# SAINT PETER PUBLIC SCHOOLS

## *Saints* LEARNING MATTERS

# WORLD'S BEST WORKFORCE PLAN

# ANNUAL REPORT

## 2017-2018 School Year

Saint Peter Early Childhood, South Elementary, North Elementary,
Saint Peter Middle School, Saint Peter High School

# About this report

The 2017-2018 World's Best Workforce (WBWF) Report documents student achievement and the strategies and initiatives that the district engaged in to meet that level of achievement.

The report addresses all five educational areas outlined in the district's WBWF Plan:
1. School Readiness
2. 3rd Grade Literacy
3. Closing the Achievement Gap
4. Career and College Readiness for All
5. High School Graduation

The strategies and initiatives listed in **School Readiness** focus on the literacy, numeracy, self-help, and social and emotional skills that children need to be successful in kindergarten. The data points suggest that these efforts, such as the alignment of the Early Childhood programming with K-12 curriculum, the development of a PLC model, and continued training for pre-school teachers, are reaping benefits. Kindergarteners who attend preschool perform significantly better than their non-pre-school peers.

At North Elementary School, **3rd Grade Literacy** means that students completing grade three will be proficient readers, either meeting or exceeding Minnesota Academic Standards in reading. North's strategies and initiatives range across curriculum and programming, targeted interventions, and professional learning communities. The data shows that although we continue to perform higher than the state average, there is still work to be done in this area to address the downward trend of our data.

The **Achievement Gap** refers to the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of Saint Peter Public Schools, and ultimately Minnesota and the nation. To understand the achievement gap, it is important to know the different types of students enrolled in Saint Peter Public Schools and the achievement of each of those groups. To truly close achievement gaps, all students should improve over time. **For those students who lag behind their peers, achievement must be accelerated.** For those students already achieving at high levels, their achievement is maintained. We have had some success in closing gaps, but Saint Peter Public Schools still has more work to do. Minnesota Department of Education and our school district are working on initiatives to ensure all students are performing at high levels.

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in core subjects such as English, science, math, world language, and social studies. The AVID College Readiness System offers students in the academic middle the framework and support to benefit from these rigorous courses, as well. Saint Peter High School is preparing for growth in Career and Technical Education areas, as well. Key initiatives are the Culinary Arts program, High Step Medical Science and Agri-Science Academies, and Project Lead The Way. Individualized career guidance planning involved  career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college

acceptance and performance, show the success of these efforts.

In Saint Peter Public Schools, the **High School Graduation** rate goal is always that 100% of all students earn a high school diploma. Saint Peter High School's graduation rate is 12.6% above the state average, but at Saint Peter High School, we continue to work toward a 100% graduation rate. This report includes a closer look at the student success rates with our varied credit recovery programs.

This report also includes the **District Staff Development Report.** This report outlines goals aligned with  the district strategic plan.  The report describes the various format options used to provide our staff with the necessary opportunities to attain the goals.

## Advisory Committee

The WBWF Advisory Committee plays a key role in guiding and directing the WBWF Plan.  On a bi-annual basis, the committee reviews plans for each goal area, provides input on strategies and reviews progress in meeting the goals tied to each component.

**WBWF Advisory Committee Members:**

| | |
|---|---|
| Jen Letts (Parent) | Robert Meeks (School Board) |
| Keith Stelter (Parent) | Doreen Oelke (Principal) |
| Kris Marlow (Parent) | Ytive Prafke (Special Programs Administrator) |
| Chris Harmes (Parent) | Bill Kautt (Community Member) |
| Peggy Dimock (Teacher) | Rahma Jamac (Student) |
| Darin Doherty (Principal) | |

## 1. School Readiness

**Student Achievement Goal**
80% of children who enter kindergarten in the fall of the 2017-2018 school year with word skills, number skills, fine motor, and social and emotional skills that are at or above level on the Kindergarten Entrance Checklist.

