Comprehensive Achievement and Civic Readiness

Achievement & Integration

Annual Report



2024-2025 Report
2025-2026 Plan

WELCOME

Tiger Community,

Albert Lea Area Schools remain committed to ensuring every student has the support they need to grow and achieve. The Minnesota CACR report provides valuable information on how our students are performing academically, and we view this as an opportunity to strengthen our work.

We are focused on meeting students where they are, from recognizing their individual needs, strengths, and goals to challenging them to increase achievement in the areas identified in the CACR report. Through strong instruction, targeted support, and high expectations, we will continue working to ensure that all students are well-prepared for their future success.

Together, with our families and community, we are determined to help every student reach their full potential.

With Tiger Pride,
Dr. Steven Heil, Superintendent on behalf of District 241

Report Overview

The purpose of Minnesota's Comprehensive Achievement and Civic Readiness (CACR) initiative is to ensure all students receive a high-quality education that fosters academic success and prepares them to be engaged, active citizens in their communities and lifelong learners after graduation.

The district establishes goals for each of the following areas:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.
- Prepare students to be lifelong learners.

This reports gives stakeholders information about:

- 2024-2025 Progress
- 2025-2026 Goals
- Strategies

MISSION, VISION, MOTTO

Mission:

To ensure individual academic, social and emotional growth that leads to engaged citizens and lifelong learners.

Vision:

Inspiring Learners and Cultivating Growth to Positively Impact Our Community

WE ARE TIGERS - CORE VALUES

 Teaching	We deliver high-quality instruction grounded in literacy and aligned to guaranteed, viable standards, ensuring every student advances academically, socially, and emotionally as a lifelong learner.
 Innovation	We embrace purposeful innovation to enhance learning, expand opportunity, and equip students with the skills and adaptability required to thrive in their preK-12 experience, as well as college, career, and community life.
 Grit	We foster resilience, responsibility, and sustained effort in students and staff, cultivating a culture where hard work, perseverance, and continuous improvement drive a growth mindset in their personal and academic growth development.
 Empowerment	We empower staff and students through collaboration, professional learning, and shared leadership, ensuring every individual has the support and authority to contribute to collective success.
 Readiness	We prepare students for each stage of preK-12 learning, college, career, and life by promoting rigorous learning, character development, and the real-world skills needed to positively impact our community.
 Systems	We create aligned, reliable systems while acting as responsible stewards of our resources and community trust, ensuring sustainable success and continuous growth for every student and staff member.

ALL CHILDREN ARE READY FOR SCHOOL

Albert Lea Area Schools has a multi-faceted approach to support early learners and help them to be prepared for Kindergarten. Programming includes:

- Early childhood screening, multiple times per year
- Early Childhood Family Education
- Early Childhood Special Education
- Pre-K Preschool (ages 3-5)
- Wraparound Care

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

In Fall 2024, 44% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2025, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 54%.

PROGRESS TOWARD THE GOAL:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above the "Low Risk" category	
Fall 2025 Goal	54%
Fall 2025 Actual	47%

STRATEGIES USED

- Share information with caregivers about Kindergarten readiness and literacy, including strategies to use at home
- Increase access to high-quality preschool and childcare by reducing scheduling, transportation, and financial barriers for those in need.
- Complete Phase I literacy training for Early Childhood staff as outlined in MN READ Act regarding effective literacy practices
- ~~ECFE will utilize a literacy series class for children ages 3-5 to support early literacy learning.~~
- Provide teachers job-embedded professional development via an instructional coach as it relates to their individual growth plans and professional growth goals.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

In Fall 2025, 47% of Albert Lea Area Schools' Kindergarten students scored at or above low-risk Fall benchmark scores as measured by the FastBridge earlyReading assessment, composite score. In Fall 2026, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 51%.

