

LONG PRAIRIE-GREY EAGLE #2753

2025-26

Comprehensive Achievement and Civic Readiness Plan



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LONG PRAIRIE-GREY EAGLE #2753 2025-2026 WORLD'S BEST WORKFORCE PLAN

2025-2026 WORLD'S BEST WORKFORCE PLAN

Long Prairie-Grey Eagle School District

2025-2026 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.

DISTRICT GOALS

Goal #1: LPGE will increase the number of children (defined as those enrolled in a school district preschool program) who are ready for kindergarten from 56% to 59% in literacy and from 43% to 46% in mathematics, based on the Teaching Strategies Gold School Readiness Assessment, by June 1, 2025.

Goal #2: All 3rd-grade students at Long Prairie-Grey Eagle Elementary will improve grade-level proficiency in reading from 24% in 2024-2025 to 27% as measured on the MCA by June 1, 2026.

Goal #3: LPGE will reduce the academic achievement gap among economically disadvantaged (FRP) students as indicated in Goals 2, 4, and 5 by June 1, 2025.

Goal #4: LPGE will increase the number of students who are career- or college-ready before graduating from high school by raising the proficiency rates of all 8th-grade students in math from 16% in 2024-2025 to 19% and in reading from 16% to 19%, as measured by the 2025 MCA assessments. LPGE will continue to offer CIS and vocational classes and set a goal for the ACT Composite score to match the state average by June 1, 2026.

Goal #5: Long Prairie-Grey Eagle Secondary School will increase the graduation rate from 85% in 2021 to 90% in 2022-2023 and 91% in 2025-2026.

School Readiness Plan: The biennial school readiness plan, as submitted to the state, is on file at Freshwater Educational District.

DISTRICT NEEDS

Long Prairie-Grey Eagle School District's proficiency levels are below the state average in math and reading across all sub-groups. Based on MCA and FastBridge assessment data, the district has identified a need to focus on improving student proficiency.

MATH GOAL

Long Prairie-Grey Eagle Schools will raise overall student proficiency in math from 15.7% in 2024-2025 to 18.7% by June 1, 2026.

READING GOAL

Long Prairie-Grey Eagle Schools will raise overall student proficiency in reading from 22.4% in 2024-2025 to 25.4% by June 1, 2026.

ELEMENTARY NEEDS

Long Prairie-Grey Eagle Elementary School's proficiency level is below the state average in the areas of math and reading across all subgroups. Upon analyzing the elementary school's MCA and FastBridge data, we have determined that we need to focus on improving the proficiency levels of all students in both math and reading.

ELEMENTARY MATH GOAL

Long Prairie-Grey Eagle Elementary School will raise the proficiency levels of all students in math from the 2025-2026 level of 17.7% to 20.7%, thus improving the proficiency level of LPGE students by June 1, 2026.

1. FastBridge Assessment Implementation – Math

- Adaptive Math (aMath): Used by teachers to screen all students and estimate annual growth through fall, winter, and spring assessments. Students with deficits are quickly identified for additional intervention. The data also help inform instructional decisions for on-track and high-performing students. (K-12)
- Early Math: Provides a composite score indicating students' readiness or risk through fall, winter, and spring assessments. (K-1)
- Curriculum-Based Measurement – Math Automaticity (CBM Auto): Assesses the accuracy and fluency of students' basic math facts and operations. (2-6)

ELEMENTARY READING GOAL

Long Prairie-Grey Eagle Elementary School will raise the proficiency levels of all students in reading from the 2025-2026 level of 25.6% to 28.6%, thus improving the proficiency level of LPGE students by June 1, 2026.

ELEMENTARY SYSTEMS, STRATEGIES, AND SUPPORT

2. **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.
3. **FastBridge Assessment Implementation – Reading**
 - **Adaptive Reading (aReading):** Measures decoding, word identification skills, and comprehension. Used for both screening and monitoring student progress. (K-6)
 - **Comprehension Efficiency (COMPefficiency):** Measures the quality and efficiency of comprehension processes in under 12 minutes. (4-6)
 - **AUTOreading:** Assesses alphabets, decoding, encoding, word identification, and vocabulary skills. (2-6)
 - **Early Reading:** Provides a composite score indicating students' readiness or risk. (K-1)
4. **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. SAEBS can be used as needed to screen classes, grade levels, or the entire school to identify trends requiring attention.
5. **Lesson Design:** Instruction will focus on the components outlined in Marzano's *The Art and Science of Teaching*. The 41 instructional elements serve as the foundation for effective classroom instruction. Throughout the year, staff will receive training on these elements, with the expectation of incorporating them into their teaching practices.
6. **Instructional Coaching:** The instructional coach supports staff in implementing effective teaching practices, with a focus on Catalyst Strategies, literacy, and vocabulary instruction. The coach also assists teachers with growth plans and goal setting, facilitates peer observations, mentors probationary teachers, and collaborates in the planning and delivery of professional development.
7. **Disaggregated Data Analysis:** LPGE Elementary will utilize MCA and FastBridge reports to analyze student performance by subgroup, with a particular focus on economically disadvantaged students. Monthly grade-level meetings will review FastBridge and classroom data to monitor student progress and instructional effectiveness.
8. **Student Connections:** LPGE Elementary staff will foster strong student relationships by demonstrating respect, strengthening social-emotional skills, using inclusive language, taking a personal interest in students, and setting clear learning goals. Staff will implement strategies from *The Catalyst Approach* to support these efforts.
9. **Posting Learning Objectives:** Teachers will display learning objectives to help students understand the academic language, functions, and skills required to master the lesson and meet grade-level content standards.
10. **Foundation Language Learning Forms:** Teachers will incorporate reading, writing, speaking, and listening into daily instruction to reinforce academic language and concept acquisition.

Academic vocabulary instruction will include terms such as inquiry, summarizing, informing, comparing/contrasting, sequencing/ordering, classifying, analyzing, inferring, predicting/hypothesizing, justifying, persuading, problem-solving, synthesizing, evaluating, and cause/effect.

11. Effective Vocabulary Instruction: Based on Robert Marzano’s *Teaching Basic, Advanced, and Academic Vocabulary*, the Science of Reading and other research, LPGE Elementary will implement a structured approach to vocabulary instruction. Staff will receive training and materials to support direct vocabulary instruction. **Key components include:**

- A language-rich classroom environment
- An engaging and energizing vocabulary climate
- Strategies that promote independent word learning
- Explicit direct vocabulary instruction

12. Effective Professional Learning Communities (PLCs): PLCs will be structured with set agendas and dedicated time. Each week, teachers will reflect on instruction, review student work samples, analyze data, and adjust teaching strategies to enhance student learning.

13. Building Level Achievement Support Team (BLAST): Teachers will meet with the BLAST team monthly for 20-minute sessions focused on progress monitoring for students in need of additional support.

14. 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 NEEDS

Long Prairie-Grey Eagle Secondary School’s proficiency level is below the state average in the areas of Math and Reading in all sub-groups. Upon reviewing the MCA data, the Secondary School has determined that by focusing on all students, we will be able to positively change the proficiency levels of subgroups in the areas of Math and Reading.

SECONDARY READING GOAL

Long Prairie-Grey Eagle Secondary School will raise the proficiency levels of all students in Reading from the 2024-2025 level of 18.7% to 21.7%, thus improving the proficiency level of LPGE students by June 1, 2026.

SYSTEMS, STRATEGIES AND SUPPORT

1. FastBridge Assessment Implementation – Reading

- **Adaptive Reading (aReading):** Measures decoding, word identification skills, and comprehension. This tool will be used for both screening and monitoring student

progress. (7-12)

- **AUTOreading:** Measures alphabetics, decoding, encoding, word identification, and vocabulary skills. (7-12)

2. FastBridge Assessment Implementation – Social-Emotional

- Social, Academic, and Emotional Behavior Risk Screener (SAEBRS): Used to identify students in grades K-8 who are at risk for academic, social, and/or emotional behaviors. SAEBRS can be used to universally screened by class, grade, or school to identify trends that may need class-wide attention.

3. Disaggregate Data

- LPGE Secondary School will use the MCA Reading Data Reports to disaggregate data by student group and focus mainly on economically disadvantaged (FRP) students to address performance gaps in most of our subgroups.

4. At-Risk Readers:

- All 7th-grade students will receive direct reading instruction.
- In 8th grade, students identified as at-risk readers (more than 1.5 grade levels below placement) will be placed into a remedial reading program based on their needs as identified by MCA and FastBridge evaluations.

5. Sections of Classroom Instruction:

- Students in grades 7-8 will be divided into four sections of instruction instead of three to allow for smaller class sizes, leading to increased teacher interaction and more individualized attention.

6. 7-8 Study Support:

- Students identified as struggling academically will have the opportunity to attend a study hall during the school day to help with work completion.

7. BOLT Program:

- Time will be provided for students to work after school on individual work related to reading assignments and other subjects they need additional assistance in. Transportation needs will be addressed for students to participate.

SECONDARY MATH GOAL

Long Prairie-Grey Eagle Schools will raise the proficiency levels of all students in Math from the 2024-2025 level of 13.2% to 16.2%, thus improving the proficiency level of LPGE students by June 1, 2026.

SYSTEMS, STRATEGIES AND SUPPORT

1. FastBridge Assessment Implementation – Math

- **Adaptive Math (aMath):** Used by teachers to screen all students and estimate annual growth through fall, winter, and spring assessments. The data helps teachers

quickly identify students who are on track and those who need additional support. (7-12)

- **Curriculum-Based Measurement** – Math Automaticity (CBM Auto): Evaluates the degree to which students' basic math facts and operations are accurate and automatic. (7-12)

2. FastBridge Assessment Implementation – Social-Emotional

- **Social, Academic, and Emotional Behavior Risk Screener (SAEBRS):** Used to identify students in grades K-8 who are at risk for academic, social, and/or emotional behaviors. SAEBSR can be used to universally screen by class, grade, or school to identify trends that may need class-wide attention.

3. Disaggregate Data

- LPGE Secondary School will use the MCA Math Data Reports to disaggregate data by student group and focus on the achievement gaps that exist among subgroups.

