

Achievement and Integration Plan July 1, 2026 to June 30, 2029

**District ISD# and Name: ISD 2753 Long Prairie
Grey Eagle Schools**

District Integration Status: Racially Isolated District
(RI)

Superintendent: Daniel Ludvigson

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Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. **Melrose** RI - Racially Isolated
2. **Sauk Centre A** - Adjoining
5. **Belgrade Brooten Elrosa** – Adjoining
6. **Paynesville- Adjoining**
3. **Osakis A** - Adjoining
4. **Albany A** - Adjoining

Provide the name of your integration collaborative if you have one: **Lake Wobegon Collaborative**

Racially Identifiable Schools within District- **N/A**

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Daniel Ludvigson

Signature: Daniel Ludvigson

Date Signed: 3/9/26

School Board Chair: Linda Gohman

Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Nikki Linscheid	Sauk Center Public Schools	linscheid@isd743.org
Lindsay Kugel	Osakis Public Schools	lkugel@osakis.k12.mn.us
Michelle Herickhoff	Belgrade Brooten Elrosa School	mherickhoff@bbe.jaguars.com
Cassie Akerson	Paynesville Schools	cakerson@isd741.org
Wendy Barrut	Melrose Public Schools	wbarrut@isd740.org
Tyler LaBorne	Albany Area Schools	tlabonne@district745.org
Jen Houdek	Long Prairie-Grey Eagle Schools	jhoudek@lpge.k12.mn.us
Chantel Panek	Long Prairie-Grey Eagle Schools	cpanek@lpge.k12.mn.us

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Between fall 2027 and spring 2029 increase groups of Lake Wobegon Collaborative students' cultural competency each year by an average of 2 cultural competency self-awareness points per student as measured by the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and #1- Lake Wobegon Middle and High School Cultural Competency Groups

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Students from the Lake Wobegon Collaborative will have student-centered activities to increase cultural awareness among a group of middle school and high school students. They will meet bi-monthly to do cultural activities together at the school locations as indicated below. The meeting will be 1 hour in length. Each school in the collaborative will take turns in planning and preparing the activities. The types of activities students will do include cultural speakers, interviews with elders from the community, cultural dance, cultural cooking, and cultural music activities. Each school in the Lake Wobegon Collaborative will take turns designing cultural activities for the monthly cultural competency group. These will be student-centered, designed by students in order to empower them and enhance their learning. These activities will be designed to increase students' understanding of their own culture and the culture of other students attending. Students will learn from and with each other. More specifically, each activity will be designed, implemented, and assessed for increases in following student outcomes: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs their judgement, ability to accept ambiguity, level of curiosity. We will actively recruit and support participation of students from all racial, ethnic, and economic backgrounds. Students from each of Melrose's and Long Prairie Grey Eagle's adjoining A&I districts will actively encourage and support registration and attendance of their students.

We will use the LaCrosse Consortium Cultural Competence Self-Awareness Checklist to assess student's increased cultural awareness. The LaCrosse Consortium Cultural Competence Self-Awareness Checklist will be given to students at the first meeting and again at the last meeting of the year. All students will be scored and an average increase of 2 points will be expected per group per year. Each year there will/maybe new students entering the program and the test will be given each year. Expected Student outcomes are: value for racial or cultural diversity, understanding of their own culture, ability and appreciation for sharing their own culture, awareness of areas of discomfort, ability to recognize and check biased assumptions, ability to recognize and challenge stereotypes, ability to reflect on how culture informs their judgement, ability to accept ambiguity, level of curiosity.

Location of services: In person and online. Each district will take turns hosting on a quarterly basis.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Lake Wobegon Collaborative students' cultural competency each year by an average of 2 cultural competency self-awareness points per student as measured by the LaCrosse Consortium Cultural Competence Self-Awareness Checklist.	+2	+2	+2
Percentage of students of color and American Indian Students participating at each meeting.	53%	55%	57%
To reach a 100% effectiveness rating in each goal area on the End of the Year Cultural Awareness Survey which is given to each student that participates in the program.	85%	90%	95%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Based on the applications to Post-Secondary Education, and the Accuplacer LPGE will increase the number of Hispanic students who apply for post-secondary education from 39% in 2026 to 55% in 2029.

