

# LAC QUI PARLE VALLEY SCHOOL DISTRICT - ISD#2853 WORLD'S BEST WORKFORCE PLAN 2021-2022

## LAC QUI PARLE VALLEY SCHOOL DISTRICT ISD #2853

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Lac qui Parle Valley, in accordance with MN Statue 2013, section 120B.11, has developed the following as the district's World's Best Workforce Plan. The content of the plan is an attempt to align multiple current district practices with the strategic planning and other district initiatives. It emphasizes five goals in the following areas:

- All students meet school readiness goals
- All third-grade students achieve grade-level literacy
- Close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and their more privileged peers
- All students attain career and college readiness before graduating from high school
- All students graduate from high school

### District Mission

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

### 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) serving students preschool through grade 4, an elementary school in Appleton (Appleton-Milan Elementary) serving students in preschool 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 Lac qui Parle Valley School District.

In comparison to the State of Minnesota, LqPV has the following demographical make up:

	<u>LqPV</u>	<u>State of MN</u>
<b>Student Count</b>	708	794,846
<b>Ethnic Diversity</b>	28.0%	36.3%
<b>White, not of Hispanic Origin</b>	72.0%	63.7%
<b>English Learner</b>	11.7%	8.4%
<b>Special Education</b>	19.1%	16.7%
<b>Free &amp; Reduced</b>	46.7%	32.2%
<b>Homeless</b>	0.5%	0.7%

The graduation rates for the past 5 school years are as follows:

<b>Year</b>	<b>Graduated Count</b>	<b>% Graduated</b>
<b>2020</b>	52	96.3%
<b>2019</b>	44	91.7%
<b>2018</b>	48	94.1%
<b>2017</b>	40	97.6%
<b>2016</b>	47	85.5%

Reports on consistent attendance from 2019 show that **86.2% of LqPV students attend school on a regular basis and are not frequently absent.** A student is considered consistently attending if they attend more than 90% of the time the student is enrolled during the school year. The state average percent is 85.3%.

## Strategic Planning

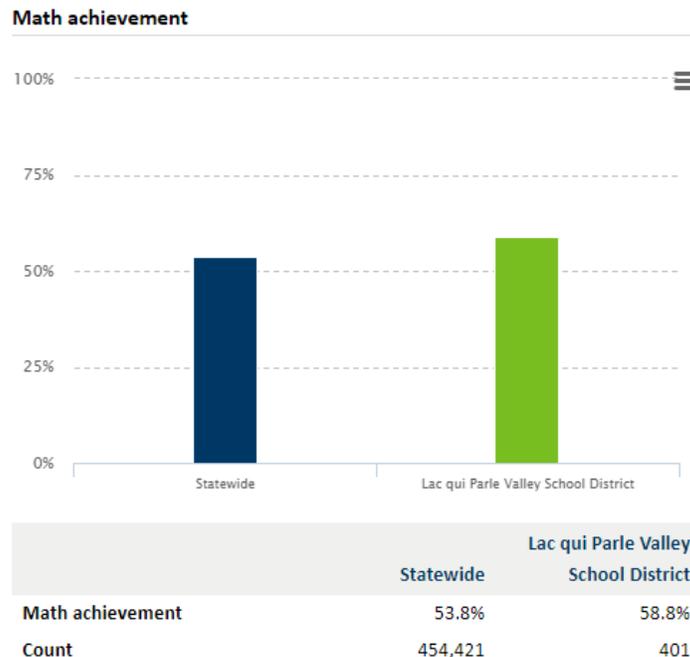
The Strategic Planning process for LqPV details a multi-year plan that illustrates how we will execute our goals and initiatives that relate to our five world's best workforce goals. In guidance from the Minnesota Department of Education, these goals are to be specific, measurable, attainable, realistic, and timely (SMART). Each of the goals must contain the 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 meetings state and local academics 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 teacher quality, performance, and effectiveness.
6. An annual budget will allow the district to implement its strategic plan.

## Student Achievement

Students at Lac qui Parle Valley Schools Assessment Data is shown below. The data comes from the Minnesota Report Card from the Department of Education. The data below is from the 2019 school year, this is due to the covid pandemic and the lack of testing that took place in the 2020-2021 school year.

In Mathematics the school's achievement level was a 58.8% for the 2019 school year, the state of Minnesota was 53.8%.



