The 2013 Minnesota Legislature passed a law that changed the school district process for reviewing curriculum, instruction and student achievement.

The World’s Best Workforce (WBWF) Plan is intended to serve as a foundational document that aligns educational initiatives that serve students pre-K through high school. The plan replaces the state-mandated “Annual Report on Curriculum, Instruction and Student Achievement.”

**The World’s Best Workforce legislation is based on five goals:**

1. All students meet school readiness goals.
2. All students in third grade achieve grade level literacy.
3. Closing the identified academic achievement gap(s).
4. All students attain career and college readiness before graduating from high school.
5. All students graduate from high school.

The Alexandria Public Schools World’s Best Workforce Plan, coupled with the district’s Operational Plan, provide a solid foundation to accelerate student achievement.
VISION
“Our vision is to be an extraordinary school district that tailors learning for each child, by working together!”

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

SCHOOL BOARD MEMBERS
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Curriculum Advisory Council (CAC)
The CAC provides advice, direction, and support to the school district regarding the design, integration, implementation, and evaluation of curriculum, instruction, and assessment. The CAC membership includes parents, students, teachers, administrators, business, community, and school board representatives to ensure that a wide range of perspectives is represented.

DISTRICT STAFF DEVELOPMENT GOALS 2018-2019

Goal 1: Provide leadership training for staff.
- Professional Learning Communities (PLC) that focus on student learning, raising achievement scores, and building a collaborative culture in each building.
- Write Collaborative Student Learning Goals via PLC team.
- Building Leadership Team training.

Goal 2: Revise and create curriculum that aligns with state standards, that supports the curriculum review process and personalized learning.
- Elementary curriculum implementation: math, balanced literacy & content literacy, science specialists.
- Begin curriculum review process for K-5 ELA.
- Support academic programming for PreK-12.

Goal 3: To elevate the consistency and effectiveness of teaching, assessment intervention and learning:
- Training and application of tiered support structures currently in place.
- Using data to design learning opportunities appropriate to students’ current level of performance.
- Expand intervention options and training through continued clarification of a multi-tiered system of support (MTSS). Including application of research based, best practice instructional strategies, interventions, accommodations and modifications.
- Implementation of LETRS literacy training.
- STAR math and reading grades K-10.
- Thinking Maps training for all certified staff.

Goal 4: Provide mentorship and induction programming to probationary teachers, along with support for implementation of strategies and expectations as appropriate to the program.
- Continue to respond to feedback to help personalize professional development.

Goal 5: Provide training for general licensure and increasing capacity for teaching/applying skills directly related to job requirements.
- A Comp Coaches for all staff.
- Reflective dialogue around Danielson framework and professional growth.
- Leadership training for coaches and teacher leaders via GIANT Worldwide Xcelerate.

Vision
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Mission
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Staff Development Goals 2018-2019

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The 2018-19 World’s Best Workforce Report Summary is a publication prepared by the District Office of Teaching & Learning and the District Communications office.

Alexandria Public Schools does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, status with regard to public assistance, sexual orientation or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.
Community-wide Early Childhood Screening

Alexandria Public Schools (APS) provides Early Childhood Screening to support the basic health and development of a child between the ages of 3 and 4 years. This screening is required for entrance into any school in Minnesota and is free to Alexandria Public Schools' preschoolers. Screening is a simple, careful check of a child’s development in the areas of speech and language, concepts and thinking, movement, social and emotional health, and physical growth. It is designed to support the current development of young children and if beneficial, suggest resources to prepare the child for kindergarten.

All Students Ready for School

Student Achievement Goals:

- 60% of children enrolled in APS early education programming will increase phonological awareness skills as described by the L5 Early Childhood Indicator of Progress.
- 50% of students will increase managing emotions and behavior skills as described by the S5 Early Childhood Indicator of Progress.

Strategies Implemented to Meet the Goals:

- All Early Education teachers were provided ongoing training and support in research-based assessment and curriculum, including Opening the World of Learning (OWL) and Language Essentials for Teachers of Reading and Spelling (LETRS), Second Step and Teacher-Child Interaction Training.
- Frequent data collection informed teaching practices to best support student growth and learning and provide timely support for students in alphabet knowledge and phonological awareness, as well as independence and self-regulation skills.
- Early Education Center teachers and staff worked together to support progress by collaborating on impactful learning activities that are engaging and beneficial for students in all programs.

Goals Progress:

- More than 62% of preschoolers impacted by early childhood staff increased their phonological awareness skills as measured by a rubric based on the Early Childhood Indicators of Progress, an imperative skill for future literacy.
- Nearly 51% of students increased their self-management skills as measured by a similar rubric, demonstrating important progress toward kindergarten readiness.
All Students in Third Grade Achieving Grade-Level Literacy

Student Achievement Goal:

- By June 2019, students meeting end-of-year proficiency, as measured by the MCA, will increase from 65% to 68%.

Strategies Implemented to Meet the Goal:

- The District’s Local Literacy Plan is a systematic approach to ensure all students will make progress in reading each year, with a minimum target of one year’s growth for each child.
- Each grade level works toward an end-of-year goal, and uses benchmark assessments to guide decision making.
- A data collection and management system is in place for the purposes of screening, diagnostics and progress monitoring for academics and behavior.
- Fountas and Pinnell text leveling and STAR reading assessments are given in grades K-3 which provide student performance data on third grade literacy progress.
- Classroom teachers are supported by Professional Learning Communities and literacy coaches.
- Staff will effectively communicate with parents about their child’s current level of performance and ways to enhance their child’s literacy development.