Goal type: Achievement Disparity

Strategy Name and #1- Bi-lingual Specialists for Academic and Cultural Support

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Bilingual Specialists for Academic and Cultural Support Program

Long Prairie-Grey Eagle (LPGE) Schools will implement a **Bilingual Specialists for 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.

Program Design and Services

Paraprofessionals will deliver direct, in-class support within specific academic content areas. Their primary role is to help students understand the academic language embedded within the LPGE curriculum and instructional materials. By clarifying vocabulary, directions, and key concepts in both English and Spanish, support staff bridge language gaps and ensure students can fully access grade-level content.

Support is differentiated and responsive to individual student needs. Bilingual specialists work with students one-on-one or in small groups to reinforce concepts, pre-teach or re-teach skills, and provide real-time clarification during lessons. This integrated approach allows students to remain engaged in core instruction while receiving targeted assistance. In addition, bilingual staff serve as cultural liaisons, helping foster a welcoming and inclusive learning environment that values students' linguistic and cultural backgrounds.

Student Selection Criteria

Students will be selected for participation based on multiple data points to ensure services are targeted and equitable.

Selection criteria may include:

- English language proficiency assessment results
- MCA or local benchmark assessment data
- FAST or other universal screening data
- Classroom performance and teacher recommendations
- Academic language needs identified through formative assessments

Priority will be given to students within the Hispanic subgroup who demonstrate academic language barriers that impact access to grade-level content. The selection process will be collaborative and reviewed regularly to adjust services as student needs change.

Intended Student Outcomes

The program is designed to produce measurable academic and engagement outcomes, including:

- Increased proficiency in academic vocabulary and content-specific language
- Improved classroom participation and confidence
- Growth on local benchmark assessments and state assessments
- Increased rates of grade-level proficiency in reading and math
- Strengthened home-school communication and family engagement

Program Assessment and Evaluation

Program effectiveness will be evaluated through ongoing progress monitoring and annual review. Data sources will include:

- Student growth on universal screening and benchmark assessments
- State assessment performance trends
- Progress toward English language proficiency goals
- Classroom performance data and teacher feedback
- Attendance and engagement indicators

LPGE administration and instructional leadership teams will review data at regular intervals to determine program impact, identify areas for improvement, and ensure resources are aligned to student needs. Adjustments to staffing, scheduling, or service delivery will be made based on evaluation findings.

Through this structured, data-driven approach, LPGE ensures that bilingual academic and cultural support services are purposeful, measurable, and aligned with the district's commitment to equitable access and high achievement for all students.

Location of services: Long Prairie Grey Eagle Secondary School

Strategy Name and #2- Career and College Fair

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Long Prairie-Grey Eagle (LPGE) Schools host an annual **Career and College Fair** designed to provide students with meaningful exposure to postsecondary pathways and career opportunities while helping them intentionally plan for their future.

Over the course of several weeks, students receive foundational information about a wide range of career fields and college options during their daily advisory periods. These structured advisory sessions introduce students to career clusters, educational requirements, workforce trends, and postsecondary training opportunities. This gradual build-up ensures students are informed and prepared to make thoughtful choices during the fair experience.

During the Career and College Fair, students take an active role in personalizing their experience by selecting five classroom presentation sessions from approximately 35 career fields represented. Local professionals and industry representatives lead these sessions, providing real-world insights into job responsibilities, required education or certifications, salary expectations, workplace skills, and career advancement opportunities.

In addition to career-specific sessions, students participate in a dedicated session focused on postsecondary opportunities. This session includes representatives from colleges, technical schools, and the armed forces, along with more than 15 additional vendors. Students have the opportunity to ask questions, gather materials, and explore admissions requirements, financial aid options, and enlistment pathways.

The learning experience extends beyond the event itself. In the two weeks following the fair, students complete structured coursework designed to solidify their learning and encourage long-term planning. This includes writing future career and educational goals, identifying required milestones, and developing a personalized timeline that serves as a roadmap toward their chosen career path. Students reflect on the education, training, and experiences necessary to achieve their goals and outline actionable next steps for high school and beyond.