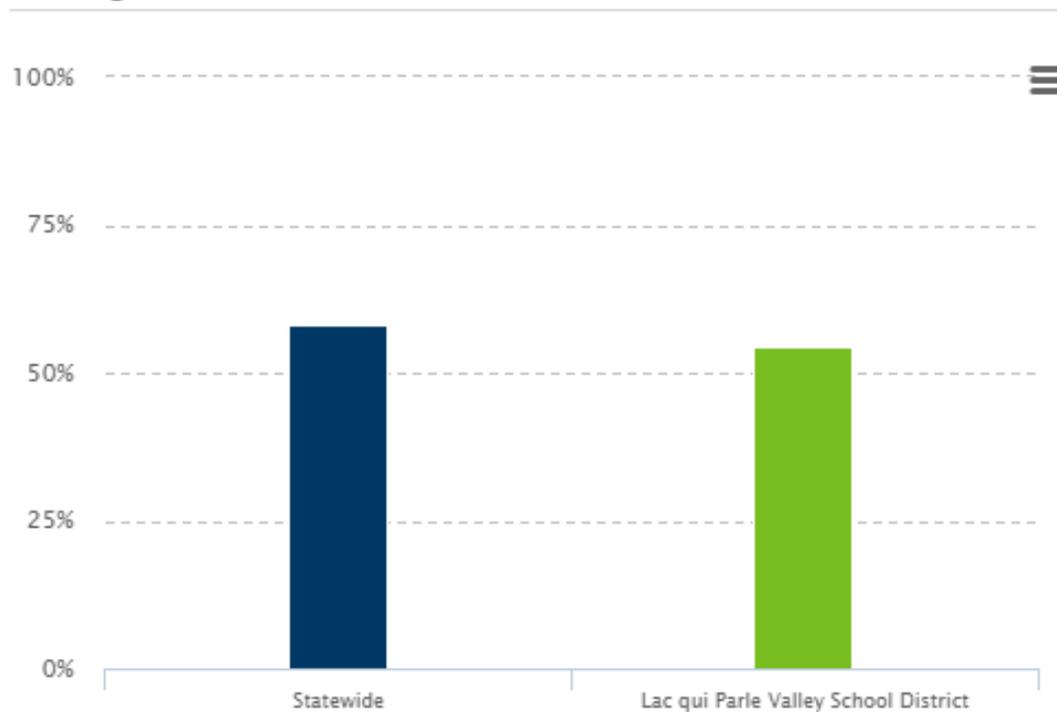
## Student Achievement

The following chart shows the test achievement levels, test results and participation in mathematics for 2019.

	LqPV Schools	State
Achievement Level Improved	13.8%	13.3%
Achievement level maintained	55.4%	49.4%
Achievement level decreased or stayed at "does not meet standards"	30.8%	37.2%
Total Count of Students	276	316,037

In Reading the schools achievement level was 54.3% for the 2019 reporting year, with the state level being 58.3%.

### Reading achievement



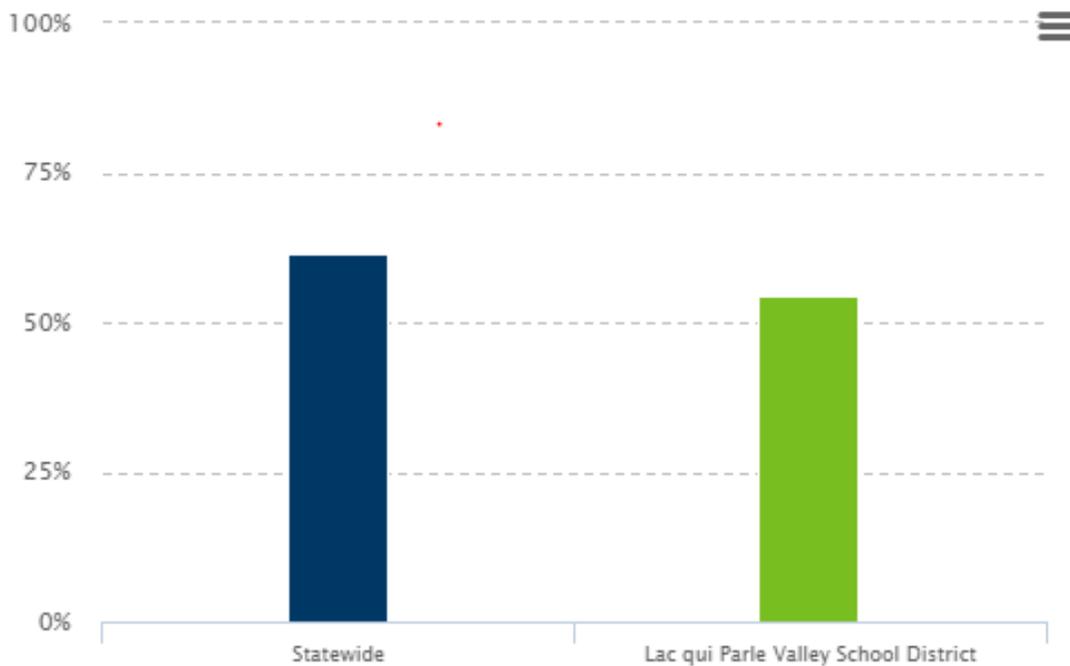
	Statewide	Lac qui Parle Valley School District
Reading achievement	58.3%	54.3%
Count	458,830	398

