CACR MINNESOTA STATE FRAMEWORK
Department of Education District Standards

Strategic Plan & Governance

COMPREHENSIVE ACHIEVEMENT & CIVIC READINESS

Comprehensive Achievement and Civic Readiness Plan

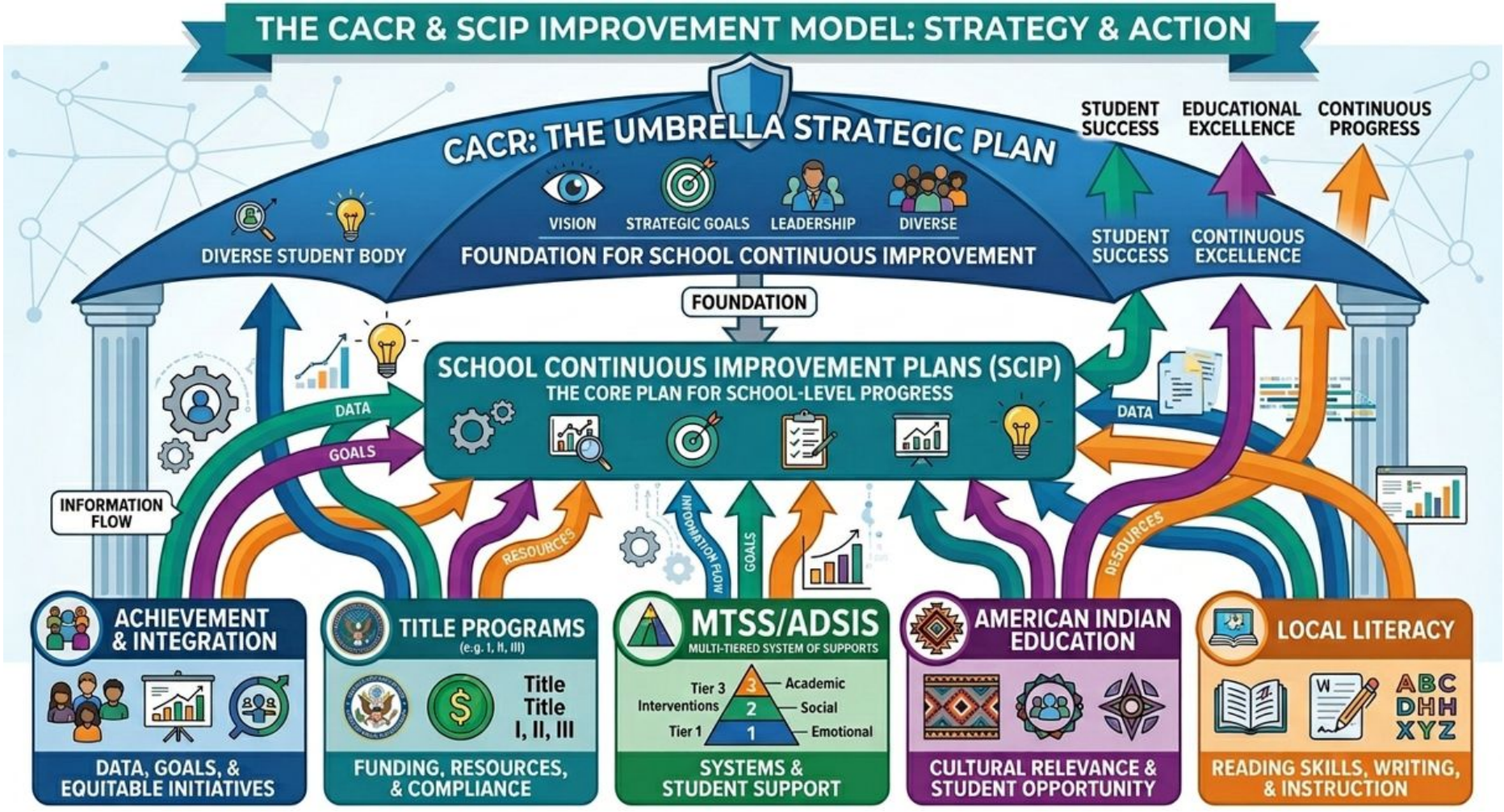
Annual District Strategic Framework, 5 Core Academic Goals, and Civic Engagement Outcomes

Monday, October 19, 2026

LEGISLATIVE BASIS
Minn. Stat. § 120B.11 (2024 Update)

PREVIOUS FRAMEWORK
World's Best Workforce (WBWF)

TARGET HORIZON
SY 2025–2026 Strategic Cycle


THE CACR & SCIP IMPROVEMENT MODEL: STRATEGY & ACTION
CACR: THE UMBRELLA STRATEGIC PLAN
VISION
STRATEGIC GOALS
LEADERSHIP
DIVERSE
DIVERSE STUDENT BODY
FOUNDATION FOR SCHOOL CONTINUOUS IMPROVEMENT
STUDENT SUCCESS
EDUCATIONAL EXCELLENCE
CONTINUOUS PROGRESS
STUDENT SUCCESS
CONTINUOUS EXCELLENCE
FOUNDATION
SCHOOL CONTINUOUS IMPROVEMENT PLANS (SCIP)
THE CORE PLAN FOR SCHOOL-LEVEL PROGRESS
DATA
GOALS
DATA
INFORMATION FLOW
RESOURCES
INFORMATION FLOW
GOALS
RESOURCES
ACHIEVEMENT & INTEGRATION
DATA, GOALS, & EQUITABLE INITIATIVES
TITLE PROGRAMS
(e.g. I, II, III)
Title I
Title II, III
FUNDING, RESOURCES, & COMPLIANCE
MTSS/ADSIS
MULTI-TIERED SYSTEM OF SUPPORTS
Tier 3 Interventions
Tier 2
Tier 1
3 Academic
2 Social
1 Emotional
SYSTEMS & STUDENT SUPPORT
AMERICAN INDIAN EDUCATION
CULTURAL RELEVANCE & STUDENT OPPORTUNITY
LOCAL LITERACY
ABC
DHH
XYZ
READING SKILLS, WRITING, & INSTRUCTION

STRATEGIC TRANSITION

Evolution from WBWF to CACR Framework

Legislative Context

Legacy WBWF Framework (2013)

Centered on traditional workforce preparation and standard academic proficiency benchmarks across 4 core goals.

School Readiness: Early childhood screening.
Grade 3 Reading: Elementary literacy focus.
College & Career: Secondary academic readiness.

Prior Statutory Model

Modern CACR Framework (2024+)

Expands focus to lifelong civic participation, comprehensive achievement gaps, and active democracy skills.

Civic Preparedness: Empowering lifelong learners.
Equitable Access: Diverse and effective educators.
Systemic Inclusion: Closing all achievement gaps.

Current Legislative Mandate

STRATEGIC PILLARS

The 5 Statutory Goals of CACR

Core Objectives

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.

01

School Readiness

All children ready for kindergarten entry.

02

Gap Closure

Close racial and economic achievement gaps.

03

Career & College

All students ready for postsecondary success.

04

Graduation

All students graduate from high school.

05

Civic Leadership

Prepare lifelong learners & active citizens.

STAKEHOLDER VOICE

Governance & Community Partnership

Ensuring continuous improvement through diverse advisory input and public accountability

District Advisory Committee Sub Committees

Includes parents, teachers, staff, students, and community members carefully selected to reflect district-wide diversity across subcommittees.

Annual Public Hearing

Public presentation of progress report to gather transparent community feedback and formal recommendations for the school board.

GOAL 1: KINDERGARTEN READINESS

All Children Are Ready for School: Reading Benchmark

FastBridge earlyReading Composite Score (Low-Risk Benchmark Target)

LOOKING BACK — GOAL SY 25–26

Fall 2025 Baseline → Fall 2026 Target

47% → 51%

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%.

LOOKING AHEAD — GOAL SY 26–27

Fall 2026 Score → Fall 2027 Target

37% → 47%

In Fall 2026, 37% 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 2027, we will increase the number of students meeting low-risk Fall Kindergarten benchmarks to 47%

GOAL 1: PRESCHOOL ENROLLMENT

All Children Are Ready for School: Preschool Access

Percentage of enrolled Kindergarteners attending a preschool program of choice prior to entry

LOOKING BACK

GOAL SY 25–26

Fall 2025 Baseline → Fall 2026 Target

89% → 93%

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%.

LOOKING AHEAD

GOAL SY 26–27

Fall 2026 Baseline → Fall 2027 Target

86% → 90%

In Fall 2026, 86% 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 SY2026-2027 will increase to 90%.

GOAL 1: PRESCHOOL ENROLLMENT

All Children Are Ready for School: Preschool Access

Percentage of enrolled Kindergarteners attending a preschool program of choice prior to entry

NATIONAL AVERAGE

All Preschool Programs: Approximately **48% to 50%** of 3- and 4-year-old children nationwide attend a preschool or center-based early learning program prior to kindergarten.

