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

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

District ISD# and Name: #2311/Clearbrook-Gonvick School

District Integration Status: Racially Isolated

Superintendent Name: Ryan Grow

Superintendent Phone Number: (218) 776-3112 x 106

Superintendent Email: rgrow@clearbrook-gonvick.k12.mn.us

Title of Person Submitting Report: Superintendent

Phone: (218) 776-3112

Email: rgrow@clearbrook-gonvick.k12.mn.us

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. Red Lake Schools, ISD #38

School Board Approval

X 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).

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 (enter name) Ryan Grow

Signature: _____ Date Signed: _____

School Board Chair (enter name) Vern Wittenberg

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.

It is the intent of the Clearbrook-Gonvick School District AIPAC, that all American Indian children of school age have equal access to all programs, services, and activities offered within the school district. In an effort to provide access and prepare all students for their academic achievement, it is important to identify and work with these students on their academic goals early in their educational career, including the early learning programs. The Indian Education Parent Committee will provide feedback and input when working to develop school site goals and yearlong activities for American Indian students. As part of the curriculum committees, teachers and other staff will work together to identify relevant standards to teach within their classes and programs throughout the year. The district will use paraprofessionals to support our Al students. These employees work to develop intercultural awareness among students, parents and staff by promoting inclusion and acceptance by all for all. Our goal for the upcoming school year for developing intercultural awareness among pupils, parents, and staff is to create more visible inclusivity within our school community.

Multidistrict Collaboration Council Member Details

Name	Position/Role	Email/Phone Number
Josh Tharaldson	**Principal, Clearbrook-Gonvick School**	**(218) 776-3112**
Dustin Hinckley	**Director of Special Education, Red Lake Schools**	**(218) 679-1710**
Barb Houg	**Coordinator, Peacemaker Resources**	**barb@ peacemakerresources.org**
Heather Brandt	**Indian Education Coordinator & AIPAC Chair, Clearbrook-Gonvick School**	**(218) 776-3112**

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

Name	Position/Role	Email/Phone Number

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. 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 SMART Goal #1: Clearbrook-Gonvick School will achieve and continue towards a 100% graduation rate for students who qualify for Free/Reduced meals in 2025-2028.

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.

X___ All students graduate from high school.

Choose the type of Goal:

X___ 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 #: Increase Academic Supports and Enrichment to Decrease Economic Enrollment Disparities by Free/Reduced Priced Lunch

Choose the type of Strategy:

X Option 1: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Professional development opportunities focused on academic achievement of all students.

___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.

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.

X 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: Due to an enrollment disparity that exists amongst FRPL students being ready for Kindergarten, Clearbrook-Gonvick School will incorporate academic and enrichment supports through Early Learning Programs to help reduce/eliminate the disparity for FRPL students entering Kindergarten. These supports will in turn have a long-term effect for students in Kindergarten through sixth grade. These supports will be implemented through a teacher referral process and carried out by highly qualified instruction and guidance.

Enter location of services: Clearbrook-Gonvick Elementary School

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**
The percentage of kindergarten students who are enrolled in the Free/Reduced lunch program will demonstrate academic growth in reading based upon FastBridge Screenings.	30%	40%	50%

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)).

The district will be working collaboratively to implement this plan which will address closing the achievement gap, bring increased cultural awareness through diverse teacher equity, and increasing racial and economic integration.

Enter SMART Goal #2: Increase Student Access to Effective Teachers by Increasing Highly Qualified Staff in our Early Learning Programs for the years 2025-2028.

Choose a WBWF goal area: All students are Kindergarten ready.

Choose the type of Goal: Teacher Equity

___ Achievement Disparity

___ Integration

X___ Teacher Equity

Strategy Name and # 2: Network with community partners and area universities to bring highly qualified educators to our district

Choose the Type of Strategy: Equitable **Access to Effective and 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.

Clearbrook-Gonvick School will network with community partners and higher education institutes to bring highly qualified staff into our Early Learning Programs to help close the achievement gap.

Enter location of services: Clearbrook-Gonvick Elementary School

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**
By 2028, our licensed staff in our early learning programs will be licensed as a Tier 3 or Tier 4 instructor according to PELSB in their respective areas.	1.0 FTE	2.5 FTE	3.0 FTE

Enter SMART Goal #3: Clearbrook-Gonvick students' level of comfort and understanding of others different from themselves will Increase each year from 2025-2028 based on survey responses used within the STAR Program

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

Choose the type of Goal:

___ Achievement Disparity

X__ Integration

___ Teacher Equity

Strategy Name and #3: STAR Program

Choose the Type of Strategy: **Increases cultural fluency, competency, and integration.**

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.

X__ 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.

The Students Teaching Attitudes of Respect (STAR) program, will serve students from the collaborating districts through supplemental instruction and by integrating students from each district. Students will work together in groups comprised of representatives from each school. The objective is to increase the social and emotional skills of students while teaching them how to present those skills to their families, peers, and younger students.

Enter location of services: Concordia Language Villages, Boys & Girls Club, Red Lake School

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**
Using a survey provided by PeaceMakers, the program that operates the STAR Collaboration, students will report their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse). Student responses are intended to be at or above 80%. As a collaborative, using this collective survey provided through Peacemakers, we will be able to increase cultural fluency, competency, and integration amongst our students and those around them in and out of school settings.	≥ 80%	≥ 80%	≥ 80%