## Student Achievement

The following chart shows the test achievement levels, test results and participation on the reading assessments for 2019.

	LqPV Schools	State
<b>Achievement Level Improved</b>	17.9%	18.9%
<b>Achievement level maintained</b>	46.6%	48.1%
<b>Achievement level decreased or stayed at “does not meet standards”</b>	35.5%	33.1%
<b>Total Count of Students</b>	279	316,670

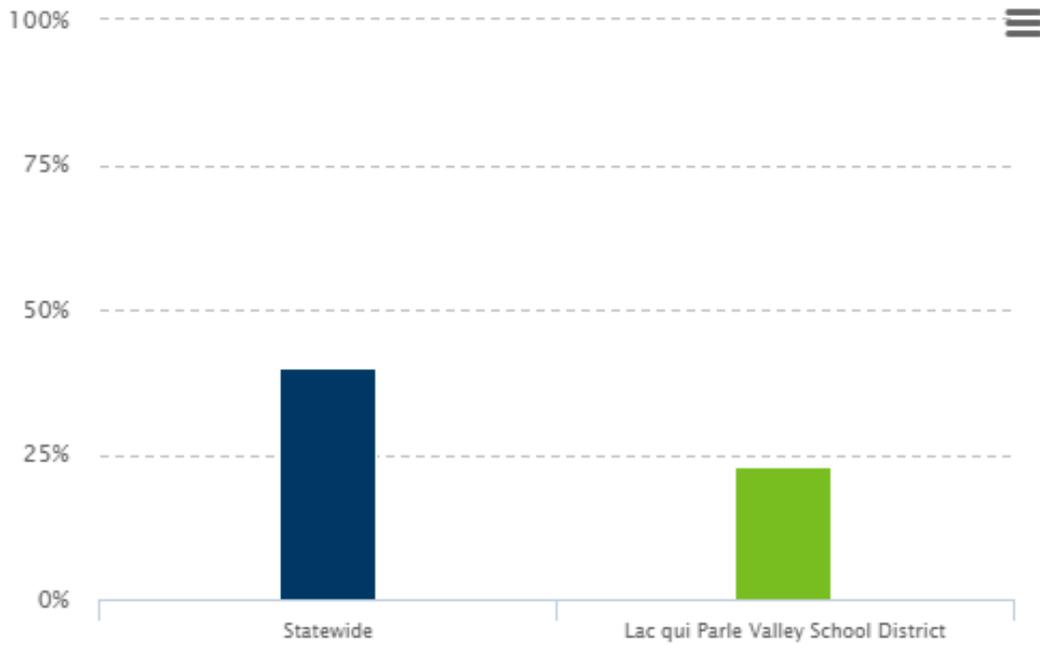
The following data shows the average progress towards target for the English Language learners for the 2019 reporting year. The average progress toward the target is the average amount of progress English learners made toward their individual target.



	Statewide	Lac qui Parle Valley School District
<b>Average progress toward target</b>	61.4%	54.6%
<b>Count</b>	58,518	52

## Student Achievement

The following data indicates the percent of English learners who reached or went past their target for the 2019 reporting year.