4. Sections of Classroom Instruction:

- Students in grades 7-8 will be divided into four sections of instruction instead of three to help increase teacher interaction through smaller class sizes.

5. Algebra Instruction:

- Identified students will receive 72 weeks of instruction in Algebra I instead of the traditional 36 weeks. This includes Algebra I in 8th grade and Algebra 1.5 in 9th grade, providing extended learning time to solidify foundational math skills.

6. 7-8 Study Support:

- Students identified as struggling academically will have the opportunity to attend a study hall during the school day to support work completion.

7. BOLT Program:

- Time will be provided for students to work after school on individual work related to the math curriculum and other subjects they need additional assistance in. Transportation needs will be addressed to encourage participation.

COLLEGE AND CAREER READINESS GOAL

The Long Prairie-Grey Eagle Secondary School will increase the number of students deemed college and career-ready by improving proficiency in the following areas:

- **Grade 8 Math/Reading Scores:** Grade 8 math scores will increase from the 2024-2025 level of 16% to 19%, and reading scores will increase from the 2024-2025 level of 15.9% to 18.9%, as measured by the 2026 MCAs.
- **College in the School:** The number of students in grades 10-12 registered for College in the Schools coursework will increase by 3% for the 2026-2027 school year.
- **ACT Testing:** LPGE aims to have our ACT composite score equal to the state average by June 1, 2026.
- **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 middle school students.

- **Career Fair:**
 - 7-12 grade students will explore a variety of area businesses, colleges and military branches, to gain information on career opportunities that are available to them once they graduate.

GRADUATION GOAL

The Long Prairie-Grey Eagle Secondary School will increase the current graduation rate from 85.2% in the 2021-2022 school year, to 90.6% in the 2022-2023 school year, and 93.8% in the 2023-2024 school year, to 95% for the 2025-2026 school year.

STRATEGIES

- **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.
- **After-School Programming (TAP):** The District will provide after-school programming as needed for students who are failing core classes.
- **Secondary Summer School/Recovery:** Students will have the opportunity to make up classes or work ahead to ensure they 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.
- **PBIS Implementation:** The secondary building began the implementation of PBIS to address student needs both academically and socially. Committees formed, and individual programs began at the end of the 1st semester of the 2023-2024 school year, with full implementation in the Fall 2024.
- **School Social Worker:** The district created the position of School Social Worker to support student academic success and address social-emotional issues, beginning in Fall 2025. The Life Skills Coach position was previously established in 2023.
- **Dean of Students:** The district created the position of Dean of Students to better address student needs related to academics, social concerns, and school safety, starting in Fall 2023.

LPGE Principal Evaluation Process

The Long Prairie-Grey Eagle School District uses the Minnesota Competencies for School Administrators as the foundation for the principal evaluation system. This evaluation process aligns with state statutes.

Step 1: Goal-Setting

The Principals and the Superintendent will review the summative evaluation from the prior year and establish or affirm goals for the current school year. These goals are based on the following areas:

- Student academic performance as measured by the MCA and FastBridge assessments
- Attendance rates
- School climate
- Teacher performance
- Personal professional growth needs identified in self-evaluations and/or prior evaluations

Step 2: Principal Self-Evaluation

Using the Minnesota K-12 Principal Competencies, the Principals will complete a self-evaluation, rating their performance as Highly Effective, Effective, Developing, or Ineffective. The Superintendent will review the self-evaluation and use it as a resource for further discussions.

Step 3: Semester Reviews and Evidence Collection

The Principals will meet with the Superintendent to review progress on the goals set for the school year. During these meetings, Principals will present and discuss evidence of progress or lack thereof. These reviews will be formative in nature, providing an opportunity for feedback and adjustment.

Step 4: Survey

The Superintendent will conduct a survey of stakeholders to gather input on building leadership and provide feedback to the building principal. The survey results are intended for informational and reflective purposes and not for summative evaluation purposes. After the completion of the surveys, the Superintendent and Principals will meet to reflect on the results, identifying areas of success and opportunities for growth.

Step 5: Evaluation Conference

The Superintendent shall prepare a summative evaluation for the Principals no later than June 30th of the current school year. This evaluation will be based on the following criteria:

- Minnesota K-12 Principal Competencies

- Progress on individual and district-level goals
 - Student achievement, disciplinary, and other relevant data
-

Note: The full list of competencies for Minnesota School Administrators is extensive. These competencies will be divided over a four-year cycle. The first three years will focus on general competencies, with the fourth year dedicated to principal-specific criteria and a review of overall performance based on the general competencies. This approach ensures more in-depth feedback on specific competencies and a more accurate overall representation of the Principals' performance.

Long Prairie-Grey Eagle Assessment Plan and Descriptors

Assessments	Assessment Details
Title I Accountability - Reading and Mathematics	FASTBridge, MCA, or MTAS (Grades 3-8, 10 Reading, 11 Math) - Spring Administration
Title I Accountability - Science	MCA or MTAS (Grades 5, 8 and HS) - Spring Administration
Title III Accountability	ACCESS for ELLs or Alternate ACCESS for ELLs - 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. The ACCUPLACER test may also be offered in addition to the ACT Test in the Spring of each year.

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).

Fast Bridge 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.

ACCESS for ELLs Description: The ACCESS for ELLs (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 ACCESS for ELLs 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 ACCESS for ELLs 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.

Alternate ACCESS for ELLs Description: The Alternate ACCESS for ELLs (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 Alternate ACCESS for ELLs 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 Alternate ACCESS for ELLs.

Use for Results: Based on the results of the Alternate ACCESS for ELLs 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.

ACCUPLACER Description: ACCUPLACER, a college entrance exam, is the District-determined test that will satisfy graduation testing requirements. Students need to complete a test in reading and mathematics

What it Measures: ACCUPLACER is a suite of tests that determines the student's knowledge in math and reading as they prepare to graduate high school and enroll in college-level classes.

Use for Results: The results of the assessment are used in conjunction with the student's academic background, goals and interests, and are used by academic advisors and counselors to place them in the appropriate college courses that meet the student's skill level.

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-2025-2026					
ACCESS-ELL Students Only- Testing Window: January 26-March 30, 2026					
MCA, Alternate MCA, & MTAS -Math & Reading (Grades 3-8, 10, 11) Testing Window: March 2-May 1, 2026 (REQUIRED & All Online)					
MCA & Alternate MCA-Science (Grades 3-8, 10, 11) Testing Window: March 2-May 8 (REQUIRED & All Online) (Alternate MCA ends May 1)					
Dates	Assessment	Times	Hours of Administration	Location	Grade Level
FASTBRIDGE TESTING- SEPTEMBER, DECEMBER, MAY					
SEPT 4-30 DEC 1-19 MAY 4-22	FastBridge Benchmarks- Rdg & Math	8:15-3:00	30-50 minutes/test	Elem & HS	Grades K-12
FEBRUARY					
10-12	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
23-27	ACCESS-Listening, Reading, Writing, Speaking	8:15-3:00	1 hour/test	Elem	Grades K-6
MARCH					
2-13	ACCESS-Listening, Reading, Writing, Speaking	8:15-3:00	1 hour/test	Elem	Grades K-6
16-20	ACCESS-Makeup Testing	8:15-3:00	1 hour/test	Elem & HS	Grades K-12
10	ACT	8:15-2:00	4-5 hours	HS	Grades 11-12
APRIL					
3/31	MCA- Math 7-8, Reading 10, Math 11	8:15-11:00	2.5 hours	HS	Grades 7-8, 10, 11
8	MCA Reading 7-8	8:15-11:00	2.5 hours	HS	Grades 7-8
14-15	MCA-Reading	8:15-3:00	2.5 hours	Elem	Grades 3-6
21-22	MCA-Math	8:15-3:00	2.5 hours	Elem	Grades 3-6
1-2, 9-10, 16-17, 23-24	MCA- Makeup Testing (Reading & Math)	8:15-3:00	2.5 hours	District	Grades 3-11
28-29	MCA-Science	8:15-3:00	2 hours	Elem	Grade 5
MAY					
4/29	MCA-Science	8:15-11:00	2 hours	HS	Grades 8 & HS
4-6	MCA-Makeup Testing (Science)	8:15-3:00	2 hours	Elem & HS	Grades 5, 8, 11

LPGE CURRICULUM CYCLE

<u>YEAR</u>	<u>CURRICULUM</u>
2025-2026	Language Arts/Reading (Postponed READ Act)
2025-2026	Social Studies
2026-2027	Performing Arts/Visual Arts
2027-2028	Science
2028-2029	Mathematics
2029-2030	PE/Health/World Languages
2030-2031	Vocational/English Language Learners
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 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 to assure that materials are adequate for instruction.
- Materials are selected as needed to ensure proper instruction.
- 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

- Curriculum is implemented and utilized.
- Professional Development for the new curriculum is offered and attended as needed.
- 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.

K-12 STAFF DEVELOPMENT REPORT (2025-26)

Budget

The Long Prairie-Grey Eagle School District allocates 2% of its General Education Revenue for staff development. The District has a 185-day contract with instructional staff, which includes 175 days for direct instruction, two days reserved for parent conferences, and the remaining eight days dedicated to staff development activities that support the goals and strategies outlined in this plan.

In addition to the regularly scheduled staff development days, each building has a budget (part of the 2% reserve) to send instructional staff to workshops and other professional development opportunities.

The District also uses Title I, II, III, IV, and Achievement and Integration Revenue funds for staff development activities. These activities support specific program goals aligned with District objectives to increase student achievement levels and close achievement gaps within the district.

The Alternative Career Pathways Program, implemented in partnership with Sourcewell, is funded through a grant from Sourcewell along with District funds.

District Planning

The District has a Professional Development Committee that meets regularly throughout the school year to provide input on staff in-services, training sessions, and professional development. This committee reviews the schedule for specific development days and the overall structure and direction of professional development efforts.

In the 2024-2025 school year, the number of professional development days has been increased to include five days focused specifically on professional development related to reading practices aligned with the science of reading. This change raises the total number of staff development days to 13 for the 2024-2025 school year. Additionally, a stipend will be negotiated, and an MOU will be created with the teachers' union for those teachers who pursue LETRS training, which will require time outside the scheduled professional development days to complete.

