LONG PRAIRIE-GREY EAGLE #2753

2026-2027
Comprehensive Achievement and Civic Readiness Plan



We are Thunder Nation

P R ⚡ D E

Pride – Relationships – Dedicated - Elevating

10/08/2026

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LONG PRAIRIE-GREY EAGLE #2753

2026-2027 CACR Plan

Superintendent - Daniel Ludvigson

Elementary Principal - Tammy Cebulla
High School Principal - Rachel Bothun
Community Education & Federal Programs - Brad Evenson
Activities - Kelsey Paurus
Technology - Mitchell Ganske
Multi-Lingual Learners - Patti Larson
Business Manager - Sherri Evenson
District Assessment Coordinators: Nicole Cuchna and Nathan Hibbs
Secondary School Counselor: Jonathan Young

Long Prairie-Grey Eagle School District
2026-2027 District Planning

District Stakeholder Group

A cross-section of stakeholders, including staff, parents, students, community leaders, and administrative representatives, meets quarterly to review and provide input on district initiatives, management, and operations. This meeting also serves as a forum for stakeholders to voice questions and concerns.

Needs Assessment

The Long Prairie-Grey Eagle Public School District is committed to providing every student with a high-quality educational experience that prepares them for success in school, work, postsecondary education, and life. The district's mission emphasizes Pride, Relationships, Dedication, and Elevating all students, with a commitment to creating meaningful opportunities for students through strong instruction, positive relationships, engaging curriculum, state-of-the-art facilities, and partnerships with families and the community.

This comprehensive needs assessment examines the academic, demographic, social-emotional, cultural, operational, financial, staffing, facility, and community needs of the district. The assessment is intended to identify strengths, challenges, opportunity gaps, and priority areas for improvement.

The assessment is also designed to support district planning under Minnesota's World's Best Workforce requirements, Achievement & Integration programming, federal Title programs, special education planning, English learner programming, literacy requirements, and other local, state, and federal initiatives.

Minnesota's accountability system examines achievement and progress in reading and mathematics, progress toward English language proficiency, graduation rates, and consistent attendance. These indicators provide an important framework for evaluating LPGE student outcomes while also examining outcomes for specific student populations.

DISTRICT PROFILE AND COMMUNITY CONTEXT

Long Prairie-Grey Eagle Public Schools is a small, rural Minnesota school district serving students and families in the Long Prairie and Grey Eagle communities and surrounding areas.

The district operates with the philosophy of being a "Small School with Big Opportunities." The district provides elementary and secondary education as well as online learning opportunities through Thunder Online Academy.

The district's rural location provides significant strengths, including strong community relationships, opportunities for students to participate in activities, individualized attention, and extensive community partnerships. At the same time, the district faces challenges common to rural Minnesota schools, including limited local resources, transportation distances, workforce shortages, economic challenges, and difficulty recruiting and retaining specialized staff.

The district's community is increasingly diverse. This demographic change represents both an opportunity and a significant need for the district to continue developing culturally responsive instruction, multilingual family engagement, and systems that ensure all students feel a sense of belonging and have equitable access to educational opportunities.

STUDENT DEMOGRAPHICS

Enrollment

LPGE is a relatively small Minnesota school district with fewer than 1,000 students.

The district should continue to monitor enrollment trends by:

- Grade level
- School building
- Race and ethnicity
- English learner status
- Special education status
- Economic status
- Gender
- Mobility/transiency

- Homelessness
- Foster care status
- Migrant status, when applicable
- Students participating in alternative or online programming

Minnesota demographic data identify Long Prairie-Grey Eagle as a small school district, reinforcing the importance of using multiple years of local data when identifying trends rather than relying on individual cohorts.

THREE-YEAR PRIORITY FRAMEWORK

Year 1 – BUILD

Focus on building consistent systems.

- Establish districtwide data dashboard.
- Strengthen PLC data protocols.
- Analyze achievement gaps.
- Strengthen EL instructional practices.
- Expand cultural competency training.
- Implement literacy priorities.
- Review attendance systems.
- Strengthen mental health supports.
- Expand family communication.
- Establish sustainability plans for grant-funded programs.

Year 2 – IMPLEMENT

Focus on consistent implementation.

- Expand evidence-based interventions.
- Increase family engagement.
- Expand career experiences.
- Strengthen early childhood programming.
- Increase multilingual support systems.
- Implement additional staff development.
- Monitor student belonging.
- Expand community partnerships.
- Evaluate intervention effectiveness.

Year 3 – SUSTAIN

Focus on measuring outcomes and institutionalizing successful practices.

- Evaluate achievement trends.
- Evaluate achievement gaps.
- Measure graduation and postsecondary outcomes.
- Review attendance improvement.
- Measure cultural competency.
- Evaluate family engagement.
- Identify programs that should be continued, modified, or discontinued.
- Incorporate successful grant-funded programs into the district's long-term budget where possible.

Full Needs Assessment Document: Needs Assessment Document

Planning Documents

1. Achievement and Integration Plan:
   FY27-29 Achievement and Integration Plan_10.2025 for Long Prairie Grey Eagle (5).docx
2. Needs Assessment Planning Document: Needs Assessment Document
3. Professional Development Handbook:
   DRAFT 26-27 Professional Development Handbook.docx
4. Testing Data Presentation - 2023, 2024, 2025
5. Minnesota Report Card - Link
6. Community Education Annual Report:
7. District Literacy Plan:
8. Language Instructional Plan:
   https://www.lpge.org/apps/pages/index.jsp?uREC_ID=523918&type=d
9. Long-Term Facilities and Maintenance Plan Executive Summary:
   https://meetings.boardbook.org/Public/Agenda/1444?meeting=75223

All Students Ready For School

	Objective	Goal	Data
District	LPGE will increase the number of children (defined as those enrolled in a school district preschool program) who are ready for kindergarten as	Increase the number of children ready for school in the area of mathematics from 74.2% in 2025 to 77%	Gold School Readiness Data 2023-2024 - 2024-25 Fall - Mathematics 34.2% Literacy 47.5%

	measured by the Teaching Strategies Gold School Readiness Assessment	in 2027, 80% in 2028, and 83% in 2029 Increase the number of children ready for school in the area of literacy from 57.9% in 2025 to 61% in 2027, 64% in 2028, and 67% in 2029	2024-2025 Winter - Mathematics - 74.7% Literacy - 57.9%
Elementary	N/A	N/A	N/A
Secondary	N/A	N/A	N/A