2025-2026 FALL REALITY:

FastBridge EarlyReading Composite Score: Kindergarten students scoring at or above each risk level			
Fall 2025 Actual			Fall 2026 Target
High risk	Some risk	Low risk	Low Risk
17%	36%	47%	51%

ALL CHILDREN ARE READY FOR SCHOOL

IMPLEMENTATION STRATEGIES IDENTIFIED	
Teaching	Provide Phase I literacy training for staff new to Early Childhood Opportunities for Early Learning and Kindergarten teachers to observe in each other's classrooms
Innovation	Community Education will partner with District Literacy Lead to offer literacy learning opportunity for caregivers
Grit	Share information with caregivers about Successful Learner Equation, including strategies to use at home
Empowerment	Timely and relevant professional development Offer professional development partnership opportunities to area community providers of preK children Kindergarten transition meetings for students receiving special education services
Readiness	Provide families with Kindergarten Orientation information Provide preschool screening
Systems	Strive to remove barriers for those in need such as transportation, financial, etc

ALL CHILDREN ARE READY FOR SCHOOL

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

In Fall 2024, 79.8% of Albert Lea Area Schools' Kindergarten students had attended a preschool program of choice prior to starting Kindergarten. Through implementation of identified action steps, the number of enrolled Kindergarteners who access preschool programming of choice during SY2024-2025 will increase to 83%.

PROGRESS TOWARD THE GOAL:

	Fall 2024 Actual	Fall 2025 Target	Fall 2025 Actual
Percent who participated in a preschool program	79.8%	83%	89%
Reported "none" or left blank	20.2%	17%	11%

STRATEGIES USED

- Work to remove financial, transportation, and scheduling barriers for families
- Applying for grants to obtain funds for removing the barriers of attendance
- Monthly, review available district preschool openings and partner with community outreach programs to build enrollment for families needing a preschool experience
- Advertise Preschool Open Enrollment
- Send out surveys to acquire community needs
- Assisting families with Pathway I grant applications as Pathway I funding is awarded directly to the student

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

In Fall 2025, 89% of Albert Lea Area Schools' Kindergarten students had attended a preschool program of choice prior to starting Kindergarten. Through implementation of identified action steps, the number of enrolled Kindergarteners who access preschool programming of choice during SY2025-2026 will increase to 93%.

2025-2026 FALL REALITY:

Fall 2025 Actual		Fall 2026 Target
Percent who participated in a preschool program	89%	93%
Reported "none" or left blank	11%	

ALL CHILDREN ARE READY FOR SCHOOL

IMPLEMENTATION STRATEGIES IDENTIFIED

Continue all previously identified strategies as we are seeing an impact!

Teaching	Provide families with information for early learning scholarship opportunities
Innovation	Visit culturally specific gatherings to share preK and other information
Grit	Review community needs assessment conducted by community ed **Community Needs Assessment sent every other year
Empowerment	Regularly review available district preschool openings and strive to fill available slots
Readiness	Market preschool enrollment opportunities
Systems	Strive to remove barriers for those in need such as transportation, financial, etc.

ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:
Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on MCA-III assessments for all racial/ethnic and economic groups by 3 percentage points by May 2025.

STRATEGIES USED:

- Implementation of the High Reliability Schools framework. Focus Areas:
  - Level 1: Safe, Supportive and Collaborative Culture
  - Level 2: Effective Teaching in Every Classroom
  - Level 3: Guaranteed and Viable Curriculum
- Teachers will be provided with clear, ongoing evaluations that are based on multiple sources of data and are consistent with student achievement data.
- Teacher Development and Evaluation Task Force will convene to align Culturally Responsive Methodologies to the Observation/Evaluation Framework to align with 2023 legislative session requirements which take effect in SY25-26.
- Provide job-embedded professional development and opportunities for peer observations to support teachers as they implement effective instructional strategies.
- Continue the REACH program for students in grades 9-11 which serves to increase engagement and success in school.
- EL teachers continue to Co-Teach in core classes to meet the needs of multilingual learners.
- Continued to utilize District Success Coaches supporting students and families to increase home to school connections for the benefit of student learning.
- Continue offering professional development opportunities for staff on topics of culture, diversity and equity. Utilize collaborative teams and the Marzano Instructional Model.
- Continued opportunities for teachers to observe and discuss effective teaching through Instructional Rounds.
- Ongoing data review cycles to target individual student needs and ensure growth through the MTSS process will continue to be utilized.
- Multi-tiered Systems of Support academic interventions will be implemented at all levels in the District.