Elementary School

Catalyst Approach Training:

The purpose of this training is to provide teachers with a system of techniques to deliver instruction in an effective and efficient manner. The Catalyst Approach promotes a productive and calm learning environment that fosters student independence in their learning. This approach empowers both students and teachers, builds better relationships between teachers and students, and has a positive impact on learning outcomes.

Instructional Coach:

The instructional coach collaborates with instructional staff to strengthen teaching practices and advance the school's goals of implementing effective literacy strategies aligned with the Science of Reading, enhancing vocabulary instruction, and applying impactful instructional techniques. The coach supports teachers in curriculum and lesson design, growth planning and goal setting, professional development planning and delivery, and the use of effective Catalyst strategies. In addition, the coach provides targeted support to non-tenured and grade-level teams and meets regularly with the elementary administrator to align coaching efforts with school priorities.

Effective PLCs (Professional Learning Communities):

PLCs will be effectively implemented at the elementary school through set agendas and dedicated time each week. Teachers will reflect on their goals, review the previous week's instruction, analyze student work samples, and use data to adjust teaching strategies in order to maximize student learning outcomes.

Secondary School

Staff development resources have been invested in training staff on educational software programs, including Schoology, G Suite, and Skyward. Teachers and paraprofessionals use these platforms for teaching, supporting students, and maintaining ongoing communication with parents. The objective of our staff development efforts is for all staff to continue gaining knowledge and achieving mastery as they apply these software tools in their daily instructional practices.

Teacher application of this software has been achieved to varying degrees depending on subject area and individual instructor preferences. Interaction with these programs for instruction and student management will continue to be a focus for the District moving forward.

Staff members were given specific tasks to engage with over multiple days during the school year, which included:

- Workflow management
- Classroom applications of the software
- Using student surveys to check for understanding
- Ongoing communication and feedback with students
- Using trailers and subtitles in presentations
- Integrating QR codes
- Utilizing the Socratic method
- Communicating grades and attendance with parents

District-Wide Three-Year Teacher Evaluation Cycle Activities

Professional Learning Communities (PLC):

All teachers must participate in a grade-level/department or leadership-appointed professional learning community (PLC) throughout the three-year cycle.

PLC topics will be determined based on the focus subject of the three-year cycle. All PLCs will share the same overall objectives, tailored to the specific needs of their grade level.

Formative Self-Assessment and Peer Review:

At the end of each year of the cycle, teachers will complete an annual self-assessment and peer review process.

- Teachers will select their peer reviewer with the approval of the principal. A peer reviewer from the same PLC is recommended.
- Two points of contact will be completed each year by the peer reviewer, one of which will include a classroom observation using iObservation.
- The review will be based on the professional goals created by the teacher.

This process includes:

- One individual reflection
- Two points of contact with peers on selected components of the professional growth plan
- No performance ratings will be assigned

The review will address:

- Progress on professional goals
- Results from peer observations of instructional practice and evidence review

The peer reviewer will discuss with the teacher the teacher's progress toward the goals set in the professional growth plan. The peer reviewer must sign off on the peer review.

Teachers may collect evidence from peer reviews as part of their portfolio to submit for the summative evaluation. All teachers will undergo peer review during both years of the cycle.

Individual Growth and Development Plans:

Individual growth and development plans guide activities throughout the three-year cycle.

- Teachers will set goals based on various sources of data, such as past evaluations, building goals, and student data.
- Teachers will share their goals with their peer reviewer for input.

- Administrators will approve individual growth and development plans.

Professional Growth - Student Engagement Evidence:

Teachers will maintain longitudinal data about student engagement growth, which may include but not limited to:

- Student surveys
- Documentation of classroom observations (with anecdotes)
- A portfolio of student artifacts demonstrating engagement

Student Learning and Achievement:

Course assessments, developed with rubrics, will be used to measure growth and achievement. Examples may include:

- Pre- and post-tests
- Portfolios
- IEP goals and objectives
- Skills-based assessments
- Other relevant assessments

The measure of growth or achievement, along with predetermined intervals for pre- and post-assessments, will be agreed upon by the building principal and the teacher.

Grade-level growth/achievement goals will be set by grade-level teams and approved by the building principal.

- FastBridge assessment data, or course assessments when FastBridge data is unavailable, will account for **15%** of the Student Learning and Achievement Score.
- The MCA school-wide achievement goal will be set by the Building Leadership Team and account for **10%** of the Student Learning and Achievement Score.
- The MCA district-wide achievement goal will be set by the District Leadership Team and account for **10%** of the Student Learning and Achievement Score.

MCA reports of school-wide and district-wide achievement will be reviewed annually and averaged over the three-year cycle as part of the summative evaluation. Achievement/growth scores for both years in the cycle will be averaged and used to assign a performance rating in year two as part of the summative evaluation.

LPGE Professional Growth Model for Effective Teaching Practices

The LPGE District's teacher evaluation processes satisfy the following criteria:

- **Probationary Teacher Evaluations:** Provide the requisite evaluations for probationary teachers.
- **Three-Year Professional Review Cycle:** Establish a three-year professional review cycle for each teacher, which includes an individual growth and development plan, peer review, and at least one summative evaluation by a qualified and trained evaluator.
- **Alignment with Minnesota's Standards of Effective Practice for Teachers:** The evaluation process is based on Minnesota's Standards of Effective Practice for Teachers, MN Rule 8710.2000.
- **Alignment with Staff Development:** Align staff development activities with the evaluation process and outcomes.
- **Coaching and Collaboration:** Provide time for coaching and collaboration among teachers.
- **Teacher Value-Added Model:** Use an agreed-upon teacher value-added model where value-added data is available, and state or local student growth measures where value-added data is unavailable. These will serve as the basis for 35% of the teacher evaluation results.
- **Teacher Portfolio:** Allow teachers to present a portfolio that demonstrates evidence of reflection and professional growth, including their own performance assessments.
- **Student Engagement and Outcomes:** Use data on student engagement and connection, along with other student outcome measures aligned with the curriculum for which teachers are responsible.
- **Qualified Evaluators:** Require qualified and trained evaluators to perform summative evaluations.
- **Support for Improvement:** Provide teachers not meeting professional teaching standards with support to improve, including established goals and timelines.
- **Disciplinary Process:** Provide a disciplinary process for teachers who do not adequately improve.

The LPGE Model:

- **Integrated Support and Professional Learning:** Embeds support and professional learning throughout the system.
- **Multiple Measures:** Includes multiple measures of practice and effectiveness.
- **Transparency and Flexibility:** The model is transparent, sustainable, consistent, and sufficiently flexible.
- **Focus on Student Success:** Results in increased student learning and success.

Professional Practice

- **How Defined: Professional Practice Performance Standards**
 - Lesson Design (10%): Domain 2: Elements 1, 2, 4, 5, 6, 7
 - Instruction (20%): Domain 1: DQ 1-5 and 8-9
 - Classroom Management (10%): Domain 1: DQ 6-7
 - Teacher/Student Relationship (10%): Domain 1: DQ 8-9
 - Professional Goal (10%): Domain 3: Elements 1-5 and Peer Review

Indicators and Elements: As described in iObservation Rubrics

- **How Measured: Professional Practice Performance Standards**
 - Use of Observation Rubric
 - Points of Contact
 - Formative Self-Assessment: Reflections and Peer Reviews
 - Optional: Portfolio Evidence (including individual growth and development plan, PLC participation, and professional growth goals)

Professional Growth and Leadership: Evidence of Practice

- **Total %: 60%**

Student Learning and Achievement

- **How to Define: Student Learning and Achievement Performance**
 - District-Wide (10%)
 - Building Level (10%)
 - Grade Level or Course Assessment (15%): Teachers will administer pre- and post-assessments at predetermined intervals

How Measured: Student Learning and Achievement Performance

- MCAs
- FASTBridge
- Course Assessments
- Total %: 35%

Stakeholder Survey

- **How Defined: The perception of students regarding teacher effectiveness**
- **How Measured:**
 - Google form created for K-2, 3-6, and 7-12
 - Teacher Reflection Form (5%)
- **Total %: 5%**

Summative Score and Performance Rating:

The three component ratings are quantified, weighted, and added to generate a summative score of 100%.

- A. Professional Practice: 60%
- B. Student Learning and Achievement: 35%
- C. Student Perception Survey: 5%

Roles in the Teacher Growth and Evaluation Process

Summative Evaluator

The **building principal** is identified as the **summative evaluator** and is responsible for the following duties:

- **Reviewing and approving** the individual growth and development plan, including identified peer reviewers, within the first month of the school year.
- **Developing and communicating** school-wide MCA goals.
- **Documenting points of contact** for the evaluation process.
- **Completing the summative evaluation** and assigning a final performance rating every three years.

Peer Reviewer

The **peer reviewer** is selected annually as part of a teacher's Individual Growth and Development Plan. The peer reviewer:

- **Assists the teacher** in the development and implementation of the Individual Growth and Development Plan.

- Makes a **minimum of two points of contact** each year, one of which must be a **classroom observation**.
- **Provides feedback** to the teacher based on observations and reflections.

Teacher

The **teacher** plays an active role in their professional growth by:

- **Completing a self-evaluation** annually, or components of it on an annual basis.
- Participating in a **Professional Learning Community (PLC)**, including the peer review process.
- Managing their **professional growth targets** as part of their individual plan.
- **Administering a student evaluation** through Google forms, which will be completed at predetermined intervals (Quarter, Semester, Year), and analyzing the data for insights.

Points of Contact (POC)

Point of Contact (POC) refers to defined opportunities for feedback, collaborative growth, and evaluation. iObservation will be used to gather data, provide feedback, and guide the development of professional growth plans.

Peer Reviewer POC:

- **Annually**, the teacher will define which points of contact they would like feedback on, based on their individual growth plan.
- The aim is for teachers to **own their professional growth** and receive feedback specifically related to their goals.
- **Two points of contact** are required annually, one of which will be a **classroom observation**.

