



DATE: March 10, 2025
TITLE: APS Site Reports
TYPE: Informational
PRESENTER: Dr. Joey Page, Superintendent

BACKGROUND: The following is a summary of events and items from our sites.

Austin High School:

Support and resources to ensure a safe and welcoming learning environment.

- In March, Austin High School will have a career fair welcoming community businesses for students to learn about local high demand career opportunities in all five pathways. Students will have an opportunity to ask questions about a “day in the life” of certain careers. This is also a great opportunity to learn about potential job openings for summer and beyond.
- AHS Activities:
 - Dance Team: competed at State for the 23rd consecutive year; Kayla Sellers Section 1AA High Kick Coach of the Year
 - Speech Team in full competition season doing great things
 - Secured lower-level officials for baseball and softball
 - Boys Hockey: Best season since 2009; won first round playoff game
 - Girls Hockey: made significant improvements on and off the ice this season
 - Gymnastics: Team took 2nd at Section meet; 4 individuals qualified for the state meet
 - Girls Basketball: Ajiem Agwa became the Packer Girls all-time leading scorer; had a successful season despite a first round section loss
 - Boys Basketball: had a strong first half of season and battled it out in the last half of the season through a tough schedule
 - Boys Swim and Dive: Brent Dahl (11) broke pool records, named Section 1A swimmer of the year, sending 2 individuals and a relay team in 4 events to the State Swim Meet on 3/7/8
 - Wrestling: Young team and rebuilding, Sam Winkels: 100 career win milestone, placed 2nd at the State Meet in the 285 lb class.
 - Science Olympiad competed at their State Competition on March 1
 - Robotics visited Lou-Rich in Hayward, MN and met with their engineer mentors and worked on their robot.
 - Spring Sports Registration is OPEN: First teams start practice on March 10
 - Head Coach Posting: AHS Head Girls Soccer Coach

Packer Profile for all learners.

- The CEO student group had over 600 people attend the Local Legends Concert on February 21st. The students did a fantastic job putting together this show and the performers were AMAZING! It is so incredible to see what our students accomplish when they put their minds to it! Thank you to our sponsors, performers, and community members for coming out for this great night of music! Huge shout out to **Martin Zellar**, **Molly Kate Kestner**, and **507 Country** for being fabulous to work with! Thank you to Mark Bliese for your talents in lighting and sound!
- Students from three local schools (Fairmont, Zumbrota-Mazeppa, and Winona) came to **Austin High School** for Unified Basketball Day, bringing together both general and special education students for a day of fun and exciting basketball action. Looks like a ton of fun!
- AHS has been named a Unified Champion School by **Special Olympics Minnesota** in recognition of their efforts to provide quality physical education to all students.
- 9th grade students met with the director of the McPhail Center to explore career paths in the music industry.
- Students visited the Mayo Clinic to learn about careers in the medical field
- AHS had a full house of students at the Certified Nursing Assistant meeting
- Last week, the **Austin High School** Symphony Orchestra had the opportunity to play at the MMEA conference in Minneapolis at Orchestra Hall. Everyone from students to directors did an amazing job. Congratulations!

District-wide multi-tiered systems of support for all learners.

- Our Credit Recovery program continues to support students in regaining credits and staying on track for graduation. So far this school year, **424 courses** have been successfully recovered.
- If your child is in need of credit recovery, please contact their counselor to discuss available options and support.
- School Leadership Team, department teams and Intensive Support Teams worked to provide smooth student transitions into 2nd semester and improve student outcomes through data-driven decisions.
- Developed individual behavior and attendance plans for identified students
- Implemented check-in/check-out systems with designated staff.
- Maintained regular communication with families regarding progress.
- Packer Study Table has been a great program to assist student-athletes with their academics and ensuring success in the classroom.
- AHS Activities: Packer Study Table saw great success in aiding student-athletes with extra support, 2x/week @ 60 min, in their academic studies

Excellence in resource management.