	Statewide	Lac qui Parle Valley School District
<b>Percent EL meeting target</b>	40.1%	23.1%
<b>Count</b>	58,518	52

# World's Best Workforce Goals

## All Students Ready for School

Goal #1 of the World's Best Workforce Plan, as well as the Achievement & Integration plan focuses on the preparations to support that all students are ready for school.

Goal #1: All Student Ready for School

### **SMART Goal:**

Students in the 4- and 5-year-old programs at Appleton-Milan and MMN Elementary Schools will grow 10% on the TS Gold Assessment from the fall 2021 to the spring 2022 administering periods.

Action Steps:

1. Uses data from the TS Gold Assessment that is given to all students in the Head Start Program.
    - a. Test is given twice per school year.
    - b. Data is only separated by age.
  2. All staff have been trained in Conscious Discipline curriculum by Dr. Becky Bailey.
  3. Results from the 2020-2021 school year will be shared as it ties back directly to the established goals.
-

## All Third graders Can Read at Grade Level

Goal #2 of the World's Best Workforce Plan, as well as the Achievement & Integration plan focuses on ensuring that students can read, as reading skills are vital for their success. The goal focuses on students in third grade will be able to read at a proficient level for students at this age.

The district has adopted a Local Literacy Plan to focus on and support these goals as well. The overarching goal of this plan is that all students will read at grade-level by the end of grade 3 as determined by the Reading Minnesota Comprehensive Assessments (MCAs). This plan can be reviewed on the school district website. It contains longitudinal data from the MCA Reading scores from 2012 as well as data collected from the use of the Renaissance STAR Reading and STAR Early Literacy universal screening tools.

Goal #2: All Third graders Can Read at Grade Level

### **SMART Goal:**

The percentage of students at A-M and MMN Elementary Schools who are proficient on all reading state accountability tests (MCA and MTAS) will increase by 10 percentage points at each site in 2021-2022.

Action Steps:

1. Use monthly STAR assessments to identify needs in areas of Reading.
    - a. Data is not disaggregated by student groups currently.
  2. Strategies used to support this goal include (but are not limited to):
    - a. Reading Intervention (pull-out groups)
    - b. All K-4 classroom teachers will be trained in PRESS or a similar Intervention System.
    - c. Daily Five will be used to support reading needs.
    - d. Monthly Q-Comp Building Meetings
    - e. Bi-weekly grade level meetings with a focus on teaching strategies, analyzing ongoing formative assessments, and developing specific goals to improve literacy
    - f. Minnesota Read Corps
    - g. Partnerships with parents to encourage and support 1:1 reading at home
    - h. Wonders 2020 curriculum used for interventions.
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## Close the Achievement Gap

Goal #3 of the World's Best Workforce Plan, as well as the Achievement & Integration plan focuses on closing the achievement gap, specifically looking at the different ethnic, specialized, and free/reduce lunch groups.

Goal #3: Close the Achievement Gap Between Student Groups

### **SMART Goal:**

The gap between the EL identified students and the non-EL identified students in reading will decrease from the current 50%+ gap to 15% or less gap by the end of the 2022-2023 school year.

Action Steps:

1. Monthly STAR Assessment to identify needs of students 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. One full-time licensed EL teacher and one 0.75 EL teacher work in the elementary buildings.
    - b. Reading interventions using pull-out grouping
    - c. All K-4 classroom teachers will be trained in PRESS or a similar Intervention System.
    - d. Monthly Q-comp building meetings
    - e. Community events held throughout the school year
    - f. Partnering with parents to encourage 1:1 reading at home
    - g. National Geographic EL Dedicated Curriculum is used
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## College and Career Readiness

Goal #4 of the World's Best Workforce Plan, as well as the Achievement & Integration plan focuses on "all students are ready for career and college".

Goal #4: All students are ready for career and college.

### **SMART Goal:**

Of the Lac qui Parle Valley seniors that are enrolled in the district by October 15<sup>th</sup>, 2021, 100% of the students will earn enough credits by the end of the 2021-2022 school year to graduate from high school and earn their diploma.