Principal POC:

- For **continuing contract/tenured teachers**, the minimum number of points of contact is **1 in a three-year cycle**, with at least one of those being a **post-observation, face-to-face discussion**.
- For **probationary teachers** or those on the **awareness/assistance track**, the minimum is **3 points of contact** each year for **three years** (9 total over the three years), plus **9 post-observation discussions**. The first point of contact must be made within the **first 90 days** of employment.

POC's for Principal and Peer Reviewer Include:

- Informal classroom observation (scheduled or unscheduled)
- Professional growth plan review
- Goal planning conferences
- Review of student learning data

- Curriculum review

iObservation will be used for:

- **Gathering data** and providing feedback.
- **Developing growth plans** based on feedback and observations.

Non-Teaching Teacher Contract Members

Non-teaching staff members (e.g., **Nurse, Counselor, Athletic Director, Testing Coordinator**, etc.) are **exempt** from this evaluation process. Instead, a performance evaluation process specific to their job duties will be developed for them.

STUDENT ACCELERATION

Elementary

The Elementary School Procedure to Assess a Student's Readiness and Motivation for Acceleration

EARLY ADMISSION to KINDERGARTEN

A child may be evaluated for early entrance into Kindergarten upon request of the parent or guardian. The fifth birthday of the child must fall between August 31 and December 1 in order to be considered. The purpose of early entrance is to give those children who are truly ready for formal instruction an opportunity to attend kindergarten. The only acceptable reason for early entrance is that the child has special talents or abilities and is ready mentally, socially, emotionally, academically, and physically. This determination requires a great deal of assessment in all of these areas.

Procedure for Early Kindergarten Entrance:

1. An **Application Questions Form** completed with a birth certificate attached turned into the building principal office by April 1st. To be considered for early entrance, a child must turn five years of age by December 1.
2. The child must participate in the District preschool screening program and the results will be evaluated. Above average results would be expected on the preschool screening assessment.
3. Interview with the building principal. Parents and child must be present.
4. Depending upon the results of the interview, a psychological test may be required. Above average to superior performance would be expected on the psychological assessment.
5. The testing results will be given to the Early Entrance Evaluating Team for their recommendation to the principal.
6. A parental conference will be held at this time to discuss the results from the interview and the assessments to determine the most appropriate placement for your child at LPGE School.
7. Those students meeting eligibility for early entrance will attend a trial period (end of first quarter) after which a decision will be made regarding their continued placement in Kindergarten. The final decision lies with the LPGE School District.
8. All information shall be regarded as confidential.

EARLY ADMISSION to FIRST GRADE

A child may be evaluated for early entrance into First Grade upon request of the parent or guardian. For consideration into early entrance into first-grade children must turn 6 years of age between September 1 and December 31 may take an assessment to determine first-grade readiness.

The purpose of early entrance is to give those children who are truly ready for formal instruction an opportunity to attend first grade. The only acceptable reason for early entrance is that the child has special talents or abilities and is ready mentally, socially, emotionally, academically, and physically. This determination requires a great deal of assessment in all of these areas.

Procedure for Early Entrance into First Grade

1. Initial meeting between parents, building principal, classroom teacher and school psychologist. An Application Questions Form completed with a birth certificate attached turned into the building principal office by April 1st.
2. The child's academic potential and social and emotional adjustment will be evaluated by the school psychologist.
3. Data Gathering and Placement Meeting: A meeting will be held with the BLAST team and classroom teacher to review the data to see if acceleration is warranted.
4. A second meeting with parents/guardian is scheduled to discuss the acceleration decision and plan to support the student. A written notification will also be sent.
5. Those students meeting eligibility for early entrance into first grade will attend a trial period (end of first quarter) after which a decision will be made regarding their continued placement in first grade. The final decision lies with the LPGE School District.
6. All information shall be regarded as confidential.

Single-subject Acceleration

This practice allows students to be placed in classes with older peers for a part of the day (or with materials from higher-grade placements) in one or more content areas. Subject-matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher-level class for instruction (e.g., a second-grade student going to a fifth-grade reading group), using time outside of the general instructional schedule (e.g., summer school or after school), or by using higher-level instructional activities on a continuous progress basis without leaving the placement with chronological-age peers.

Full Grade Acceleration

The student is moved ahead of normal grade placement (i.e. placing a third grader into fourth grade.) This may be done at the beginning of the school year.

Criteria

1. The student should have an IQ of 135 or more or a level of mental development above the mean for the subject matter or grade level he or she desires to enter.
2. Academically, the student should demonstrate skill levels above the mean of the subject matter or grade level he or she desires to enter.
3. Scores in the 99th percentile or two or more years above grade level in both reading and mathematics as evident in MCA, FASTBridge, and Grade-level data.
4. Evidence of maturity as shown by ability to evaluate own work, express agreement and disagreement, and feelings.
5. An ability to undertake independent work or responsibility at home that exceeds what is evident in school.

Procedure:

1. Initial meeting between parents, building principal, classroom teacher and school psychologist. An Application Questions Form completed with a birth certificate attached turned into the building principal office by April 1st.

2. The child's academic potential and social and emotional adjustment will be evaluated by the school psychologist.
3. Data Gathering and Placement Meeting: A meeting will be held with the BLAST team and classroom teacher to review the data to see if acceleration is warranted.
4. A second meeting with parents/guardian is scheduled to discuss the acceleration decision and plan to support the student. A written notification will also be sent.
5. Those students meeting eligibility for acceleration will attend a trial period (end of first quarter) after which a decision will be made regarding their continued placement. The final decision lies with the LPGE School District.
6. Accelerated students will be monitored by school personnel according to the plan. Progress, concerns or adjustments will be reported to parents/guardians and school personnel.
7. The plan will be reevaluated at the end of each school year to determine if there are any adjustments or supports.
8. All information shall be regarded as confidential.

Secondary

Secondary School Acceleration Procedure

1. Attend the Area Learning Center (ALC), where students may receive credit for quarter length courses, which they can then transfer into LPGE Secondary School.
2. Seek permission to take the class online from the building Principal. These students are then assessed to determine prior knowledge of the coursework required. They are then assigned coursework that they did not meet the criteria for prior knowledge in order to attain credit
3. Attend the ALC for specific courses that they may demonstrate competency at an accelerated pace.

Equitable Distribution of Teachers by Experience and Diversity

LPGE Elementary School: LPGE Elementary assigns teachers to grade levels and ensures an equitable distribution of staff by experience and demographics at each grade level. The following point system is used to assign students to teachers to make sure that there is an equitable distribution by ability level, IEP and 504 status, ELL, Title I, and other support programs.

Ability Level of Students-Numerical Code (Use FASTBridge and MCAs)

- *Exceeds-0
- *Proficient-1
- *Partially Proficient-2
- *Does Not Meet-3

Special Needs of Students

Academic IEPs-Numerical Code

- *Just Math-1
- *Just Reading-1
- *Both Reading and Math-2

Student 504s

- *Academic-1
- *Behavior-1

Student Improvement Plans

- *Academic-1
- *Behavior-1

Behavior IEPs-Numerical Code

- *Significant-2

*Moderate-1

Behavior Issues-Non-IEPs-Numerical Code

- *No Problem-0
- *Moderate Problems-1
- *Significant Problems-2

Student Support

- *ELL-2
- *Title-2
- *Interventionist-2
- *School Counselor-2
- *Northern Pines etc-2

LPGE Secondary School: LPGE Secondary teaching assignments are made based on licensure, teacher background and teacher interest. Teachers are assigned to teach all sections of a given subject (i.e. Geometry). When that is not the case, assignments are divided among staff in order to complete their teaching load.

Students are assigned by randomly generated computer software designed for that purpose. Section numbers are capped to accommodate space and grade level numbers.

Academic Performance Data

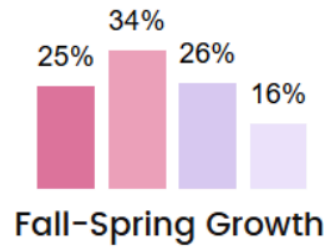
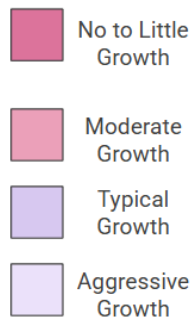
State Testing

	READING						
Year	3rd	4th	5th	6th	7th	8th	10th
2014	37%	39%	56%	46%	40%	55%	57%
2015	41%	22%	58%	55%	44%	45%	54%
2016	36%	41%	39%	48%	44%	40%	55%
2017	40%	27%	54%	42%	59%	37%	51%
2018	35%	28%	42%	53%	29%	44%	39%
2019	35%	43%	39%	35%	40%	30%	43%
2020							
2021	13%	22%	29%	48%	24%	18%	33%
2022	33%	20%	31%	31%	26%	20%	37%
2023	26%	31%	21%	33%	25%	19%	22%
2024	27%	25%	28%	24%	25%	20%	22%
2025	24%	20%	29%	29%	12%	16%	29%

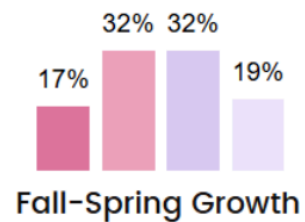
	SCIENCE		
Year	5th	8th	10th
2014	39%	46%	39%
2015	56%	34%	44%
2016	40%	36%	54%
2017	58%	33%	42%
2018	38%	34%	46%
2019	30%	25%	43%
2020			
2021	26%	8%	32%
2022	26%	16%	46%
2023	23%	20%	24%
2024	24%	16%	34%
2025	7%	9%	39%

	MATH						
Year	3rd	4th	5th	6th	7th	8th	11th
2014	39%	46%	49%	46%	36%	47%	67%
2015	54%	35%	57%	54%	37%	40%	58%
2016	49%	31%	38%	28%	38%	43%	49%
2017	55%	45%	45%	40%	25%	30%	63%
2018	49%	15%	17%	39%	27%	20%	35%
2019	42%	35%	18%	34%	32%	27%	36%
2020							
2021	19%	26%	20%	16%	14%	6%	19%
2022	39%	12%	12%	15%	17%	14%	21%
2023	30%	29%	6%	10%	15%	20%	23%
2024	40%	25%	12%	9%	15%	9%	19%
2025	31%	27%	3%	13%	11%	16%	13%