Strategies and Support: All Students Ready for School

1. Increase seats in the Voluntary PreK Program (VPK) by at least 4.
2. Continue the Jumpstart to Kindergarten program in the summer.
    a. Offer 2 classes for a minimum of 1 week
    b. Get 20 or more participants
3. Increase outreach to families to encourage early preschool screening and programming.
    a. Advertising
    b. Community Education Brochure
    c. Letter to families of 3-4 year old students as identified by the census
4. Continue partnering with the TCC Head Start Program
    a. To serve 20 or more students

5. Long Prairie–Grey Eagle communicates kindergarten readiness to families through clear, consistent information and opportunities to connect with school staff. We emphasize the whole child; including social skills, independence, language development, and early learning, and partner with families to support each child's successful transition to kindergarten. Our strategies include:
    a. Sharing kindergarten readiness information through newsletters, social media, preschool programs, and kindergarten registration materials.
    b. Discussing child readiness in Early Childhood Family Education Classes
    c. Providing simple, play-based activities families can use at home, such as reading together, practicing taking turns, and building daily routines.
    d. Hosting family information nights and classroom visits to introduce school routines and expectations.
    e. Offering opportunities for families to ask questions and connect with kindergarten teachers on open house nights.
    f. Providing translated materials and multiple ways for families to access information and communicate with staff.
    g. Reinforcing that children develop at different rates and that families and school staff work together to support each child.
6. Partner with the Freshwater Education District to support early learners.

Charts and Graphs: All Students Ready for School

LPGE will increase the number of children (defined as those enrolled in a school district preschool program) who are ready for kindergarten as measured by the Teaching Strategies GOLD Growth Report for 4-year-olds:

Growth Summary					
Area of Development	Number of Children	Number of Children Below Growth Range	Percentage of Children Below Growth Range	Number of Children Meeting or Above	Percentage of Children Meeting or
Social-Emotional	38	2	5%	36	95%
Physical	38	3	8%	35	92%
Language	38	2	5%	36	95%
Cognitive	38	3	8%	35	92%
Literacy	38	5	13%	33	87%
Mathematics	38	3	8%	35	92%

Note: The graphs on the following pages are broken up from one larger image.

Social-Emotional	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	46	61	38	44.4	17	44.70%	21	55.30%			46	61	38	52.8

Physical	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	29	39	38	30.6	6	15.80%	32	84.20%			29	39	38	34.3

Language	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	43	58	38	43.1	15	39.50%	23	60.50%			43	58	38	48.4

Cognitive	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	46	66	38	45.3	20	52.60%	18	47.40%			46	66	38	52.6

Literacy	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	40	81	38	41.8	18	47.40%	20	52.60%			40	81	38	52.5

Mathematics	Widely Held Expectations		Fall 2024/2025								Widely Held Expectations			
	Bottom	Top	Children	Average	# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Bottom	Top	Children	Average
Long Prairie - Grey Eagle	35	53	38	30.9	25	65.80%	13	34.20%			35	53	38	37.9

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
7	18.40%	27	71.10%	4	10.50%	44.4	52.8	8.4	2 through 15	Meeting			x	

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
3	7.90%	34	89.50%	1	2.60%	30.6	34.3	3.7	1 through 8	Meeting		x		

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
5	13.20%	30	78.90%	3	7.90%	43.1	48.4	5.3	1 through 12	Meeting		x		

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
6	15.80%	31	81.60%	1	2.60%	45.3	52.6	7.3	2 through 15	Meeting		x		

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
7	18.40%	28	73.70%	3	7.90%	41.8	52.5	10.7	4 through 20	Meeting		x		

Winter 2024/2025						Growth by Area of Development								
# Children Below	% Children Below	# Children Meeting	% Children Meeting	# Children Exceeding	% Children Exceeding	Starting Score	Ending Score	Average/Actual Amount of Growth	Growth Range	Type of Growth	0% to 24%	25% to 49%	50% to 74%	75% to 100%
13	34.20%	22	57.90%	3	7.90%	30.9	37.9	7	2 through 12	Meeting			x	

Close the Achievement Gap(s) Between Student Groups

	Objective	Goal	Data
District	To increase the number of students proficient by at least 3% each year in all identified subgroups.	Long Prairie Grey Eagle Students will increase reading proficiency by at least 3% each year to the goal of all students. Long Prairie Grey Eagle Students will increase math proficiency by at least 3% each year to the goal of all students.	Reading MCA 2023-2024 - 25% 2024-2025 - 22% 2025-2026 - 22% Mathematics MCA 2023-2024 - 19% 2024-25 - 16% 2025-26 - 18%
Elementary	To increase the number of students proficient by at least 3% each year in all identified subgroups.	Long Prairie Grey Eagle Elementary Students will increase reading proficiency by at least 3% each year to the goal of all students. Long Prairie Grey Eagle Elementary Students will increase math proficiency by at least 3% each year to the goal of all students.	Reading MCA 2023-24 - 27% 2024-25 - 26% 2025-26 - 23% Mathematics MCA 2023-24 - 22% 2024-25 -18% 2025-26 - 20%
Secondary	To increase the number of students proficient by at least 3% each year in all identified subgroups.	Long Prairie Grey Eagle Secondary Students will increase reading proficiency by at least 3% each year to the goal of all students. Long Prairie Grey Eagle Secondary Students will increase math proficiency by at least 3% each year to the goal of all students.	Reading MCA 2023-24 - 23% 2024-25 - 19% 2025-26 - 22% Mathematics MCA 2023-24 - 15% 2024-25 - 13% 2025-26 - 17%

