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2022–23 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Crookston ISD 593

WBWF Contact: Randal Bergquist

Title: Superintendent

Phone: 218-281-5313

Email: randalbergquist@isd593.org

A&I Contact: Randal Bergquist

Title: Superintendent

Phone: 218-281-5313

Email: randalbergquist@isd593.org

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2022–23 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2022–23 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World’s Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district’s WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: www.crookston.k12.mn.us
 Provide the direct website link to the A&I materials: www.crookston.k12.mn.us

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2022-23 SY: December 11, 2023

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. Kindergarten students will be assessed with the FastBridge earlyReading assessment to measure incoming school readiness skills. The goal is for 80% of our kindergarten students to reach the 30 th percentile, or above, based on their winter score. According to FastBridge norms, the 30 th – 84 th percentile represents average or typical performance.	Provide the result for the 2022–23 SY that directly ties back to the established goal. In the winter of 2022, 54% of kindergarten students met the goal for average or typical performance. 46% of kindergarten students did not meet the goal.	Check one of the following: <input type="checkbox"/> On Track (multi-year goal) <input checked="" type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Steps we are making to improve this goal:

- Kindergarten students have the support of a Title teacher for half days to work with students on research-based intervention activities.
- Kindergarten teachers will utilize the same intervention curriculum materials as our Title teacher to support intervention of students who are not being served by Title and are at risk.
- The school district has hired a Behavior Intervention Assistant to work with pre-school and kindergarten students who need assistance in developing emotional readiness and strategies to increase self-regulation. This support helps students become focused and ready to learn in the classroom.
- All Pre-K to Grade 5 teachers in our school district are participating in LETRS training. This training will be available for instructional aides and paraprofessionals next year. Preschool and kindergarten

teachers are implementing literacy activities based on the LETRS training that will help students learn the foundational skills needed to become successful readers.

- In January 2024, our district will explore adopting a new literacy curriculum that aligns with the Science of Reading for implementation in the fall of 2024

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status																																																																																																																																																
<p>Provide the established SMART goal for the 2022–23 SY. *Grades 1-8 students in the “high Risk” category will increase their percentile by 3% (Spring to spring). *Grades 1-8 students in the “Some Risk” category will increase their percentile by 2% (Spring to spring). *Grades 1-8 students in the “Low Risk” and “College Ready” category will increase their percentile by 1% (Spring to spring).</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;">1st Grade (2022-2023)</th> </tr> <tr> <th colspan="2" style="text-align: center;">FASTBRIDGE READING GROWTH</th> <th colspan="2" style="text-align: center;">FASTBRIDGE MATH GROWTH</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">High Risk Percentile Growth (0%-19%)</td> <td style="text-align: center;">12.26</td> <td style="text-align: center;">High Risk Percentile Growth (0%-19%)</td> <td style="text-align: center;">26.64</td> </tr> <tr> <td style="text-align: center;">Some Risk Percentile Growth (20%-29%)</td> <td style="text-align: center;">13.61</td> <td style="text-align: center;">Some Risk Percentile Growth (20%-29%)</td> <td style="text-align: center;">24.60</td> </tr> <tr> <td></td> <td style="text-align: center;">13.43</td> <td></td> <td style="text-align: center;">25.37</td> </tr> <tr> <td></td> <td style="text-align: center;">0.20</td> <td></td> <td style="text-align: center;">55.00</td> </tr> </tbody> </table> <table border="1" style="width: 100%; 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High Risk Percentile Growth (0%-19%)	-6.67	High Risk Percentile Growth (0%-19%)	-7
Some Risk Percentile Growth (20%-29%)	-2.8	Some Risk Percentile Growth (20%-29%)	-6.5
Low Risk Percentile Growth (30%-84%)	-7.78	Low Risk Percentile Growth (30%-84%)	-14.83
College Ready Percentile Growth (85%-100%)	-1.14	College Ready Percentile Growth (85%-100%)	0.38

8th Grade (2022-2023)			
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Low Risk Percentile Growth (30%-84%)	3.23	Low Risk Percentile Growth (30%-84%)	6.33
College Ready Percentile Growth (85%-100%)	0.8	College Ready Percentile Growth (85%-100%)	12.07