District Math Growth

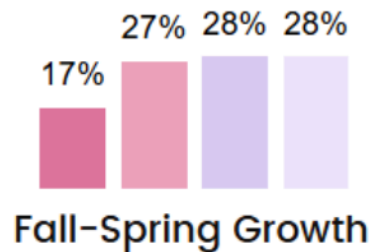
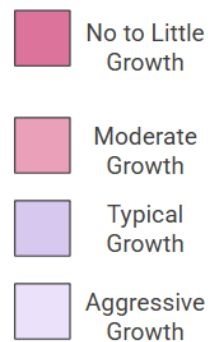


Elementary

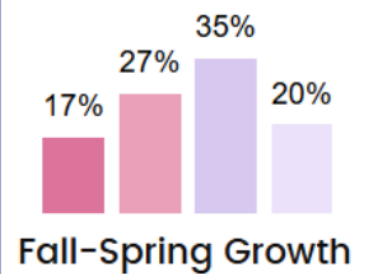


Secondary

District Reading Growth

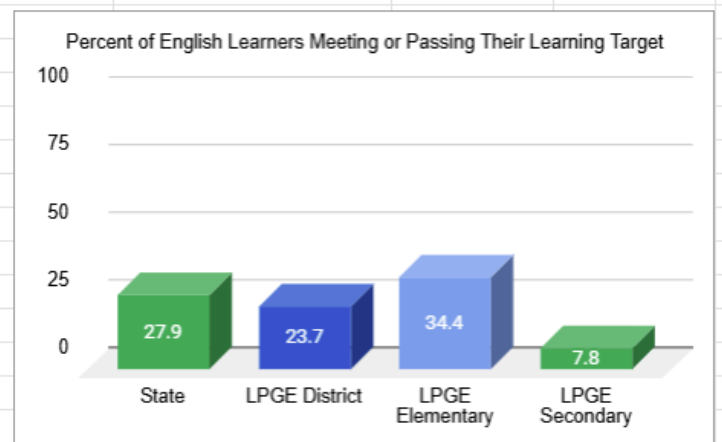
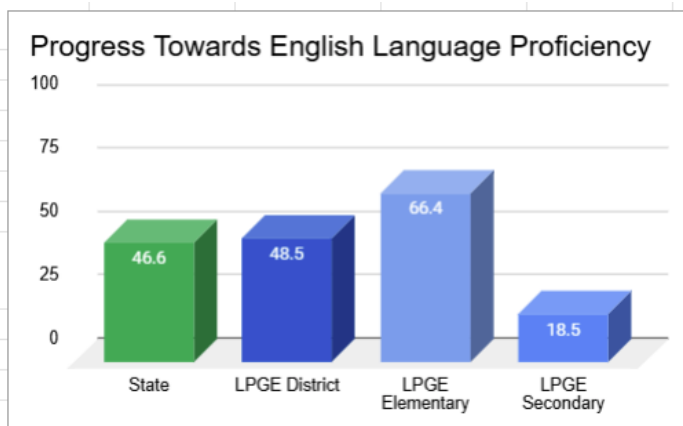
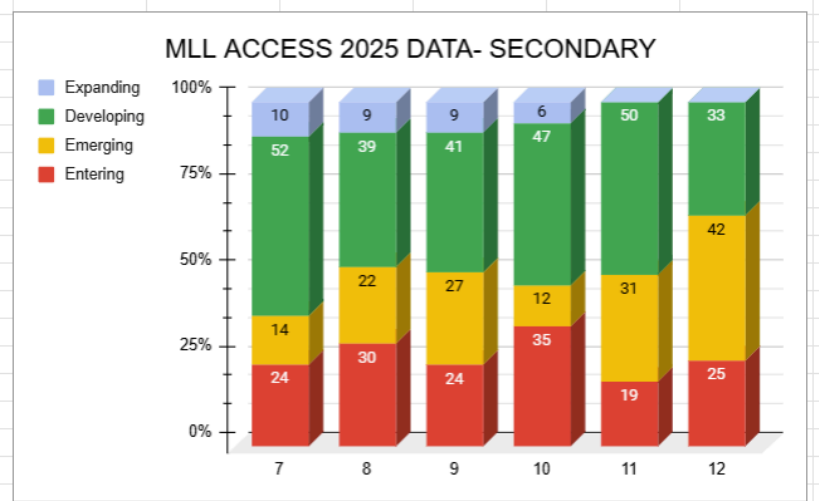
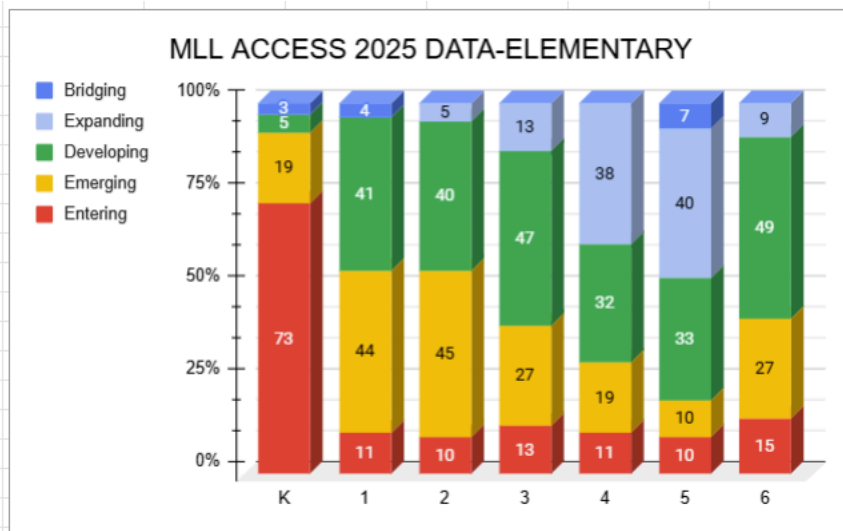


Elementary



Secondary

Multiple Language Learner Data



Athletics/Activities

Unduplicated Male MSHSL Athletes	23-24	Unduplicated Female MSHSL Athletes	Total
Grade 12	17	20	37
Grade 11	22	13	35
Grade 10	21	17	38
Grade 09	28	28	56
Grade 08	22	25	47
Grade 07	25	19	44
<u>Total</u>	135	122	257
Percent of St. Pop.	52.5%	53%	53%

Unduplicated Male MSHSL Athletes	24-25	Unduplicated Female MSHSL Athletes	Total
Grade 12	24	11	35
Grade 11	21	21	42
Grade 10	24	27	51
Grade 09	25	21	46
Grade 08	24	25	49
Grade 07	21	30	51
<u>Total</u>	139	135	274
Percent of St. Pop.	56.5%	56.7%	56.6%

	23-24		24-25	
Fall Activities	Male	Female	Male	Female
Cheerleading		17		10
Cross County	21	12	17	8
Football	56		33	1
Soccer	16		16	
Tennis		16		14
Volleyball		50		28
Winter Activities				
Basketball	48	35	32	22
Gymnastics		9		11
Hockey	10	13	9	7
Wrestling	11	1	14	3
Spring Activities				
Baseball	64		35	
Softball		63		25
Golf	1		4	3
Track	30	38	29	37

Non Season

Music	39	44	33	46
One Act Play	2	6	5	9
Clay Target	21	1	28	1
Robotics	4		12	

Eligibility List

22-23	23-24	24-25
<u>Q1</u> 33.4%	30.7%	28.5%
Q2 34.7%	32.7%	33.2%
<u>Q3</u> 36.3%	35.4%	35%
<u>Q4</u> 37.8	37.9%	37%

24-25

<u>Q1</u>	<u>Q2</u>	<u>Q3</u>	<u>Q4</u>
12th			
15%	18%	22%	28.8%
11th			
33%	25%	39%	40.9%
10th			
38%	33%	36%	34.2%
<u>9th</u>			
29%	24%	34%	38%
<u>8th</u>			
27%	29%	35%	48.8%
<u>7th</u>			
27%	22%	42%	41.2%

Enrollment and Absenteeism

Enrollment

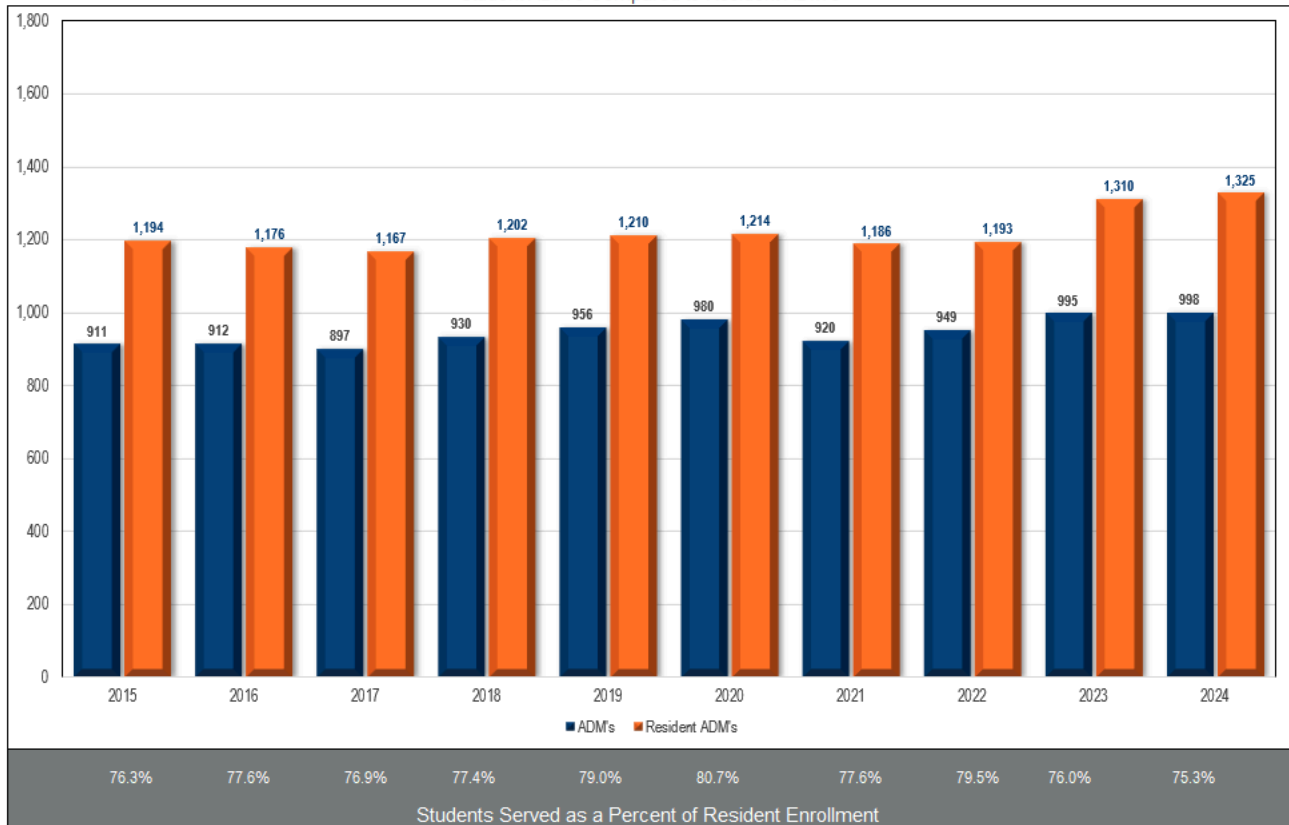
Assumption - Utilizes 4-year averages to create projections