PROGRESS TOWARD THE GOAL AND 2025-2026 FALL REALITY

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-8, 11			
	Math		
	2023 Actual	2024 Actual	2025 Actual
Hispanic/Latino	17.9	25.3	23.7
Asian	16.4	21	19.3
Black/African American	12.9	21.2	28.5
American Indian	7.8	24.6	28.5
Two or More Races	+2.4	16	13.2
FRP	24.7	24.7	20.2

Difference in MCA Proficiency Rates with Comparison Group* Numbers listed are % difference for grades 3-8, 10			
	Reading		
	2023 Actual	2024 Actual	2025 Actual
Hispanic/Latino	20.6	22.9	24.8
Asian	14.4	14.3	19.3
Black/African American	14.9	13.7	21.9
American Indian	28.9	14.9	14.6
Two or More Races	0.7	15.7	8.2
FRP	24.9	19.7	22.2

*RACIAL/ETHNIC SUBGROUPS LISTED ARE COMPARED WITH THE PERFORMANCE OF WHITE STUDENTS TO DETERMINE THE GAP DATA REPORTED.
THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE 2024 ACTUAL NUMBERS.
FREE/REDUCED PRICING SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-FREE/REDUCED PRICING STUDENTS TO DETERMINE THE GAP DATA REPORTED.

ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:
Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on literacy and math benchmark assessments for all racial/ethnic and economic groups by May 2026.

RACIAL/ETHNIC SUBGROUPS LISTED ARE COMPARED WITH THE PERFORMANCE OF WHITE STUDENTS TO DETERMINE THE GAP DATA REPORTED.
THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE ACTUAL NUMBERS.

	Fall 2025 eReading	Fall 2025 aReading	Fall 2025 eMath	Fall 2025 aMath
Hispanic/Latino	-11.9	-26.0	-16.0	-27.5
Asian	-4.8	-17.6	-22.6	-25.1
Black/African American	-2.8	-26.8	-30.1	-33.9
American Indian	NA	-19.6	NA	-27.7
Two or More Races	13.5	-2.8	-7.1	-2.6

FREE/REDUCED PRICING SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-FREE/REDUCED PRICING STUDENTS TO DETERMINE THE GAP DATA REPORTED.
SPECIAL ED SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-SPECIAL ED STUDENTS TO DETERMINE THE GAP DATA REPORTED.
ENGLISH LEARNERS SUBGROUP IS COMPARED WITH THE PERFORMANCE OF NON-ENGLISH LEARNER STUDENTS TO DETERMINE THE GAP DATA REPORTED.
THE GOAL IS TO REDUCE THE GAP, SO THE TARGET NUMBERS ARE SMALLER THAN THE ACTUAL NUMBERS.

Free/Reduced	-15.1	-15.9	-16.7	-21.6
Special Education	-3.5	-30.0	-17.1	-37.7
English Learners	-22.0	-37.4	-18.1	-41.1

ALL RACIAL & ECONOMIC ACHIEVEMENT GAPS BETWEEN STUDENTS ARE CLOSED

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

Albert Lea Area Schools will decrease the gap in Reading and Math proficiency rates on literacy and math assessments for all racial/ethnic and economic groups by May 2026.