Through this comprehensive, multi-week approach, the LPGE Career and College Fair moves beyond a single event and becomes a structured career exploration and planning process. The program empowers students to make informed decisions, connect learning to real-world opportunities, and take ownership of their future success.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Based on the applications to Post-Secondary Education, and the Accuplacer LPGE will increase the number of Hispanic students who apply for post-secondary education from 42% in 2026 to 59% in 2029.	42%	47%	52%
LPGE will reduce the gap between Hispanic and American Indian students in post-secondary and career application rate by 5% each year	23%	18%	13%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Increase Reading Proficiency of LPGE Hispanic, Haitian and American Indian Students. Between the fall of 2026 and spring of 2029, LPGE will increase the reading proficiency of LPGE Hispanic, Haitian and American Indian students from 23% to 40% based on Fastbridge data.

Goal type: Achievement Disparity

Strategy Name and #1- LPGE Bilingual Literacy Support Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

LPGE’s Literacy Instruction program is designed to strengthen reading achievement through a comprehensive, multi-tiered system of support with targeted strategies to meet the needs of Hispanic students. At the elementary level (K–6), bilingual academic support staff work directly in classrooms to enhance reading instruction by helping Hispanic students access and understand the academic language embedded within the reading curriculum. Support is differentiated based on individual student needs and may occur in whole-group, small-group, or one-on-one settings. Literacy learning objectives are clearly posted and referenced during lessons so students understand the specific academic language functions and skills required to meet grade-level standards. Teachers utilize running records and other formative assessments to monitor progress, gauge the effectiveness of instruction, and better understand individual reading development. An Instructional Coach supports this work by collaborating with teachers through

classroom observations, PLC participation, team collaboration, and professional development. The coach researches and provides high-impact reading and vocabulary strategies, with a focus on approaches that best support Hispanic learners.

At the secondary level (7–12), students identified as at-risk readers—those performing more than 1.5 grade levels below placement—are scheduled into targeted remedial reading courses based on ACCESS and Fastbridge data prior to registration. In grades 7 and 8, instructional sections are expanded from three to four to reduce class size and increase teacher-student interaction, allowing for more personalized literacy support. Additionally, LPGE’s ZAP (Zeros Aren’t Permitted) Program provides structured academic assistance for students who have fallen behind or are failing a core class, ensuring access to teacher support and time to complete essential learning tasks. Collectively, these efforts aim to increase reading proficiency, close achievement gaps, strengthen academic vocabulary, and ensure that all students—particularly Hispanic learners—are equipped with the literacy skills necessary for long-term academic success.

Strategy Name and #2- Jumpstart to Kindergarten Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. *Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.*

Goal type: Achievement Disparity

LPGE’s Kindergarten Readiness Program is a three-week summer experience held Monday through Wednesday concurrently with LPGE Elementary Summer School. The program is staffed by two certified kindergarten teachers and two bilingual paraprofessionals who work together to provide structured, supportive learning experiences for incoming kindergarten students. The program is designed to build foundational academic, social, and self-help skills to ensure students enter kindergarten confident and prepared.

Throughout the program, students participate in engaging, developmentally appropriate activities that strengthen early learning skills. Instruction focuses on verbal skills such as reciting their first name and asking an adult for help; listening skills including sitting attentively for a story and following one- and two-step directions; and early literacy skills such as identifying their name in print, writing their first name, and tracing letters and numbers. Students also build foundational math skills, including counting to 10 and identifying basic colors and shapes. In addition, strong emphasis is placed on social and self-regulation development. Students practice taking turns, sharing, walking appropriately in hallways,

following classroom routines, separating from parents with confidence, and using classroom tools such as pencils, crayons, scissors, and glue appropriately.

Enrollment opens in May and closes after kindergarten summer screening at the beginning of June. Priority is given to students demonstrating academic need, those with no previous formal schooling experience, and children from economically disadvantaged backgrounds, with intentional outreach to support LPGE’s Hispanic families.

