

Lac qui Parle Valley
School District #2853
*Comprehensive Achievement
and Civic Readiness
Annual Report
Achievement and Integration Program
Update~2024-25*



Scott Lempka ~ Superintendent
2860 291st Ave.
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What is Striving for Comprehensive Achievement and Civic Readiness (CACR)?

This new terminology replaces the WBWF. Striving for Comprehensive Achievement and Civic Readiness means the focus in our state is now on a broader goal of ensuring all students reach high academic standards while also developing civic responsibility, not just preparing for the workforce alone. This change was made through legislation in 2024, requiring all school districts to update their plans accordingly. This specific document is an overall comprehensive look at our district's strategic plan and goals including updates on past goals and projected goals. In accordance with [MN Statute 120B.11](#), the LQPV School District has developed the following Plan. In addition to the above information, the CACR means our district is striving to:

1. Have all students ready for Kindergarten.
2. READ Act Goal: Ensure all students are reading at grade level starting in Kindergarten.
3. Ensure all racial and economic achievement gaps are closed. ([MN Statute 124D.861](#))
4. Have all students graduate from high school.
5. Have all students attain career and college readiness/preparedness before graduating from high school.
6. Prepare all students for lifelong learning.

Detailed updates of LQPV School District's Plan (past, present, future) begin on page 5.

District Mission

The mission of the LQPV School District is to be a unified community that promotes meaningful, student-centered educational experiences that prepare every student to excel.

We SOAR as One.

District Goals

1. We believe in raising the achievement of all learners, so they will attain their fullest potential.
2. We believe in ensuring a safe, welcoming, caring, and positive learning environment for students, staff, and visitors.
3. We believe in the importance of collaborating with colleagues, families, businesses, and community members to support lifelong learning.
4. We believe that high expectations, combined with continual improvements in curriculum, instruction, and technology, lead to excellence in student achievement.
5. We expect high character among students, staff, administration, and school board, epitomizing integrity, equity, and ethical behaviors in all we do.
6. We believe innovative learning opportunities provide students with educational and life skills needed for successful futures.
7. We believe that school district leaders must be fiscally responsible and maximize district resources for the benefit of our students.
8. We believe that effective communication is essential in creating a unified, transparent, and accountable school district.

District Overview

Lac qui Parle Valley School District (#2853) is made up of three school sites within the district: an elementary school in Madison (Madison-Marietta-Nassau Elementary), an elementary school in Appleton (Appleton-Milan Elementary) both serving students in kindergarten through grade four, and a school equidistant between the communities of Madison, Milan, and Appleton, serving students in grades 5-12. The district resides in the counties of Big Stone, Chippewa, Lac qui Parle, Stevens, and Swift and provides educational opportunities to students in several communities within those counties. Information obtained from the Minnesota Department of Education on the Minnesota Report Card shares the following information regarding the LQPV School District. Compared with the State of Minnesota, LQPV has the following demographic makeup:

Demographic Areas	LQPV	State of MN
Student Count	890	876,746
Ethnic Diversity	34%	39.8%
White, not of Hispanic Origin	66%	60.2%
English Learner	19.1%	10.4%
Special Education	17.6%	19%
Free & Reduced	48.3%	40.3%
Homeless	.1%	1.2%

The graduation rates for the past 6 school years are as follows:

Year	Graduated Count	% Graduated
2025	66	96%
2024	35	100%
2023	42	84%
2022	50	96.2%
2021	35	89.7%
2020	52	96.3%
2019	44	91.7%

Strategic Planning

The Strategic Planning process for LQPV details a multi-year plan that illustrates how the district will execute its goals and initiatives that relate to the CACR goals, Achievement and Integration goals, in conjunction with funding opportunities available to the district. In guidance from the Minnesota Department of Education (MDE), these goals are to be specific, measurable, attainable, realistic, and timely (SMART). Each of these goals must contain the following six elements addressed by MDE.