IMPLEMENTATION STRATEGIES IDENTIFIED

Teaching	Implementation of High Reliability Schools Level 2: Effective Teaching in Every Classroom Implementation of High Reliability Schools Level 3: Guaranteed and Viable Curriculum Teachers will be provided with clear, ongoing evaluations based on multiple sources of data and consistent with student achievement data Provide job-embedded professional development and opportunities for peer observations. Continue offering professional development on culture, diversity, and equity. Utilize collaborative teams and the Marzano Instructional Model. Continued opportunities for teachers to observe and discuss effective teaching through Instructional Rounds. MTSS academic interventions implemented at all levels. Implementation of Culturally Responsive Methodologies
Innovation	Expand co-taught Level 3 course access for ELs
Grit	Ongoing data review cycles to target student needs in the MTSS process
Empowerment	Host meaningful family nights for families to learn how to support their student at home
Readiness	EL teachers continue to co-teach in core classes to meet the needs of multilingual learners
Systems	Implementation of High Reliability Schools Level 1: Safe, Supportive & Collaborative Culture) Continued utilization of District Success Coaches supporting students and families. Continue the REACH program for students in grades 9–11 to increase engagement and success. Leverage Success Coaches to learn about cultures of the student population. Homework/Study Clubs

ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

Albert Lea High School strives to prepare students for post-secondary experiences. This preparation includes supporting all students, whether their future plan is to enter a career field or attend college. The school has a robust program of Advanced Placement and College in the Schools courses. In addition, students may be placed in internships and, apprenticeships, explore careers, and complete certifications required for career fields. Students at Albert Lea High School may take the ACT, Accuplacer and ASVAB tests during the school day.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

Albert Lea Area Schools will increase the percentage of students who score a Composite score of 23 on the ACT from 34% to 40**%** by May of 2025.

PROGRESS TOWARD THE GOAL:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2023 Actual	26%
Spring 2024 Actual	34%
Spring 2025 Actual	21%

STRATEGIES USED

- Continue our commitment to Naviance to support our 8th-12th grade students and continue to share information with families
- Continued focus on high quality Tier I Instruction - focus on standards, align assessments.
- Offer pre-ACT to students at no cost
- Increased student time at places of employment in their desired fields by expanding our Diversified Work and Youth Skills course.
- Define course “pathways” that will guide students to the courses most closely aligned with their desired career.
- Increase in college and job site visits led by our counseling team.
- Offer career exploration programs, internships, and dual enrollment opportunities, ensuring students graduate with both academic knowledge and practical skills
- Offer mentorship classes, apprenticeship classes, career exploration classes, career fairs, and on-site career visits / tours.
- Expand partnership with local businesses.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

The percentage of all students in grade 11 at Albert Lea High School who meet or exceed the College Readiness Benchmark composite score as measured by ACT will increase from 20.8% in 2025 to 34% in 2026.

2025-2026 FALL REALITY:

Percent of Albert Lea students (who tested) achieving an ACT composite score of 23 and above	
Spring 2025 Actual	21%
Spring 2026 Goal	34%

Image from International

ALL STUDENTS ARE READY FOR CAREER AND COLLEGE

IMPLEMENTATION STRATEGIES IDENTIFIED

Teaching	Continued focus on high-quality Tier I Instruction—focus on standards, align assessments, and strive for 80% proficiency. Ensure students have effective note-taking skills, grade-level reading/writing, and access to writing standards Creation of 8th Grade Literacy Intervention Classes; expand to grades 9–12 Focused efforts to increase reading and writing in all core classes
Innovation	Continue to develop the Academy model and determine course "pathways" that align to student career interests; create individualized course plans in 9th grade. Plans to launch CEO course Fall 2026 Expand partnership with local businesses (innovation + community connection
Grit	Set goals and timelines to develop time-management skills.
Empowerment	Continue our commitment to Naviance for 8th–12th graders and share information with families.
Readiness	Offer career exploration programs, internships, dual enrollment, and real-world learning opportunities. Increased student time at employment sites via Diversified Work & Youth Skills courses Offer mentorship, apprenticeship, career fairs, career visits/tours
Systems	Offering of pre-ACT combined with the effort to align in-class assessments to ACT-style question stems.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

