



2019-2020

School District 197 Annual Report

About School District 197

Our district is comprised of eight close-knit schools serving more than 5,000 students from the communities of Eagan, Inver Grove Heights, Lilydale, Mendota, Mendota Heights, Sunfish Lake, and West St. Paul.

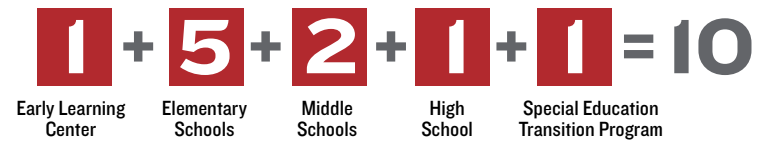
Our vibrant school community is filled with a variety of academic, athletic, and artistic opportunities for students at every age. The district is committed to working with parents and families to improve learning and achievement for all students.



1897 Delaware Ave., Mendota Heights, MN 55118 651-403-7000 www.isd197.org

2019-20 DISTRICT PROFILE

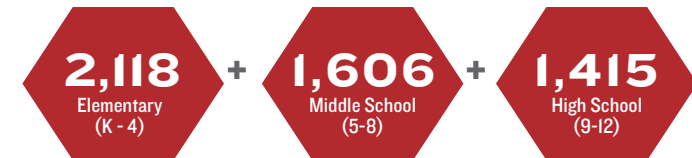
NUMBER OF SCHOOLS



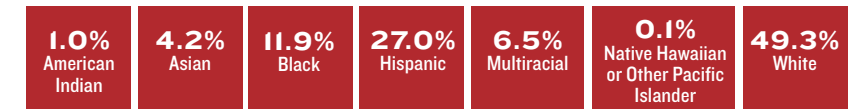
SCHOOL DISTRICT 197 STUDENT ENROLLMENT



BY GRADE LEVEL



ETHNICITY INFORMATION



OUR EDUCATORS

For reporting purposes, the district reported the following information about equitable access to excellent teachers: less than 1% ineffective teachers, 9% inexperienced (less than 3 years) teachers, and less than 1% out of field.



Our Mission

is to provide a challenging educational environment that instills in each student a lifelong passion for learning, empowers all students to achieve their personal goals and academic potential, and prepares them to be responsible citizens in an interconnected world.

Our Core Values

- **Accountability:** Upholding a shared commitment to achieving goals, producing measurable results, and ensuring transparent communication
- **Collaboration:** Engaging in partnerships founded on interdependence, trust, and transparency
- **Curiosity:** Inspiring a lifelong desire to learn and grow
- **Equity:** Providing all students with equitable access to educational resources and opportunities
- **Excellence:** Setting high expectations and focusing on continuous improvement
- **Innovation:** Encouraging creative problem solving, critical thinking, and risk taking
- **Respect:** Demonstrating personal responsibility, holding high regard for self and others, and honoring individual gifts, talents, and perspectives
- **Stewardship:** Allocating resources in a wise and sustainable manner to cost-effectively achieve our vision

“ We are committed to continuous improvement by ensuring we are using best practices to deliver the best education possible to all of our students. ”
— Superintendent Peter Olson-Skog



World's Best Workforce Strategic Plan & School District 197 Goals

The Minnesota Legislature passed the World's Best Workforce bill in 2013 as part of a broader goal to ensure every school district within the state is making strides to increase student performance. As part of World's Best Workforce, the state established five goals that provide structure and guidelines for supporting students from early learning to college and career readiness. At the time the state's goals were established, School District 197 had six goals in place to guide its work. The district's goals align with and support the state's goals. This 2019-2020 annual report provides our community members with the opportunity to learn about and provide feedback on the district and school goals for instruction and achievement for all students.