The intended outcomes of the program are to reduce academic and social-emotional gaps prior to kindergarten entry, increase student comfort and familiarity with the school setting, and decrease racial and economic disparities among incoming students—particularly within LPGE’s Hispanic community. Additionally, the program allows staff to assess students’ individual strengths and needs early, enabling more targeted instructional planning for the upcoming school year.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
LPGE’s Jumpstart to Kindergarten Program, will increase the reading proficiency of Hispanic students by 5% in each year of the 3-year cycle based on the Fastbridge winter data	37%	42%	47%
Increase Reading Proficiency of LPGE Hispanic, Haitian, and American Indian Students. Between the fall of 2026 and spring of 2029, LPGE will increase the reading proficiency of LPGE Hispanic students from 23% to 40% based on Fastbridge data.	35%	40%	45%
LPGE will reduce the gap between Hispanic, Haitian, and American Indian students in post-secondary and career application rate by 7% each year	30%	23%	16%

Goal #4: To increase LPGE students’ learning and equitable access to effective teachers by increasing the percentage of teachers demonstrating knowledge of cultural competencies from 85% in 2026 to 100% in 2029.

Goal type: Teacher Equity

Strategy Name and #1- Professional Development Plan for Diversity Training–LPGE’s 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers’ knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Understanding the Background and Cultural Backgrounds and Educational Experiences of LPGE Students

Long Prairie–Grey Eagle Public Schools serves a culturally diverse student population that includes students and families from Central America, Puerto Rico, the Dominican Republic, Haiti, and other Caribbean regions. While many of these students may share the Spanish language or similar migration experiences, they often come from distinct cultural backgrounds with unique traditions, values, communication styles, and educational expectations.

A challenge facing LPGE staff is developing a deeper understanding of the cultural differences between Caribbean Hispanic students and Central American Hispanic students. Without this understanding, educators may unintentionally overlook important cultural perspectives that influence student behavior, communication, and engagement in the classroom.

This professional development initiative is designed to increase staff awareness of these cultural differences and strengthen relationships with students and families. A key component of this training will involve local parents and students participating in a panel discussion to share their perspectives and experiences. Their voices will help staff better understand cultural norms, educational expectations, and strategies that support effective learning for students from these communities.

Goals of the Professional Development

The goals of this professional development program are to:

1. Increase staff awareness of the cultural differences between Caribbean Hispanic and Central American Hispanic communities.
2. Provide educators with insight into the lived experiences of students and families who have immigrated or relocated to the LPGE community.
3. Strengthen communication and relationships between LPGE staff and culturally diverse families.
4. Provide staff with culturally responsive teaching strategies that support student engagement and academic success.
5. Help staff understand the cultural norms of Puerto Rico, the Dominican Republic, and Haiti so they can better support students adjusting to the cultural expectations of their new school environment.

Professional Development Structure

The professional development will consist of three primary components: cultural learning sessions, a community panel discussion, and classroom application strategies.

Session 1: Understanding Cultural Backgrounds and Educational Experiences

The first training session will provide an overview of the cultural backgrounds of students from Central America, Puerto Rico, the Dominican Republic, and Haiti. Staff will learn about family structures, communication styles, cultural values, and educational traditions that may differ from those commonly experienced in U.S. schools.

This session will also address common misconceptions and highlight the diversity that exists within Hispanic and Caribbean communities. Understanding these cultural differences will help staff build stronger relationships with students and avoid assumptions that all Spanish-speaking cultures share the same traditions or expectations.

Session 2: Community Voices Panel

A central component of the professional development will be a panel discussion featuring LPGE parents, community members, and potentially students who represent Caribbean Hispanic and Central American backgrounds.

During the panel, participants will share their experiences with education, migration, and cultural adjustment. Panel members will discuss topics such as:

- Cultural values related to education and respect for teachers
- Differences in communication styles between cultures

- Expectations families have for schools and teachers
- Challenges students may face when adapting to a new school environment
- Ways teachers can help students feel welcomed and supported

Staff will have the opportunity to ask questions and engage in meaningful dialogue with panel participants. This format allows educators to learn directly from the community and develop a deeper understanding of the perspectives and experiences of their students and families.