Supporting high school students toward graduation is a crucial goal for school communities. High school students not only need academic support but also social and emotional guidance. ALAS will offer comprehensive programs that address the well-being of students, fostering a positive and inclusive school culture. Encouraging students to develop resilience, self-regulation, and effective study skills can help them succeed academically and cope with the challenges they may encounter during their high school journey. Additionally, Identifying students at risk of dropping out early and implementing targeted interventions is crucial for increasing graduation rates.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

The overall four-year graduation rate will increase from 75.6% in 2023 to 80% with no individual racial/ethnic group below 80% by 2024.

PROGRESS TOWARD THE GOAL AND 2024 SPRING REALITY

Percent of Albert Lea students graduating in 4 years						
	2020	2021	2022	2023	2024	Change from 2023 to 2024
All students	80.9	71.8	78.1	75.6	74.2	-1.4
Asian	80.0	90.0	85.8	64.7	88.2	+23.5
Hispanic/Latino	76.3	59.7	71.8	70.8	63.5	-7.3
White	84.6	74.6	81.2	79.8	77.5	-2.3

DATA SHOWN FOR COHORT GROUPS WITH N⩾20.
GRADUATION RATE IS REPORTED IN MARCH FOR THE PREVIOUS YEAR. THEREFORE, MOST RECENT DATA IS FROM 2024.

STRATEGIES USED

- Continue Advisory (FLEX) class and REACH Programs.
- Targeted Credit Recovery/Guided Study Hall efforts for students who just failed a course to provide more timely intervention to help students hone needed skills and lessen the risk of crippling credit deficits.
- Continued collaboration between Special Education case managers and school counselors, students, and families to ensure course of study plans are updated and students are on track to graduate.
- Continue multilingual learners learning plans and support collaboration with classroom teachers to ensure we're meeting the needs of our multilingual students. Support students as they work to graduate in 4 years.
- Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2). Focus on high-quality Tier 1 instruction.
- Creation of "Instructional Cycles" to better define the curricular expectations of courses and to streamline the standards that need to be relearned and assessed via credit recovery.
- Design and launch a reading intervention program to provide 8th-grade students with the foundational literacy skills needed to earn the required credits to graduate.
- Integration of graduation progress benchmarks and academic support into our extracurricular activities.
- Development of detailed graduation plans for newly enrolled multilingual students to better lay out a path to graduation and language proficiency.

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

The overall four-year graduation rate will increase from 74.2% in 2024 to 78% with no individual racial/ethnic group below 78% by 2025.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

IMPLEMENTATION STRATEGIES IDENTIFIED

Teaching	Provide professional development focused on developing and maintaining effective teaching in every classroom (HRS Level 2). Focus on high-quality Tier 1 instruction. Provide high-quality Tier I instruction—focus on standards, align assessments, strive for 80% proficiency. Creation of "Instructional Cycles" to better define curricular expectations and streamline standards in credit recovery. Design and launch a reading intervention program to provide 8th-grade students with foundational literacy skills. 8th-grade teams are developing grade-wide initiatives to focus on basic academic skills.
Innovation	Create individual learning plans for all students that identify an Academy Pathway.
Grit	Teach resilience FLEX classes monitor grades and credit attainment.
Empowerment	Increase family and community engagement; collaboration with all pertinent stakeholders. Continued collaboration between Special Education case managers, counselors, students, and families to update course plans and ensure students are on track to graduate. Continue multilingual learners learning plans and support collaboration with classroom teachers.
Readiness	Continue Advisory (FLEX) class and REACH Programs. Targeted Credit Recovery/Guided Study Hall efforts for students who just failed a course to provide timely intervention. Integration of graduation progress benchmarks and academic support into extracurricular activities. Development of detailed graduation plans for newly enrolled multilingual students. Earlier ALC referral as an intervention—student engagement.
Systems	Monthly grade-level meetings to review attendance and academic performance. Changes in the Activities Department eligibility criteria to better align with progress toward graduation. Strategic professional development to ensure effective teaching and leading. Developing a student mentor program to connect upperclassmen with struggling 8th and 9th graders.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

The overall seven-year graduation rate will increase from 87.5% in 2023 to 90% with no individual racial/ethnic group below 90% by 2024.