- The class registration process for the 2025-2026 school year is now closed. The administration is currently reviewing course enrollment data to assess staffing needs and determine Full-Time Equivalency (FTE) for the

upcoming year. This evaluation will help establish the number of teaching positions required to support student course selections. Once FTE allocations are finalized, the master scheduling process will begin, ensuring that courses are appropriately staffed and scheduled to meet student needs. Further updates will be provided as the process progresses.

- We are currently conducting ACCESS testing. The ACCESS assessment is administered annually to multilingual learner (ML) students, who are developing proficiency in multiple languages. All ML students are required to take the ACCESS test, including those who have opted out of English language programs or services. This assessment measures their proficiency in both social and academic English to track language development and support their learning needs.
- Site Newsletter: <https://secure.smores.com/n/kc4vj-kds-template>

Austin Online Academy:

Support and resources to ensure a safe and welcoming learning environment.

- 🕒 Teachers continue to build out the student/teacher avatars for both AOA and ALC.
- 🕒 We continue to have meaningful learning experiences and celebrations to build community with our students. This past month we went to Winona State and this week we will be having a dome day to promote academic success.

Packer Profile for all learners.

- 🕒 We continue to have meaningful learning experiences and celebrations to build community with our students. This past month we went to Winona State and Riverland Community College.
- 🕒 Our counselor at Riverland came and met with the ALC students to discuss early middle college and start that registration process.

District-wide multi-tiered systems of support for all learners.

- 🕒 As a team we have been utilizing semester one grades to continue to build out our common assessments, content/language objectives and discussion based assessments.
- 🕒 Our BARR team is developing individual student contracts to promote engagement in classes, attendance in school, and grade attainment.
- 🕒 **Credit Recovery program** Credit Recovery continues to provide support for students in accelerating learning and regaining credits to be on track to graduate.
 - September: 23 courses (.5 credits) were recovered.
 - October: 93 course were recovered.
 - November: 85 courses were recovered.

- December: 57 courses were recovered.
- January 72 courses were recovered.
- Feb (tentative) 94 courses were recovered.

Excellence in resource management. We continue to see an increase in out-of-district students enrolling in Austin Online Academy. Families who have enrolled continue to recommend our program to other families as well in regards to communication, curriculum and the NCAA eligible courses.

	22-23	23-24	S1 24-25	2/24/2025
Not Austin Residents	7	29	37	43
Unique Districts	7	19	24	28
Supplemental Students	0	4	7	5
Comprehensive Students	7	25	30	38

Ellis Middle School:

Support and resources to ensure a safe and welcoming learning environment

-On February 17th , the Ellis staff had another installment of our HITS training (High Impact Teaching Strategies). Teachers had time in their departments to work on incorporating these strategies into their daily instruction.

-We continue to refine our Crisis Team procedures and will be working to make procedures between both buildings more consistent.

-We have organized our teachers into Connects for conferences. We welcome feedback from parents about how well this went.

-We are working on scheduling for next year and seeking input from the teachers about areas for improvement, like avoiding split classes (split with lunch), improving the supervision rotation, working to incorporate more staff in the BARR process.

-We are moving forward with Admin's plan for a minimum of 5 "connect" days next year. Additional days must be approved by Leadership Team. They will be no longer than 60 min and we will have a condensed schedule the rest of the day.

-Our measurable goal for next year around co-teaching has been established.

Reading goal:

Holton: We want to move our co-taught classes in reading from an SGP of 49.66 (Fall->Winter) to a 50.0 or above (Fall-Spring). (compared to our pull-out classes SGP of 36.58)

Ellis: We want to move our co-taught classes in reading from an SGP of 41.58 (Fall->Winter) to a 50.0 or above (Fall->Spring). (compared to our pull-out classes SGP of 43.48)

Math goal:

Holton: We want to move our co-taught classes in math from an SGP of 41.62 (Fall->Winter) to a 50.0 or above (Fall-Spring). (compared to our pull-out classes SGP of 39.74)

Ellis: We want to move our co-taught classes in math from an SGP of 32.38 (Fall->Winter) to a 50.0 or above (Fall-Spring). (compared to our pull-out classes SGP of 39.53)

Packer Profile for all learners.