**Strategies and Initiatives**
**Curriculum and Programming**
- Alignment of Early Childhood programming with K-12
  - Early Childhood teachers meet on a regular basis to ensure that their instruction aligns with the Early Childhood Indicators of Progress and the Kindergarten Entrance Checklist.
- Implementation of the Creative Curriculum
  - Creative Curriculum is an Early Childhood curriculum approved  by the Department of Education that is implemented in the Early Childhood Programs throughout the district. The curriculum includes learning-center based activities and developmentally appropriate play experiences.
- K Ready Program
  - K Ready programming provides an option for students who are age-eligible for Kindergarten but could benefit from an additional year of readiness. This program is a 5-day per week morning school readiness option focused on kindergarten entrance skills

- Parental involvement opportunities
  - Opportunities for parents to visit and participate in classroom activities is encouraged throughout the preschool program.  Parents are invited to attend conferences three times per year and open communication is encouraged through email, phone calls and shared virtual spaces such as Homeroom.

**Professional Learning Communities**
- Integration of all Pre-K and Kindergarten staff as an early childhood unit.
  - All District Early Childhood staff meet on a regular basis with Kindergarten teachers to ensure there is an alignment of expectations, curriculum and programming.

**Community Outreach**
- Ensuring partnerships with all community early childhood entities through the Early Childhood PLC.
- Provide opportunities for training for childcare providers and community partners.

**Assessment Results :  Kindergarten Entrance Checklist**
**Data Summary –All students who entered Kindergarten in the Fall of 2017**
Number of Students in the Data Collection:  154
Number of students who had an early childhood experience prior to Kindergarten:  145

**80%** of all incoming kindergarten students in the 17-18 school year were at or above level in
**SOCIAL EMOTIONAL SKILLS**.
**80%** of all incoming kindergarten students in the 17-18 school year were at or above level in
**WORD SKILLS.**
**73%** of all incoming kindergarten students in the 17-18 school year were at or above level in
**NUMBER SKILLS.**
**92%** of all incoming kindergarten students in the 17-18 school year were at or above level in
**FINE MOTOR SKILLS.**

## 2.  3rd Grade Literacy

**Student Achievement Goal**
The percentage of all students enrolled in grade 3 at North Elementary before October 1, 2017 who are proficient on the state accountability tests (READING MCA and MTAS) will increase from 64.9% in 2017 to 67% in 2018.

**Strategies and Initiatives**
Curriculum and Programming
- Standards-Based Core Instruction
- Lexia
- Houghton Mifflin Harcourt Journeys

Interventions
- Problem Solving Team
- Tiered instruction
- WIN Time (Flexible Grouping)
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year
- Sheltered Instruction Observation Protocol (SIOP)

Professional Learning Communities
- SMART goals, examination of student work, interventions, common formative and summative assessments.