Tool: Ehlers Enrollment Project Model

10-Year Average Daily Membership (ADM) versus Resident (ADM)

Long Prairie-Grey Eagle Public School District

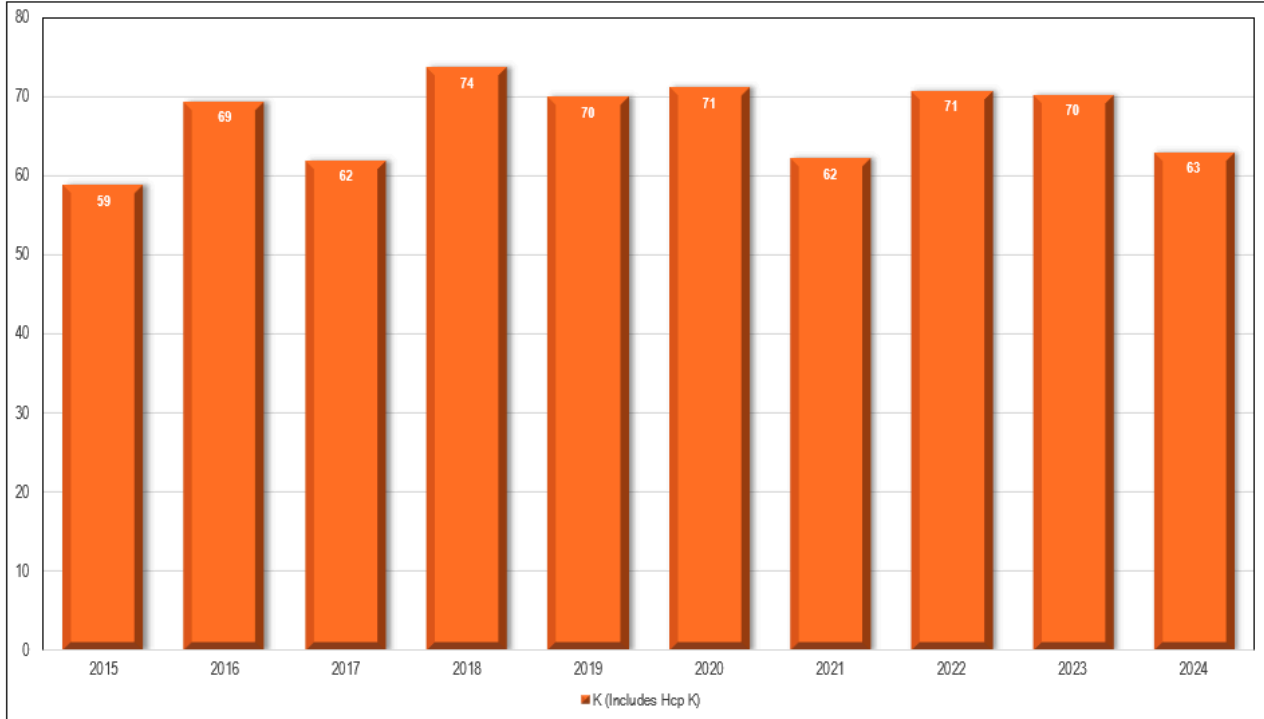
Student ADM's Compared to Resident ADM's



Kindergarten Enrollment Trends

Long Prairie-Grey Eagle Public School District

Kindergarten Historic Enrollment



Enrollment History and Six-Year Project

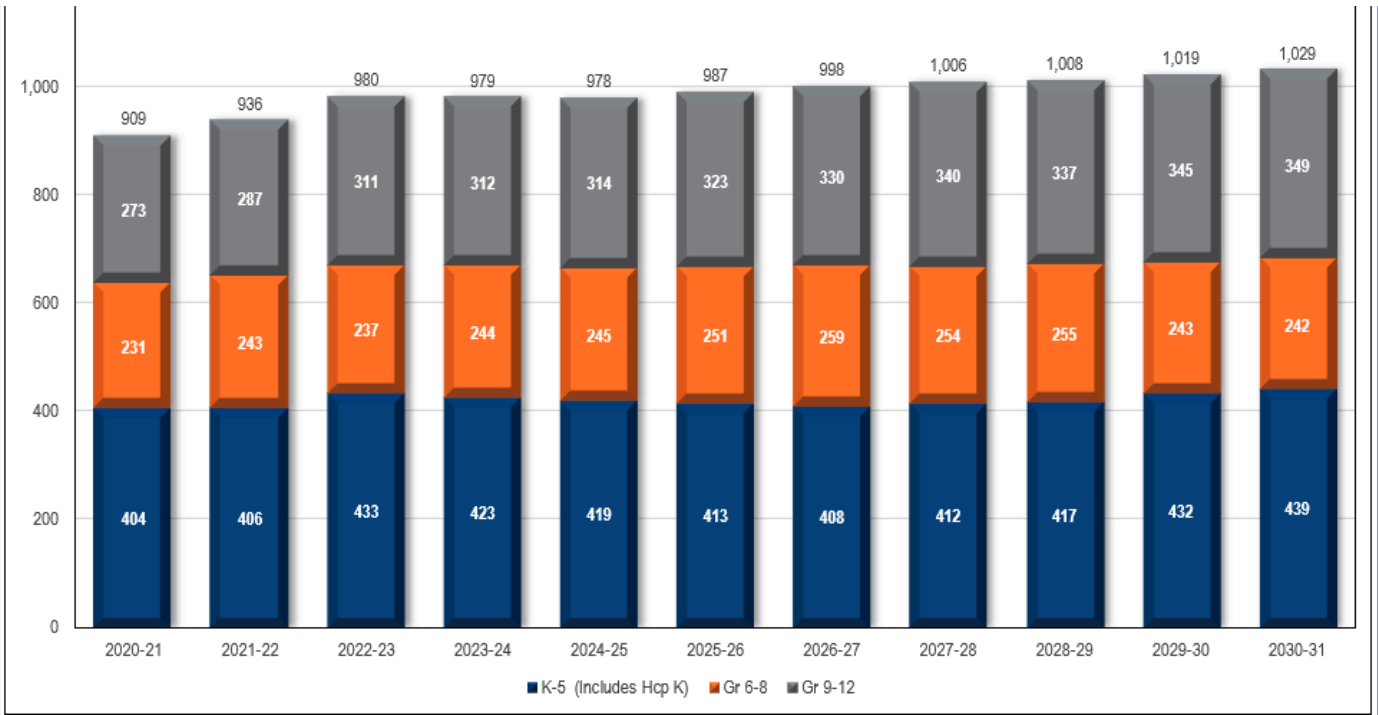
Long Prairie-Grey Eagle Public School District

Total Enrollment Projection

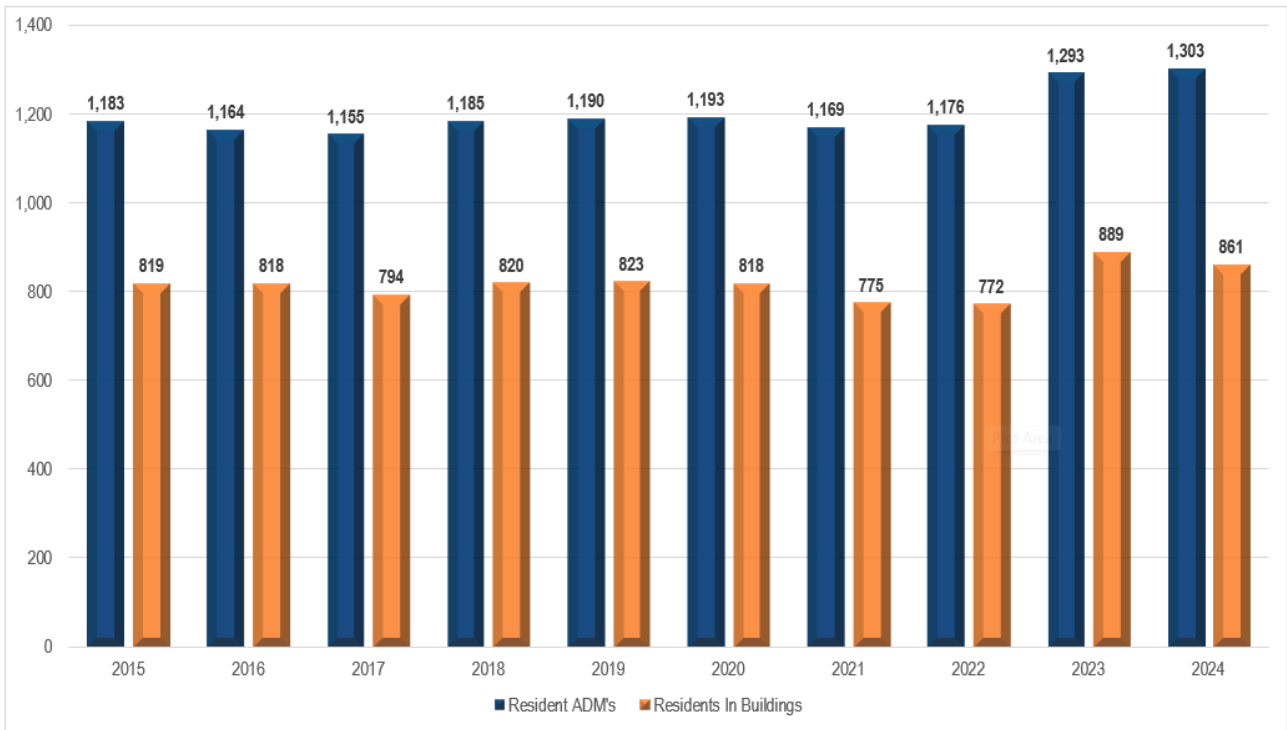
K Projection: Average County Birth Rate Last 4 Years