Goal Progress:

- Clarified Comprehension/Fluency Interventions
  - Fidelity checks on interventions and progress monitoring
  - Documentation of intervention placement
  - Develop Reading Specialists position
- 74.1% was the average for K-2 students that met or exceeded their grade level literacy standards as measured by Fountas and Pinnell Benchmark Assessment.
- 53.2% of grade 3 students met or exceeded grade level proficiency according to spring 2019 Minnesota Comprehensive Assessment (MCA) tests.

FACT

Districtwide Alexandria students’ outpaced their state peers in reading by 6.5 percentage points; and by 7.43 percentage points over 3-year average.
All Racial & Economic Achievement Gaps are Closed

Student Achievement Goal:

- By June 2019, reductions in all gap areas will be evident as measured by comparisons from spring 2018 to spring 2019 MCA scores.

Strategies Implemented to Meet the Goal:

- Systemized reading interventions
- Engaged in a trail of progress monitoring tools in mathematics
- Implemented additional reading interventions at the high school level – reading in content areas.
- Increased focus on social skills – screener implementation, systemized interventions, progress reporting.
- Analytics and MTSS (Multi-Tiered Systems of Support) – Reevaluation (Implementation FY20)

Goal Progress:

- Districtwide science proficiency scores improved by 3 percentage points.
- Data celebration points include:
  - A 9% increase in reading proficiency at the high school. The district attributes this to content literacy work and the belief that reading is important in all subject areas.
  - Grade 4 students had an increase of 4 percentage points in reading.
  - Grade 6 students had an increase of 2 percentage points in reading.

FACT

High School students had an increase of 9 percentage points in reading as measured by the MCA assessment.

FACT

9 PTS

Lincoln Elementary was named a 2019 National Blue Ribbon School, in the Exemplary High Performing Category, for demonstrating consistent excellence, and making progress in closing gaps in student achievement.
All Students are Ready for Career and College

Student Achievement Goal:

- 80% of students in the Class of 2019 will demonstrate readiness for career and college by: earning 3 or more college credits, earning a career-related certification, or successfully completing a capstone type experience.

Strategies Implemented to Meet the Goal:

- Develop and utilize student portfolios to demonstrate learning.
- Implement Portrait of a Graduate plan.
- Provide greater opportunity for student voice to be considered in planning and decision-making.
- Promote culture of innovation with middle school and high school staff and students.
- Increase options for and participation in senior capstone projects (CAPS, career mentorship, internships, etc.)
- Increase number of students with college credits and/or certifications.

Goal Progress:

- Students created portfolios through advisory time.
- AAHS staff identified where Portrait of a Graduate skills can be implemented.
- 72.1% of the Class of 2019 seniors earned college credits, took a CAPS (Center for Advanced Professional Studies) course providing them with project-based, real world experiences; participated in an internship or externship; and/or completed an industry certification to help secure employment and/or support ongoing education.

FACT

28

students in the high school Emergency Medical Responder course were successfully certified as EMR's.

FACT

29

students obtained their CNA (Certified Nurse Assistant) certification through AAHS coursework.

FACT

142

seniors enrolled in CAPS coursework providing real-world experiences in professional settings.
All Students Graduate

Student Achievement Goal:

- By spring 2019, we will increase our 4 year graduation rate from 91% to 93%.

Strategies Implemented to Meet the Goal:

- Created and implemented plan to address poor attendance.
- Ensured purposeful meetings between Academy advisors, students and parents to ensure all students are on track for graduation.
- Matched at-risk students with community mentors.
- Refined and implemented all components of the College for Every Student (CFES) program.
- Implemented interventions through the MTSS (Multi-Tiered System of Supports) model.
- Continuing relationships with FAN coaches and students they mentored throughout high school years.

Goal Progress:

- Attendance plan created with implementation set for 2019-20.
- Conducted parent/student advisory meetings at Alexandria Area High School.
- College for Every Student (CFES) was implemented for all REACH students.
- Extending activities to grow students skills as identified in Alexandria Public Schools Portrait of a Graduate.
- 49% of the Class of 2019 graduated with honors – 88 earned a gold tassel (highest GPA 3.67+); 53 earned a silver tassel (3.33-3.66 GPA).

FACT 88% is the graduation rate reported by the Minnesota Department of Education (MDE) in 2018. The 2019 graduation rate is still being calculated by MDE.

FACT 95.8% is the rate of students who graduated within the 7-year cohort rate.
PORTRAIT of a GRADUATE
To achieve educational excellence and to inspire a life-long passion for learning.

Creative Thinker
- Adaptability/Flexibility
- Innovative

Civically & Globally Engaged
- Service-Oriented
- Global Knowledge
- Citizenship

Critical Thinker
- Problem-Solver

Communicator
- Written
- Oral / Public Speaking / Presentation
- Listening
- Digital

Self-Directed
- Social-Emotional Intelligence
  - Perseverance
  - Resilience / Grit
  - Persistent
- Goal-Driven

Collaborator
- Teamwork