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all students.
2. A process of assessing and evaluating each student's progress toward meeting state and local academic standards and identifying the strengths and weaknesses of instruction.
3. A system to periodically review and evaluate all instructional and curriculum effectiveness.
4. Strategies for improving instruction, curriculum, and student achievement.
5. Education effectiveness practice that integrates high-quality instruction, rigorous curriculum, technology, and collaborative professional culture that develops support for teacher quality, performance, and effectiveness.
6. An annual budget that will allow the district to implement its strategic plan.

In early 2025, the board directed the superintendent and district administration to outline a process for the development of a five year strategic plan. The district enlisted the support of MRVED to guide this work as a third party. Three in person listening sessions were scheduled throughout the district. In addition, surveys were developed and shared with all stakeholders including staff, students, families, and community members. A strategic planning team made up of representatives of all stakeholder groups met three times to review the data collected and recommend goals and objectives. This work led to the adopted 2025-2026 Strategic Roadmap. The four key goals embedded in the current Strategic Plan are:

1. Lac qui Parle Valley Schools will take steps to ensure a guaranteed and viable curriculum for all students in each grade level and subject area.
2. Lac qui Parle Valley Schools will provide robust college and career opportunities and experiences and will clearly articulate these available pathways to students and families.
3. Lac qui Parle Valley Schools will conduct a review of the district's communications tools and systems in order to streamline communications to all stakeholders. Specific tools, platforms, and/or apps will be identified to ensure effective communication with different stakeholder groups, inclusive of parents, students, staff and community.
4. Lac qui Parle Valley Schools will establish systemic conditions that promote student connection and engagement.

Additional information can be found on the district website.

Student Achievement

LQPV School District's Assessment Data is shown below. The data comes from the Minnesota Report Card (North Star Academic Progress) from the Department of Education for the 2024-2025 school year.

In Mathematics, the district's achievement level was 33% for the 2024-25 school year; the state of Minnesota was 43%. The following chart shows the test achievement levels, test results, and participation in mathematics for 2024-25.

	LQPV Schools	State
Achievement Level Improved	15.1% down from 16.4%	13.7% down from 14.2%
Achievement level maintained	34.7% up from 33.1%	43% up from 42.2%
Achievement level decreased or stayed at "does not meet standards"	50.2% down from 50.5%	44.1% down from 43.6%
Total Count of Students	285 down from 305	290,842 up from 288,827

In Reading, the district's achievement level was 36% for the 2024-25 reporting year, with the state level being 48%. The following chart shows the test achievement levels, test results and participation on the reading assessments for 2024-25.

	LQPV Schools	State
Achievement Level Improved	17.9% up from 16.7%	18.7% down from 19.1%
Achievement level maintained	32.3% down from 33.8%	42%
Achievement level decreased or stayed at "does not meet standards"	49.8 % up from 49.5%	39%
Total Count of Students	285 down from 305	290,842 up from 288,827

English Language Learner Information

The "average progress toward target" is the average amount of progress English Learners made toward their targets.

Statewide 2023	47%	63,509 EL Students
Statewide 2024	46.4%	66,134 EL Students
Statewide 2025	46.2%	71,596 EL Students
LQPV 2023	29%	98 EL Students
LQPV 2024	49.2% ● A-M = 78% ● MS = 0% ● HS = 22%	122 EL Students ● A-M = 56 students ● MS = 22 students ● HS = 44 students
LQPV 2025	40.4% ● A-M = 59% ● MS = 37.6% ● HS = 23.6%	131 EL Students ● A-M = 53 students ● MS = 23 students ● HS = 55 students

The "percent of ELs meeting targets" is the percentage of English learners who reached or went past their target.