Enrollment Projected by End of the Year Adjusted ADM								Using a 7 Year Weighted Average					
	Enrollment History							Enrollment Projections					
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31
ECSE	14.0	14.0	11.1	12.3	14.7	19.4	20.1	18.5	19.3	21.1	21.6	21.7	22.2
Pre K	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
HK	10.3	14.9	13.1	15.8	14.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
K	59.8	56.4	49.1	55.0	56.3	63.0	69.8	64.3	67.2	73.2	75.2	75.6	77.1
1	77.2	74.0	62.7	62.7	73.5	69.7	59.9	68.9	63.4	66.2	72.2	74.2	74.5
2	62.8	78.6	71.6	69.6	67.2	69.4	70.7	60.8	69.9	64.5	67.3	73.4	75.3
3	72.1	67.2	74.4	74.3	73.1	68.4	70.8	72.3	62.2	71.5	65.9	68.8	75.0
4	69.1	74.9	62.4	68.6	75.7	73.8	74.3	71.7	73.1	62.9	72.3	66.6	69.6
5	67.0	73.8	71.2	59.6	72.9	79.0	73.2	75.2	72.5	74.0	63.6	73.2	67.4
6	67.4	74.1	71.3	74.8	63.4	72.1	78.5	74.5	76.5	73.8	75.3	64.7	74.4
7	74.2	81.2	83.4	83.8	88.7	80.9	82.6	93.3	88.5	90.9	87.7	89.5	76.9
8	80.0	75.7	76.5	84.6	84.6	90.9	83.9	83.6	94.4	89.6	92.0	88.7	90.5
9	67.1	79.9	70.5	79.9	85.4	84.7	94.2	84.7	84.3	95.2	90.4	92.9	89.5
10	76.9	71.4	72.6	71.6	78.7	77.0	82.5	91.2	82.0	81.6	92.2	87.5	89.9
11	76.9	72.7	69.0	73.8	76.8	74.5	71.3	80.7	89.2	80.2	79.9	90.2	85.6
12	80.9	71.3	61.4	62.1	70.0	75.5	66.4	66.1	74.8	82.6	74.3	74.0	83.6
K-12	941.7	965.8	909.1	936.3	980.2	978.9	978.2	987.1	998.1	1,006.3	1,008.3	1,019.2	1,029.4
ECSE-12	955.6	979.8	920.1	948.6	995.0	998.2	998.3	1,005.6	1,017.4	1,027.4	1,029.9	1,040.9	1,051.6
Adjusted Pupil Units	1,046.8	1,070.2	1,006.8	1,039.7	1,091.8	1,094.9	1,094.4	1,105.5	1,120.1	1,131.5	1,133.2	1,145.5	1,154.8
% Change K-12		2.56%	-5.87%	3.00%	4.69%	-0.14%	-0.07%	0.92%	1.11%	0.83%	0.19%	1.08%	1.01%

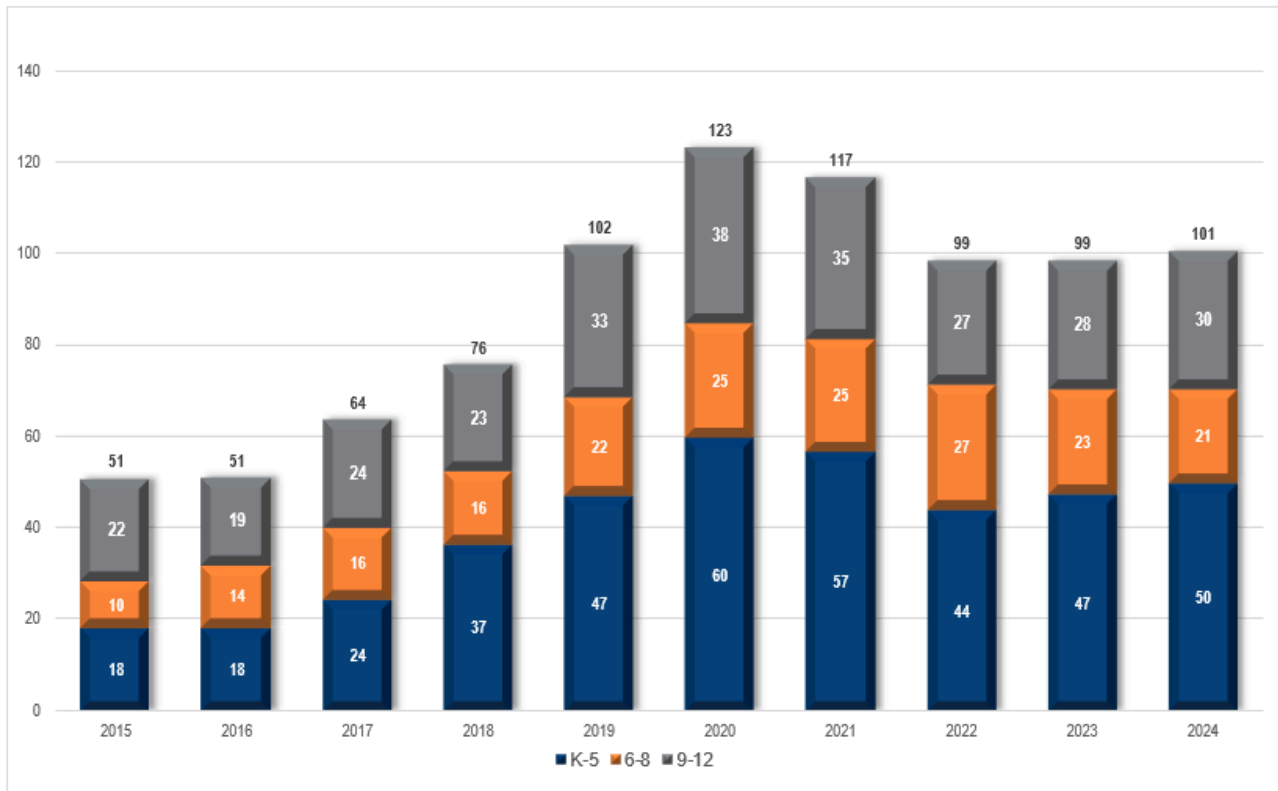
Six-Year Projection Graph



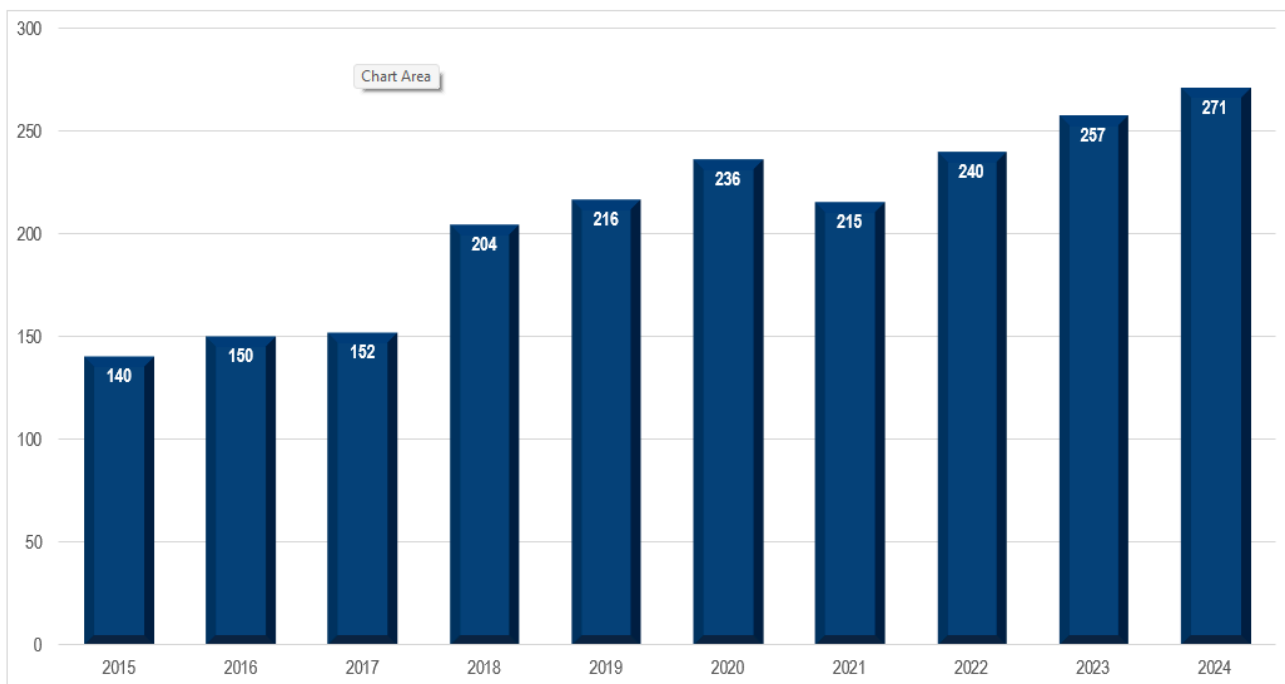
Total Resident ADM versus Resident Students Served in District