Session 3: Cultural Norms and Supporting Student Adjustment

This session will focus on helping staff understand specific cultural norms of Puerto Rico, the Dominican Republic, and Haiti. Topics will include family roles, respect and authority, communication patterns, and classroom expectations that students may be familiar with in their home countries.

In addition, staff will learn strategies to help students successfully transition into the cultural expectations of U.S. classrooms while still honoring their cultural identities. These strategies may include:

- Building strong teacher-student relationships
- Providing clear expectations and routines
- Encouraging bilingual communication and cultural pride
- Using culturally relevant examples in instruction
- Supporting students as they navigate two cultural environments

Session 4: Classroom Strategies and Implementation

The final session will focus on practical strategies teachers and paraprofessionals can use in the classroom to support students from Caribbean and Central American backgrounds.

Staff will collaborate to identify instructional strategies that improve engagement and academic success. Topics will include:

- Culturally responsive teaching practices
- Supporting English language development
- Encouraging family engagement
- Recognizing cultural strengths students bring to the classroom
- Building inclusive classroom environments

Teachers and paraprofessionals will also have the opportunity to reflect on how they can incorporate the information learned throughout the training into their daily classroom practices.

Through this professional development initiative, LPGE staff will:

- Gain a deeper understanding of the cultural differences between Caribbean Hispanic and Central American Hispanic students.
- Build stronger relationships with students and families from diverse cultural backgrounds.
- Develop culturally responsive teaching practices that support student engagement and learning.
- Improve communication and trust between school staff and families.
- Create more inclusive classroom environments where students feel respected, understood, and supported.

Strategy Name and #2- Trauma Informed and Culturally Responsive Practices for Supporting Immigrant and Diverse Students

LPGE's 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers' knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Trauma Informed and Culturally Responsive Practices for Supporting Immigrant and Diverse Students

Long Prairie–Grey Eagle Public Schools continues to experience an increase in the cultural diversity of its student population. A growing number of students and families in the district have immigrated or relocated from regions including Central Mexico, Haiti, and the Pacific Islands. These students bring valuable cultural and linguistic strengths to our school community; however, many may also face challenges related to immigration, cultural adjustment, language acquisition, and exposure to traumatic experiences.

The purpose of this proposal is to implement a professional development program designed to equip teachers and paraprofessionals with the knowledge and tools necessary to support students through trauma-informed and culturally responsive classroom practices. By increasing staff understanding of trauma and cultural diversity, the district aims to create safe, inclusive, and supportive learning environments where all students can succeed academically and socially.

Statement of Need

Students who have immigrated or relocated from other countries often encounter significant transitions when entering a new school system. These transitions may include language barriers, cultural differences, family separation, economic challenges, or experiences related to migration or natural disasters. Such experiences can contribute to stress or trauma that may affect student behavior, emotional well-being, and academic performance.

Educators and paraprofessionals play a critical role in recognizing these challenges and responding appropriately. Without adequate training, staff may misinterpret trauma-related behaviors as discipline issues rather than stress responses. Professional development focused on trauma-informed practices and cultural awareness will provide staff with strategies to better support students, build trusting relationships, and create classroom environments that promote emotional safety and engagement.

This training aligns with the district’s commitment to equity, student well-being, and culturally responsive teaching practices.

Program Goals and Objectives

The goals of this professional development initiative are to:

1. **Increase staff understanding of trauma and its impact on learning and behavior.**
2. **Build cultural awareness related to students from Central Mexico, Haiti, and Pacific Island communities.**
3. **Provide educators with trauma-informed classroom strategies that promote safety, consistency, and emotional regulation.**
4. **Improve staff capacity to respond to challenging behaviors through supportive and restorative approaches.**
5. **Strengthen communication and partnerships between school staff and culturally diverse families.**

Program Description

The proposed professional development will consist of a series of training sessions for teachers and paraprofessionals throughout the school year. The training will focus on trauma-informed educational practices combined with culturally responsive teaching strategies.

The program will include four structured training sessions designed to build knowledge and provide practical classroom applications.