State-Funded Public Pre-K: About **33%** of 4-year-olds are enrolled in state-funded public prekindergarten programs.

STATE AVERAGE

All Preschool Programs: Approximately **48%** of 3- and 4-year-olds in Minnesota are enrolled in preschool, aligning closely with the national average.

State-Funded Public Pre-K: About **18%** of 4-year-olds participate in state-funded Voluntary Prekindergarten (VPK) or School Readiness Plus programs.

GOAL 2: GAP CLOSURE

Closing Racial & Economic Achievement Gaps

Reading and Math Universal Screener Benchmarks (FASTbridge, CAPTI Read Basix, DIBELS)

Looking Back • SY 25–26

Literacy & Math Benchmarks

Decrease proficiency gap in Reading and Math on benchmark assessments across all racial/ethnic and economic student groups by May 2026.

LOOKING AHEAD • SY 26–27 FOCUS

Reading Proficiency Gap

Albert Lea Area Schools will reduce reading proficiency gaps between racial/ethnic and economic student groups as measured by K–12 grade-level universal screening measures (FASTbridge, CAPTI Read Basix, and DIBELS) by June 2029.

Local Literacy Plan Goal: +3% Points

The percentage of K–12 students in Albert Lea Area Schools meeting or exceeding benchmark targets on each of the grade-level reading universal screening measures (FASTbridge, CAPTI Read Basix, and DIBELS) will increase by 3 percentage points from Fall 2026 to Spring 2027.

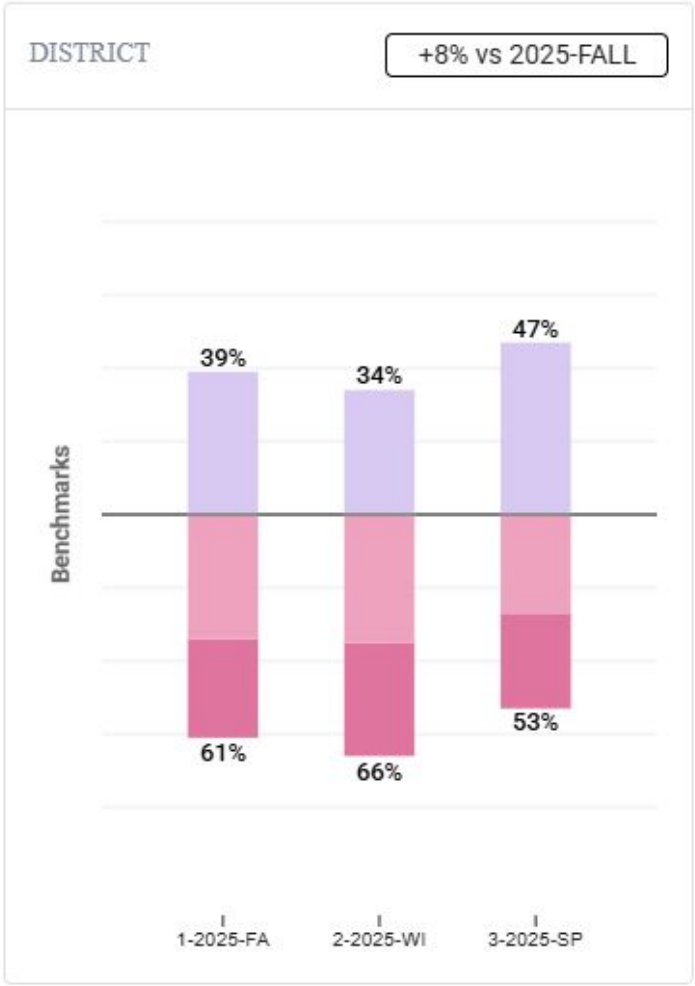
Math Proficiency Gap

Albert Lea Area Schools will decrease the gap in Math proficiency rates on math benchmark assessments for all racial/ethnic and economic groups by June 2029.

Note: FAST Gap Data Pending

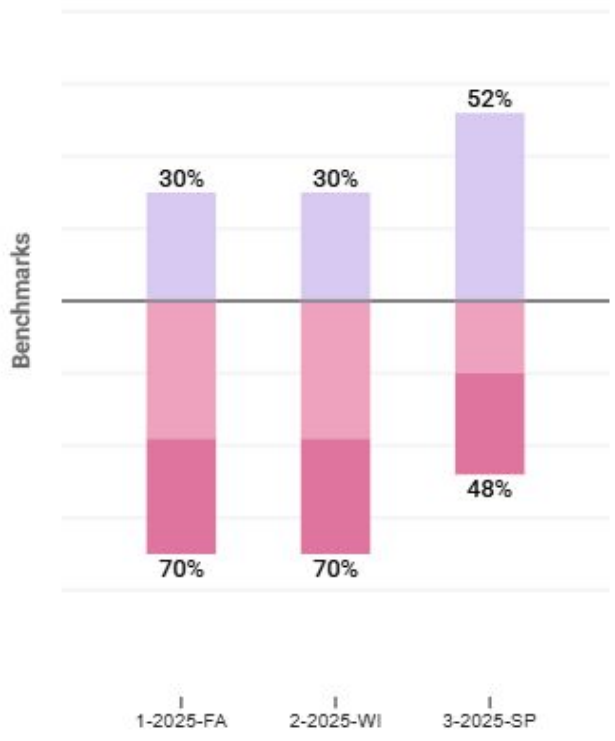
MCA 2026

Early Reading
K - 1



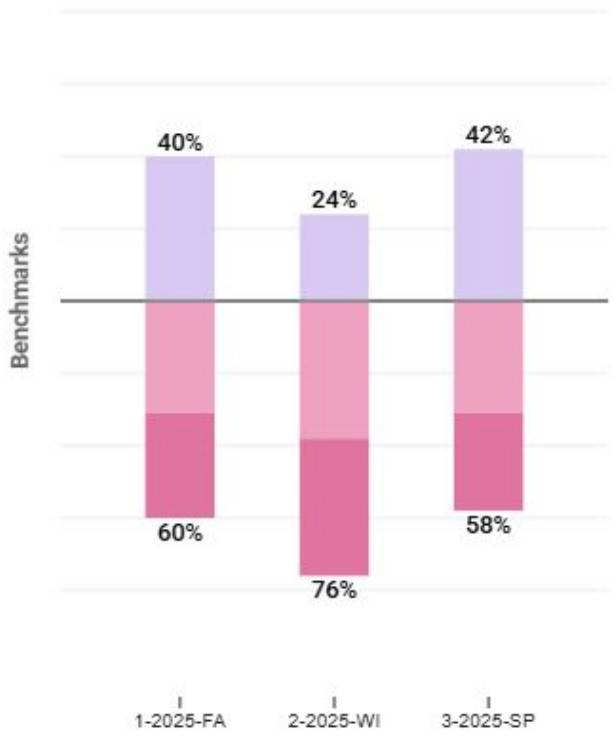
HALVERSON ELEMEN…

+22% vs 2025-FALL



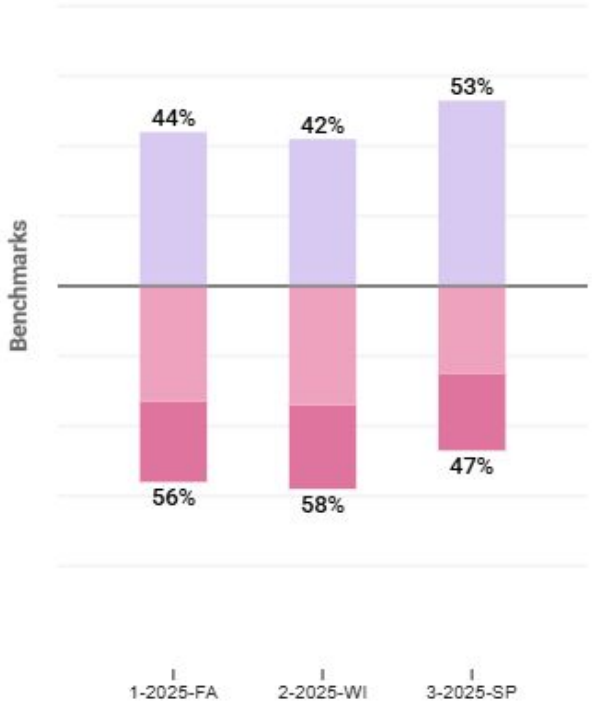
HAWTHORNE ELEME…

+2% vs 2025-FALL



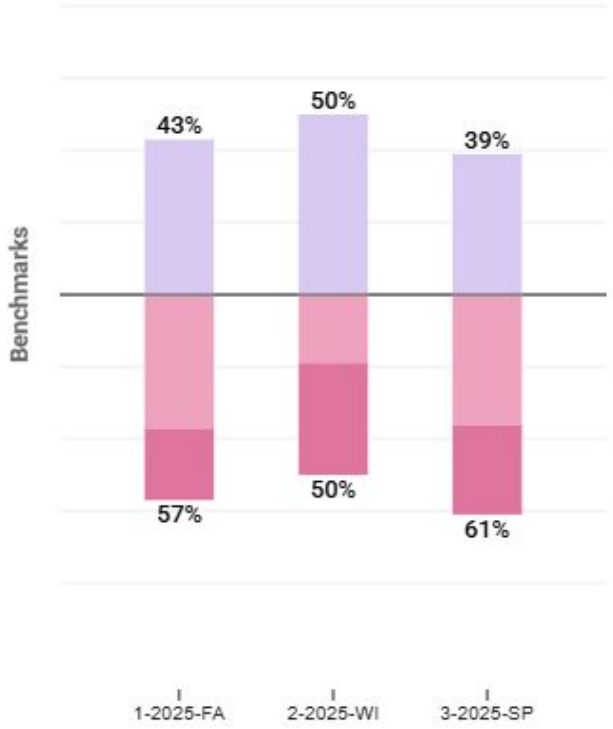
LAKEVIEW ELEMENT...