Strategies and Support: Closing the Achievement Gap (s) Between Student Groups

District

1. Long Prairie Grey Eagle Schools will coordinate and utilize structured literacy strategies and the newly adopted curricular resources with fidelity with the goal of all students reading at grade level.
    a. Structured literacy research based strategies will be observed during teacher observations by building principals to determine fidelity of implementation
    b. English Language Arts curriculums will be reviewed and updated with curriculum that is aligned with structured literacy research by the Fall of 2027
2. All staff - During inservice days will work in Professional Learning Communities (PLC) that focus on improving student achievement in all areas of learning.

a. 4 additional professional development days will be added to the school calendar to provide time for PLC work.
b. The comprehensive professional development package with Sourcewell will be leveraged so that content area teachers are able to participate in regional PLC opportunities

3. All staff will be highly qualified in a state approved structured literacy instruction program
    a. Provide training for all paraprofessionals to reinforce structured literacy strategies by June 2027
    b. All staff will be trained in structured literacy research based strategies by the end of the 2026-2027 school year
4. District will embark in beginning MnMTSS process.
    a. Complete MnMTSS training with MnMTSS committee
    b. Develop a professional development plan for 2027-2028 involving MnMTSS by June 2027.
    c. Be 100% implemented in 3 years.

Elementary

1. **Interventions:** Staff will increase the use of research-based interventions that support individual literacy. These supports will include the use of UFLI and PRESS interventions 4 times per week for 20-30 minutes per session depending on the grade level.
2. **Title I support:** Students in K-6 who qualify will receive support in the area of reading. This support will be delivered through small group instruction, four days per week for 20-30 minutes per session depending on the grade level.
3. **WIN (What I Need) Time:** With the support of WIN Interventionists, K-6 teachers will implement WIN time daily. Grade levels will have scheduled WIN sessions, during which every student will be grouped by deficit area and receive direct instruction to meet their needs. WIN instruction may focus on math and/or reading. These sessions will take place four times per week for 20-30 minutes per session.
4. **FastBridge Assessment Implementation – Reading** All students will take these assessments 3 times per year. Based on results, progress monitoring will take place every two weeks or monthly depending on results.
    a. **Adaptive Reading (aReading):** Measures decoding, word identification skills, and comprehension. Used for both screening and monitoring student progress. (K-6**)**
    b. **Comprehension Efficiency (COMPefficiency):** Measures the quality and efficiency of comprehension processes in under 12 minutes. (4-6)
    c. **AUTOreading:** Assesses alphabetics, decoding, encoding, word identification, and vocabulary skills. (2-6)
    d. **Early Reading:** Provides a composite score indicating students' readiness or risk. (K-1)
5. **Building Level Achievement Support Team (BLAST):** Teachers will meet with the BLAST team monthly for 10-20 minute sessions focused on progress monitoring for students in need of additional support.
6. **Building Opportunities for Learning Together (BOLT):** This free program is available for students in grades 1-6 who would benefit from additional learning experiences. BOLT provides extra support in basic skills, study skills, and social development. Students may be referred by teachers, school counselors, or parents/guardians.

Secondary

1. Increase the use of research-based interventions that support individual literacy and mathematics needs through the guidance of MnMTSS training.

a. MnMTSS Practices will be observed by the building principal during classroom walkthroughs of each classroom at least twice a year to help determine the fidelity of implementation

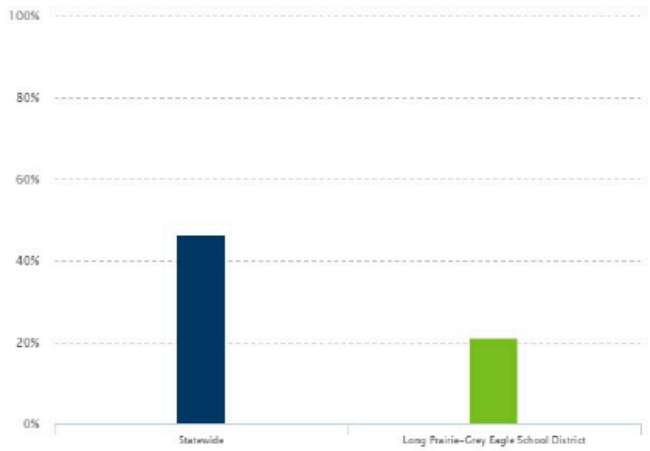
2. **Reading classes** for all 7th grade students are a part of the general education schedule.
3. **FastBridge Assessment Implementation** - All students will take these assessments 3 times per year. Assessments that are completed are FastTrack Reading (AUTOreading and aReading) and FastTrack Math (CBMmath Automaticity and aMath)
4. **Thunder After School Program (TAP) -** This free program is for 9-12 grade students who would benefit from homework support. This program is run by a licensed teacher with emphasis in math. This program is available up to two days per week.
5. **Building Opportunities for Learning Together (BOLT):** This free program is available for 7-8th grade students who would benefit from additional learning experiences. BOLT provides extra support in basic skills, study skills, and social development. Students may be referred by teachers, school counselors, or parents/guardians. This support takes place on Monday, Tuesday, and Thursday. Evening transportation is provided for students.
6. **Student Assistance Team (SAT):** Support staff meets twice per month for one hour to focus on progress monitoring for students in need of additional support academically and behaviorally. Evening transportation is provided.

Charts and Graphs: Closing the Achievement Gap (s) Between Student Groups

Minnesota Report Card
North Star Academic Achievement
How many students are performing at grade level?

Long Prairie-Grey Eagle School District
Year: 2026 Demographics: All Students

Academic Achievement Rate
Reading achievement

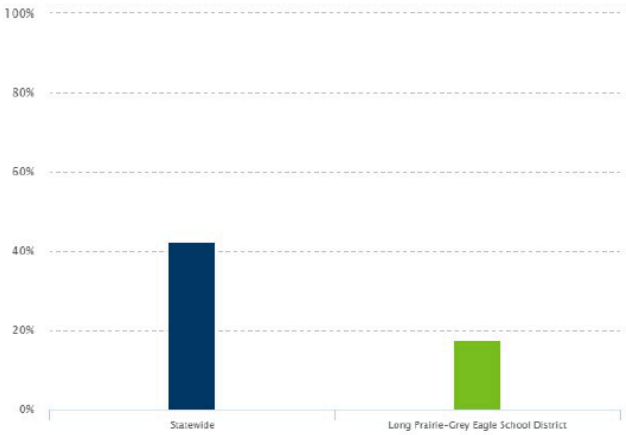


	Statewide	Long Prairie-Grey Eagle School District
Reading achievement rate	46.2%	21.2%
Count at grade level	206,055	110
Total	445,651	519

Minnesota Report Card
North Star Academic Achievement
How many students are performing at grade level?