## 3rd Grade  MCA Reading Results - 2014-2018

**District Reading  Proficiency Trends for All Accountability Tests**

St. Peter Public School District All
Grade 03
Enrolled October 1
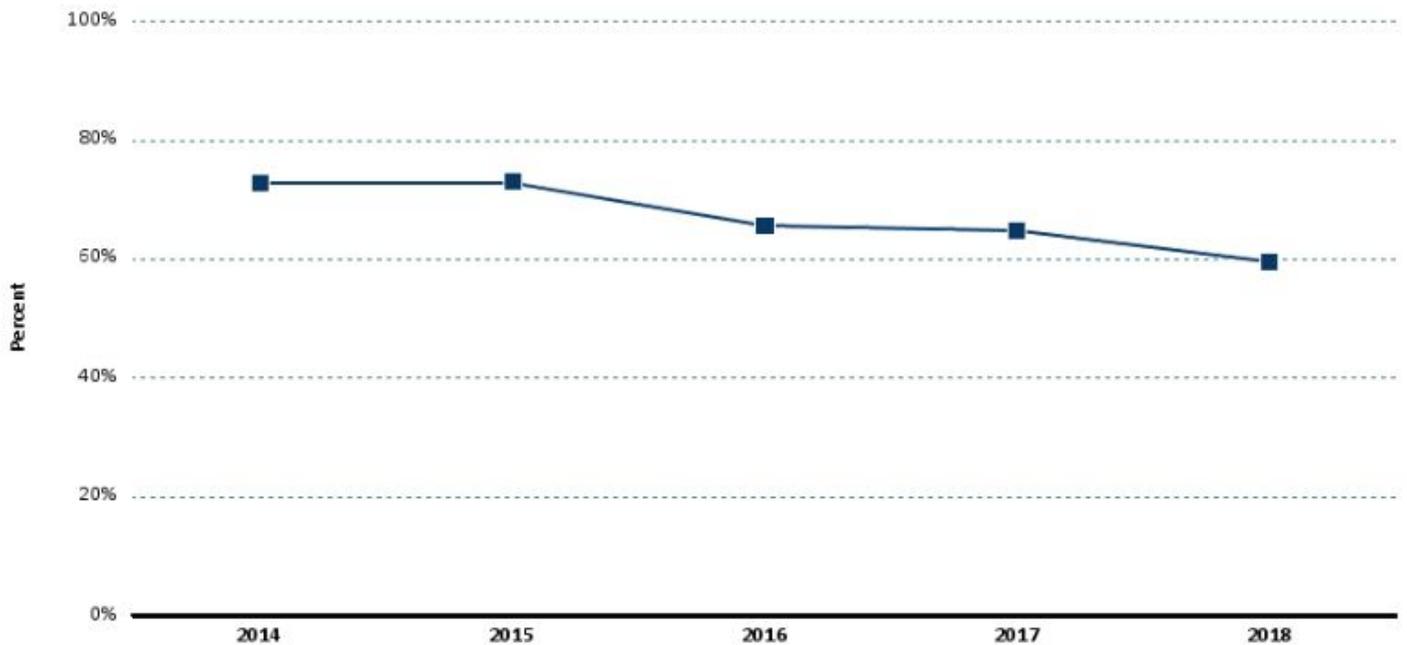
**Proficiency Percents**

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| Reading | 72.9% | 73.1% | 65.7% | 64.9% | 59.6% |

**Proficiency Counts**

| | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| Reading | 105 | 106 | 94 | 100 | 99 |

# 3. Closing the Achievement Gap

**Student Achievement Goal**
Saint Peter School District will decrease the 2017 math proficiency gap of 50.3% between English Learners and non-English Learners to 45.3% in the 2018 math accountability assessments. (MCA III and MTAS)

**Strategies and Initiatives**
Interventions
- Problem Solving Team
- Tiered instruction
- WIN Time (Flexible Grouping)
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year

Professional Learning Communities
- SMART goals, examination of student work, interventions, common formative and summative assessments

District Equity Initiatives
- 5-12 AVID
- English Language Services
- Pre-K-12 District Equity Framework
- Disaggregation of achievement data at all sites
- Read and Feed Summer Program
- Children's Weekend Food Program

The graphic below provides proficiency rate trends and achievement level distribution trends for mathematics for all accountability tests. The data allows for in-depth analysis of student achievement trends for the district. Comparison of trends allows analysis of the systems strength for each content area. Comparing various student groups to their counter student group allows an analysis of achievement gaps. Please note that the previous 5 state race codes have been changed in this report to the 7 federal race codes below as of December 2016.