Statewide 2023	29%	18, 366 of 63,509 total EL Students
Statewide 2024	28.3%	18, 681 of 66,134 total EL Students
Statewide 2025	27.9%	19,980 of 71,596 total EL Students
LQPV 2023	13%	12 of 98 total EL Students
LQPV 2024	28.7% ● A-M = 53.6% ● HS = 6.8%	35 of 122 total EL Students ● A-M = 30 students ● HS = 3 students
LQPV 2025	16.8% ● A-M = 26.4% ● MS = 9.1% ● HS = 13%	22 of 131 total EL Students ● A-M = 14 students ● MS = 5 ● HS = 3 students

Comprehensive Achievement and Civic Readiness Summary and Goals

Goal #1: All Students Ready for School

Preparations to support that all students are ready for kindergarten.

LQPV SMART Goal 24-25: District-wide, there will be an increase in the number of racially diverse students enrolled in ECFE programs from 0% to 15%. This goal will be accomplished by adding classes in additional locations throughout the school district. Additionally, district trained personnel will provide push-in services in areas of need on a TBD schedule.

Action Steps and Interventions:

1. The District will provide programming in additional locations that will be more convenient for families.
2. The District will dedicate a portion of one FTE to meet the growing needs of the diverse population in the preschool classrooms.
3. The District will provide dual language forms of communication when advertising ECFE classes.

Result: *Goal Not Met.*

LQPV SMART Goal 25-26: District-wide, there will be an increase from 0% to 15% in the number of racially diverse students enrolled in ECFE programs. This goal will be accomplished by adding classes in additional locations throughout the school district. Additionally, district trained personnel will provide push-in services in areas of need on a set schedule during the school day.

Action Steps and Interventions:

1. The District will provide programming in additional locations that will be more convenient for families.
2. The District will dedicate a portion of one FTE to meet the growing needs of the diverse population in the preschool classrooms.
3. The District will provide dual language forms of communication when advertising ECFE classes.
4. The District will collaborate with the SWWC on Science of Reading training for ECFE teachers.

READ Act Goal

Ensure students can read at grade level beginning in Kindergarten

Aligns with A & I Goal #1

LQPV SMART Goal 24-25: The percentage of students at A-M and MMN Elementary Schools who are proficient on all reading state accountability tests will increase by 2 and 3 percentage points respectively at each site in 2024-25.

- A-M MCA/MTAS Reading baseline = 26.2% proficient
- MMN MCA/MTAS Reading baseline = 42% proficient

Action Steps and Interventions:

1. Use FAST Reading Assessments (assessed three times annually) to identify needs and inform instructional classroom practices; interventions used to meet individual student needs.
2. Strategies used to support this goal include (but are not limited to):
 - a. Tiered Reading Interventions (push-in groups) and Daily Five
 - b. All K-4 classroom teachers will be enrolled in LETRS to be completed May 2025 and ongoing depending on date of enrollment
 - c. K-4 classroom implementation of Heggerty Interventions
 - d. Monthly and Bi-weekly Q Comp Building/grade level Meetings that focus on teaching strategies, analyzing ongoing formative assessments, and developing specific goals to improve literacy
 - e. Minnesota Read Corps
 - f. Partnerships with parents to encourage and support 1:1 reading at home
 - g. Wonders 2020 curriculum used for interventions.

Result: Goal Met at A-M; Goal Not Met at MMN.

- A-M MCA/MTAS Reading baseline = 26.2% proficient
 - 2025 = 31.7% proficient
 - Increase of 5.5%
- MMN MCA/MTAS Reading baseline = 42% proficient
 - 2025 = 39.6% proficient
 - Decrease of 2.4%

LQPV SMART Goal 25-26: The percentage of all students enrolled in grades 3 and 4 at A-M and MMN Elementary Schools who are proficient on all state reading accountability tests will increase by 4 percentage points at each site in 2025-26.

