridge aReading/earlyReading assessment, will decrease by 1 percentage point annually from 2026 through 2029.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 1: Family and Cultural Liaison

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

☒ 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 Family and Cultural Liaison will implement targeted family engagements programs that build positive relationships between home and school by working with staff to improve family engagement to support reading proficiency and reduce achievement gap for FRP and Hispanic/Latino families in grades K-12 as measured by the K-12 FastBridge reading scores. The Family and Cultural Liaison will provide families with school and community information in home languages by making phone calls, in person meetings, virtual meetings, and providing translated materials including resources and support for accessing student reading data and portals. This information includes report cards, access to student portals and information, and training to help families communicate directly with teachers through school platforms like Parent Square. The Liaison will provide regular communication in families' home language regarding student reading progress including quarterly conferences with families. The Liaison will provide reports in the home language after each benchmarking period on the reading goals and reading progress. The goal will be to help families from all racial, ethnic, and economic backgrounds play a role in the student(s)' academic achievement. Currently there are only 19% of students enrolled in the district's after-school and during the day extra literacy programs even though 41% of the students are FRP. The liaison will use home-language outreach and family engagement to increase FRP and Hispanic/Latino enrollment in the literacy programs in the district. The Family and Cultural Liaison will use home-language to Outcomes will be measured through improved communication access, increased parent-teacher conference participation, and increased reading proficiency rates, all contributing to reduced achievement gap between FRPL and non-FRPL students and between Hispanic/Latino and on Hispanic/Latino students by 2029.

Location of services: Sauk Centre Public Schools

Strategy Name and # 2: Subgroup Strategy Specialist

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

☒ 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 Subgroup Strategy Specialist will support reducing the academic achievement disparities for students in grades K-12 in Sauk Centre Public Schools using FastBridge aReading/earlyReading data. Students will be identified through FastBridge aReading/earlyReading screeners, intervention lists, and Student Assistance Team referrals, with priority given to students who are performing below proficiency, who are FRP and

Hispanic. The Specialist will use FastBridge data to determine academic barriers and collaborate with teachers to develop and implement targeted instructional strategies, interventions, and curriculum adjustments to improve student learning. The Specialist will support the Family and Cultural Liaison to encourage and strengthen family engagement and support student learning at home. The Specialist will attend weekly student assistance team meetings, monthly grade level meetings, and data meetings at each school in the district to monitor reading progress and adjust interventions and instruction as needed. Progress will be measured on FastBridge growth on reading assessments and reductions in achievement gaps among identified student groups. Services will be delivered across Sauk Centre Public Schools through classroom collaboration, intervention planning, staff coaching, and data meetings.

Location of services: Sauk Centre Public Schools

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.	**Target 2027**	**Target 2028**	**Target 2029**
The reading proficiency gap between FRP and non-FRP students will decrease from the baseline of 18% in 2025 to 15% in 2029.	17%	16%	15%
The reading proficiency gap between Hispanic/Latino students and non-Hispanic/Latino students will decrease from a 14% baseline in 2025 to 11% in 2029.	13%	12%	11%
Percentage of students identified through FastBridge data as needed reading intervention who are assigned and actively receiving Tier 2 or Tier 3 support services will increase 3% each year from a baseline 71% in 2025 to 80% in 2029.	74%	77%	80%
Increase FRP student enrollment in literacy programs from 19% in 2025 to 35% in 2029	25%	30%	35%

Goal #2: The percentage of Sauk Centre students in FRP and racial/ethnic subgroups will have access to effective instruction by teachers trained in culturally responsive teacher practices. This will increase from a 2025 baseline of 0% in 2025 to 75% in 2029. The training will result in reduced disparities in reading achievement and overall academic outcomes among Sauk Centre student groups.

Goal type: Teacher Equity

Strategies

Strategy Name and # 3: Cultural Responsive Training and Curriculum

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

☐ 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.
Sauk Centre Public Schools will implement on going culturally responsive professional development and curriculum to all Sauk Centre preK-12 staff through monthly PLC meetings to be held at Sauk Centre Public School to ensure that all staff have consistent access and participation across the district. This strategy is developed to strengthen instructional effectiveness in all classrooms that teach FRPL and racial and ethnic subgroups of students by increasing staff capacity to use the culturally responsive practices that will increase academic outcomes and student engagement. The professional development and curriculum will work to support the district goal of increasing equitable access to effective instruction for FRPL and racial and ethnic subgroup students and reducing disparities in academic achievement. The completion of training will be monitored by the Sauk Centre Business Manager to ensure that all staff have consistent training across the district.

