



Achievement and Integration Plan Form July 1, 2025 to June 30, 2028

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

District ISD# and Name: Crookston School District
ISD 593

Title of Person Submitting Report: Randy Bruer

District Integration Status: Adjoining School District

Phone: 218.281.5313

Superintendent Name: Randy Bruer

Email: randybruer@isd593.org

Superintendent Phone Number: 218.281.5313

Superintendent Email: randybruer@isd593.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. East Grand Forks Public School

2. Thief River Falls Public School

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) Randy Bruer _____

Signature: _____ Date Signed: _____

School Board Chair (enter name) Tim Dufault _____

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
Tony Greene	Principal Franklin Middle School Thief River Falls	<u>tony.greene@myprowler.org</u> <u>(218) 681-8813</u>
Dara Omang	American Indian Engagement and Achievement and Integration East Grand Forks Public Schools	<u>domang@egf.k12.mn.us</u> (218)773-3494
Suraya Driscoll	Student Services Director East Grand Forks Public School	<u>sdriscoll@egf.k12.mn.us</u> 218-793-2901
Erin Marsyla	Intervention Teacher Crookston Public Schools	<u>erinmarsyla@isd593.org</u> 218-281-5313

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

Dave Emanuel	Indian Education Coordinator	<u>daveemanuel@isd593.org</u> 218-289-4742
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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: Crookston 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

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

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.

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.

Enter Strategy Name and #: 25-28 Integration

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.``

X 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 that as a cross-district strategy to improve student integration, we would incorporate an eighth grade, ninth grade, and a tenth-grade opportunity for career exploration over the three years of the Achievement and Integration plan.

These student integration opportunities will include field trips to area technical colleges and career expos in the region. The integrated group of students and staff will take part in career exploration activities offered at each level. 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.

Enter location of services: East Grand Forks Grade 8, Thief River Falls Grade 9, Grand Forks Grade 10

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
Students take classes related to career interest according to survey questions.	25%	30%	35%
Number of collaborative events for students to participate in.	3	3	3

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

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.

Remember to copy and paste the goal section when adding additional goals.

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)). **Enter text.**

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. ***If MDE has not notified your district that one of your sites is racially identifiable, delete this section.***

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)).

Enter RIS SMART Goal #2: Increase the number of students ready for Kindergarten by decreasing the number of students in the Fastbridge high-risk category for reading.

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 RIS Strategy Name and #2: Pre-K, Kindergarten

Strategy: Targeted interventions and differentiated instruction

Type of strategy: Innovative and integrated Pre-K learning environments.

Narrative: Needs are identified through a root cause analysis of Fastbridge of racial/ethnic groups (E.G., Hispanic, American Indian) and economic status revealing systemic barriers like inconsistent instructional quality and external factors such as family engagement and living conditions. Using equity criteria, we prioritize access and outcomes for underserved students. Strategies include daily small group interventions led by licensed teachers and paraprofessionals, incorporating culturally responsive practices to address programmatic causes. Annual reassessment will track participation and impact on reading proficiency.

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 decrease in students identified as high-risk in Fastbridge reading assessments for targeted racial/ethnic and economically disadvantaged groups	25%	30%	35%
Percentage reduction in absenteeism rates among targeted student groups participating in interventions	15%	20%	25%

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce 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 Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Enter RIS Strategy Name and #3: Increase access to culturally responsive educators

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 will instruction be delivered, and where will this take place.

Add Narrative: Graduation data, disaggregated by race/ethnicity, revealed programmatic root causes like limited cultural representation in staff and systemic morale issues affecting marginalized students. Using equity criteria, we emphasized outcomes and access. Professional development trains all staff on culturally

responsive practices, including bias awareness and inclusive pedagogy, with data dives to identify disparate impacts. Partnerships with organizations like the Minnesota Education Equity Partnership provide mentorship for diverse teachers, gradual skill-building, and retention supports (e.g., PLCS for American Indian educators). This addresses external societal influences by building staff capacity to support Hispanic/Latino students’ engagement and persistence. Quarterly reviews ensure strategies benefit all without segregation, aligning with WBWF for efficiency in PD resources.

Location of Services: _____

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 are 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 key 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
Uses policies, curriculum, or trained instructors-Percentage of pre-K curriculum incorporating culturally responsive materials	2026 70%	2027 80%	2028 90%
Professional Development opportunities-Percentage of staff completing culturally responsive professional development.	2026 80%	2027 90%	2028 100%
Enter in KIP	KIP 2026	KIP 2027	KIP 2028

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (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.