+9% vs 2025-FALL

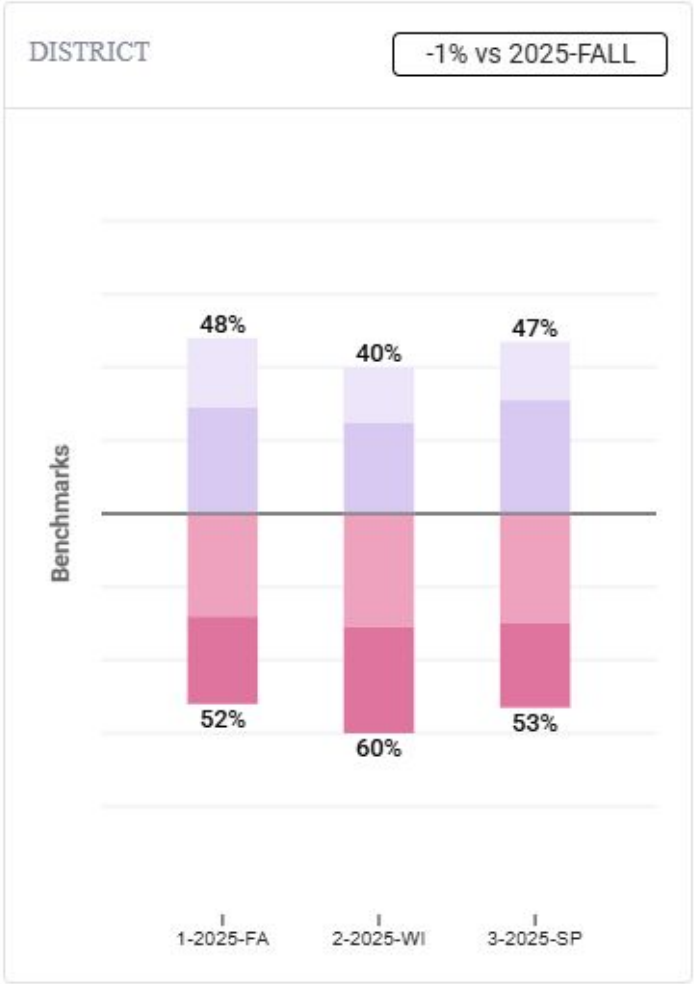


SIBLEY ELEMENTARY...