- A-M baseline = 31.7% proficient
- MMN baseline = 39.6% proficient

Action Steps and Interventions:

1. Use FAST Reading Assessments (assessed three times annually) to identify needs and inform instructional classroom practices; interventions used to meet individual student needs.
2. Strategies used to support this goal include (but are not limited to):
 - a. MTSS and Q Comp Focus.
 - b. All K-4 teachers including SPED and EL will have completed LETRS training by June of 2026.
 - c. Paraprofessionals trained in LETRS.
 - d. K-4 classroom implementation of Heggerty Interventions/K-3 Bridge to Writing.
 - e. UFLI Core and Intervention.

- f. Monthly and Bi-weekly Q Comp Building/grade level Meetings that focus on teaching strategies, analyzing ongoing formative assessments, and developing specific goals to improve literacy
- g. Minnesota Read Corps.
- h. Partnerships with parents to encourage and support 1:1 reading at home using the MDE READ Act Toolkit.
- i. Wonders 2020 curriculum used for interventions.

Goal #2: Close the Achievement Gap Between Student Groups

Specifically looking at the different ethnic, specialized, and free/ reduced lunch groups.

Aligns with A & I Goal #1

LQPV SMART Goal 24-25: The gap between the EL identified students and the non-EL identified students in reading (grades 4 and 5) will decrease by 10% from the current 50% to 40% by the end of the 2024-2025 school year when following students from 3rd grade to 4th grade and beyond with full gap closure by graduation year 2034.

Action Steps and Interventions:

1. Monthly FAST Assessment to identify needs of students and inform instructional practices in Reading.
2. The following strategies are used to support students in the goal area of Reading (but are not limited to these strategies alone):
 - a. Two full-time licensed EL teachers and two dual language identified paraprofessionals
 - b. Reading interventions using push-in grouping models
 - c. Classroom teachers, EL, and Reading Interventionist will be trained in Science of Reading to implement best practices for all learners in the general education classrooms.
 - d. All K-4 staff trained in Heggerty Interventions.
 - e. Monthly Q Comp building meetings
 - f. Community events held throughout the school year
 - g. Partnering with parents to encourage 1:1 reading at home
 - h. Read 180 and Math 180 Curriculum will provide targeted supports for students

Result: Goal Partially Met

- Grade 3 Gap = 42%
- Grade 4 Gap = 21%
- Grade 5 Gap = 39%
- Grade 6 Gap = 50%

LQPV SMART Goal 25-26: The gap between the EL identified students and the non-EL identified students proficient in reading based on 2025 statewide assessment data (grades 4 and 5) will decrease by 5% by the end of the 2025-2026 school year when following students from 3rd grade to 4th grade and beyond with full gap closure by graduation year 2034.

Action Steps and Interventions:

1. Monthly FAST Assessment to identify needs of students and inform instructional practices in Reading.

2. The following strategies are used to support students in the goal area of Reading (but are not limited to these strategies alone):
 - a. Two full-time licensed EL teachers and two dual language identified paraprofessionals
 - b. MTSS and Q Comp Focus
 - c. Reading interventions using push-in grouping models
 - d. Classroom teachers, EL, and Reading Interventionist will be trained in Science of Reading to implement best practices for all learners in the general education classrooms.
 - e. Paraprofessionals trained in LETRS.
 - f. All K-4 staff trained in Heggerty Interventions; K-3 Bridge to Writing.
 - g. Monthly Q Comp building meetings
 - h. Community events held throughout the school year
 - i. Partnering with parents to encourage 1:1 reading at home

Goal #3: All Students are Ready for Career and College

Aligns with A & I Goal #3

LQPV SMART Goal 24-25: By the time they graduate from LQPV, 100% of students will complete at least one job shadow experience if enrolled by October 1st of their junior year.

Action Steps and Interventions:

1. Students enrolled in a 9th grade or 11th grade Social Studies class will arrange for and participate in a job shadow experience.
2. LQPV Staff will work with students to ensure the job shadow experience is related to an area of interest for each student.
3. Students will reflect on their experience and share their learnings in a class-assigned essay.