- No new updates here

District-wide multi-tiered systems of support for all learners.

- We have re-allocated our Social Worker to act as our Tier 2-3 support in our MTSS process. This has been very helpful.
- We are monitoring our Co-Teaching work. Sarah S and Christine H have done a nice job providing support. This is the "foot in the door".
- We are discussing ways to add BARR to our MTSS process next year.
- We are noticing a significant improvement in our process as BARR helps to inform our work. Community connect is a significant piece to the process.
- Dr. Gabrielson will lead the work to re-vamp our ALC (Excell). Long-term goal of having the ALC work as intervention or support for math and reading.
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Excellence in resource management.

- We would like a finalized plan for desk replacement.
- Cafeteria table replacement.
- We met on Friday to discuss the Auditorium revamp.
- Site Newsletter: <https://secure.smores.com/n/q4gv6>
- BARR Update for both schools:

2025-26 BARR at IJ Holton & Ellis

[BARR Center | Same Students. Same Teachers. Better Results.](#)

1. Focus on the whole student.

We will do this at Small Block, Big Block, and Community Connect meetings by starting with strengths and utilizing goal setting.

2. **Provide professional development for teachers, counselors, and administrators.**

This starts with a 2-day implementation training course in June for IJ Holton and a 2-day course focusing on Effective Team Meetings 1 day & Addressing Trauma the other day for Ellis. It will continue with 60-minute BARR PD sessions on many of the PD days throughout the 2025-26 school year.

3. **Use BARR's U-Time & I-Time Curriculum to foster a climate for learning.**

U-Time lessons will be facilitated once a week during Connect at IJ Holton. I-Time lessons will be facilitated once a week rotating among the core subjects at Ellis. The lesson plan, Power point, and supplies will be given to teachers beforehand. However, there is also room for lots of teacher autonomy & creativity if desired.

4. **Create teams (cohorts) of students and staff.**

IJ Holton already has the teams in place (Dobbins A & B, Cedar A & B, Turtle A & B, Mississippi A & B, Itasca A & B, and Minnesota A & B). Ellis has 5 teams in place for 2024-25 (7A, 7B, 8A, 8B, and EXCEL). We are hoping to add a 6th team for 2025-26 (7C/8C). This will allow for smaller and more cohesive teams. BARR suggests that teams need to have at least 80% of students share at least ¾ of the teachers for optimal success. The creation of an additional multi-grade level team will allow this to happen.

5A. **IJ Holton: Hold regular meetings of the cohort teacher teams.**

a. **Small Block** will take place once a week from 2:15-3:00.

Monday	Tuesday	Wednesday
Dobbins A, Dobbins B	Cedar A, Cedar B	Turtle A, Turtle B
Mississippi A, Mississippi B	Itasca A, Itasca B	Minnesota A, Minnesota B

b. **Big Block** will take place once a week from 3:00-3:40.

Monday	Tuesday	Wednesday
Dobbins A & B teachers Grade 5 Counselor Administrator/BARR Coordinator 4-5 other teachers	Cedar A & B teachers Grade 5 Counselor Administrator/BARR Coordinator 4-5 other teachers	Turtle A & B teachers Grade 5 Counselor Administrator/BARR Coordinator 4-5 other teachers
Mississippi A & B teachers Grade 6 Counselor Administrator/BARR Coordinator 4-5 other teachers	Itasca A & B teachers Grade 6 Counselor Administrator/BARR Coordinator 4-5 other teachers	Minnesota A & B teachers Grade 6 Counselor Administrator/BARR Coordinator 4-5 other teachers

5B. Ellis: Hold regular meetings of the cohort teacher teams.

- a. **Small Block** will take place once a week for 45 minutes during Hours 3, 4, or 5.

	Tuesday	Wednesday	Thursday
Hr. 3 10:00-10:45		EXCEL (2 core teachers)	7C/8C (4 core teachers)
Hr. 4 10:55-11:40	8A (4 core teachers)		8B (4 core teachers)
Hr. 5 12:15-1:00	7A (4 core teachers)		8B (4 core teachers)

- b. **Big Block** takes place once a week from 3:00-3:40.