<u>English Learners vs. Non-English Learners (goal set in the area)</u>
Special Education vs. Non-special Education
Free/Reduced Priced Lunch vs. Non-Free/Reduced Price Lunch
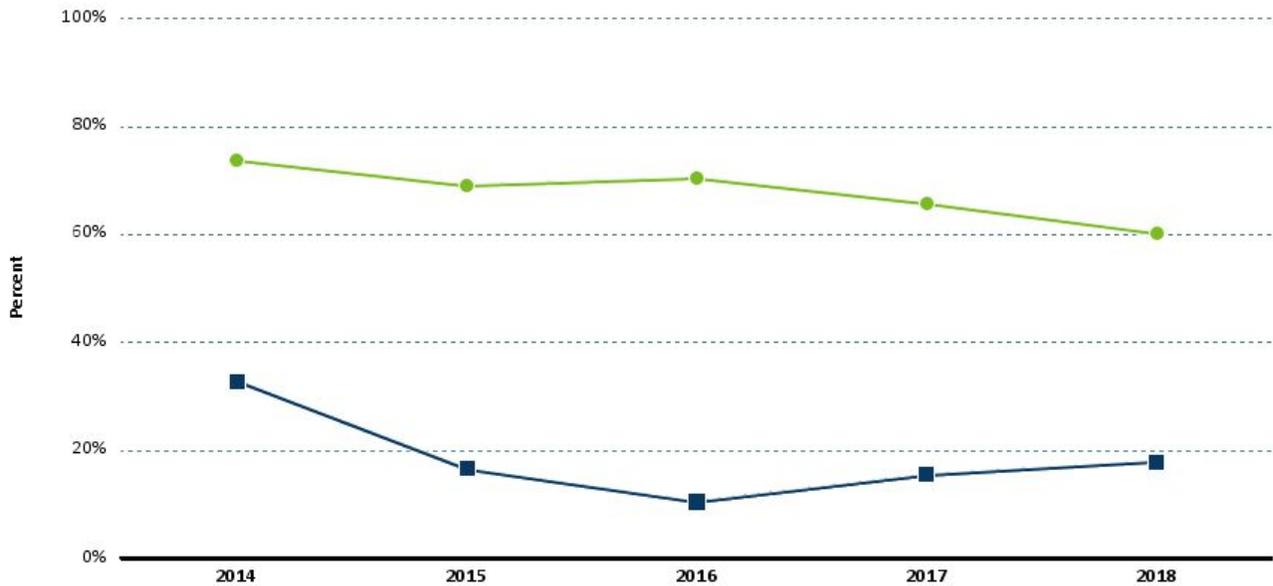Migrant vs. Non-Migrant
Enrolled Oct. 1 vs. Not Enrolled Oct. 1
Contrasting Race
Contrasting Ethnicities

## District Math  Proficiency Trends for All Accountability Tests

St. Peter Public School District All
All Grades
English Learner vs. Non-English LearnerAll Students



**Proficiency Percents**

|  | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| Non-English Learner | 73.9% | 69.0% | 70.4% | 65.9% | 60.3% |
| English Learner | 32.8% | 16.7% | 10.5% | 15.6% | 17.9% |
| Difference | 41.0% | 52.4% | 59.8% | 50.3% | 42.4% |

**Proficiency Counts**

|  | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|---|
| Non-English Learner | 701 | 693 | 715 | 687 | 632 |
| English Learner | 22 | 10 | 8 | 14 | 17 |
| Difference | 679 | 683 | 707 | 673 | 615 |

# 4. Career and College Readiness

**Student Achievement Goal**
All juniors at Saint Peter High School take the ACT. Saint Peter High School students will remain above the state average in all areas.

**Strategies and Initiatives**
- Curriculum & Instruction
    - AVID (Advancement Via Individual Determination)
    - PSEO (Post-Secondary Education Option)
    - Concurrent Enrollment
    - Academy opportunities
    - Additional CTE course offerings

- Programs
    - Freshman Navigator
    - Sophomore Career Expo
    - Sophomore Leadership Retreat
    - Junior Regional College Fair
    - Junior/Senior National College Fair
    - Junior/Senior meetings for Individual Learning Plans
    - FAFSA Information night

- ○ Opportunity Day
  - ■ Freshman college/career tours
  - ■ Sophomore Pre-ACT (Career Inventories)
  - ■ Junior ACT
  - ■ Senior job shadowing
- ○ PSAT for Juniors
- ○ MCIS (Minnesota Career Information System) implementation
- ○ Junior Career Day
- ○ Construct Tomorrow
- ○ Tour of Manufacturing
- ○ PICE (Partnership in Career Exploration) intern
- ○ Senior Week/Wisdom Retreat
- ○ Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society)