Session 1: Understanding Trauma and Its Impact on Students

This session will introduce the foundations of trauma-informed education. Participants will learn how trauma can impact

brain development, emotional regulation, and academic performance. Staff will also learn how trauma-related behaviors may appear in the classroom and how educators can respond with empathy and support.

Session 2: Cultural Awareness and Cultural Responsiveness

This session will provide an overview of cultural values, traditions, and educational perspectives common among students from Central Mexico, Haiti, and Pacific Island communities. The goal is to increase staff cultural competence and reduce misunderstandings that may arise from cultural differences.

Session 3: Trauma-Informed Classroom Strategies

Participants will learn practical strategies to create classroom environments that support students who have experienced trauma. Topics will include establishing predictable routines, implementing positive behavior supports, building student relationships, incorporating calming strategies, and responding effectively to emotional escalation.

Session 4: Family Engagement and Building Trust with Diverse Communities

This session will focus on strengthening communication and partnerships with families from diverse cultural and linguistic backgrounds. Staff will learn strategies for working with interpreters, engaging families in meaningful ways, and creating welcoming school environments for all families.

Each session will include interactive discussions, case studies, and opportunities for staff to reflect on their current practices.

Expected Outcomes

Through participation in this professional development program, teachers and paraprofessionals will:

- Develop a stronger understanding of trauma and its influence on student learning and behavior.
- Increase cultural awareness and sensitivity toward diverse student populations.
- Implement trauma-informed classroom strategies that promote emotional safety and engagement.
- Build stronger relationships with students and families from diverse cultural backgrounds.
- Create classroom environments that foster belonging, respect, and academic success.

Ultimately, the program will support improved student engagement, stronger relationships between staff and students, and a more inclusive school climate.

Evaluation Plan

The effectiveness of the professional development program will be evaluated through:

- Staff feedback surveys following each training session
- Reflection discussions during professional learning community meetings
- Observations of classroom practices
- Monitoring student engagement and behavior trends

The district will use this feedback to refine future training and ensure continued support for staff.

Strategy Name and #3- WIDA Self-Paced Online Classes -LPGE's 3-year staff development plan includes three specific trainings which are aimed towards increasing teachers' knowledge of cultural competencies that affect student learning especially amongst the Hispanic subgroup.

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Long Prairie–Grey Eagle Public Schools is committed to strengthening instructional practices for multilingual learners, including English Learners (ELs), Long-Term English Learners (LTELs), and newcomer students. To build staff capacity in language development and culturally responsive instruction, LPGE will implement a structured professional development plan utilizing self-paced courses offered through the WIDA Consortium.

This plan allows teachers and paraprofessionals to engage in flexible, job-embedded learning while ensuring accountability, collaboration, and classroom application. The selected WIDA courses focus on strengthening reading comprehension, supporting long-term English learners, making academic language visible, promoting newcomer success, and implementing the WIDA English Language **Development (ELD) Standards Framework**.

1. Strengthen staff understanding of language development across content areas.
2. Improve reading comprehension outcomes for multilingual learners.
3. Increase staff capacity to support Long-Term English Learners (LTELs).
4. Enhance instructional practices for newcomer students.
5. Ensure district-wide alignment with the WIDA ELD Standards Framework.

Courses Included in the Plan

The following self-paced WIDA courses will be implemented:

1. **Reading Comprehension Across Content Areas**
2. **Reframing Education for Long-Term English Learners**
3. **Making Language Visible in the Classroom**
4. **Newcomers: Promoting Success through Strengthening Practice**
5. **The WIDA ELD Standards Framework**

Each course includes research-based content, reflection opportunities, and classroom application strategies.

Implementation Structure

Phase 1: Orientation and Expectations (Fall 2026)

Staff will attend a kickoff meeting introducing:

- The purpose and goals of the PD initiative
- Expectations for course completion
- Timelines and accountability structures
- Connections to district literacy and equity goals

Participants will develop individual learning plans outlining when they will complete each course.

Phase 2: Course Completion and Application (2026–2028)

Courses will be completed over a two-year cycle to allow for meaningful implementation.