Thursday	
7A	7A teachers, Grade 7 counselor/Administrator/BARR Coordinator, 3-4 other teachers
7B	7B teachers, Grade 7 counselor/Administrator/BARR Coordinator, 3-4 other teachers
7C/8C	7C/8C teachers, Grade 7 counselor/Grade 8 counselor/Administrator/BARR Coordinator, 3-4 other teachers
8A	8A teachers, Grade 8 counselor/Administrator/BARR Coordinator, 3-4 other teachers
8B	8B teachers, Grade 8 counselor/Administrator/BARR Coordinator, 3-4 other teachers

6. Conduct Community Connect meetings.

These meetings will be held weekly at IJ Holton and at Ellis. If we follow the current schedule at both buildings, they will be held on Monday mornings at IJ Holton and Tuesday mornings at Ellis. Attendance will include the BARR Coordinator, counselors, administrators, school nurse, school resource officer, success coaches, and others as needed.

7. Partner with families in student learning.

We will do this through communication home, conferences, positive postcards home and by sharing information about BARR in the parent newsletter.

8. Engage administrators.

Administrators will attend Big Block and Community Connect meetings regularly. Administrators will also meet with the BARR Coordinator regularly.

Additional BARR-related commitment

At Ellis, the BARR Coordinator will coordinate & help supervise 4-8 "Catch Days" per quarter.

What: "Catch Days" for each core class

When: Once each quarter per class

Why: To help students get caught up on assessments & practice work

On the agreed upon date, all classes in the specified subject & grade level would have a "Catch Day". The teacher would keep the students in the classroom who needed to catch up on work for that class period and support the students in this work. They would send the students who were finished with all work to the Media Center where enrichment activities would be provided and/or outside if the weather is nice.

IJ Holton Intermediate School:

Support and resources to ensure a safe and welcoming learning environment.

- We had our first Culture Day at Holton and it was a huge success. Thank you to Kristi Beckman for organizing the success coaches to present.
- At Holton this year we are focusing on co-teaching in special education. Giving all students access to grade level material and standards is essential to improving our reading and math data. So, we have the goals below for this year:
 - **Reading goal:**
 - We want to move our co-taught classes in reading from an SGP of 49.66 (Fall->Winter) to a 50.0 or above (Fall-Spring). (compared to our pull-out classes SGP of 36.58)
 - **Math goal:**
 - We want to move our co-taught classes in math from an SGP of 41.62 (Fall->Winter) to a 50.0 or above (Fall-Spring). (compared to our pull-out classes SGP of 39.74)
 - We have planned, communicated, and moved forward with PD around our new schedule for next year. We have public FAQ page and info and received very few questions at conferences.
 - We have a plan for addressing advanced programming with Pi teachers. This allows us to expand offerings to 5th grade in math and reading.
 - We are moving forward with BARR next year. Leadership team and staff have been communicated with. Next step is public communication through the March newsletter and a web site.
 - Ellis/Holton:
 - 🕒 1. We are refining our Crisis team and Threat Assessment procedures.

Packer Profile for all learners.

- No new updates here

District-wide multi-tiered systems of support for all learners.

- Ellis/Holton:
 - ⌚ 1. We have re-allocated our Social Worker to act as our Tier 2-3 support in our MTSS process. This has been very helpful.
 - ⌚ 2. We are monitoring our Co-Teaching work. Sarah S and Christine H have done a nice job providing support. This is the "foot in the door".
 - ⌚ 3. We are discussing ways to add BARR to our MTSS process next year.
- Holton:
 - ⌚ 1. We are excited about the opportunity to have small group intervention at Holton next year.
- Excellence in resource management.
 - 1. What can we do to recruit a first shift custodian?
 - 2. Classroom libraries will be an additional expense.
 - 3. Classroom supplies: Can we still get in on the "big buy?"
- Site Newsletter: <https://secure.smore.com/n/jr9ce>

Banfield Elementary School:

Support and resources to ensure a safe and welcoming learning environment.