Action Steps:

1. LqPV School Counselor will meet with 8<sup>th</sup> graders at the conclusion of their school year to develop a 4-year plan for each individual student.
    - a. Who is responsible:
      - i. Counselor
    - b. Resources Needed:
      - i. Time for Counselor to meet with students individually
    - c. How will we measure:
      - i. Each student will have a Individualize Log of their 4-year plan, signed by parents
  2. LqPV will continue to offer College Now courses to give our students the experience of college rigor and to give our students a head-start in their college journey
    - a. Who is responsible:
      - i. Counselor, Principal, Teachers, Superintendent, School Board
    - b. Resources Needed:
      - i. Qualified teachers and financial commitment to continue offering these courses
    - c. How will we measure:
      - i. 75% of eligible LqPV students will enroll in at least (1) College Now opportunity
  3. LqPV will continue to promote the "Internship Program" to promote experiences and opportunities for students to explore professional fields prior to college or before joining the workforce after high school.
    - a. Who is responsible:
      - i. Counselor, Principal, Superintendent
    - b. Resources Needed:
      - i. Time to connect with students about career interests and then businesses that might become a partner
    - c. How will we measure:
      - i. Our goal is to have 10% of the senior class participate in this opportunity
-

# All Students Graduate from High School

Goal #5 of the World's Best Workforce Plan, as well as the Achievement & Integration plan focuses on "All students graduate from high school".

Goal #5: All students graduate from high school.

## **SMART Goal:**

The Lac qui Parle Valley graduation rate will increase from 96.3% in 2021 to 100% by the end of the 2022 school year based on the current seniors, where were enrolled in the district by October 15<sup>th</sup>, and that earn the required credits to graduate.

## Action Steps:

1. LqPV will monitor attendance on a weekly basis to ensure students are engaged in their education
    - a. Who is responsible:
      - i. Attendance Secretary, Principal, Counties
    - b. Resources Needed:
      - i. Record keeping system (JMC) and time
    - c. How will we Measure:
      - i. Follow district attendance policy and communicate with families if attendance becomes a concern.
  2. LqPV will work with any student that is falling behind to recover credits to ensure the required 24 credits are earned by the time of graduation.
    - a. Who is responsible:
      - i. Counselor, Principal, Teachers, Alternative Learning Center (MRVED)
    - b. Resources Needed:
      - i. Time to monitor and meet with students
    - c. How will we Measure:
      - i. By ensuring that 100% of our graduates from the class of 2022 earn their diploma.
  3. LqPV will assess academic progress on a biweekly basis and counsel any students that need guidance to improve their grades
    - a. Who is responsible:
      - i. Counselor, Principal
    - b. Resources Needed:
      - i. Record Keeping System (JMC) and time
    - c. How will we Measure:
      - i. Any students failing courses or in danger of failing will be counseled and attempts to redirect academic progress will be implemented.
  4. LqPV School Counselor will meet with 8<sup>th</sup> graders at the conclusion of their school year to develop a 4-year plan for each individual student.
    - a. Who is responsible:
      - i. Counselor
    - b. Resources Needed:
      - i. Time for Counselor to meet with students individually.
    - c. How will we measure:
      - i. Each student will have a Individualize Log of their 4-year plan, signed by parents.
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## Constituent Satisfaction and Stakeholders

The following information was reported in 2019 by students in the fifth grade attending schools in Lac qui Parle Valley that pertain to educational engagement and safety while attending school.

Question	LqPV				State of MN			
	All the Time	Most of the Time	Some of the Time	Never	All the Time	Most of the Time	Some of the Time	Never
How often to you care about doing well in school?	43%	43%	12%	2%	50%	37%	11%	1%
How often to you pay attention in class?	24%	55%	20%	2%	28%	61%	11%	1%
How often do you go to class unprepared?	2%	8%	54%	35%	4%	7%	43%	46%
If something interests me, I try to learn more about it?	55%	43%	2%	0	38%	57%	4%	1%
I think things I learn at school are useful.	37%	49%	10%	4%	35%	53%	9%	3%
Being a student is one of the most important parts of who I am.	24%	43%	27%	6%	24%	49%	22%	5%

# Achievement and Integration Goals

## Goal #1

Goal #1 of the Achievement & Integration plan focuses on the growth on the areas of Reading. This goal is an achievement goal, and it aligns with the World's Best Workforce goal that all third graders can read at grade level.