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. All Crookston High School 9 th graders will have started a college/career portfolio with a completed interest inventory through MCIS by the end of 2022-2023 school year.	Provide the result for the 2022–23 SY that directly ties back to the established goal. 100% of 9 th graders started a portfolio last year.	<p>Check one of the following:</p> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2022–23 SY. Increase the percentage of students graduating from Crookston High School to 100%.	Provide the result for the 2022–23 SY that directly ties back to the established goal. Percentages from Minnesota will be released during the spring of 2024.	Check one of the following: <input checked="" type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2022–23 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2022–23 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2022–23 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2022–23 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2022–23 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Crookston ISD #593

A and I Contact: Randal Bergquist

Title: Superintendent

Phone: 218-281-5313

Email: randalbergquist@isd593.org

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
The enrollment in Preschool will maintain at 80 or more students each year to be representative of the incoming Kindergarten classes.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Enrollment in Preschool will maintain 80 students (this is approximately what our Kindergarten numbers are).	Provide the result for the 2022–23 school year that directly ties back to the established goal. 108	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

- *What data did you use to identify needs in this goal area?* We determined this goal by compiling registration information on who attended School Readiness. Each year the need for affordable preschool programming has grown. These are the students who will eventually enter our kindergarten classrooms. *How was this data disaggregated by student groups?* Groups can be disaggregated by reviewing the student enrollment based on the registration information. All students are placed into funding streams that are blended and braided between Voluntary Pre-Kindergarten grants (VPK), Pathways II grants, ECSE, School Readiness funding and tuition fees. This helps to make our preschool programming affordable for all families.
- *What strategies were in place to support this goal area?* We collaborated with ECFE, Help Me Grow, our Preschool Screening team, Head Start, Public Health, Social Services, Mental Health and our local radio and newspaper outlets to encourage parents to have their children participate in early childhood programming leading into kindergarten.
- *How well did you implement your strategies?* Our implementation strategies were extremely effective based on the growth of our program. The success of enrollment is also a result of the willingness of our community partners to encourage family participation in a high-quality preschool program that will help prepare children for kindergarten.
- *How do you know whether your strategies did or did not help you make progress toward your goal?* We know the strategies have worked because our classroom enrollment has been full for several years with students on a waiting list to enter our preschool program. Our program has grown from a 1/2 day to a full-day/5 days a week program that mirrors the kindergarten calendar.

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022- 23 SY)	On Track?
We will reduce the achievement gap for free/reduced lunch priced students from 15.6% to less than 5%.	Check one of the following: <input type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	Difference of > 10%.	Provide the result for the 2022–23 school year that directly ties back to the established goal.	Check one of the following: <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
<p>All students had an academic achievement rate of 42.5% for math and 48.3 % for reading. The Free/Reduced lunch priced students had an academic achievement rate of 32.1% for math and 39.5% for reading.</p> <p>We are making progress because our gap is narrowing from 15.6% to 10.4% in math. Our gap in reading has narrowed to currently at 8.8%.</p> <p>We used data from MCA Minnesota School Report Card.</p> <p>Strategies that were in place included interventions, title services, success coaches, and data retreats. It appears these strategies are implemented with fidelity as communication takes place involving teachers and administration.</p>				

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022- 23 SY)	On Track?
<p>Crookston High School students in the integration program will self-report an increase in their preparedness for high school coursework leading to an identified future career, measured by a district-created survey utilizing a 5-point Likert Scale. The goal is to see an increased average from 2 out of 5 on the survey in 2023 to an average of 4 out of 5 in 2025.</p>	<p>Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity</p>	<p>Goal of a 2 out of 5 on the student survey in spring of 2023.</p>	<p>Provide the result for the 2022–23 SY that directly ties back to the established goal.</p> <p>A transition has taken place with new administration and new mental health personnel. The information on the survey and gathering of data will be looked at during the 2023-2024 school year.</p>	<p>Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> • <i>What strategies were in place to support this goal area?</i> • <i>How well did you implement your strategies?</i> • <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>Type response here</p>				

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below

Integration

We teamed up with our partner schools (East Grand Forks and Thief River Falls) to help middle school students who have been identified for intervention to start thinking about college and check out different programs. We took them on trips to colleges to see things for themselves. Example: Northland Technical College and UMC. The goal of these college visits was to help them understand what's out there, encouraging them to think beyond their current situation and consider a path that leads to a more promising future.