



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

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

District ISD# and Name: EAST GRAND FORKS ISD 595 Superintendent Phone Number: 218-773-3494

District Integration Status: ADJOINING SCHOOL DISTRICT Title of Person Submitting Report: SURAYA DRISCOLL

Superintendent Name: KEVIN GROVER Phone: 218-773-3494

Superintendent Email: KGROVER@EGF.K12.MN.US Email: SDRISCOLL@EGF.K12.MN.US

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

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) _____

Signature: _____ Date Signed: _____

School Board Chair (enter name) _____

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	tony.greene@myprowler.org (218) 681-8813
Erin Marsyla	Intervention Teacher Crookston Public Schools	erinmarsyla@isd593.org (218) 281-5313
Dara Omang	American Indian Engagement and Achievement and Integration Specialist East Grand Forks Public Schools	domang@egf.k12.mn.us (218)773-3494
Suraya Driscoll	Student Services Director East Grand Forks Public School	sdriscoll@egf.k12.mn.us 218-793-2901

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: East Grand Forks 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.

Goal Type: Integration

WBWF/CACR goal area: All students are ready for career and college.

Strategy One: 25-28 Integration Project

Strategy Type: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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 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 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 will take classes related to career interest according to survey questions	KIP 2026 25%	KIP 2027 30%	KIP 2028 35%
Number of collaborative events for students to participate in	KIP 2026 3	KIP 2027 3	KIP 2028 3

Enter SMART Goal #2: Increase as measured by the STAR assessment the percentage of students meeting or exceeding benchmark by 30% from Fall of 2025 to Fall of 2028 at Central Middle School.

Goal Type: Achievement Disparity

WBWF/CACR goal area: All racial and economic achievement gaps between students are closed.

Strategy One: ACADEMIC STRATEGY: AVID EXPLORATION

Strategy Type: Innovative and integrated Prek-12 learning environments.

Integrated Learning Environments: Increases access to effective and diverse teachers.

Narrative description of this strategy:

During the three years of this plan, Central Middle School is exploring the use of AVID as a strategy to decrease achievement disparity using best practices. Central Middle School has been discussing this for two years as a possible strategy. During this exploration (year zero) phase the school team will make decisions around the support needed to implement AVID as a strategy and the resources they need to so. CMS will explore how to increase students’ critical thinking, literacy skills, and self-efficacy across the curriculum. They will receive professional training and resources for staff to explicitly teach skills, strategies, and behaviors for academic success. Creation of positive peer groups for students and develop students’ sense of hope for personal achievement gained through hard work and determination.

Supports that will be utilized to implement this strategy include:

- AVID EXPLORATION PHASE will include looking at resources and putting resources in place to support the implementation phase at CMS.
- Wave Time Social and Emotional Learning Time
- Multi-Tiered Supports

Strategy 2: Community Cultural Navigator/Homeless Liaison

STRATEGY TYPE: Family Engagement Initiatives to increase student achievement.

The Community Cultural Navigator/Homeless Liaison is a mentor who lessens or eliminates barriers so that parents receive help multiple things such as: cultural adjustments, connecting them to community resources from medical care, housing, food, transportation, clothing, immigration support and other services offered in the community. The Community Cultural Navigator/Homeless Liaison provides direct support to families and students at the Family Resource center as a direct support from school to community services.

- Community/Cultural Liaison

Strategy 3: Tutoring

STRATEGY TYPE: Career and college readiness and rigorous coursework for underserved students, including students enrolled in and ALC.

WBWF/CACR GOAL AREA: All students graduate from High School.

Tutoring will be offered 4 days a week to prepare students to be ready for rigorous coursework at the High School Level as they prepare to be career and college ready. Tutoring will be available through partnerships that are established with the AVID director and the Community Cultural Navigator.

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
Professional Development focused on teaching and critical thinking, literacy skills and self-efficacy across the curriculum through innovative and integrated Prek-12 learning environments.	KIP 2026 5 staff	KIP 2027 5 staff	KIP 2028 5 staff
The number of students attending tutoring sessions regularly (3-4 times a week) will increase yearly.	KIP 2026 10 students	KIP 2027 15 students	KIP 2028 20 students
Keep track of the type of barriers such as language issues, transportation, cultural differences, food security, clothing needs, housing insecurity and personal hygiene needs.	Tracking will be shared with school stakeholders	Tracking will be shared with school stakeholders	Tracking will be shared with school stakeholders

SMART GOAL: All Prek-12 staff will receive training in Cultural Competency 1 time each year of this plan. With a minimum of 2 offerings each year.

Goal Type: Teacher Equity

WBWF/CACR goal area: All racial and economic achievement gaps between students are closed.

Strategy One: Cultural Competency Professional Development

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

Integrated Learning Environments: Increases access to effective and diverse teachers.

Teachers will be offered cultural competency training yearly on different topics to help gain understanding to increase inclusivity of all students.

The American Indian Education Engagement Coordinator will seek out resources, organize events and activities for schools and classroom teachers to implement throughout the duration of the grant.

These are the supports to implement this strategy:

American Indian Education and Professional Development Opportunities

Enter location of services: East Grand Forks Public Schools

Key Indicators of Progress (KIP)

	2026 Target	2027 Target	2028 Target
The number of staff attending cultural competency training will increase each year of the plan.	KIP 2026 40	KIP 2027 50	KIP 2028 70
Use student engagement walkthrough data that we already collect for our teacher growth and development plan to yearly analyze student engagement levels.	KIP 2026 1 walkthrough of each teacher.	KIP 2027 1 walkthrough of each teacher.	KIP 2028 1 walkthrough of each teach.

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 blends in current practices used in the district such as Multi-Tiered Supports, Social Emotional Learning, American Indian Education, and Cultural Navigation/Homeless liaison services. Through the three years of this plan the CMS team along with AVID director will look at current services at CMS and see what roles are available to assist with implementation of the programming.