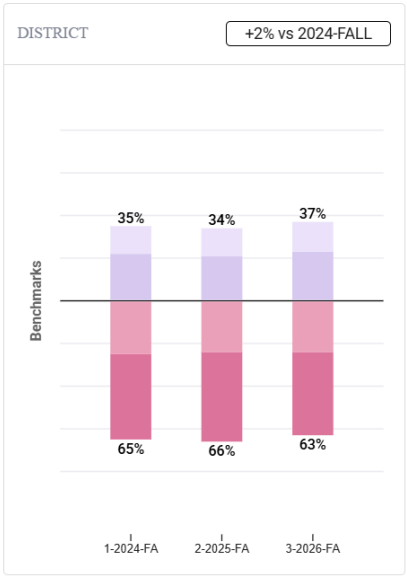
Long Prairie-Grey Eagle School District
Year: 2026 Demographics: All Students

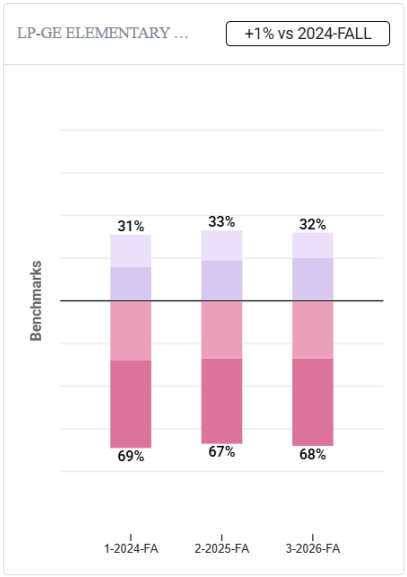
Academic Achievement Rate
Math achievement

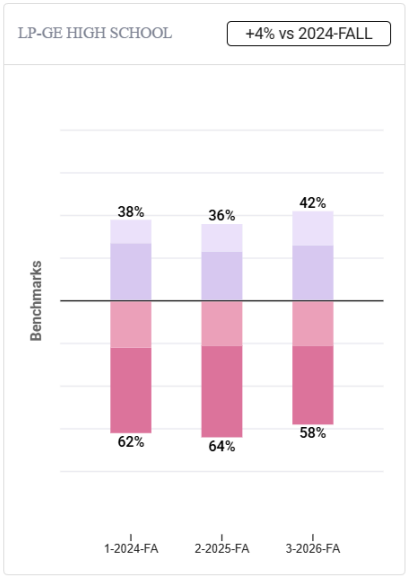


	Statewide	Long Prairie-Grey Eagle School District
Math achievement rate	42.2%	17.4%
Count at grade level	186,729	89
Total	442,730	512

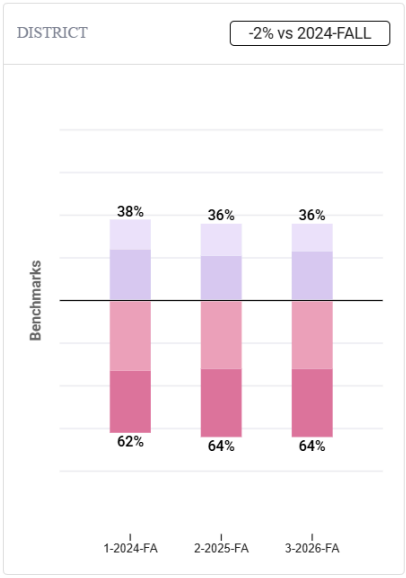
FastBridge - Reading

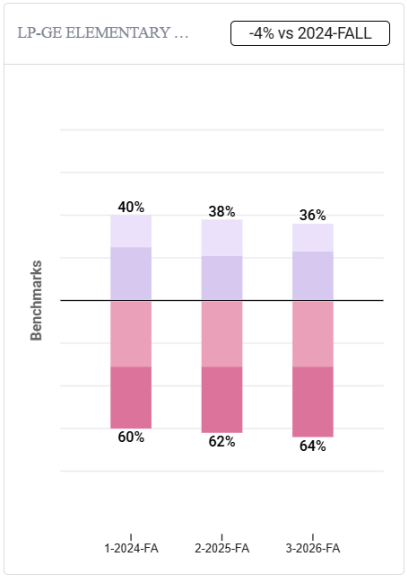


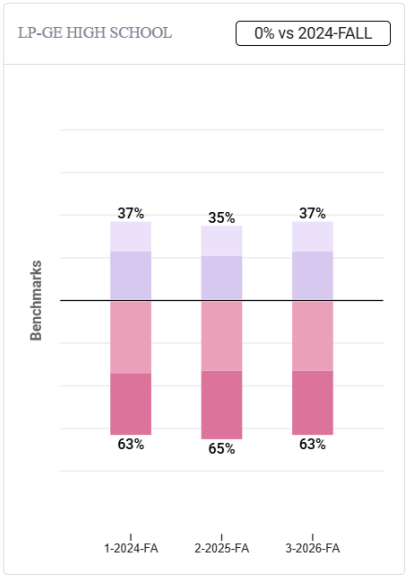




FastBridge - Math







All Students Prepared to be Lifelong Learners

	Objective	Goal	Data
District	To increase activities and opportunities for continued learning for students and families.	Leverage funding to increase the number of opportunities available to students and families	Increase the number of community partnerships from 25 in 25-26 to 26 in 26-27, 27 in 27-28, and 28 in 28-29 Increase the number of formal partnerships from 12 in 25-26, to 13 in 26-27, 14 in 27-28, and maintain those partnerships in 27-28 Apply for at least 7 grants to support community partnerships and community education opportunities annually
Elementary	Have students and families participating in activities and opportunities for continued learning.	Increase participation by 15%	Use attendance data sheets to measure growth in programs. (will come from the Community Ed report)
Secondary	Have students and families participating in activities and opportunities for continued learning.	Increase participation by 15%	Use attendance data sheets to measure growth in programs. (will come form the Community Ed report)