Students Open Enrolled from Another School District

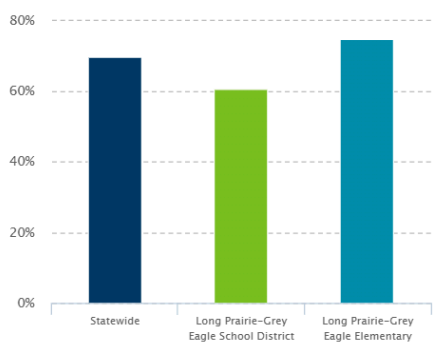


LEP (ELL/MLL) Student Enrollment – Funded

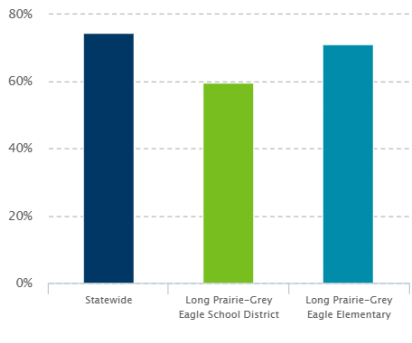


Consistent Attendance Data from Minnesota Report Card

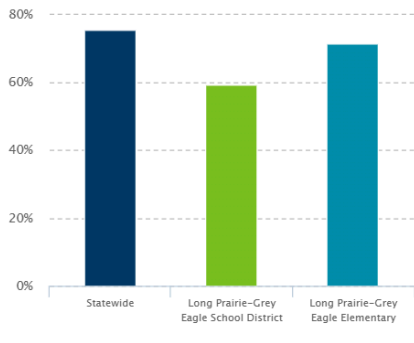
Elementary



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



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



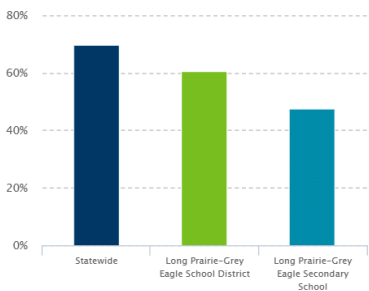
	Statewide	Long Prairie-Grey Eagle School District	Long Prairie-Grey Eagle Elementary
Consistent attendance	75.5%	59.1%	71.4%
Count	590,690	528	302
Count consistently attending			
Total	782,011	893	423

2022-2023 School Year

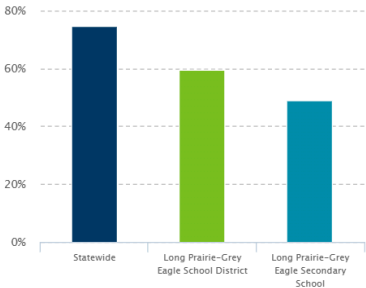
2023-2024 School Year

2024-2025 School Year

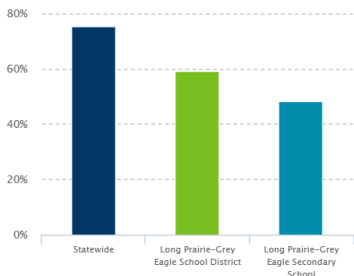
Secondary



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



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



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

2022-2023 School Year

2023-2024 School Year

2024-2025 School Year

Number of Students In and Out

<u>Elementary</u>	In	Out
2022-2023	69	74
2023-2024	88	80
2024-2025	90	64

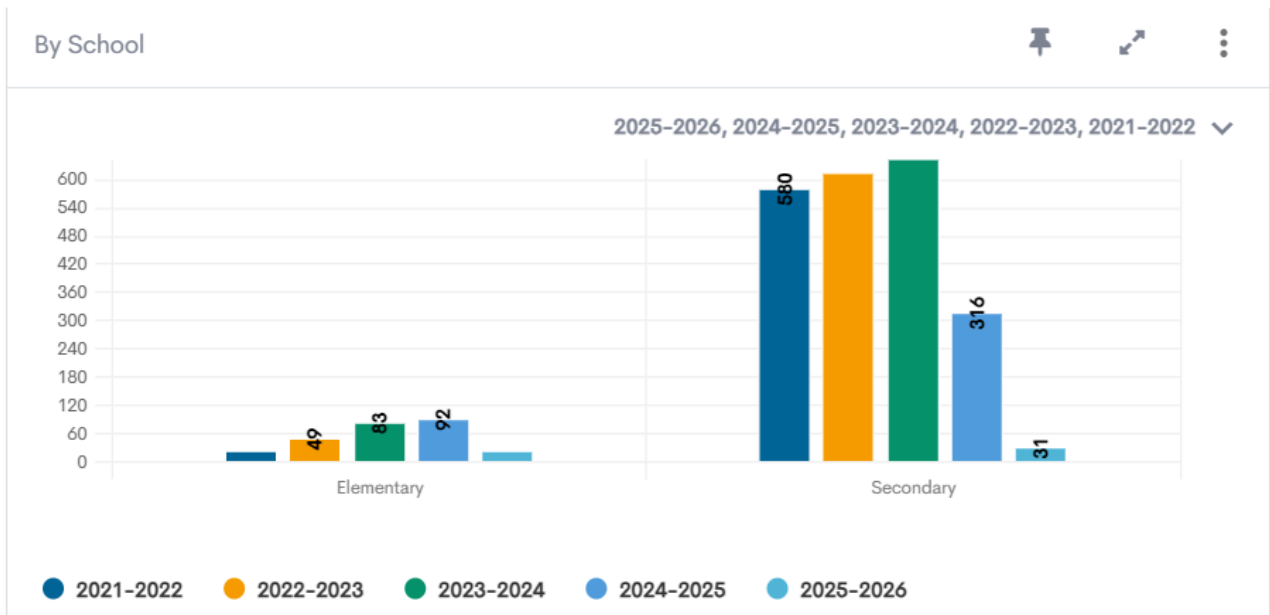
<u>Secondary</u>	In	Out
2022-2023	58	76
2023-2024	68	83
2024-2025	55	72

(Note: Data includes students who left and returned)

Discipline Information

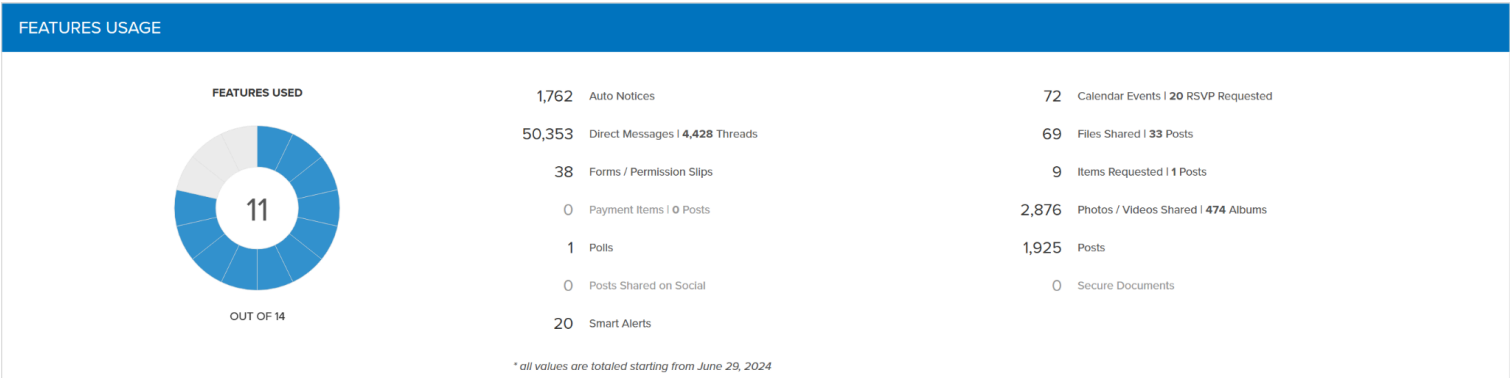
Incidents as reported in Educlimber.

(Note: The Elementary incidents are the office-handled incidents; the Secondary incidents include all incidents.)

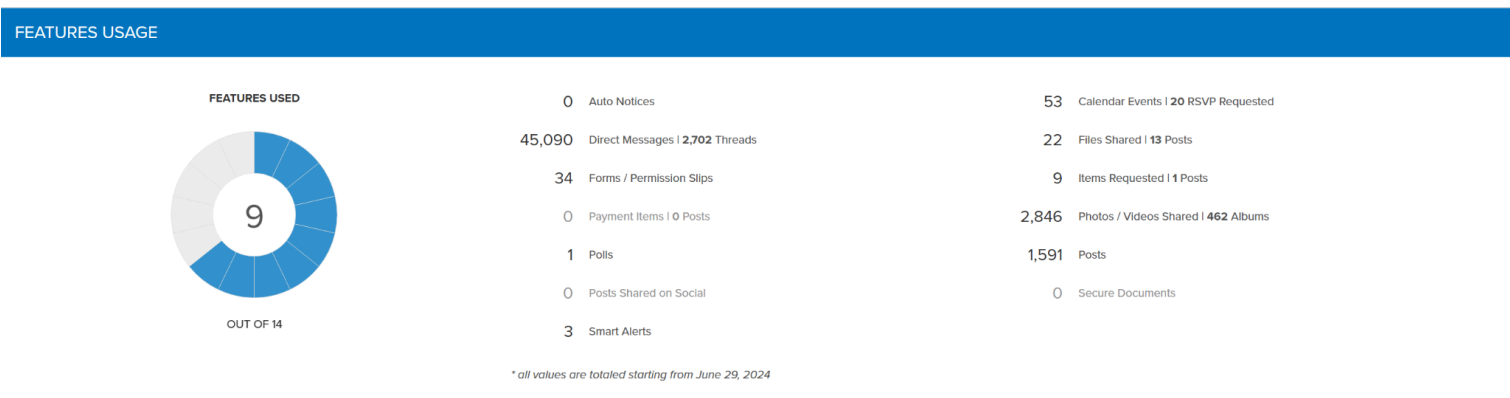


Parent Square Communication Data

District-wide 2024-2025 School Year



Elementary 2024-2025 School Year



High School 2024-2025 School Year