Result: *Goal Met.*

LQPV SMART Goal 25-26: By the time they graduate from LQPV, 100% of students will complete at least one job shadow experience if enrolled by October 1st of their junior year.

Action Steps and Interventions:

1. Students enrolled in a 9th grade or 11th grade Social Studies class will arrange for and participate in a job shadow experience.
2. LQPV Staff will work with students to ensure the job shadow experience is related to an area of interest for each student.
3. Students will reflect on their experience and share their learnings in a class-assigned essay.

Goal #4: All Students Graduate from High School

Aligns with A&I Goals #2 and #3

LQPV SMART Goal 24-25: The Lac qui Parle Valley graduation rate will remain at 100% by the end of the 2024-2025 school year based on the current seniors, who were enrolled in the district by October 15th and who earn the required credits to graduate.

Action Steps and Interventions:

1. LQPV staff will monitor attendance via JMC on a weekly basis to ensure students are engaged in their education. The Student Attendance Advocate will contact families when an area of need is identified.
2. LQPV (Counselor/Principal/Teachers) will work with any student who is falling behind to recover credits to ensure the required 24 credits are earned by the time of graduation.
3. LQPV staff will assess academic progress via JMC on a biweekly basis and counsel any students who need guidance to improve their grades
4. LQPV School Counselor will meet with 8th graders at the conclusion of their school year to develop a 4-year plan for each individual student. Each student will have an Individualized Log of their 4-year plan, signed by parents.

Result: *66 of 69 students graduated - 96%; 2 of 3 completed summer coursework in order to receive a diploma.*

LQPV SMART Goal 25-26: The Lac qui Parle Valley graduation rate will be 100% by the end of the 2025-2026 school year based on the current seniors, who were enrolled in the district by October 15th and who earn the required credits to graduate.

Action Steps and Interventions:

1. LQPV staff will monitor attendance via JMC on a weekly basis to ensure students are engaged in their education. The Student Attendance Advocate will contact families when an area of need is identified.
2. LQPV (Counselor/Principal/Teachers) will work with any student who is falling behind to recover credits to ensure the required 24 credits are earned by the time of graduation.
3. LQPV staff will assess academic progress via JMC on a biweekly basis and counsel any students who need guidance to improve their grades
4. LQPV School Counselor will meet with 8th graders at the conclusion of their school year to develop a 4-year plan for each individual student. Each student will have an Individualized Log of their 4-year plan, signed by parents.

Goal #5: Prepare Students to be Lifelong Learners

Aligns with A&I Goals #2 and #3

LQPV SMART Goal 24-25: Seventy percent of LQPV graduating seniors who have been enrolled for at least two full years will complete at least one CTE course during their HS career.

Action Steps and Interventions:

1. LQPV School Counselor will work with students during the registration process to ensure they register and experience a CTE course.
2. LQPV School Counselor and High School Principal will work to ensure students have multiple opportunities for CTE course selection.

Result: *Goal Met.*

LQPV SMART Goal 25-26: Seventy percent of LQPV graduating seniors who have been enrolled for at least two full years will complete at least one CTE course during their HS career.

Action Steps and Interventions:

1. LQPV School Counselor will work with students during the registration process to ensure they register and experience a CTE course.
2. LQPV School Counselor and High School Principal will work to ensure students have multiple opportunities for CTE course selection.

Achievement and Integration Program

July 2023-June 2026

Plan approved April 2024

What is the Achievement & Integration Program? The purpose of the Achievement and Integration (A&I) for Minnesota program is to

- *pursue racial and economic integration*
- *increase student achievement*
- *create equitable educational opportunities*
- *reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools*

There is a funding formula tied to Achievement and Integration in the state of MN.

Goal #1: The reading proficiency gap between the Micronesian students and the non-Micronesian students in grades 3 and 4 will decrease by 5% in each of the next three school years as measured by annual MCA data. Based on 2022 MCA Reading results, there is a reading proficiency gap of 35% in grade 3 and 38% in grade 4.