Strategies and Support: All Students Prepared to be Lifelong Learners

In this section put strategies specific to the goal

District:

- Community newsletters and brochures sent out 3-4 times a year in languages where 20% or more of the student population reports it as preferred
    - Offer 47 or more programs for adults
- Offering a variety of Community Education and after school opportunities.
    - Offer 200 or more opportunities for youth and students
- Quarterly Stakeholder meetings with at least 60% attendance of the membership
    - At each meeting discuss program offerings and accessibility with the stakeholders

- Collaboration with community businesses and offerings.
    - Host at least one Chambre Networking Event
- Reporting of participation within programs annually to the school board

Elementary

- Increase participation in BOLT from 115 to 130
- Weekly communicate opportunities for students
- Provide X or more opportunities for elementary students in the community education brochure

Secondary

- Weekly communication regarding clubs, offerings, and community education supported events
- Increase participation in TAP to 10 or more students
- Host at least one chamber of commerce event
- Provide X or more opportunities for HS students in the community education brochure

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All Students Ready for Career and College

	Objective	Goal	Data
District	Decrease the gap between Hispanic students and other demographic groups who apply for post-secondary education	Increase the number of Hispanic students who apply for post-secondary education from 45.4% in 2027 to 55% in 2029.	2023: 19% 2024: 31% 2025: 39% 2026: 45.4%
Elementary	Students are exposed to a wide variety of careers through classroom curriculum and enrichment opportunities.	Baseline Year - collect data on participation and number of opportunities	Initial year, no data. 1-2 experiences per grade level
Secondary	Have all students prepared to be college and/or career ready	Increase the number of student enrollments in grades 10-12 registered for College in the Schools (CIS) from 43% in 2027 to 46% in 2028, 50% in 2029, and maintain in 2030.	CIS Enrollment 24-25 - 124 enrollments (71 students, 29%) 25-26 - 191 enrollments (76 students, 27%) 26-27 - 196 enrollments (80 students, 34%) CTE Enrollment 24-25 - 209 enrollments (145 students, 41%) 25-26 - 248 enrollments (177 students, 48%)

		Increase the number of student enrollments in grades 9-12 registered for CTE classes from 34% in 2027 to 36% in 2028, 38% in 2029, and 40% in 2030	26-27 - 185 enrollments (134 students, 43%)

Strategies and Support: All Students Graduate

District

- Implement an Academic and Cultural Support Program designed to strengthen academic achievement and provide meaningful cultural connection for students, with targeted support for our Hispanic subgroup. This program enhances classroom instruction by providing bilingual academic support staff who work directly alongside teachers and students during the instructional day.
    - Utilize Project Momentum seats to increase the number of teachers trained and licensed in ELL strategies
    - Maintain 2 Family Liaisons and provide at least 2 training opportunities in the areas of homelessness and migrant students
    - Provide Trauma-Informed particles training for all teachers and paraprofessionals for the 2026-2027 and 2027-20-28 school year.
        - Observe trauma informed practices during teacher observations and walkthroughs in the 2027-2028 school year
    - Provide SIOP training for all instructors in the 2026-2027 school year.
        - Observe SIOP educational practices during classroom observations in the 2027-2028 school year

Secondary

- **Work Based Learning - Mentorship Program:** Seven students in grades 9–12 participate in an after-school program through the 21st Century grant, meeting weekly with career mentors for a minimum of 12 weeks to explore career interests and develop workplace skills.
- **Youth Apprenticeship** - Twenty-one students participate in community-based, on-the-job learning opportunities through a year-round program that builds career skills and workplace experience.
- **Teachers Assistants** - Thirty-seven junior and senior students gain hands-on experience working alongside teachers in elementary or high school general education, special education, or ESL classrooms.
- **College in the School:** Provide guidance counseling opportunities for students who show aptitude for post secondary education.
- **Curriculum:** Incoming 7th and 8th-grade students will be instructed using the Get Ready Program through the State of Minnesota Higher Education. This program will focus on career readiness and life skills for students.

- **Career Exploration Day:** Career Exploration Day brings approximately 2,000 high school students from approximately 25 school districts to Central Lakes College (CLC) in Brainerd for a morning of career exploration activities. Students will participate in hands-on, interactive activities that showcase various careers from over 150 regional business partners along with CLC faculty and staff. All LPGE juniors attend this event.
- **Career Fair**: Students in grades 7-12 will have the opportunity to hear 3 career presentations each school year. Students in grades 7-8 will also have a 20 minute career presentation and students in grades 9-12 will have a 20 minute session where they can meet with area colleges and area businesses.
- **School Links**: New program that will fully begin in the 2027-28 school year. It will provide students with information about careers, the pathway to achieve that career and a host of other information that will provide insight and guidance from the start of secondary school till graduation.
- **ASVAB:** Juniors will have the opportunity to take the Armed Services Vocational Aptitude Battery. Scores are only released to the military upon student/parent consent. A career presentation will be included after students have received their results, and students will have access to the online platform to continue career exploration.