### **SMART Goal:**

All students in 3<sup>rd</sup> and 4<sup>th</sup> grade at Lac qui Parle Valley elementary schools in the 2021-2022 school year, will demonstrate growth of 10% or more based on the comparison of their fall 2021 to spring 2022 scores on the STAR Reading Assessment.

Baseline: There is no current baseline data for this goal as it is a new goal for the district to use and measure.

### Action Steps:

1. Data from the MCA/MTAS state assessments as well as the district-wide STAR assessments will be used to identify areas of need and supports for students.
  2. The following strategies and interventions will be used to support this goal:
    - a. Reading Recovery Programs
    - b. All K-4 classrooms teachers will be trained in PRESS or a similar Intervention System.
    - c. Minnesota Reading Corps
    - d. High quality classroom instruction including, but not limited to, Daily Five
    - e. Pull-out groups for Reading support
    - f. Focused interventions used within the mainstream classroom (Wonders 2020 curriculum)
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## Goal #2

Goal #2 of the Achievement & Integration plan focuses on the supports for student in the Micronesian population to adapt to a new environment. This goal is an integration goal, and it aligns with the World's Best Workforce goal that all racial and economic achievement gaps between students are closed.

### **SMART Goal:**

The ability of Micronesian elementary students to adapt to a new environment with students from racial and economic backgrounds different from their own will increase from 25% in 2020 to 35% by 2023, as measured by the annual dual language student survey.

Baseline: The district-wide district starting point for this goal was at 25%. The LqPV A&I Plan did not start until Oct. 2020.

### Action Steps:

1. Newly created registration supports will be provided to new families.
    - a. Allows students to connect with peers of similar backgrounds
  2. Curriculum that supports students in acclimating to different environments will provide guidance to new students.
  3. Curriculum support packets for new families who have limited, or no-English speaking skills will:
    - a. Supports connections with others who speak their native language
    - b. Supports an understanding of the school system
  4. Staff will work toward general education classroom integration for all newcomers.
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## Goal #3

Goal #3 of the Achievement & Integration plan focuses on increasing community engagement through school sponsored activities. This goal is an integration goal, and it aligns with the World's Best Workforce goal that all children are ready for school.

**SMART Goal:**

The district will increase community engagement activities to support and create a more welcoming environment for all student and families b increasing the current 1 activity/year to hosting 4 activities/year by the end of the 2023 school year.

Baseline: The district currently offers one dedicated activity per school year.

**Action Steps:**

1. Make concerted efforts to provide learning opportunities, cross-cultural events, and educational activities for all families in the community to engage with one another.
  2. Staff will focus on student engagement and involvement in these activities as well as within the school daily.
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## Goal #4

Goal #4 of the Achievement & Integration plan focuses creating pathways for students in high school to participate in post high school academic enrollments, specific to the first-generation college student. This goal is an achievement goal, and it aligns with the World's Best Workforce goal that all students are ready for college and career.

### **SMART Goal:**

District/school staff will work in conjunction with post-secondary institutions in the area to create pathways to support the increase of Multilingual Learner students to attend post-secondary institutions from 1% currently, to 5% by the graduation class of 2023.

Baseline: Currently, 1% of identified multilingual learner students attend an institution of higher learning from the LqPV school district.

### Action Steps:

- a. Promotion of post-secondary opportunities through district staff such as teachers, counselors, and administration.
- b. Work to support students of first-generation families to attend post-secondary institutions and the return to work in the communities of the school district.
- c. Support students to increase cross-cultural fluency, interactions, and competencies.

## Advisory Committee

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

Brenda Domeier – Director of Finance  
Maureen Heinecke – Principal at Appleton-Milan Elementary  
Scott Sawatzky – Middle School/High School Principal  
Kipp Stender – Principal at Madison-Marietta-Nassau Elementary  
Lisa Bungarden – Parent and School Employee  
Dawn Hegland – Parent  
Jake Sieg – Parent  
Amber Molden – Parent  
Alyssa Besonen – Teacher  
Scott Conn – Parent and School Board Member  
Darcy Kleven – Teacher  
Ritchie Voorhees – Community Member/Former Parent  
Rachel Riggenhagen - Teacher  
Ann Thompson – Community Member  
Erica Fernholz – Teacher  
Maynard Meyer – Community Member  
Dawn Bjorngan – Parent  
Rick Ellingworth – Superintendent of Schools