**Progress Made in 2017-2018**
**AVID Organization Embedded in 5th and 6th:**
AVID 7:   20 Students
AVID 8:   17 Students
AVID 9:   23 Students
AVID 10: 14 students
AVID 11: 14 Students
AVID 12: 10 Students

**Concurrent Enrollment**

Courses offered:
　　　Communication - 19 students - 76 credits earned
　　　Biology - 48 students - 192 credits earned
　　　Intro to Animal Science - 16 students - 48 credits earned
　　　Spanish 201 - 21 students - 84 credits earned
　　　Psychology - 36 students - 144 credits earned
　　　English Literature - 48 students - 192 credits earned
　　　English Composition - 48 students - 192 credits earned
　　　Political Science - 54 students - 216 credits earned
　　　Medical Terminology - 14 students - 42 credits earned

Total enrollments: 304
Number of college credits earned:  1,186
Using fees for spring 2017, families saved $333,938.62

## Credit Requirements for Graduation

|  | Total Credits | English | Math | Science | Social Studies | Art | PE/Health | Speech | Elective Credits |
|---|---|---|---|---|---|---|---|---|---|
| State of MN | 21.5 | 4 | 3 | 3 | 3.5 | 1 | 0 | 0 | 7 |
| SPHS | 27 | 4 | 4 | 4 | 3.5 | 1 | 2 | .5 | 8 |

## ACT Average Scores, 2014-2018

| Graduation Year | Total Tested | English | Math | Reading | Science | Composite |
|---|---|---|---|---|---|---|
| 2014 | 97 | 21.7 | 22.8 | 22.8 | 23.5 | 22.9 |
| 2014 State Average |  | 22.1 | 23.0 | 23.1 | 22.9 | 22.9 |
| Difference |  | -0.4 | -0.2 | -0.3 | +0.6 | 0 |
| 2015 | 90 | 22.1 | 22.7 | 23.5 | 23.5 | 23.0 |
| 2015 State Average |  | 21.8 | 22.8 | 23.0 | 22.7 | 22.7 |
| Difference |  | +0.3 | -0.1 | +0.5 | +0.8 | +0.3 |
| 2016 | 136 | 20.3 | 21.7 | 21.5 | 21.7 | 21.4 |
| 2016 State Average |  | 20 | 21.2 | 21.3 | 21.3 | 21.1 |
| Difference |  | +0.3 | +0.5 | +0.2 | +0.4 | +0.3 |
| 2017 | 109 | 21.6 | 22.3 | 22.3 | 22.2 | 22.2 |
| 2017 State Average |  | 20.4 | 21.5 | 21.8 | 21.6 | 21.5 |
| Difference |  | +1.2 | +0.8 | +0.5 | +0.6 | +0.7 |
| 2018 | 152 | 21.4 | 21.8 | 22.1 | 21.6 | 21.8 |
| 2018 State Average |  | 20.2 | 21.4 | 21.7 | 21.4 | 21.3 |
| Difference |  | +1.2 | +0.4 | +0.4 | +0.2 | +0.5 |

# 5. High School Graduation

**Student Achievement Goal**
Saint Peter High School will increase its graduation rate from 94.1% to at least 95%.

**Strategies and Initiatives**

**PreK-12 Curriculum & Instruction**
- Professional Learning Community Model

**ALC**
- Summer Reading Program
- Credit recovery: 52 students participated, 11 credits
- Summer School: 91, 30.5 credits earned
- Odysseyware: 13 students participated, 6.5 credits

**Guidance Program**
- Student meetings
- Plan development and monitoring

## 2016 College Going

The total number of students earning a regular high school diploma and who enrolled in any Institution of Higher Education within 16 months of graduation.

|  | # of students earning HS diploma | # enrolled in any IHE within 16 months | % Enrolled within 16 months |
|---|---|---|---|
| Statewide | 57,962 | 43,668 | 77% |
| SPHS | 130 | 108 | 83% |