Elementary

- Exposure to careers through author visits, field trips, and local assemblies. Each grade level offers at least one opportunity per year.
    - Examples - fire station, farm visit, Dairy Queen, bank, bakery, food shelf, electrician…

All Students Graduate

	Objective	Goal	Data
District	For students to remain enrolled in an LPGE program and complete it.	The Long Prairie-Grey Eagle School District will decrease the dropout rate from 4.2% in 2025 to 2.2% in 2027. **Source - MN Report Card 2025	Drop out rates 2024 - 3.8% 2025 - 4.2% 2026 - Unofficial
Elementary	All students will have consistent attendance.	Long Prairie-Grey Eagle Elementary school will increase the number of students in consistent attendance from 78.8% during the 2025-2026 school year to 81% during the 2026-2027 school year as reported on the MN Report Card in 2025-2026	2022-2023 - 71.1% 2025-2024 - 71.4% 2024-2025 - 78.8%

Secondary	To have all students graduate Have all students in regular attendance (Regular attendance is less than 10% of absences)	Long Prairie-Grey Eagle Secondary School will increase the graduation on time rate from 80.6% in 2025 to 83.6% in 2026, 86.6% in 2027, and 89% in 2028. Long Prairie-Grey Eagle Secondary School will increase the number of students in regular attendance **Source - MN Report Card 2025	Graduation rates 2023 - 83.8% 2024 - 93.8% 2025 - 80.6% 2026 - Unofficial Consistent Attendance 2023 - 49.0% 2024 - 48.1% 2025 - 51.3% 2026 - Not available
Thunder Online Academy	To have all students graduate Have all students in regular attendance	Long Prairie-Grey Eagle Thunder Online Academy will increase the number of students in regular attendance	Baseline Year

Strategies and Support: All Students Graduate

District

- Monitor the implementation of the CACR tasks biannually
- Evaluate progress towards goals annually
- Create annually long-range enrollment reports
- Create budgets annually that provide sufficient funds to support the initiatives within this document
- Report to the board annual progress towards CACR goals
- Report out to Stakeholders group at least biannually progress towards goals

Elementary

- **Perfect attendance -** Perfect attendance will be celebrated and acknowledged in each classroom on a monthly basis.
- **Parent Meetings -** The principal will meet with families whose student has 5 or more unexcused absences and/or 8 or more tardies.
- **FastBridge Assessment Implementation – Social-Emotional**
    - **Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):** Identifies students in grades K-12 who are at risk for academic, social, and/or emotional behaviors. SAEBRS can be used as needed to screen classes, grade levels, or the entire school to identify trends requiring attention. SAEBRS will be administered up to 3 times per year.

Secondary

- **At-Risk Students:** Students who are deemed at risk (more than 20% behind their grade-level peers) in grades 9-12 will have bi-weekly evaluations to ensure they are on track to graduate

on time. If needed, alternate strategies will be implemented to support their success. Parents will be notified.

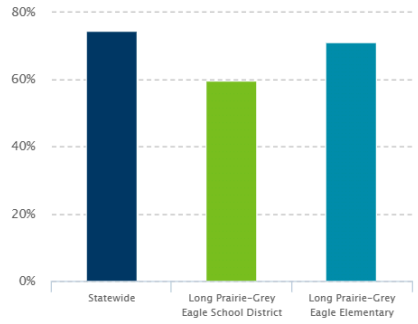
- **Alternative Avenues for Success:** Students who fall behind in concurrent semesters will be assigned to alternative avenues to earn credits (e.g., Summer School, Night School, Credit Recovery, ALC, etc.). Parents will be notified.
- **Thunder After-School Programming (TAP):** The District will provide after-school programming for 9-12th grade students who are failing core classes. This program is run two days a week by a licensed teacher with one day focusing on math help.
- **Secondary Summer School/Credit Recovery:** Students in grades 9-12 will meet with the school counselor quarterly. Parent communication about credit recovery is shared quarterly. Students are offered opportunities to make up failed/missing course requirements during the school year and in the summer to ensure all students are on track to graduate with their respective class.
- **Class Retention Policy:** 7-8 class retention policy, which requires students in 7th and 8th grade to pass all core classes (social, science, math and English). The rationale is to help students create a strong foundation for future success in high school and post-graduation.

Charts and Graphs: All Students Graduate

Consistent Attendance Data from Minnesota Report Card

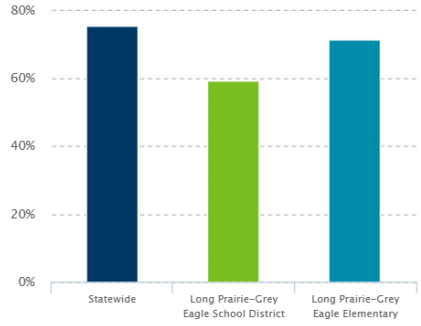
Elementary

2022-2023 School Year



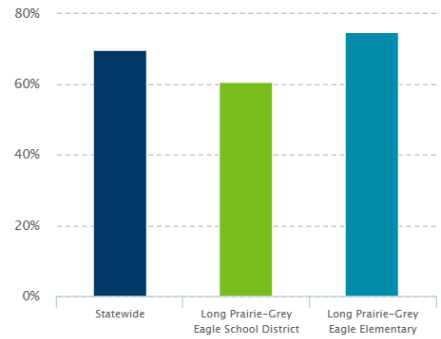
	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Elementary
Consistent attendance	74.5%	59.5%	71.1%
Count consistently attending	581,195	530	302
Total	780,380	890	425

2023-2024 School Year



	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Elementary
Consistent attendance	75.5%	59.1%	71.4%
Count consistently attending	590,690	528	302
Total	782,011	893	423

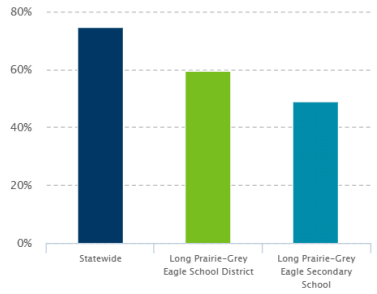
2024-2025 School Year



	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Elementary
Consistent attendance	69.8%	60.5%	74.6%
Count consistently attending	544,971	517	305
Total	781,072	855	409

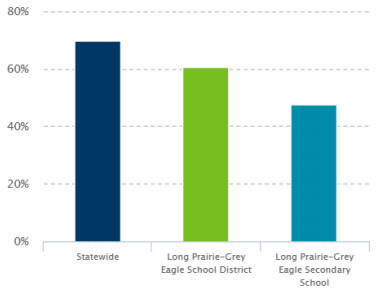
Secondary

2022-2023 School Year



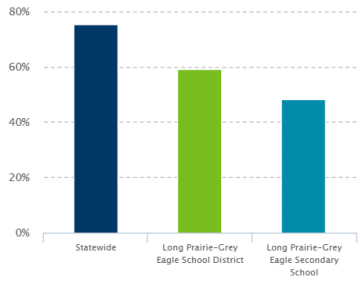
	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Secondary School
Consistent attendance	74.5%	59.5%	49.0%
Count consistently attending	581,195	530	228
Total	780,380	890	465

