



2023-24 WORLD'S BEST WORKFORCE ANNUAL REPORT

Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. The APS World's Best Workforce Plan addresses the following four goals:

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.

COMPREHENSIVE ACHIEVEMENT AND CIVIC READINESS

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR).

This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

CACR plans will address the four WBWF goals listed on the previous page, as well as one additional goal:

- Prepare students to be lifelong learners.



“Our committed and dedicated staff work tirelessly to create an environment where every student has the opportunity to learn and grow. We are proud of the wealth of opportunities the students have to explore, grow, and succeed. Our strong partnerships and collaboration with the families and the community are the foundation of our success.”

– Darcy Josephson, Asst Superintendent Teaching & Learning

CURRICULUM ADVISORY COUNCIL

The Curriculum Advisory Council, also known as CAC, is the formal advisory group for Alexandria Public Schools whose purpose is to advise, direct, and support the district in designing, implementing, and evaluating curricula to meet Minnesota Graduation Standards. The CAC membership includes students, parents, community and business members, teachers, administrators, and school board members to ensure that a wide range of perspectives is represented.

CAC volunteers serve three-year terms. Members are solicited by district leaders and through recommendations. New members are selected between June and September. The role of CAC is to communicate with parents the activities of the committee, and to solicit comments and feedback on curriculum and assessment.

The Curriculum Advisory Council serves in partnership with representatives of the instructional staff, the School Board, and administration.

Parent Representatives

Stephanie Stueve, GMC
Kari Van Wakeren, Lincoln
Amy Haggerty, Voyager
Robyn Stepaniak, Woodland
Julie Freier, Discovery
Kaylee Emter, AAHS

Business Representatives

Angela Dotty
Megan Burkhammer
Jason Lattimer

Student Representatives

Lydia Oldenkamp, AAHS
Mikayla Eggen, AAHS

Teacher Representatives

Alyssa Farhendorf, Primary
Casey Reis, Intermediate
Amy Balcome, DMS
Becky Schlichting, AAHS

Community Representatives

Ruthie Schultz
Theresa Ziebarth

School Board Representatives

Maureen Eigen
Shawn Reilly

Administrative Representatives

Troy Wunderlich, Elementary
Heather Timm, Secondary
Michelle Bethke-Kaliher, Director of Student Support Services
Darcy Josephson, Asst. Superintendent - Teaching & Learning
Rick Sansted, Superintendent

Areas reviewed by the Curriculum Advisory Council (CAC)

During the 2023-24 school year, the CAC reviewed and shared input on the following:


- New K-5 Literacy resources
- New Early Childhood resource
- 6-12 English Language Arts resources
- Middle School and High School course changes for the 24-25 school year
- 2022-23 World's Best Workforce Report
- Building Thinking Classrooms in Mathematics implemented
- New Minnesota Academic Science standards implemented
- Media centers processes and procedures
- Assessments-district and state
- Alternative Learning Program (ALP) for the 24-25 school year plans
- District calendars for the 2024-25 and 2025-26 school years
- Parent engagement
- Technology, including information on a new app that supports online student safety and digital citizenship
- E-learning days
- Teacher Induction program
- Professional development

DISTRICT STAFF DEVELOPMENT GOALS

- 1 Provide leadership training for certified staff.
- 2 Revise and create curriculum that aligns with state standards, that supports the curriculum review process and personalizing learning.
- 3 Elevate the consistency and effectiveness of teaching, assessment intervention and learning.
- 4 Provide mentorship and induction programming to probationary teachers, along with support for implementation of strategies and expectations as appropriate to the program.



GOAL 2: CLOSING ACHIEVEMENT GAPS

 The achievement gap between the students who qualify for free/reduced-price lunch and the students who don't qualify for free/reduced-price lunch will decrease by at least 1% from Spring 2023 to Spring 2024 as measured by the state accountability reading and math assessments.

In the gap between students who qualify for free/reduced price-lunch and students who don't, the math goal was met and the reading goal was not.

MATH GOAL MET

4%

the gap between the students who qualify for free/reduced-price lunch and the students who don't, decreased in math.

 **LITERACY GOAL**
The percentage of all students in Grade 3 in Alexandria Public Schools who are proficient on all reading state accountability tests (MCA and MTAS) will increase from 49.3% in Spring 2023 to 53% in Spring 2024. (Literacy goal)

LITERACY GOAL MET

56.6%

of 3rd grade students at APS, compared to 46.5% at the state level, were proficient on state reading assessments in Spring 2024.

STRATEGIES IMPLEMENTED TO MEET THE GOALS

Our schools utilize Multi-Tiered System of Supports (MTSS) - a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Strategic Interventions

- MTSS (Multi-tiered Systems of Support) system in place.
- Data-driven instruction:
 - Small group and individual interventions in academics and behavior.

Core Literacy Instruction

- Implemented new K-5 Elementary literacy resources.
- Continued with Content Literacy training at middle school and high school.

Evidence-based Strategies

- Continued with data dives for staff.
- Used data to drive building and district goals.
- Continued with progress monitoring students.


Behavior Strategies

- Direct skills instruction:
 - Small groups or within classrooms.



GOAL 1: SCHOOL READINESS




STUDENT ACHIEVEMENT GOALS
 Eighty-percent of students enrolled in APS Preschool will increase or maintain proficiency in emergent reading skills as identified by a district created rubric based on the Early Childhood Indicators of Progress (ECIP), L4 Motivation & Engagement from Fall 2023 to Spring 2024.

GOAL MET

100%

of the students maintained or grew.

 The percentage of students enrolled in APS Preschool who are on target in Total Protective Factors as measured by the Devereux Early Childhood assessment will increase from 90% in Spring 2023 to 95% in Spring 2024.