-4% vs 2025-FALL

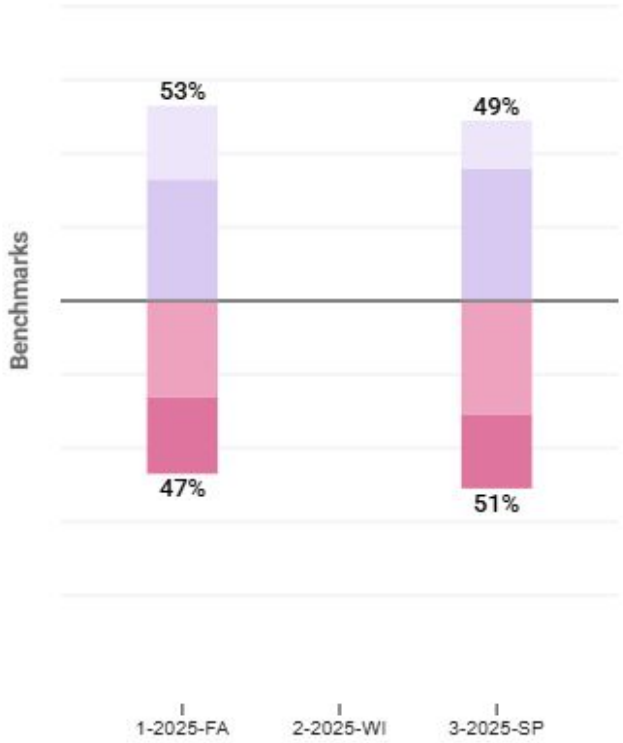


aReading
2 - 12



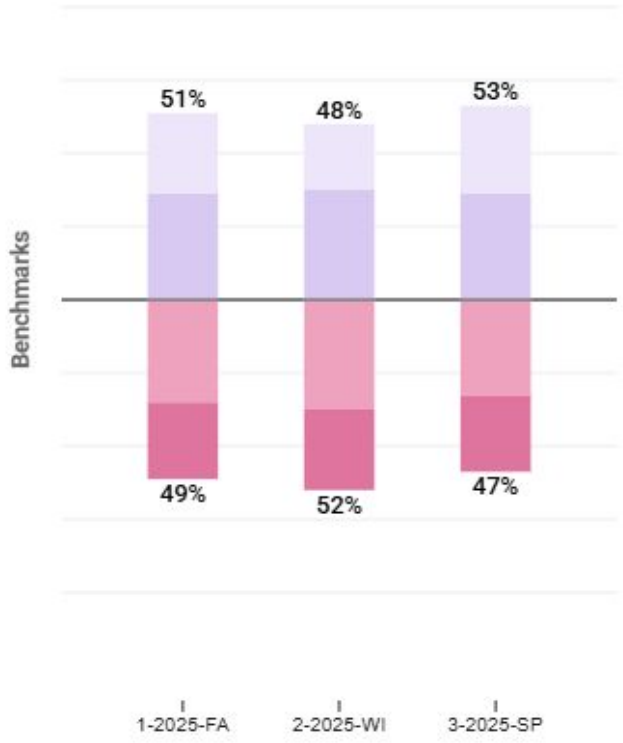
ALBERT LEA SENIOR …

-4% vs 2025-FALL



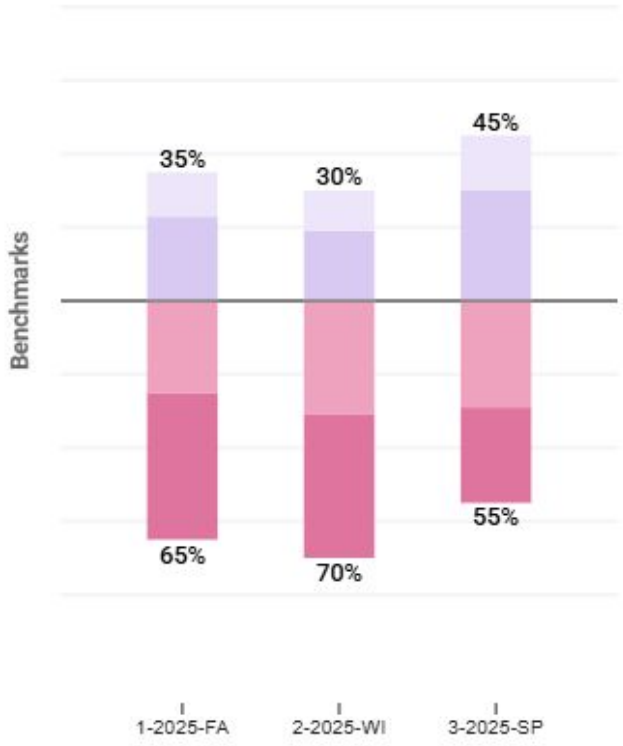
SOUTHWEST MIDDLE…

+2% vs 2025-FALL



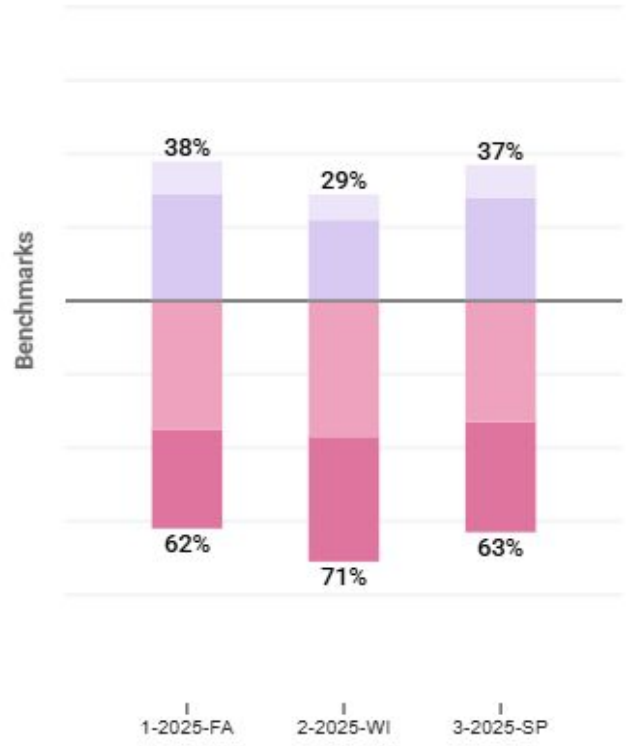
HALVERSON ELEMEN…

+10% vs 2025-FALL



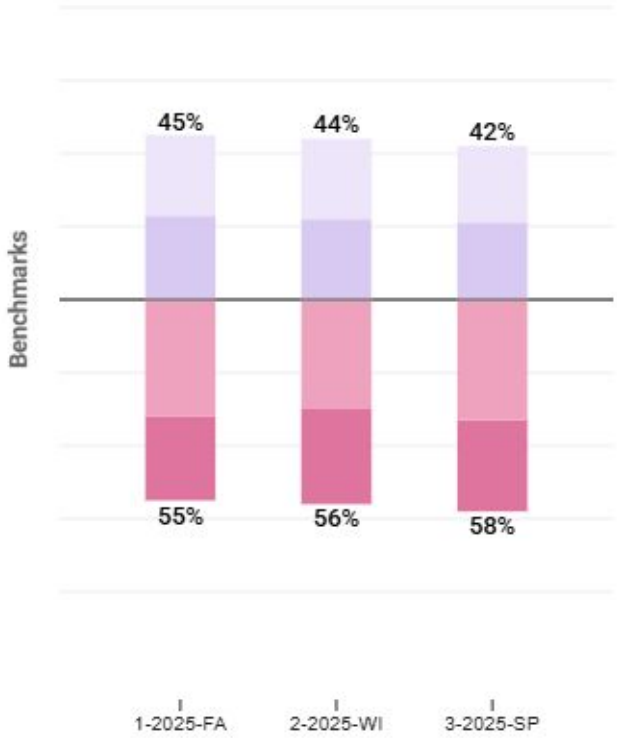
HAWTHORNE ELEME…

-1% vs 2025-FALL



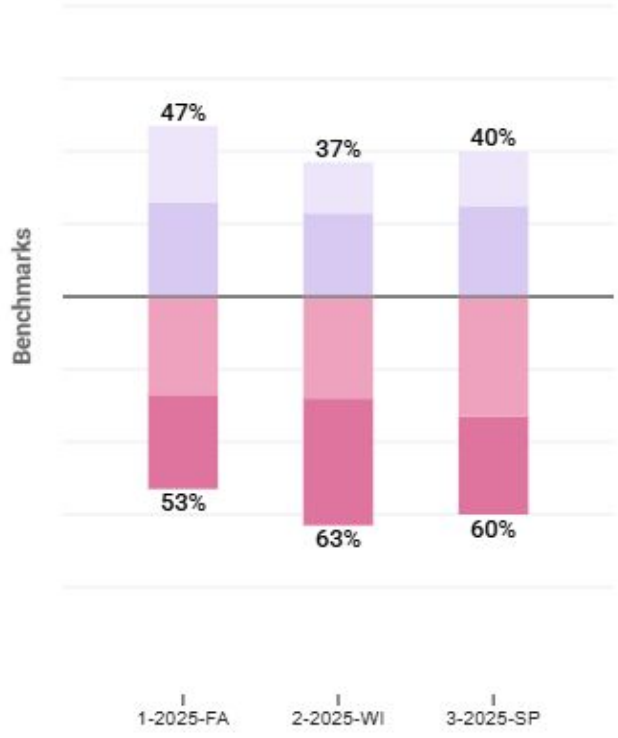
LAKEVIEW ELEMENT...

-3% vs 2025-FALL

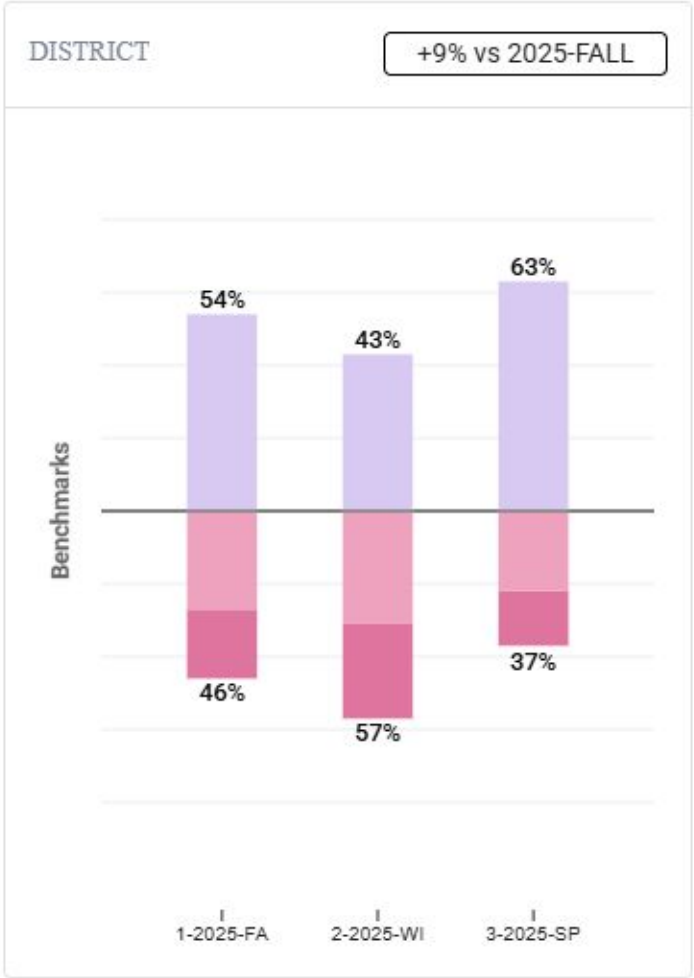


SIBLEY ELEMENTARY...