SCHOOL DISTRICT 197 GOALS

Prepare students to be career or college ready

Deliver high-impact early learning opportunities

Narrow the achievement gap

Achieve measurable growth and continuous progress for each student

Personalize learning by offering multiple pathways and opportunities for students to explore individual interests and talents

Transform teaching and learning through the innovative use of technology and other non-traditional methods and media

World's Best Workforce Committee

The committee addresses continuous improvement, community involvement, and annual public reporting on curriculum, instruction, and student achievement. This committee is comprised of parents, community members, teachers, administrators, and district office personnel to ensure a broad range of issues and viewpoints are examined and discussed. The 2018-2019 committee members are listed below.

Name	Role	Site
Cari Jo Drewitz	Director	District Office
Kate Skappel	Coordinator	District Office
Miles Lawson	Coordinator	District Office
Brenda Corbett	School Board	School Board
Laura Mogelson	Parent	Friendly Hills
Scott Schwister	Parent	Garlough
Sarah Lund	Teacher	Henry Sibley
Ron Monson	Principal	Henry Sibley
Taylor Gonsalez	Student	Henry Sibley
Abby Hendricks	Parent	Heritage
Olivia Carillo	Parent	Heritage
Jennifer Kellogg	Parent	Heritage
Donald Crain	Parent	Heritage
Matthew Schempp	Parent	Heritage
Sophia Agan	Student	Heritage
Adam Crepeau	Parent	Mendota
Laura Menk	Parent/Support Staff	Moreland
Mark Quinn	Principal	Moreland
Jessica Nelson	Teacher	Pilot Knob
Maggie Zumwalde	Parent	Pilot Knob/ELC
Sara Kanavati	Parent	Somerset
Shannon Peterson	American Indian Parent Rep	Districtwide

World's Best Workforce Goals & Results (At a Glance)

The following chart outlines Minnesota's World's Best Workforce goals and the related School District 197 goals.

Minnesota World's Best Workforce Goals	School District 197 Goal Alignment	School District 197 2019-2020 Goals	School District 197 2019-2020 Results	School District 197 2019-2020 Examples of Strategies to Achieve Goals
All Children are Ready for School	Deliver high-impact early learning opportunities	The percentage of students in the district's four-year-old preschool program that are "kindergarten ready" in the areas of literacy and social/emotional development will be 80% in each area by spring 2020.	Unable to report because of disruptions due to COVID-19	<ul style="list-style-type: none"> Implemented a new comprehensive curriculum Continued training and implementation on early literacy assessments
All 3rd Graders Can Read at Grade Level	Achieve measurable growth and continuous progress for each student	The percentage of student who will meet grade level literacy standards as measured by spring MCA Reading test in grade 3 will increase from 52% in 2019 to 54% in 2020.	Unable to report because of disruptions due to COVID-19	<ul style="list-style-type: none"> Implemented literacy assessment screener and revised intervention model through a partnership with the University of Minnesota Piloted new core literacy resource
All Racial and Economic Achievement Gaps Between Students are Closed	Narrow the achievement gap	<p>Reading: The gap between white students and Hispanic students in grades 3 – 8, 10 who meet or exceed MCA proficiency on the spring 2019 Reading MCA III will decrease from 37% to 35% in spring 2020.</p> <p>Math: The gap between white students and Hispanic students in grades 3 – 8, 11 who meet or exceed MCA proficiency on the spring 2019 Math MCA III will decrease from 38% to 35% in spring 2020.</p>	Unable to report because of disruptions due to COVID-19	<ul style="list-style-type: none"> Provided equity leadership training for administration, coaches and/or teacher leaders Provided equity professional development for all E-12 licensed staff, support staff and extra-curricular coaches and activity advisors Continued to offer Parent Academy Continued to support AVID at middle schools and high school
All Students are Ready for Career and College	Prepare students to be career or college ready	The percent of graduating seniors that meet the ACT college ready benchmark on the all four ACT subtests will increase from 27% for Class of 2019 to 29% for Class of 2020.	<ul style="list-style-type: none"> 29% of Class of 2020 seniors met college readiness Goal met 	<ul style="list-style-type: none"> Revised the high school registration guide to show career pathways in course selection Continued implementation and use of Naviance to develop college and career portfolio Implemented opportunities for students to earn bilingual seals
All Students Graduate from High School	Prepare students to be career or college ready	The four-year graduation rate at Henry Sibley High School will increase from 92% in 2018 to 94% in 2019.	<ul style="list-style-type: none"> Actual 91% Decrease 1% Goal not met 	<ul style="list-style-type: none"> Expanded opportunities for students to explore career pathways, mentorship, and internships at high school Increased student/parent/staff understanding of career pathways Reviewd graduation requirements