## 2016 College Credit Accumulation

The total number of students who graduated from high school with a regular high school diploma and enrolled in a public institution of higher education within 16 months of graduation and who earned one year of college credit within two years of enrollment in a public institution of higher learning.

|  | # of students enrolling in a public IHE within 16 months | # of students earning 1 year of credit within 2 years of enrollment | % earning 1 year of credit within 2 years of enrollment |
|---|---|---|---|
| Statewide | 28,030 | 22,110 | 79% |
| SPHS | 59 | 47 | 80% |

## Four Year Graduation Rate

|            | Year | Graduated Count | Graduated % |
|------------|------|-----------------|-------------|
| Statewide  | 2013 | 53,865          | 80.4%       |
|            | 2014 | 53,433          | 81.4%       |
|            | 2015 | 54,150          | 82.1%       |
|            | 2016 | 54,071          | 82.5%       |
|            | 2017 | 54,843          | 82.7%       |
| SPHS       | 2013 | 137             | 90.7%       |
|            | 2014 | 122             | 92.4%       |
|            | 2015 | 108             | 95.6%       |
|            | 2016 | 128             | 94.1%       |
|            | 2017 | 104             | 89.7%       |

# PROFESSIONAL DEVELOPMENT PLAN

## July 2016  to June 2018

| District Vision Statement: | *Learning Matters* (our core purpose) |
|---|---|

| District Mission Statement: | To inspire a passion for learning that encourages and enables all individuals to reach their highest potential. |
|---|---|

I.  **Professional Development Goals and Objectives:**

**Goal #1**: Implement a guaranteed and relevant curriculum

        Focus 1.1:    Identifying Essential Standards

        Focus 1.2:    Curriculum Review Process

        Focus 1.3:    Common Assessments

        Focus 1.4:    Multi-Tiered Systems of Support (MTSS)

**Goal #2:**  Align resource allocation to rigorous educational goals

        Focus 2.1:    Curriculum Alignment to Standards

        Focus 2.2:    Staff Development Opportunities Aligned to District and Site Goals

**Goal #3:**  Engage in regular and ongoing data/evidence collection, use and reporting to stakeholders

        Focus 3.1:  Professional Learning Communities

        Focus 3.2:  World's Best Workforce, Balanced Scorecard, PLCs, Equity Framework

**Goal #4:**  Develop critical thinkers, collaborators, communicators and  problem solvers throughout the system

        Focus 4.1:    21st Century Skill Development

        Focus 4.2:    AVID

Focus 4.3:    STEAM to STEM

**Professional Development Structures:**

1. **Job-Embedded Support**—Traditional professional development is insufficient for sustaining quality practice and continued growth over time.  Job-embedded professional development support will assist teachers' continued professional growth during the school day through strategies that include coaching and co-teaching.

   - Instructional Coaches
   - Professional Learning Communities
   - Instructional Rounds Protocol

2. **Professional Growth Opportunities**— Professional growth opportunities are vehicles to allow district employees to share their instructional expertise.  While similar to the train-the-trainer model, PGOs are driven by a facilitator's ability to share skills with others that he/she has demonstrated mastery-level application with their own students for multiple years.  It is a way to "showcase" and share the best instructional practices from teachers within our own district.  Participants in PGOs complete 15 hours of training and are compensated with a credit (1) toward lane change OR $300 stipend.

3. **Train the Trainer**— The Train-the-Trainer model reflects the theory that people who train others recall 90 percent of what they teach and that people learn new information through.  This model will provide a core group of people with the skills and training to teach about a specific program, topic, or concept.  The Train-the-Trainer model helps create a team of community-based trainers who are capable of delivering a specific program.  These trainers are then equipped to train others. Benefits of the Train-the-Trainer approach for trainers include enhanced skills and knowledge, mastery of curriculum material, and knowledge transfer.