- Banfield hosted a family night on February 20th to help promote literacy
- Staff have the option to participate in the scheduling process as we enter into that time of the year. The first of these meetings took place the end of February

Packer Profile for all learners.

- Staff participated in a live OL&LA training session on March 17th. Several of our staff have completed the online modules.
- Staff continue to implement the use of SeeSaw to collect student artifacts. Along with that, teachers are using the instructional features to support student learning.
- 4th grade students attended the Children's Theatre play Milo Imagines The World
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District-wide multi-tiered systems of support for all learners.

- Staff continue to use STAR360 & Fast Bridge data to make instructional decisions
- Banfield's PBIS team attended an end-of-the-year training in Mankato on March 4th to wrap up the cohort that they started two years ago.

Excellence in resource management.

- In collaboration with the Banfield PTC group, we've been able to pay for a magician and trip to the dome for two field trips
- During conferences, we were able to collect school fees from families. We also had over 85% attendance at our conference in January.

Site Newsletter: <https://secure.smores.com/n/3tymw2-banfield-banner>

Neveln Elementary School:

Support and resources to ensure a safe and welcoming learning environment.

We had an amazing Vocabulary Parade at Neveln! Students showcased their creativity by selecting a favorite word and designing a poster to display it. Some students added visuals to describe their word, while others went all out with costumes that brought their words to life!

Thank you to Dr Page, Dr Baskin, school board members, and families that joined us at the vocabulary parade event. We loved celebrating words and learning together. Our students and families enjoyed playing BINGO and other games and connecting as a community. Best of all, each student went home with a new book to continue their love of reading at home.

Our Knights earned another building wide PBIS celebration for 10 Golden Shields. All of our students took a trip to the Dome to play on February 19. We are excited to earn our next building celebration.

Packer Profile for all learners.

Our Kindergarten Knights had a wonderful time on their recent field trip to the Hormel Home! The students had the opportunity to learn about the rich history of the house and engage in hands-on activities. They explored quilt design and identified various shapes found throughout the Hormel Home, making the experience both educational and fun.

2nd Graders will be visiting the Hormel Home this month.

District-wide multi-tiered systems of support for all learners.

At Neveln, we continue to emphasize the importance of consistent attendance and arriving to school on time at **8:00 AM**. Being here on time ensures that students don't miss out on crucial instruction and sets a positive tone for the rest of the day.

Our leadership teams meet weekly to review student attendance rates and brainstorm ways to support both students and families in improving attendance. We are committed to working together to ensure that every student is present and ready to learn.

Excellence in resource management

We are excited to announce that **Neveln Elementary** is hiring a **General Education Paraprofessional!** If you are passionate about working with students and supporting their learning journey, we would love for you to join our dedicated team.

To apply, please visit the **Austin Public Schools (APS) website** and submit your application today.

- Site Newsletter: <https://secure.smores.com/n/3kjb7>

Southgate Elementary School

1. Support and resources to ensure a safe and welcoming learning environment.

- Two weeks ago our Gators spent a recess period at the Packer Dome for earning their Gator Ticket incentive for the month.
- Our next Gator Incentive will occur after we earn 1500 Gator Tickets and will be an a Bingo Hour for students in the classroom. This was a tradition we started last year and we are happy to be able to offer it again to our students.

2. Packer Profile for all learners

- At our last professional development day, we were able to receive updates as a staff from AHS principal Matt Schmit about some of the exciting work going on for our students with the Packer profile. As part of our work with the Packer Profile portfolio, students at Southgate will have submitted three pieces of learning evidence into classroom SeeSaws by the end of the school year. In this portfolio will be work samples in the areas of math, reading and writing. These work

examples that will be collected over our student's entire tenure at APS will serve as evidence of growth and learning and we are excited to be a part of it.

3. District-wide multi-tiered systems of support.

- Each week, our student support teams continue to meet to discuss the needs of our students whether it is in the typical classroom or for those who may need additional supports. Members of our support teams are part of the district MTSS teams and continue our own learning.
- After our last assessment window, we are continuing to adjust our classroom practices and how we provide services to students who may need additional supports. One group that we are fortunate to have in our building is Reading and Math Corps. In a recent audit of those programs, the Americorps supervisors reported that our Math and Reading tutors are doing great work and students are seeing excellent growth.