PROGRESS TOWARD THE GOAL AND 2024 SPRING REALITY

Percent of Albert Lea students graduating in 7 years						
	2020	2021	2022	2023	2024	Change from 2023 to 2024
All students	84.1	86.9	84.0	87.5	81.1	-6.4
Asian	80.0	86.7	78.6	89.5	100	+10.5
Hispanic/Latino	70.2	83.3	80.3	85.0	64.9	-20.1
White	88.6	89.3	87.2	89.8	86.3	-3.5

DATA SHOWN FOR COHORT GROUPS WITH N⩾20.
GRADUATION RATE IS REPORTED IN MARCH FOR THE PREVIOUS YEAR. THEREFORE, MOST RECENT DATA IS FROM 2024.
TSTR = TOO SMALL TO REPORT

STRATEGIES USED

- Credit Recovery Course options
- Self-paced learning model
- Continuous Learning Plans for all students (credit status and attainment goals; as well additional academic, career/vocational, and social/emotional/behavior goals)
- Frequent communication/encouragement (Progress Reports, Letters to Home)
- Parent/Guardian Conferences
- Small teacher/student “cohorts” to discuss ALC success strategies
- A Work Based Learning program
- Modified schedules to align with individual student circumstances
- Maintaining list of “dropped students”
- Intentional exposure to post-secondary opportunities that await students who attain their high school diploma
- 1-to-1 student chromebook model
- Creating a safe and welcoming learning environment
- Attendance outreach from main office staff
- Special Ed Services and Resource Room
- PSEO/Middle College Program

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

The overall seven-year graduation rate will increase from 81% in 2024 to 88% with no individual racial/ethnic group below 88% by 2025.

ALL STUDENTS GRADUATE FROM HIGH SCHOOL

IMPLEMENTATION STRATEGIES IDENTIFIED	
Teaching	Credit Recovery Course options Self-paced learning model Special Ed Services and Resource Room
Innovation	Research a hybrid model as a possible future school model for some ALC students
Grit	Small teacher/student “cohorts” to discuss ALC success strategies
Empowerment	Parent/Guardian Conferences Student Connection
Readiness	Work Based Learning program Intentional exposure to post-secondary opportunities for students earning a diploma PSEO/Middle College Program
Systems	Continuous Learning Plans for all students (credit status, academic/career/SEL goals) Frequent communication/encouragement (Progress Reports, Letters to Home) Modified schedules to align with individual student circumstances Maintaining list of “dropped students” 1-to-1 student Chromebook model Creating a safe and welcoming learning environment Attendance outreach from main office staff

PREPARE STUDENTS TO BE LIFELONG LEARNERS

Preparing students to be lifelong learners means equipping them with the skills and mindset to continuously seek knowledge, adapt to change, and think critically throughout their lives. By fostering curiosity, problem-solving abilities, and self-directed learning, schools help students become more resilient and capable of navigating various challenges. This preparation not only benefits their personal growth but also encourages them to become engaged, active members of their communities after graduation, contributing positively to society.

LOOKING BACK

GOAL FOR SCHOOL YEAR 2024-2025:

Develop Social and Emotional Competencies by equipping students with emotional resilience, social skills, and the ability to collaborate effectively (Grades 2-8).