Location of services: Sauk Centre Public Schools

Key Indicators

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.	**Target2027**	**Target 2028**	**Target2029**
The percentage of teachers trained in cultural responsive teaching practices as measured by PLC attendance records and district training attendance records will increase from a 2025 baseline of 0% to 75% by 2029.	*55%*	*65%*	*75%*
All PreK-12th grade staff will complete LaCrosse Consortium Cultural Competence pre- and post-Self-Awareness Checklist assessment demonstrating an average increase of at least 2 points from the fall to spring each year.	+2	+2	+2
The reading proficiency gap between FRP and non-FRP students will decrease from the baseline of 18% in 2025 to 15% in 2029.	17%	16%	15%
The reading proficiency gap between Hispanic/Latino students and non-Hispanic/Latino students will decrease from a 14% baseline in 2025 to 11% in 2029.	13%	12%	11%

Goal #3: Between 2027 and spring 2029 Lake Wobegon Collaborative student groups will increase racial and economic integration by increasing the number of FRP and Hispanic/Latino students participating in the collaborative activities by at least 2 students annually from the 2026 baseline of 4 students and resulting in a student cultural competency increase.

Goal type: Integration

Strategies

Strategy Name and # 4: Lake Wobegon Middle School and High School Student Cultural Competency groups

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. Students participating in the Lake Wobegon Collaborative will engage in bi-monthly hour long virtual and in person student-centered activities that will increase cultural awareness

and support racial and economic integration through among a group of FRP and non-FRP middle school and high school students. Students will be selected through open recruitment with targeted outreach to ensure that there is FRP and diverse racial/ethnic representation. Each school in the collaborative will rotate in preparing, in-personacilitation of the student-led activities. The student-led activities will include activities such as cultural speakers, interviews with elders from the community, cultural dance, cultural cooking, and cultural music activities. Participation, integration, and student impact will be measured with an increase of at least 2 FRP students annually from the baseline of four in 2026 to ten in 2029. Student learning will be measured by using the LaCrosse Consortium Competence Self-Awareness Checklist that will be administered at the beginning and end of the year with an expected increase of 2 points annually. Implementation and data will be monitored by the Lake Wobegon Collaborative Specialist and district Staff.

Location of services: Partnering school district online and/or in person at a partnering district

Strategy Name and # 5: Lake Wobegon Collaborative Specialist

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 Lake Wobegon Collaborative Specialist will coordinate and oversee all aspects of the Lake Wobegon Collaborative group including meetings with other leaders in the collaborative and planning and implementation of the bi-monthly student integration sessions. The Specialist will attend all collaborative meetings with the students including planning and preparation meetings with the other leaders to ensure alignment of activities with district integration and cultural competency goals. The Specialist will support equitable student participation by monitoring student participation and engagement in the activities and ensuring that outreach strategies are fully implemented. The Specialist will guide students in preparing and sharing their own learning with Sauk Centre Public Schools students and staff through structured presentations or student led peer learning activities. Fidelity of implementation, participation data, and student outcome measures will be monitored by the Specialist. This includes tracking of FRP participation in activities and administering the LaCrosse Consortium Cultural Competence Self Awareness Checklist at the beginning and the end of the year.

Location of services: Partnering school district(s), online, and in Sauk Centre Middle and Secondary School.

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.	**Target 2027**	**Target 2028**	**Target 2029**
Participating students will demonstrate improved cultural competency self-awareness as measured by the LaCrosse Consrotium Cultural Competency Self-Awareness Checklist with an average of 2 points from the fall pre-assessment to spring post-assessment each year.	+2	+2	+2
FRP and racially/ethnically diverse student participation in the Middle School and High school Cultural Competency group will increase by at least 2 FRP each year annually from 2026 to 2029 calculated by FRP status and by race/ethnicity.	6	8	10
The Lake Wobegon Collaborative Specialist will monitor and document FRPL and racially/ethnically diverse student participation in integrated collaborative activities and sessions with a 5% increase from 2027 to 2029.	90%	95%	100%
The percentage of collaborative sessions and integration-plan-aligned planning meetings that the Lake Wobegon Collaborative Specialist attends, facilitates, and documents.	90%	95%	100%

Creating Efficiencies and Eliminating Duplicative Programs

This plan will increase district efficiency by the addition of a Family and Cultural Liaison who will help to strengthen our communication efforts and family engagement. Currently, there is no streamlined process or person to consistently communicate with all families in our district. The Liaison will coordinate these roles and provide a consistent point of contact for families and, in turn, a point of contact for teachers, support staff, and administration. This will help bridge communication systems between home and school. This will, in turn, help with the proficiency gap.

In addition, this plan adds PreK-12th-grade culturally responsive training during the monthly PLC meetings. The integration into current structures will eliminate the need for separate professional development systems. Together, these changes create more efficient use of staff time and resources while also improving consistency in family engagement and instructional practices across our district.