- Aligns with CACR Goal: All students can read at grade level starting in Kindergarten.
- Goal type: Achievement Disparity

Key Indicators of Progress (KIPs)	2024 Goal/ Actual	2025 Goal/ Actual	2026 Goal/ Actual	Three-year Goal-Met
Student MCA Reading scores will increase each year while working in this intervention program by 5% annually for a total of 15% growth in decreasing the gap by the end of the three year cycle.	5%/-3 % and +3%	5%/-16% and +6%	5%	
Student STAR/FAST data will be used formatively throughout the school year to monitor growth; fall to spring data points will grow by 7% annually.	7%/N A	7%/+ 11%	7%	

Goal #2: During the next three academic years, LQPV School District will strive to provide all students with equal access to activities that will allow them to engage with peers from similar and non-similar backgrounds to include but not be limited to: racial, economic, and academic differences. The number of activities LQPV students will have access to will be maintained at the current baseline of 24 Extra-curricular activities that occur outside of the traditional school day.

- Aligns with CACR Goal: All children are ready for school. All students graduate from high school.
- Goal type: Integration

Key Indicators of Progress (KIPs)	2024 Goal/ Actual	2025 Goal/ Actual	2026 Goal/ Actual	Three-year Goal Met
An increase (5% annually for priority population) in band and choir participation for students in grades 5 and 6. (Baseline - 21%)	5%/-4%	5%/+6%	5%/	
An increase (5% annually for priority population) in athletic registration for students in grades 7 and 8. (Baseline - 20%)	5%/-9%	5%/-1%	5%/	
An increase (5% annually for priority population) focusing on how students felt included in the overall activities experience. (No Baseline data available.)	NA/ 36%	5%/+6%	5%/	
An increase (5% annually) focusing on how well events were communicated to the priority population. (No Baseline data)	NA/ 57%	5%/+10%	5%/	

Goal #3: The LQPV School district will increase its diverse staff (certified, non-certified, ethnic, linguistic, physical) from 4% of the total staff in 2023-2024 to 9% of the total staff in 2025-2026.

- Aligns with CACR Goal: All students are ready for career and college. All students graduate from high school.
- Goal type: Teacher equity

Key Indicators of Progress (KIPs)	2024 Goal/ Actual	2025 Goal/ Actual	2026 Goal/ Actual	Three-year Goal Met
The number of priority population students who have shown interest in healthcare and enrolled in the CNA courses in the senior high school will grow from 1 to 4. (This is a joint goal with Dawson-Boyd Public School.)	1/0	2/1	4/	
Three years of course completion in a Grow Your Own program through the MDE Adult Pathways grant awarded in May of 2023. (There will be additional time needed to ensure full teacher licensure.)	Working to register a student for this opportunity in 24-25.	30+ credits completed/ Not on Target due to other financial opportunities via higher ed.	30+ credits completed/	

District Advisory Board

The Advisory Board of the Lac qui Parle School District is made up of the following individuals:

Scott Lempka – Superintendent of Schools
 Brenda Domeier – Director of Finance
 Maureen Heinecke – Director of Teaching and Learning
 Robyn Rademacher – Building Leader/Appleton-Milan Elementary
 Scott Sawatzky – Middle School/High School Principal
 Tony Smith – Building Leader/MMN Elementary
 Hope Mammele – Community Member/Parent
 Dawn Bjorgan – Community Member/Parent
 Shannon Boehnke – Parent and School Board Member
 Diana Smith – District Reading Interventionist/Parent
 Julie Asfeld – District Marketing Coordinator/Parent
 Kris Shelstad – Community Member/Business Owner
 Ann Thompson – Community Member/Business Owner
 MaryAnn Anderson – Community Member
 Hope Schmidt – District EL Coordinator