-7% vs 2025-FALL

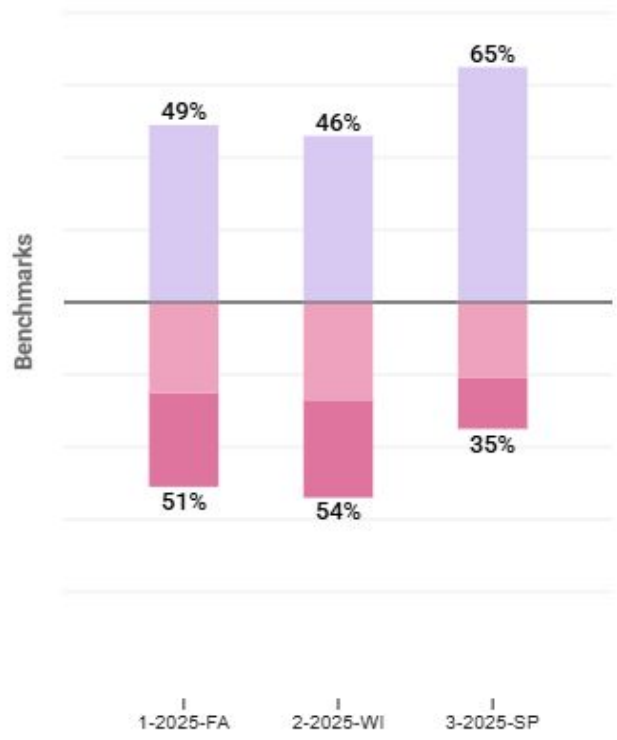


Early Math
K - 1



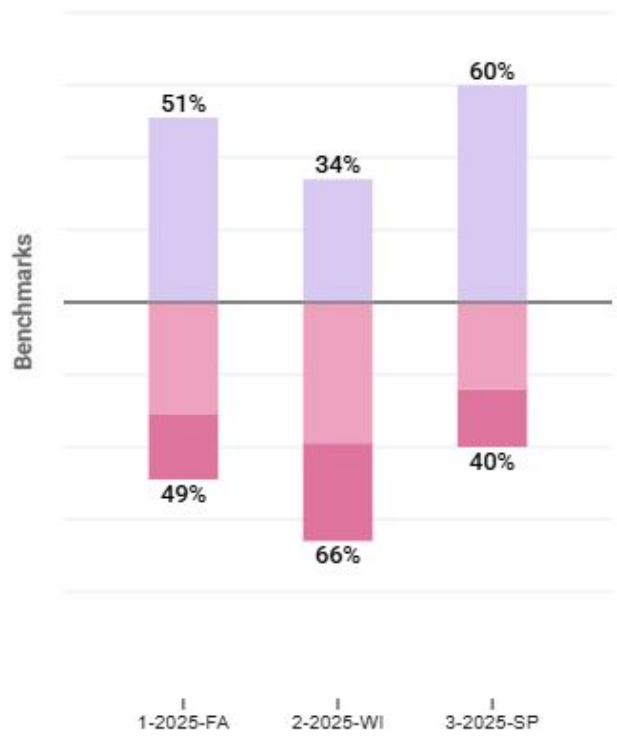
HALVERSON ELEMEN…

+16% vs 2025-FALL



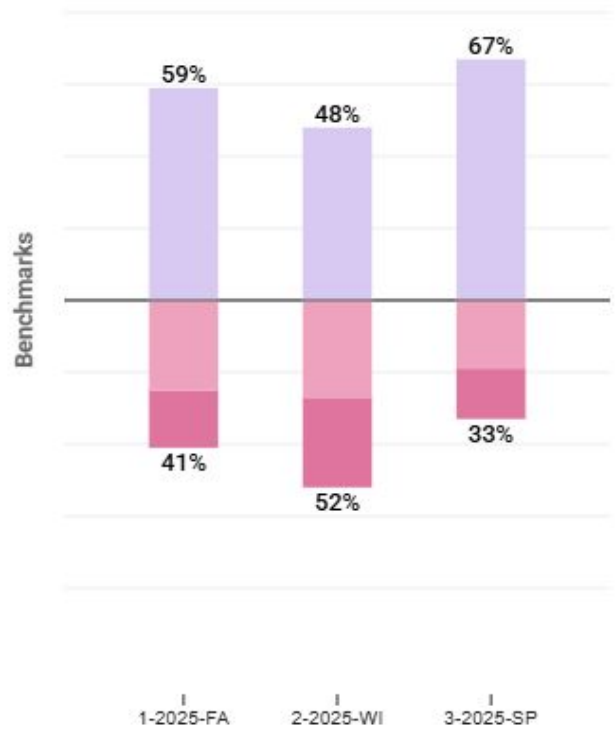
HAWTHORNE ELEME…

+9% vs 2025-FALL



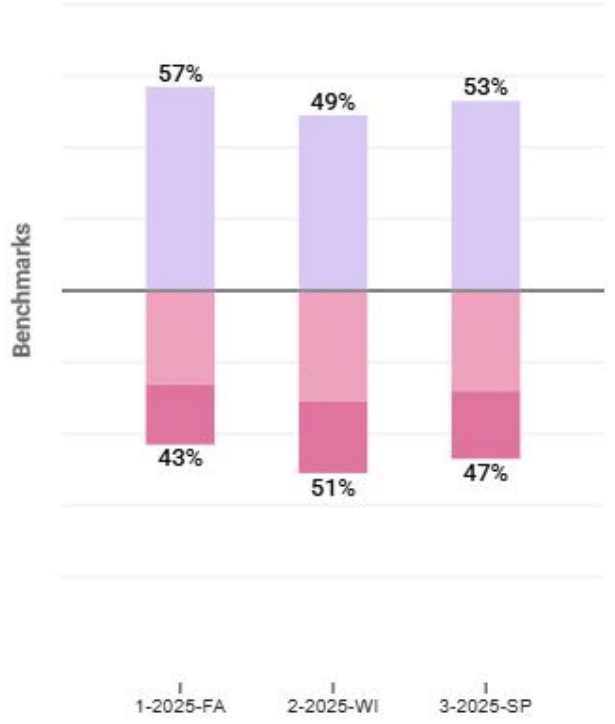
LAKEVIEW ELEMENT...

+8% vs 2025-FALL

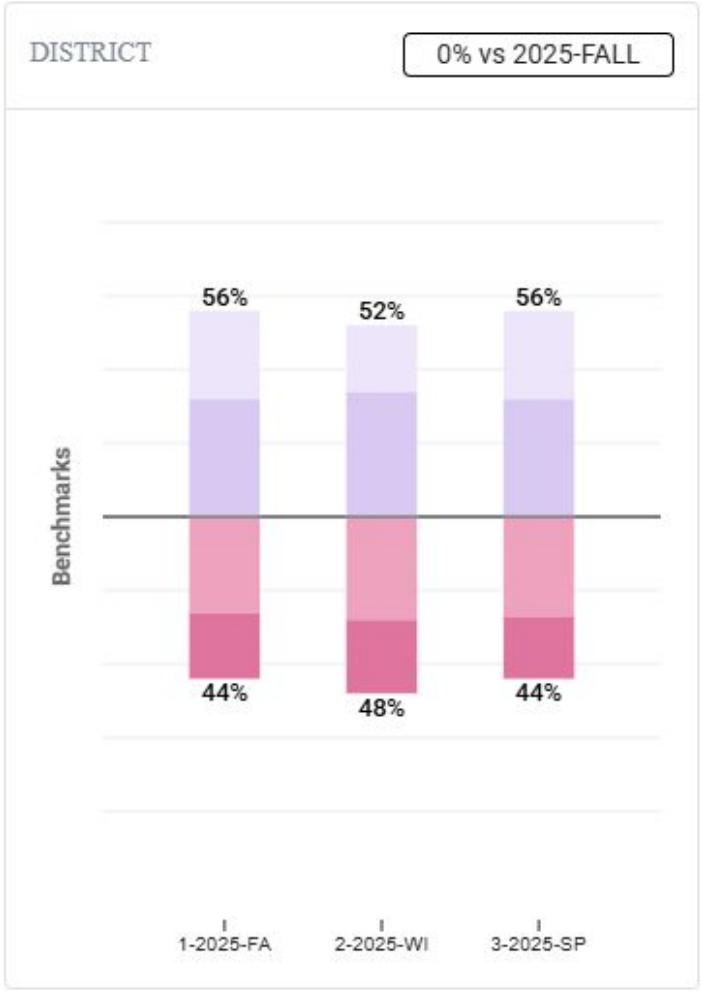


SIBLEY ELEMENTARY...

-4% vs 2025-FALL

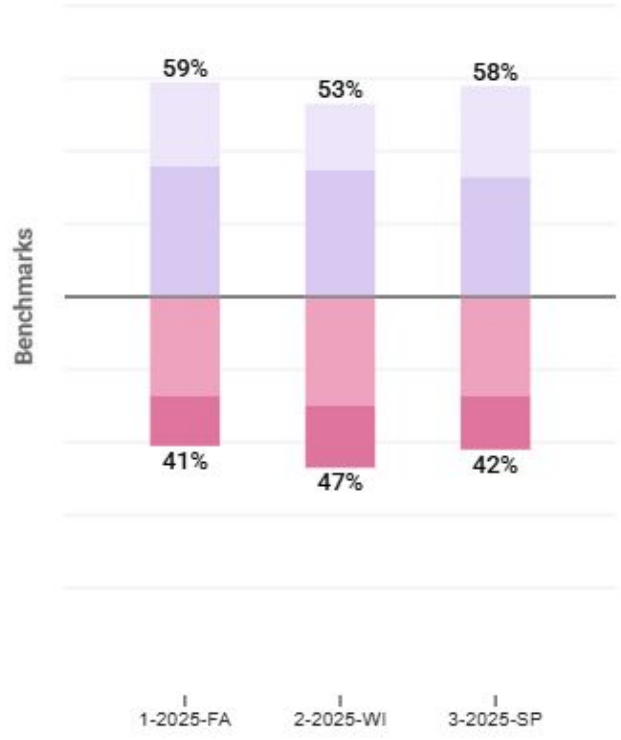


aMath
2 - 12


DISTRICT
0% vs 2025-FALL
Benchmarks
56%
52%
56%
44%
48%
44%
1-2025-FA
2-2025-WI
3-2025-SP

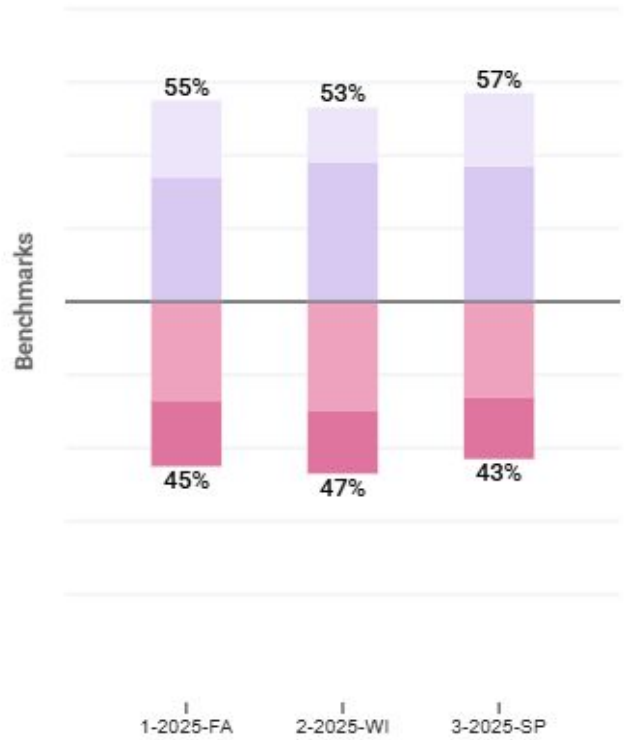
ALBERT LEA SENIOR ...