Year 1 Focus

- *The WIDA ELD Standards Framework*
- *Making Language Visible in the Classroom*
- *Reading Comprehension Across Content Areas*

Application Expectations:

- Teachers will implement at least one language objective per week aligned to content standards.
- Staff will integrate explicit vocabulary instruction and academic discourse strategies.
- Participants will share examples of student work demonstrating language growth.

Year 2 Focus

- *Reframing Education for Long-Term English Learners*
- *Newcomers: Promoting Success through Strengthening Practice*

Application Expectations:

- Staff will identify LTEL students and implement targeted instructional supports.
- Teachers will develop structured supports for newcomer students (visual scaffolds, peer supports, language routines).
- Staff will refine reading and writing supports aligned to WIDA proficiency levels.

Collaborative Learning Component

Although courses are self-paced, collaboration is essential. LPGE will incorporate:

- Quarterly Professional Learning Community (PLC) meetings focused on WIDA implementation
- Structured reflection protocols
- Classroom strategy sharing sessions
- Instructional coaching cycles for language-focused feedback

Participants will document implementation strategies and reflect on student outcomes.

Accountability and Monitoring

- Course completion certificates will be submitted to administration.
- Staff will complete implementation reflections after each course.
- Administrators and instructional coaches will conduct walkthroughs focused on:
 - Language objectives posted and referenced
 - Academic vocabulary supports
 - Student discourse opportunities
 - Differentiated scaffolding for EL proficiency levels

Student growth will be monitored through:

- WIDA ACCESS scores
- Local reading assessments
- MCA reading proficiency data
- Classroom formative assessments

Expected Outcomes

By the end of the implementation period, LPGE expects:

- Increased teacher confidence in supporting multilingual learners
- Improved alignment to the WIDA ELD Standards Framework
- Stronger reading comprehension performance among ELs
- Reduced achievement gaps between ELs and non-EL peers
- More consistent instructional language supports across content areas
- Improved outcomes for newcomer and long-term English learner populations

Evaluation Plan

The effectiveness of this professional development initiative will be measured through:

1. Course completion rates
2. Staff surveys on confidence and instructional practice changes
3. Classroom walkthrough data
4. Student language proficiency growth (WIDA ACCESS)
5. Reading proficiency trend data (local and state assessments)

Annual reports will summarize progress and guide future adjustments.

Sustainability Plan

To ensure long-term impact:

- New staff will be required to complete foundational WIDA coursework.
- WIDA strategies will be embedded into district curriculum planning processes.
- Language objectives will become a standard component of lesson planning.
- Ongoing coaching and refresher workshops will be offered annually.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Long Prairie-Grey Eagle School will increase the percentage of teachers demonstrating knowledge of their students' cultural competencies from 85% in 2026 to 100% in 2029.	85%	92%	100%
Long Prairie-Grey Eagle will increase the percentage of teachers demonstrating knowledge of individual students Saebrs scores in Trauma related areas from	45%	60%%	75%
Long Prairie-Grey Eagle educational staff will increase language-based strategies in their teaching as observed through classroom walk throughs by 10% each year.	60%	70%	80%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). **The Long Prairie-Grey Eagle School District Achievement and Integration Plan creates efficiencies by enabling LPGE and our Lake Wobegon Multidistrict Collaborative to jointly plan and implement opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on achievement gaps within the LPGE School District and allows for an intentional focus on success for our students who may be falling through the cracks. Efficiencies are created through linking the Achievement and Integration Grant to the LPGE School District's World's Best Work Force and LPGE's district-wide professional development plans to improve math and literacy instruction. By supplementing each of these areas, LPGE and Lake Wobegon avoid program duplication while increasing efficiencies and effectiveness. The LPGE specific plan was created by District Stakeholders Committee which vetted the program to ensure that the program was original and not duplicated. The stakeholders committee is made up of students, staff (including teachers), administration, parents, and community leaders.**

N/A Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: Enter text here.

RIS Name: Enter text here.

Program Contact: Enter name.

Phone: Enter phone number.

Email: Enter email.

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required to convene a Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

[Enter text here.](#)

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.