2023-2024 School Year



	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Secondary School
Consistent attendance	69.8%	60.5%	47.5%
Count consistently attending	544,971	517	212
Total	781,072	855	446

2024-2025 School Year

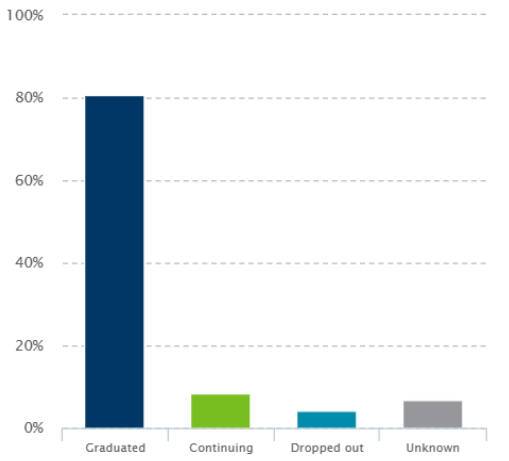


	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Secondary School
Consistent attendance	75.5%	59.1%	48.1%
Count consistently attending	590,690	528	226
Total	782,011	893	470

Graduation Rate Trend - Data

Students in the class of 2025 graduating in 2025 or earlier.

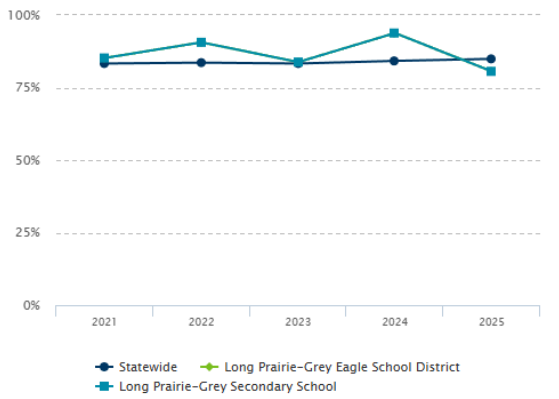
Export to PDF



Organization	Graduated	Continuing	Dropped out	Unknown
Long Prairie-Grey Secondary School	80.6%	8.3%	4.2%	6.9%
	58	6	3	5

Graduation Rate Trend

Export to PDF



Organization	Year	Graduated count	Graduated %
Statewide	2021	57,137	83.3%
	2022	58,586	83.6%
	2023	58,293	83.3%
	2024	59,720	84.2%
	2025	61,935	84.9%
Long Prairie-Grey Eagle School District	2021	52	85.2%
	2022	58	90.6%
	2023	62	83.8%
	2024	75	93.8%
	2025	58	80.6%
Long Prairie-Grey Secondary School	2021	52	85.2%
	2022	58	90.6%
	2023	62	83.8%
	2024	75	93.8%
	2025	58	80.6%

Long Prairie-Grey Eagle Assessment Plan and Descriptors

Assessments	Assessment Details
Title I Accountability - Reading and Mathematics	FASTBridge (Fall, Winter and Spring Administration), CAPTI (Fall Administration), MCA, or MTAS (Grades 3-8 Math and Reading, 10 Reading, 11 Math) - Spring Administration
Title I Accountability - Science	MCA or MTAS (Grades 5, 8 and HS) - Spring Administration
Title III Accountability	WIDA ACCESS or WIDA Alternate ACCESS - Winter/Spring Administration
Graduation Requirements	District Selected Testing – LPGE Schools must offer the ACT Test for students in either grades 11 or 12, typically during the spring.

MCA Assessment

Description: Minnesota Comprehensive Assessment. Students take one test in each subject during grades 3-8 and also reading in grades 10 and mathematics in grade 11.
What it Measures: This is a Minnesota State test that measures progress towards Minnesota's academic standards.
Use for Results: Results are used to improve classroom instruction, meet the individual needs of students and to meet the requirements of the Elementary and Secondary Education Act (ESEA). State funding for Title I is tied to these results for Title I Schools.

MTAS/ MCA Alternative

Description: Minnesota Test of Academic Skills - Students who receive special education services and meet eligibility criteria may take the MCA-Modified or the MTAS/MCA Alternative.
What it Measures: This is a Minnesota State test that measures progress towards Minnesota's academic standards
Use for Results: Results are used to improve classroom instruction, meet the individual needs of students and to meet the requirements of the Elementary and Secondary Education Act (ESEA).

FastBridge Assessment

Description: FastBridge Assessments in Math and Reading used K-8.
What it Measures: Computer-Adaptive Tests (CAT) and Curriculum-Based Measures (CBM) are used for universal screening and progress monitoring while delivering psychometrically valid data.
Use for Results: Results are used to improve classroom instruction, meet the individual needs of students and to meet the requirements of the Elementary and Secondary Education Act (ESEA). State funding for Title I is tied to these results for Title I Schools.

WIDA ACCESS

Description: The WIDA ACCESS (Assessing Comprehensive and Communication in English State to State for English Language Learners) is an assessment developed by the WIDA (World Class Instructional Design and Assessment) consortium and administered to English learners.
What it Measures: The WIDA ACCESS is an assessment that measures progress toward meeting Minnesota's standards for English language development. This test is administered to students in grades K-12.
Use for Results: Based on the results of the WIDA ACCESS assessment, students receive leveled services for District ESL staff in order to improve English Language Development. Students can be exited from the ESL Program based on these results as well.

WIDA Alternate ACCESS
Description: The WIDA Alternate ACCESS (Assessing Comprehensive and Communication in English State to State for English Language Learners) is an assessment developed by the WIDA consortium and administered to English learners
What it Measures: The WIDA Alternate ACCESS is an assessment that measures progress toward meeting Minnesota's standards for English language development. This test is administered to students in grades K-12. English learners who received special education services and meet the participation guidelines may take the WIDA Alternate ACCESS.
Use for Results: Based on the results of the WIDA Alternate ACCESS assessment, students receive leveled services for District ESL staff in order to improve English Language Development. Students can be exited from the ESL Program based on the results as well.