-1% vs 2025-FALL



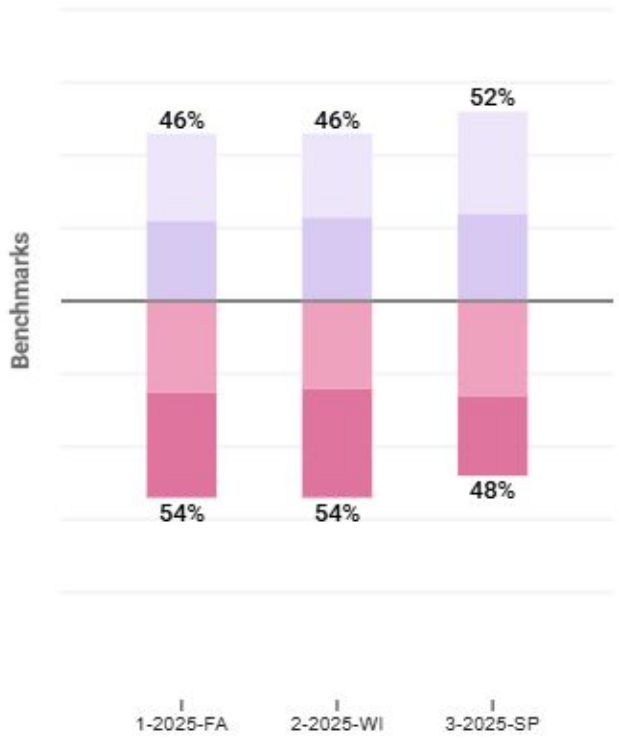
SOUTHWEST MIDDLE...

+2% vs 2025-FALL



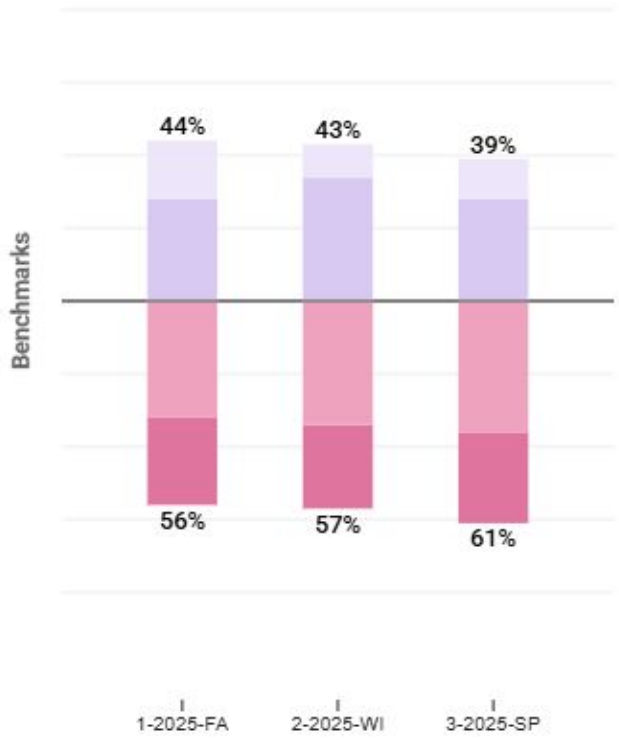
HALVERSON ELEMEN…

+6% vs 2025-FALL



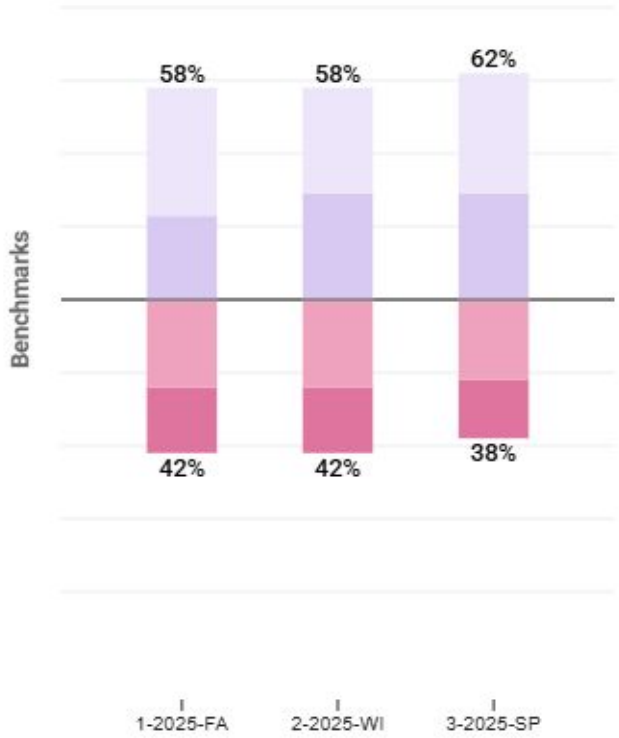
HAWTHORNE ELEME…

-5% vs 2025-FALL



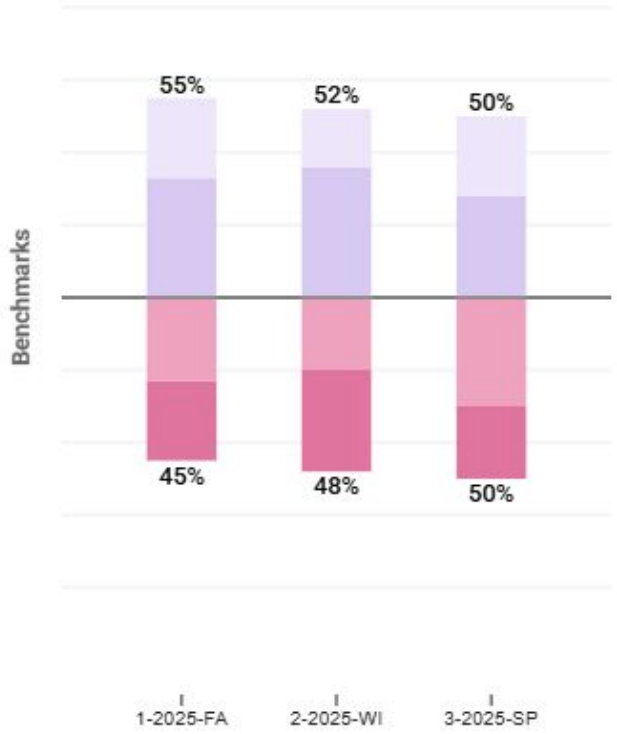
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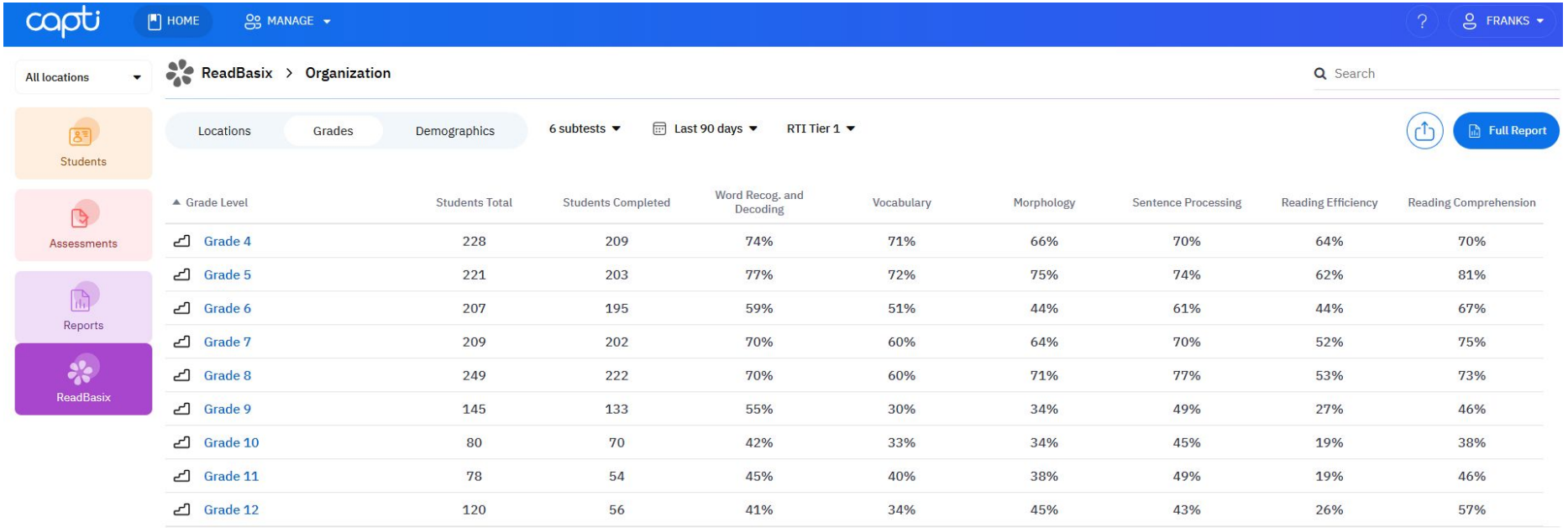
+4% vs 2025-FALL



SIBLEY ELEMENTARY...