	Social		Emotional		Academic		Overall	
	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025	Fall 2024	Spring 2025
ALL students	80.2	81.0	82.7	83.4	77.4	73.2	78.2	78.6
Hispanic/Latino	75.5	80.1	76.8	83.9	70.0	60.0	73.9	79.4
Asian	77.9	82.2	86.6	79.3	72.7	66.7	79.1	71.9
Black	84.2	81.3	84.2	81.3	68.4	68.8	76.3	71.9
American Indian	80.0	100.0	80.0	83.3	60.0	83.3	80.0	100.0
2 or more	76.4	79.2	81.8	86.8	72.7	69.8	72.7	83.0
White	83.1	81.1	84.5	84.0	82.0	76.8	80.7	79.6
FRP	77	78.4	82.7	83.4	74.0	70.1	75.1	75.9

STRATEGIES USED:

- Incorporate social-emotional learning (SEL) into daily instruction to ensure students can regulate emotions, communicate effectively, and work well in teams.
- Use the FastBridge SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) to assess emotional regulation, social skills, and problem-solving in social context.
- Obtain behavioral data by monitoring disciplinary incidents, attendance, and classroom behavior as indicators of students' social-emotional development.
- Regularly assess students' collaborative skills and social interactions through teacher evaluations.
- Survey Daily Desired Experiences annually.

PREPARE STUDENTS TO BE LIFELONG LEARNERS

LOOKING AHEAD

GOAL FOR SCHOOL YEAR 2025-2026:

Albert Lea Area Schools will equip students to develop their social and emotional competencies - emotional resilience, social skills, and the ability to collaborate effectively utilizing identified strategies each subcategory will increase proficiency by 3%.

	ALL students	Hispanic Latino	Asian	Black	American Indian	2 or more	White	FRP
Fall 2025 Actual	78.9	77.2	74.9	73.7	60.0	76.4	81.6	72.4
Spring 2026 Goal	81.9	80.2	77.9	77.7	63.0	79.4	84.6	75.4

IMPLEMENTATION STRATEGIES IDENTIFIED

Teaching

- Incorporate SEL into daily instruction to support emotional regulation, communication, and teamwork.
- Creating and implementing proficiency scales that require critical thinking.
- Collaborative learning to strengthen communication and academic engagement.
- Focus cognitive lift on students (student-centered instructional design).
- Authentic opportunities for academic skill building.
- FLEx (when used for academic monitoring, skill building, and support).

Innovation

- Introduce and incorporate different careers, hobbies, and activities in daily instruction.
- Provide opportunities for students to explore careers.

Grit

- Focus on resiliency and grit.
- Teach self-awareness.

Empowerment

- Regularly assess students' collaborative skills and social interactions through teacher evaluations.
- FLEx (when used to promote student agency, goal setting, and personal responsibility).

Readiness

- Authentic opportunities for skill building that prepare students for postsecondary pathways.
- Career exploration integration (cross-listed with Innovation but also supports readiness).

Systems

- Use the FastBridge SAEBRS screener for emotional/social/academic risk assessment.
- Obtain behavioral data (discipline, attendance, classroom behavior) as indicators of SEL development.
- Site-level High Reliability Schools (HRS) surveys to students, families, and staff.

ACHIEVEMENT AND INTEGRATION PLAN

The purpose of the Achievement and Integration 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

Link to Minnesota Department of Education, A&I Program

LOOKING BACK: 2020-2023

GOAL 1

The proficiency gap between the FRP and Non-FRP eligible Albert Lea Area Schools' students enrolled the full academic year in grades 3-7 according to the state Reading accountability tests (MCA, MTAS) will decrease from 27.7% in 2019 to 18.7% in 2023.

Aligns with WBWF/CACR area:
All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity
Summary: Did not meet goal, but made progress on reducing the proficiency gap.

GOAL 2

Albert Lea Area students' access to effective educators trained in culturally responsive leadership will remain steady, due to training 100% of newly hired teachers annually.

Aligns with WBWF/CACR area:
All students graduate from high school.
Goal type: Teacher Equity
Summary: Goal was met.