ACT Test
Description: The ACT is a national college admissions examination that consists of subject area tests in: English, Mathematics, Reading and Science. The ACT includes the four-subject area test
What it Measures: The ACT is a national college admissions examination that consists of subject area tests in: English, Mathematics, Reading and Science.
Use for Results: The ACT motivates students to perform to their best ability. Test scores reflect what students have learned throughout high school and provide colleges and universities with excellent information for recruiting, advising, placement, and retention. Taking the test often results in increased college enrollment especially for underrepresented students. To support college and career planning, the ACT career exploration component helps students identify career options.

District Testing Schedule-2026-2027

FASTBRIDGE & CAPTI READBASIX Testing- All students screened with FastBridge & select students tested with Capti ReadBasix

ACCESS-ESL Students Only- Testing Window: January 25-March 31, 2027

MCA, Alternate MCA, & MTAS -Math & Reading (Grades 3-8, 10, 11) Testing Window: March 1-April 30, 2027 (REQUIRED & All Online)

MCA & Alternate MCA-Science (Grades 3-8, 10, 11) Testing Window: March 1-May 7 (REQUIRED & All Online) (Alternate MCA ends April 30)

Dates	Assessment	Times	Hours of Administration	Location	Grade Level
FASTBRIDGE TESTING- SEPTEMBER, DECEMBER, MAY					
SEPT 1-30 **DEC 1-19 (Elem)** **JAN 5-23 (HS)** **MAY 3-21**	**FastBridge Benchmarks - Rdg & Math**	**8:15-3:00**	**30-50 minutes/test**	**Elem & HS**	**Grades K-12**
FEBRUARY					
Jan-Feb FEB 4 (HS)	Capti ReadBasix-Rdg	various	45-60 minute test	Elem & HS	Select Students in Grades K-12
1-10	ACCESS - Listening, Reading, Writing, Speaking	8:15-3:00	1 hour/test	SMMC & Elem	Grades K-6
9-10	ACCESS - Listening & Reading	8:15-3:00	1 hour/test	HS	Grades 7-12
17-19	ACCESS - Writing & Speaking	8:15-3:00	1 hour/test	HS	Grades 7-12
MARCH					
1-19	ACCESS - Listening, Reading, Writing, Speaking	8:15-3:00	1 hour/test	Elem	Grades K-6
22-26	ACCESS - Makeup Testing	8:15-3:00	1 hour/test	Elem & HS	Grades K-12
9	**ACT**	**8:15-2:00**	**4-5 hours**	**HS**	**Grades 11-12**
APRIL					
1	**MCA- Reading 7-8, Reading 10, Math 11**	**8:15-11:00**	**2.5 hours**	**HS**	**Grades 7-8, 10, 11**
7	**MCA Math 7-8**	**8:15-11:00**	**2.5 hours**	**HS**	**Grades 7-8**
13	**MCA-Reading**	**8:15-3:00**	**2.5 hours**	**Elem**	**Grades 3-4**
14	**MCA-Reading**	**8:15-3:00**	**2.5 hours**	**Elem**	**Grades 5-6**
20	**MCA-Math**	**8:15-3:00**	**2.5 hours**	**Elem**	**Grades 3-4**
21	**MCA-Math**	**8:15-3:00**	**2.5 hours**	**Elem**	**Grades 5-6**

2&5, 8-9, 15-16, 22-23	**MCA- Makeup Testing (Reading & Math)**	**8:15-3:00**	**2.5 hours**	**District**	**Grades 3-11**
27-28	**MCA-Science**	**8:15-3:00**	**2 hours**	**Elem**	**Grade 5**
29	**MCA-Science**	**8:15-11:00**	**2 hours**	**HS**	**Grades 8 & HS**
MAY					
3-5	**MCA-Makeup Testing (Science)**	**8:15-3:00**	**2 hours**	**Elem & HS**	**Grades 5, 8, 11**

LPGE CURRICULUM CYCLE

REVIEW YEAR	**CURRICULUM**
2026-2027	Performing Arts/Visual Arts
	Secondary ELA (postponed due to Administration transition)
2027-2028	Science
2028-2029	Mathematics/Social-Emotional Learning
2029-2030	PE/Health/World Languages
2030-2031	Vocational/Secondary English as a Second Language (ESL)
2031-2032	Language Arts/Reading (ELA)/ ESL Elementary
2032-2033	Social Studies/Personal Finance

Year #1	Write & Revise Curriculum Select & Revise Materials
Year #2	Implement Curriculum & Utilize Materials/PD

CURRICULUM REVIEW PROCESS

Purpose:

All PK-12 departments/grade levels are to be engaged in a two-year review of their instructional offerings as scheduled in the curriculum review cycle. Departments are up for review every seven years.

YEAR 1

Phase 1

- Year one of the process involves meeting with the curriculum administrator (building principals) to plan a course of action for study and implementation.
- Teachers review their coursework description and syllabus for accuracy and update accordingly.
- Teachers review state/national standards for the courses that they teach.
- Teachers place standards for their instruction into appropriate courses.
- Courses and standards are reviewed by Department members for accuracy and adjusted as needed.
- Courses and standards are reviewed by the curriculum administrator for final approval.

Phase 2

- Courses and standards are reviewed by the department along with the building principal to assure that materials are adequate for instruction.
- Materials are selected as needed to ensure proper instruction by a committee/department formed for that curriculum cycle.
- Material selection is reviewed by Department members for accuracy and is approved and finalized.
- Material requests are sent to the Principal for review and approval.
- Materials acquisition is approved/adjusted by the Superintendent.

YEAR 2

- Professional Development for the new curriculum is offered and attended as needed.
- Curriculum is implemented and utilized.
- Department reconvenes with the Building Principal to review instruction with newly aligned curriculum and standards and to ensure that materials are being used effectively. Adjustments are made as needed.