-5% vs 2025-FALL




capti
HOME
MANAGE
FRANKS
All locations
ReadBasix > Organization
Search
Students
Assessments
Reports
ReadBasix
Locations
Grades
Demographics
6 subtests
Last 90 days
RTI Tier 1
Full Report
Grade Level
Students Total
Students Completed
Word Recog. and Decoding
Vocabulary
Morphology
Sentence Processing
Reading Efficiency
Reading Comprehension
Grade 4 228 209 74% 71% 66% 70% 64% 70%
Grade 5 221 203 77% 72% 75% 74% 62% 81%
Grade 6 207 195 59% 51% 44% 61% 44% 67%
Grade 7 209 202 70% 60% 64% 70% 52% 75%
Grade 8 249 222 70% 60% 71% 77% 53% 73%
Grade 9 145 133 55% 30% 34% 49% 27% 46%
Grade 10 80 70 42% 33% 34% 45% 19% 38%
Grade 11 78 54 45% 40% 38% 49% 19% 46%
Grade 12 120 56 41% 34% 45% 43% 26% 57%

GOAL 2: GAP CLOSURE

Closing Racial & Economic Achievement Gaps

Reading and Math Universal Screener Benchmarks (FASTbridge, CAPTI Read Basix, DIBELS)

Looking Back • SY 25–26

Literacy & Math Benchmarks

Decrease proficiency gap in Reading and Math on benchmark assessments across all racial/ethnic and economic student groups by May 2026.

LOOKING AHEAD • SY 26–27 FOCUS

Reading Gap Cut: 9.8% → 7.0%

By June 2029, Albert Lea Area Schools will reduce reading proficiency gaps between racial/ethnic and economic student groups from 9.8% to 7% as measured by K–12 grade-level universal screening measures (FASTbridge, CAPTI Read Basix, and DIBELS).

Local Literacy Plan Goal: +3% Points

The percentage of K–12 students in Albert Lea Area Schools meeting or exceeding benchmark targets on each of the grade-level reading universal screening measures (FASTbridge, CAPTI Read Basix, and DIBELS) will increase by 3 percentage points from Fall 2026 to Spring 2027.

Math Proficiency Gap

Albert Lea Area Schools will decrease the gap in Math proficiency rates on math benchmark assessments for all racial/ethnic and economic groups by June 2029.

Note: FAST Gap Data Pending

MCA 2026

GOAL 3: CAREER & COLLEGE READINESS

Grade 11 ACT Readiness Benchmark Composite

Percentage of Grade 11 students meeting or exceeding ACT College Readiness benchmarks

Percent of Albert Lea students (who tested) achieving at or above the ACT composite score	
2023	26%
2024	34%
2025	27%
2026	36%

LOOKING BACK — SY 25–26 TARGET

2025 Baseline → 2026 Target

20.8% → 34.0%

Increase Grade 11 ACT benchmark composite score meeting rates from 20.8% in 2025 to 34% in 2026.

LOOKING AHEAD — SY 26–27 TARGET

2026 Score → 2027 Target

36.0% → 39.0%

Increase Grade 11 ACT benchmark composite score meeting rates from 36% in 2026 to 39% in 2027.

GOAL 4: HIGH SCHOOL GRADUATION

All Students Graduate: Four-Year Graduation Rate

Targeting four-year cohort graduation rate and demographic sub-group parity

LOOKING BACK

GOAL SY 25–26

2024 Actual

74.2%

2025 Target

78.0%

Increase 4-year grad rate to 78% by 2025, ensuring no individual racial/ethnic student group falls below 78%.

LOOKING AHEAD

GOAL SY 26–27

2025 Actual

76.3%

2026 Target

78.0%

Increase 4-year grad rate from 76.3% in 2025 to 78% in 2026, with zero racial/ethnic sub-groups below 78%.

Percent of Albert Lea students graduating in 4 years							
	2020	2021	2022	2023	2024	2025	Change from 2024 to 2025
All Students	80.9	71.8	78.1	75.6	74.2	76.3	+2.4
Asian	80.0	90.	85.8	64.7	88.2	77.8	-10.4
Hispanic/Latino	76.3	59.7	71.8	70.8	63.5	68.7	+5.2
White	84.6	74.6	81.2	79.8	77.5	80.9	+3.4

GOAL 4: EXTENDED PERSISTENCE

All Students Graduate: Seven-Year Graduation Rate

Long-term completion tracking for extended high school cohort completion

LOOKING BACK

GOAL SY 25–26

2024 Actual

81.0%

2025 Target

88.0%

Increase 7-year grad rate from 81% in 2024 to 88% by 2025 with no individual racial group below 88%.

LOOKING AHEAD

GOAL SY 26–27

2025 Actual

82.0%

2026 Target

84.0%

Increase 7-year grad rate from 82% in 2025 to 84% by 2026 with no individual racial group below 84%.

Percent of Albert Lea students graduating in 7 years							
	2020	2021	2022	2023	2024	2025	Change from 2024 to 2025
All Students	84.1	86.9	84.0	87.5	81.1	82	+0.8
Asian	80.0	86.7	78.6	89.5	100	100	—
Hispanic/Latino	70.2	83.3	80.3	85.0	64.9	76.1	+11.2
White	88.6	89.3	87.2	89.8	86.3	83.0	-3.3

GOAL 5: CIVIC & SEL PREPAREDNESS

Prepare Students to Be Lifelong Learners

Social and Emotional Competencies (Resilience, Social Skills & Collaboration)

LOOKING BACK • SY 25–26

+3% PER SUBCATEGORY

SEL Competency Benchmark

Albert Lea Area Schools equipped students to develop social-emotional competencies—emotional resilience, social skills, and effective collaboration—utilizing identified strategies to increase each subcategory proficiency by 3%.