GOAL MET

96%

of the students were on target.

STRATEGIES IMPLEMENTED TO MEET THE GOALS

- ✓ New curriculum/assessment adopted with improved vocabulary tools and engaging literature.
- ✓ Started Conscious Discipline training with paraprofessional staff.
- ✓ Curriculum connection to monthly preK newsletters to extend in-school learning to home environment.
- ✓ Parent resources available on new website for high-quality developmental information.

FACT **302** parents and **192** children participated in Early Childhood Family Education programming.

FACT **201** children participated in preschool programming helping them to be better prepared for success in school.

GOAL 3: COLLEGE & CAREER READINESS

STUDENT ACHIEVEMENT GOAL

Eighty-eight percent of the Class of 2024 will be college and/or career ready as measured by the determined indicators.

- ACT - composite score of 21
- Accuplacer - Score of 250
- ASVAB - Score of 31
- Proficient MCA Score
- Successfully complete the expectations for the Practice Assessment Exploration System (PAES) Lab
- Enroll and pass a college course
- Enroll and pass a CAPS class
- Successfully complete the Career Mentorship Program
- Successfully complete the Employment Seminar course
- Successfully complete the Work Seminar course

STRATEGIES IMPLEMENTED TO MEET THE GOAL

- ✓ Formed a committee to develop the rubrics for the Portrait of a Graduate skills to define success criteria.
- ✓ Continued to offer Cardinal Fab.
- ✓ Began a Future Health Professionals HOSA Chapter.
- ✓ Provided 9th grade Career Expo, 10th grade field experiences, 11th grade job shadowing, 12th grade CAPS/Career Internship opportunities.
- ✓ Offered a Job Fair for grades 9-12.
- ✓ Offered Certifications for CNA (Certified Nursing Assistant), EMR (Emergency Medical Responder), CPR/First Aid, ServSafe, OSHA-10.



88%

of the class of 2024 met one of the determined indicators of college/career readiness.



107 students enrolled and successfully completed a CAPS (Center for Professional Studies) class



36 students completed internships in the 2023-24 school year



99% of the senior students presented their portfolios to staff and community



7,593 community resource hours were provided to our staff and students



84
INDUSTRY CERTIFICATIONS
EARNED IN 2023-24

- 28 students obtained CNA certification
- 34 students earned CPR/First Aid certification
- 13 students obtained EMR certification
- 7 students earned ServSafe certification
- 2 students completed the OSHA-10 certification



13
GROUPS OF STUDENTS WERE
ENGAGED IN BUSINESS CAPS
AUTHENTIC PARTNER PROJECTS
IN THE 2023 FALL SEMESTER

GOAL 4: GRADUATION RATE

STUDENT ACHIEVEMENT GOAL

The four-year graduation rate for Alexandria Area High School all student groups will increase from 92.8% for the class of 2022 to 94% for the class of 2023.



204
SENIORS
ENROLLED IN
COLLEGE COURSEWORK

96.6%

The class of 2023 at Alexandria Area High School (AAHS) saw 96.6% of its students graduate from high school, an increase of 3.8 percent over the 2022 rate.

CLASS OF 2024

- **58%** plan to attend a 4-year college/university
- **23%** plan to attend a 2-year college
- **9%** plan to enter the workforce
- **10%** plan to enter military service, complete apprenticeship/certification programs, take a gap year or continue on to the Transition Center.

(272 respondents out of 301 graduates)

STRATEGIES IMPLEMENTED TO MEET THE GOAL

Our schools utilize Multi-Tiered System of Supports (MTSS) - a systemic, continuous improvement framework for ensuring positive social, emotional, behavioral, developmental, and academic outcomes for every student.

Strategic Interventions

- Continued Tier 2 interventions using Check-in, Check-out (CICO) process.
- Continued implementation of Elevate and Guided Study Block programs.

At-Risk Students

- Evaluated student needs and implemented strategies for students with multiple F's.
- Offered credit recovery opportunities at AAHS.

Support Services

- All seniors met with their Academy counselors to create individual plans.

Early College

- 12 AP Courses.
- 32 Concurrent Enrollment courses, holding 99 total Concurrent Enrollment credits.

Alternative Learning Program

- Investigated and began implementation of an Alternative Learning Program (Bridgeway Career Learning Program) at AAHS.



100
NATIONAL HONOR
SOCIETY GRADUATES

MISSION

Our Core Purpose with Distinction

Our mission is to achieve educational excellence and to inspire a life-long passion for learning.

VISION

What We Intend to Create

Our vision is to be an extraordinary school district that tailors learning for all, by working together.



Strategic Directions

Focus of Our Continuous Improvement

A. Student-centered Learning

We will meet the unique social, emotional and academic needs of all learners.

B. Family & Community Engagement

We will foster meaningful partnerships with families and communities to support all learners.

C. Student Achievement & Engagement

We will provide challenging and engaging learning experiences informed by evidence-based strategies.

D. Employee Retention & Recruitment

We will provide an exceptional work environment to attract and retain top talent who are committed to the District's mission and vision.

E. Telling Our Story

We will identify and communicate the benefits and competitive advantages of our schools to current and prospective families.

F. Effective & Efficient Operations

We will optimize our resources through efficient and effective systems.

PORTRAIT OF A GRADUATE

The Portrait of a Graduate works together with the district's operational plan and the Desired Daily Experience (DDE) framework to help us chart a path for the district's future. The Portrait of a Graduate is a collective vision that articulates the community's aspirations for all students. It outlines the 21st century skills, competencies and characteristics we collectively believe all of our students should have by the time they graduate from our district.

Self Directed	Critical Thinking
Communication	Creative Thinking
Collaboration	Civically & Globally Engaged