GOAL 3

The number of non-white students enrolling in early college courses will increase from 8% in 2019 to 9.5% in 2023.

Aligns with WBWF/CACR area: All students are ready for career and college.
Goal type: Integration
Summary: Goal was met.

LOOKING AHEAD: 2023-2026

GOAL 1

The number of students of color enrolling in early college courses (CIS/AP) will increase from 26% (33 students out of 125) in 2023 to 28% of the total cohort in 2026.

Aligns with CACR area:
All students are ready for career and college.
Goal type: Increasing racial and economic integration.

GOAL 2

Albert Lea Area Schools will reduce the achievement gap between students of color and white students for proficiency on the MCA-III Reading assessments from the Spring 2022 baseline gap of 16.1 percentage points to a target goal of 10 percentage points in 2026.

Aligns with CACR area:
All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

GOAL 3

Albert Lea Area Schools will increase professional development opportunities related to cultural competency from 1 event in SY 22-23 to 6 events in SY 25-26. These professional development opportunities will increase the understanding of factors that contribute to achievement gaps and will incorporate strategies that are designed to close those achievement gaps.

Aligns with CACR area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

AL SCHOOLS A&I PLAN 2023-26

ACHIEVEMENT AND INTEGRATION PLAN

	Looking Back: 2023-2024	Looking Back: 2024-2025	Looking Ahead: 2025-2026
The number of students of color enrolling in early college courses (CIS/AP) will increase from 20.8% (33 students out of 159) in 2023 to 22.4% of the total cohort in 2026. **Aligns with CACR area:** All students are ready for career and college. **Goal type:** Increasing racial and economic integration.	33 students out of 125 = 26% ON TRACK	36 students out of 198 = 18% NOT ON TRACK	GOAL = 22.4%
Albert Lea Area Schools will reduce the achievement gap between students of color and white students for proficiency on the MCA-III Reading assessments from the Spring 2022 baseline gap of 16.1 percentage points to a target goal of 10 percentage points in 2026. **Aligns with CACR area:** All racial and economic achievement gaps between students are closed. **Goal type:** Achievement Disparity	Spring 2024 gap = 19% NOT ON TRACK	Spring 2025 gap = 22% NOT ON TRACK	GOAL = 10% or less
Albert Lea Area Schools will increase professional development opportunities related to cultural competency from 1 event in SY 22-23 to 6 events in SY 25-26. These professional development opportunities will increase the understanding of factors that contribute to achievement gaps and will incorporate strategies that are designed to close those achievement gaps. **Aligns with CACR area:** All racial and economic achievement gaps between students are closed. **Goal type:** Teacher Equity	2 events ON TRACK	6 events GOAL MET	GOAL = 6 events

AL SCHOOLS A&I PLAN 2023-26

District Curriculum Advisory Committee

The District Curriculum Advisory Committee is an advisory committee to provide stakeholders with the opportunity to participate in:

- Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Graduation Standards.
- Identifying annual instruction and curriculum improvement goals for recommendation to the School Board.
- Making recommendations regarding the evaluation process that will be used to measure school district progress toward its goals.

The District Curriculum Advisory Committee includes representatives from the community, parents, instructional staff, administration, and the School Board.

Information regarding District Curriculum Advisory Committee is outlined in:

- Policy 603: Curriculum Development
- Policy 616: School District System Accountability

The District Curriculum Committee reviews the Comprehensive Achievement and Civic Readiness Plan prior to it going to the School Board for additional review.

American Indian Parent Advisory Committee

An AIPAC is required for districts that have 10 or more American Indian students enrolled. This committee serves in an advisory role and helps ensure that American Indian students are receiving culturally relevant and equitable educational opportunities.

BECOME INVOLVED!

To find out more information about how to serve on one of District 241's Advisory Committees, contact the District Office at 507-379-4804 or email norma.guerra.ortiz@alschools.org

www.alschools.org