4. Excellence in resource management.

- This month is the start of our staffing season and have initial discussion at the district level about our enrollments and staffing needs for the 2025-2026 school year. These meetings are an important part of our planning process and serve as a jumping off point for in school services, scheduling and school staffing.
- We are also beginning some necessary resource management for next year including looking at space needs, student programming and starting to develop a building schedule.

Site Newsletter: <https://secure.smores.com/n/d96jp-gator-gazette>

Sumner Elementary School:

Support and resources to ensure a safe and welcoming learning environment.

- Sumner School Students earned their second schoolwide celebration, earning a total of 100 Starbucks. We celebrated with a trip to the dome where students engaged in a variety of activities and obstacle courses.
- Fourth grade students will be traveling to the Children's Theatre on March 6th to view the performance, "Milo Imagines the World."
- Sumner had 91% of families attend Winter Parent Teacher Conferences

Packer Profile for all learners.

- Our teachers and students are posting their learning progress in reading, math and writing in our Seesaw application.
- Grades K-4 students continue to take a field trip to our local Nature Center.
- Grade 4 students travel to Minneapolis to visit the Children's Theatre to view, "Milo Imagines the World," on March 6th.
- Grade 3 students travel to Minneapolis to visit the Minnesota Zoo on March 26th.

District-wide multi-tiered systems of support for all learners.

- Following our winter benchmark assessments, teachers and students created a learning goal to achieve by spring benchmark on a targeted literacy skill. Many students are tracking his/her progress toward this goal.
- Staff participated in a live OL&LA training session on March 17th. Several of our staff have completed the online modules.

Excellence in resource management.

- We continue to monitor student enrollment numbers to determine staffing needs for the upcoming 25-26 school year.
 - We solicited feedback from staff on schedule advantages and challenges to support a stronger schedule in 25.26 that supports the teacher's ability to effectively teach the curriculum and meet our students needs. In addition, the elementary administration is engaging in a book study to elevate building schedules.
- Site Newsletter: <https://secure.smores.com/n/agp7d>

Community Education:

Support and resources to ensure a safe and welcoming learning environment.

- The District Wellness Committee continues to gain membership from district sites.
- Staff at the CLC have written each other 540 notes of appreciation so far this school year.
- Welcomed 241 families to the CLC for winter conferences.
- Strengths in Leadership PD for PLC leaders is happening after spring break and is valuable learning for our team as we seek to improve not only our program culture but achieving strong results for students.

- Students at the CLC follow three program wide expectations; Be a friend, be safe, and be responsible. In the month of January, students were noticed exhibiting these positive behaviors 463 times. In addition, each child will receive a postcard at their home from their teacher this semester letting their families know what they are doing well at school.

Packer Profile for all learners.

- Community Education offerings are being shared by school leadership in monthly newsletters and include opportunities for youth and adults to explore areas of interest including day trips to Bachmans, dodgeball club, baseball clinics, child and babysitting certification, and a More Than Pink primer.

District-wide multi-tiered systems of support for all learners.

- All students are making gains in preschool as measured by TSGold our Early Childhood assessment tool during our winter checkpoint. Our School Leadership Team along with our PLC's are cross referencing our current data, Fall kindergarten FAST data and our learning from LETRS training to determine our areas of focused Tier One instruction this winter and spring.
- We have had 22 level gains in our Adult Education program since the start of 2025.
- Our early childhood team has developed a comprehensive list of our Tiers 1-3 behavior interventions. We are now preparing training for staff to ensure that all team members are confident about application of interventions.

Excellence in resource management.

- Hiring for 24-25 mid-year vacancies at Kids Korner and Early Childhood
 - Applications for VPK and Pathways Scholarships submitted for 25-26
 - Registration for 2025-2026 preschool opened on March 4th to the public.
 - Summer Kids Korner opens to the public on March 31, 2025.
- Site Newsletter: <https://secure.smores.com/n/rpm86>