LOOKING AHEAD • SY 26–27

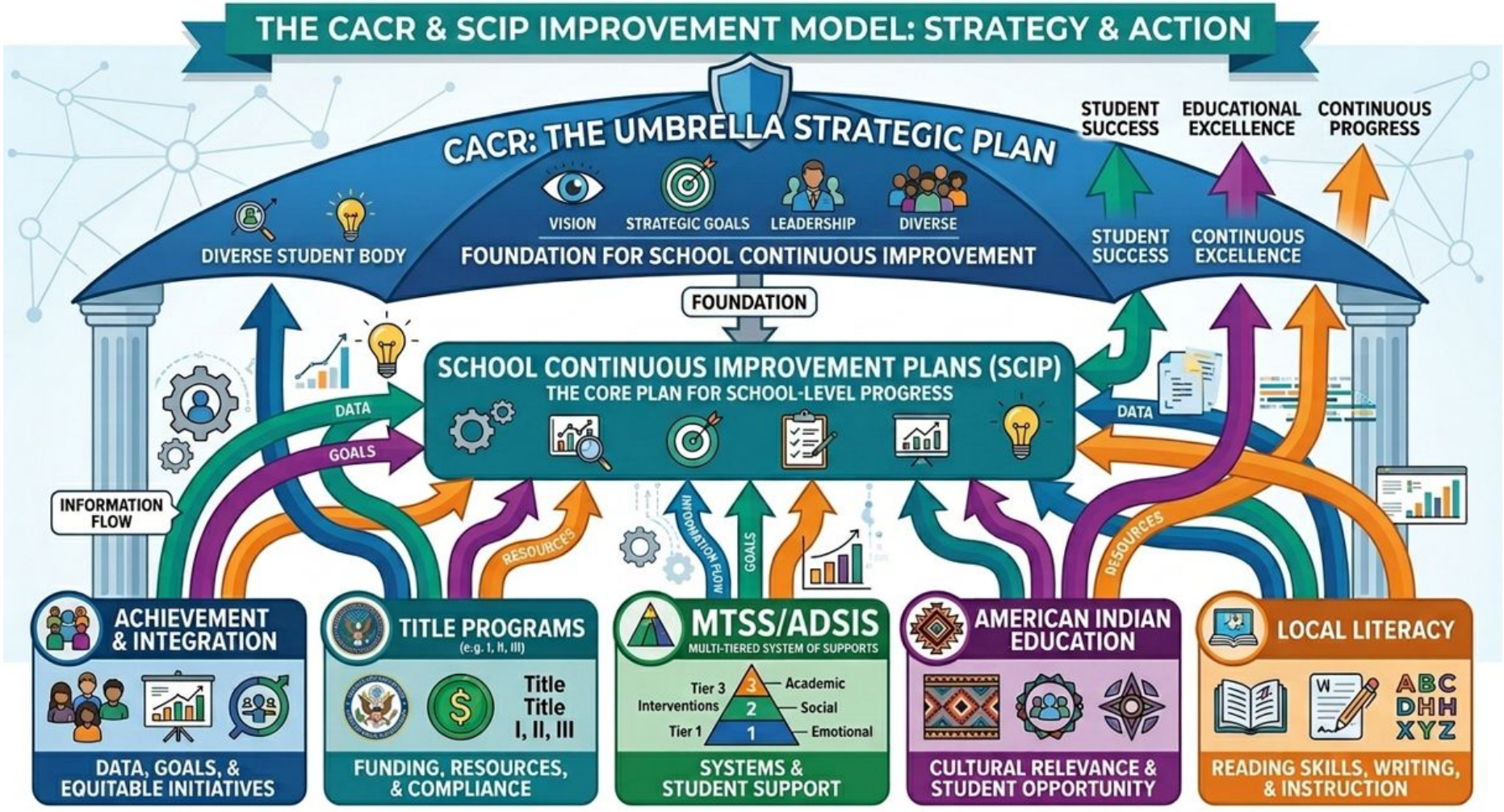
+3% PER SUBCATEGORY

Continued SEL Expansion

Albert Lea Area Schools will continue equipping students with core social and emotional competencies—emotional resilience, social skills, and collaborative capacity—aiming for an additional 3% increase in proficiency across each subcategory.

SAEBRS Data by Ethnicity
Social Academic Emotional Behavior Rating Scale

	All Students	Hispanic/Latino	Asian	Black	American Indian	2 or more	White
Fall 2025 Actual	78	77.2	74.9	73.7	60.	76.4	81.6
Spring 2026 Actual	82	81.61	86.3	81.4	100	81.48	78.63
Fall 2026 Actual	80		85	83	75		77
Spring 2027 Goal	83	83	88	86	78	84	80


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Tier 1
3 Academic
2 Social
1 Emotional
SYSTEMS & STUDENT SUPPORT
AMERICAN INDIAN EDUCATION
CULTURAL RELEVANCE & STUDENT OPPORTUNITY
LOCAL LITERACY
ABC
DHH
XYZ
READING SKILLS, WRITING, & INSTRUCTION

AL

ALBERT LEA AREA SCHOOLS
Independent School District 241

Annual Report & Plan

COMPREHENSIVE ACHIEVEMENT & INTEGRATION

Achievement & Integration Plan

Historical Performance 2023–2025

CORE PILLARS
Integration • Disparity Reduction • Teacher Equity

STATE FRAMEWORK
Minnesota Department of Education (CACR)

DISTRICT STRATEGIC PLAN FRAMEWORK

FY24–26 Achievement & Integration Plan

A comprehensive three-year strategy dedicated to closing racial and economic achievement gaps, enhancing academic disparities, and ensuring equitable access to effective, diverse educators.

01 Goal 1: Academic Equity

Decrease reading benchmark disparities, expand Bilingual Seals, and elevate graduation/retention rates across student cohorts.

02 Goal 2: Teacher Diversity

Strengthen teacher effectiveness and retention through instructional coaching and cultural competency development.

03 Goal 3: Gap Closure

Ensure long-term sustainable systemic progress toward fully eliminating economic and racial achievement disparities.

A&I PLAN | GOAL 1

Integration Goal

Increasing Early College Course Enrollment

Goal Target: 22.4% students of color enrolling in early college courses (CIS/AP) by 2026

SY 2023–2024

ON TRACK

26%

33 of 125 Students

Exceeded baseline targets for year 1 cohort participation.

SY 2024–2025

NOT ON TRACK

18%

36 of 198 Students

Cohort expansion resulted in temporary percentage drop.

SY 2025–2026

GOAL MET!

33%

66 of 199 Students

Significantly exceeded the 22.4% target goal!

A&I PLAN | GOAL 2

Achievement Disparity Goal

Reducing Reading Achievement Disparities

GOAL ALIGNMENT: ALL RACIAL AND ECONOMIC ACHIEVEMENT GAPS ARE CLOSED

Reduce the MCA-III Reading proficiency gap between students of color and white students from the 16.1 percentage point baseline (Spring 2022) to 10 percentage points or less by 2026.

SY 2023–2024

NOT ON TRACK

19.0%

Spring 2024 Achievement Gap

Gap remained elevated above target threshold.

SY 2024–2025

NOT ON TRACK

22.0%

Spring 2025 Achievement Gap

Post-pandemic recovery challenges impacted progress.

SY 2025–2026

DID NOT MEET

19.32%

Spring 2026 Achievement Gap

Gap reduction resuming with targeted literacy plan.

A&I PLAN | GOAL 3

Teacher Equity Goal

Expanding Cultural Competency Professional Development

Increase PD opportunities from 1 event (SY 22–23 baseline) to 6 events in SY 25–26

SY 2023–2024

ON TRACK

2 Events

Completed PD Events

Doubled initial baseline staff offerings.

SY 2024–2025

GOAL MET

6 Events

Completed PD Events

Reached 6-event multi-session milestone early.

SY 2025–2026

GOAL MET!

6 Events

Completed PD Events

Sustained full PD capacity across district staff.

DISTRICT STRATEGIC PLAN FRAMEWORK

FY27–29 Achievement & Integration Plan

A comprehensive three-year strategy dedicated to closing racial and economic achievement gaps

01

Goal 1: Academic Equity

Decrease reading benchmark disparities, expand Bilingual Seals, and elevate graduation/retention rates across student cohorts.

02

Goal 2: Teacher Diversity

Strengthen teacher effectiveness and retention through instructional coaching and PELSB cultural competency development.

03

Goal 3: Integration Pathways

Expand inter-district STEM pathways to ensure long-term sustainable progress toward eliminating disparities.

FY27–29 PLAN | GOAL 1

Academic Achievement & Credential Disparities

Decrease reading disparities (≥2% annual gap reduction) and expand MN Biliteracy Seal attainment

Strategy 1.1

MN Bilingual Seals

20+ Candidates

Sustain ≥20 Hispanic/Latinx & ≥1 Karen assessment candidates; target 13 Gold/Platinum Seals annually.

Strategy 1.3

Literacy Benchmarks

≥ 2% Gap Cut

Annual reduction in Fall-to-Spring reading screener gaps between underrepresented student groups and peers.

Strategies 1.2 & 1.4

Success & Retention

78% Grad Rate

16 Success Coaches; reach 78% graduation & increase REACH program retention to 35% by 2029.

FY27–29 PLAN | GOAL 2

Equitable Access to Effective & Diverse Teachers

Leveraging instructional coaching, demographic placement, and PELSB cultural competency PD

SY 2026–2027

60%

Staff Competency Target

60% in-cycle teachers achieve Applying/Innovating on rubrics; 60% licensed staff complete 6-8 hrs Cultural Competency PD.

SY 2027–2028

70%

Staff Competency Target

70% in-cycle teachers achieve Applying/Innovating on rubrics; 70% licensed staff complete 6-8 hrs Cultural Competency PD.

SY 2028–2029

80%

Final Target Goal

80% in-cycle teachers achieve Applying/Innovating on rubrics; 80% licensed staff complete 6-8 hrs Cultural Competency PD.

FY27–29 PLAN | GOAL 3

Inter-District STEM & Integration Pathways

Increase career pathway identification among STEM participants +5% annually (82% to 95% by 2029)

PROJECT E3 (Grades 4–5)

Host: Albert Lea

100% Target

Albert Lea hosted camp. 100% career pathway ID; maintain ≥80% cross-district comfort rating.

ROBOTICS CAMP (Grades 6–8)

Host: Austin (IJ Holton)

75% → 85%

Austin hosted environmental engineering camp. Increase AL student participation from 2 to 6 by 2029.

DISCOVER DRONES (Grades 9–12)

Host: Southland

0 → 6 Students

Southland hosted Vex robotics camp. Expand AL enrollment to 6 students; achieve 85% career pathway ID.

OPEN DISCUSSION & NEXT STEPS

What Questions Do You Have?

Thank you for your partnership in supporting the Strategic Achievement & Integration Plan.

Plan Clarifications

Questions regarding baseline metrics, target benchmarks, or specific strategies across Goals 1–3.

Implementation & Resources

Inquiries about timeline execution, staffing, professional development cycles, or inter-district pathways.

Community & Feedback

Feedback on ongoing community engagement, partner involvement, and public progress reporting.

District Contact & Follow-up

For additional inquiries or follow-up feedback regarding the Strategic Plan Framework, please contact the Office of Academic & Integration Services.