4. **PLC** — Professional Learning Communities represent an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.  Professional Learning Communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

   - Powering of Standards
   - Common Formative Assessments
   - Student Work Sampling

5. **Curriculum Development**—School-based curriculum development relates to teachers' professional development and entails the transfer of responsibility or ownership to the teacher.  School-based curriculum development and teachers'

professional development are two coupled processes.  Teachers, who indulge in-group activity with the aim of improving their practice or revising their curriculum, undergo a process of professional growth.
- Content-specific curriculum review teams

6. **Job-Specific Off-Site Workshops**—Attending workshops and seminars that are offered outside of the school district provides teachers and staff opportunities to develop skills and acquire knowledge that will benefit the school district. Workshops and seminars allow teachers to network with practitioners and experts from outside the district who provide information about best practices and education trends that offer fresh perspectives and new ideas about how to provide rigorous and meaningful learning experiences for students.  Attendance at off-site workshops will support school district professional development goals and student achievement.

7. **Co-Teaching Model**—Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space.  Co-Teaching strategies have been used successfully at all grade levels and in every content area, from preschool to senior high, where teacher candidates and their cooperating teachers have effectively met the individual needs of all their learners.
- MSU, Mankato and GAC Partner Teacher Training Days

8. **Early Release**—Early release time at the end of specific school days is used for professional development for teachers and other staff members.  By setting aside these days for needed professional development, we have increased the number of days that teachers are in the classroom instructing children by decreasing the amount of time out of the classroom for required workshops and other training activities.  Early release professional development activities will support school district professional development goals.
- PLC Work in Powering the Standards
- Creation of Common Assessments
- Student Work Sampling
- Equity in Education/SIOP
- Site-level Initiatives

9. **Self-Directed Online Professional Development**—Self-directed online professional development provides teachers flexible, self-paced learning opportunities that focus on augmenting a teacher's knowledge base and competency to improve their practice and professional growth.

- Infinitech
- FAST Online Resources

**Professional Growth 2017-2018 Offerings**

**SIOP**

**Lead by SIOP Trainer Annie Rients**

The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. The SIOP Model consists of eight interrelated components: Lesson preparation, building background comprehensible input, strategies, interaction, practice/application, lesson delivery, review and assessment. As part of the SPPS SIOP Implementation Team, participants receive a 3 day training lead by Certified SIOP Trainer Annie Rients. They will also collaborate with 34 other district staff members to develop an action plan for modeling, supporting and embedding SIOP practices into our instruction.

## SeeSaw PGOM

### Lead by Bre Steele

This hands-on learning session lead by Bre Steele will introduce Seesaw to pre-K-6 educators and demonstrate how effective this tool can be for learning, sharing, collaborating and communicating. Participants will learn how to integrate Seesaw into their classroom, generate new ideas for activities in the classroom, and answer any questions they may have. Participants will receive 1.5 Continuing Education hours.

## Math Strategies PGOM

### Lead by Dominique Thomas and Darin Doherty

This Professional Growth Opportunity will allow teachers to rediscover math content and practice and give the tools to modify instruction to create meaningful, hands-on lessons. The module will provide instructional strategies that can enhance math learning for our students and that will make our classrooms interactive, engaging, and focused on the big ideas of elementary math. Participants will be guided to design instruction that will allow students to make connections using concrete models and moving to representational and abstract problems as they explore and apply math content at their grade level. Participants will also be given the opportunity to apply these new learnings and reflect on each other's lessons.

## Understanding the Influence of Trauma on Brain Development and Behavior PGOM

### Lead by Dave Ribar

This session on trauma and the effects it has on brain development and behavior. Participants will leave with an understanding of the ACE (Adverse Childhood Events,) an awareness of sustained toxic stress, and learn about neural plasticity-brain adaptability.

## PGOM Assistive Technology Using Google Applications & Add On's

### Lead by Angie Potts

Google Apps is a collection of applications for online collaboration, organization, and productivity that provide powerful tools and access to content from the web." This collection

is full of excellent assistive technology that can help students with special needs access curriculum and information along with support students with learning challenges. Take the time to learn how to use Google Apps for assistive technology to meet the diverse needs and interest of our students.