District Goal: Deliver high-impact early learning opportunities

Parents are a child's first and most important teacher. Strong, school-based early learning environments and programs are intended to support and enhance their role and to provide rich educational experiences for early learners. Research has demonstrated that high-quality early learning experiences close achievement gaps for children before they begin their K-12 education.

Early Childhood Screening

Early Childhood Screening is a free service of School District 197 for children between the ages of three and five and is best completed at age 3. During screening, a nurse checks a child's vision, hearing, and speech as well as cognitive, social/emotional, and muscle development. Immunization records and general health and nutrition practices are also reviewed. Screening helps ensure that children are ready for school success. The total number of children screened increased. Referrals were made to help identify children who may have concerns in the areas of vision, hearing, cognition, communication, motor skills, or social skills.



Early Childhood Family Education

Early Childhood Family Education (ECFE) is a program that offers parents and their children from birth to pre-kindergarten opportunities to grow and learn together in a supportive and stimulating environment.



249
children and adults
participated



31
home
visits

Impact of COVID-19

Distance Learning 2020

In March 2020, Governor Walz required Minnesota schools to begin a distance learning model due to COVID-19 concerns. The distance learning model was used from March until the end of the year. This model of distance learning model was based mostly on asynchronous learning for students provided by teachers along with occasional synchronous or live meetings with teachers. Schools were given two to three weeks in order to prepare for this learning model.



COVID-19 Impact on Assessment

Due to COVID-19 disruptions, national, state and local assessments were impacted. These assessments typically inform the World's Best Workforce report. Assessments of note that were cancelled in the spring of 2020 include: Minnesota Comprehensive Assessment (MCA), aReading, aMath, earlyReading. The ACT was not administered to the Junior class in April 2020, this assessment was postponed until October 2020. It is important to note that because the assessments were cancelled, this report and plan does include 2020 result data in some instances.

Understanding the Impact of COVID-19 on World's Best Workforce (WBWF)

The absence of formal assessments during the spring of 2020 impacts the progress and report contained in the traditional WBWF report and plan. This report includes as much information as is available at this time and also notes any new practices related to COVID-19 during the 2020-21 school year.

Spring Distance Learning Learning Models

In March 2020, we transitioned to distance learning. This large shift was eased by the fact that students in grades 1-12 already had access to individual devices. Staff also had experience and training with digital learning software. In grades K-4, learning continued in Seesaw and 5-12 used Canvas. Although we missed our students greatly, we enjoyed connecting with them in new ways and videoconferencing with Google Meet.

Over the summer design teams meet to prepare learning models for the 2020-2021 school year.

District Goal: **Personalized learning**

Warrior Seminar

In addition to a wide variety of rigorous courses that prepare students for post-high school endeavors, Henry Sibley High School offers the award-winning Warrior Seminar, which helps students in grade 9 transition to high school, explore career and post-secondary options, and develop themselves as individuals.



College and Career Readiness

In collaboration with Inver Grove Heights Schools and South St. Paul Schools, School District 197 also offers students hands-on work experience via the TriDistrict Career and College Readiness Initiative. During 2018-2019, students had learning opportunities in transportation, healthcare, and business and entrepreneurship.

New Common Spaces



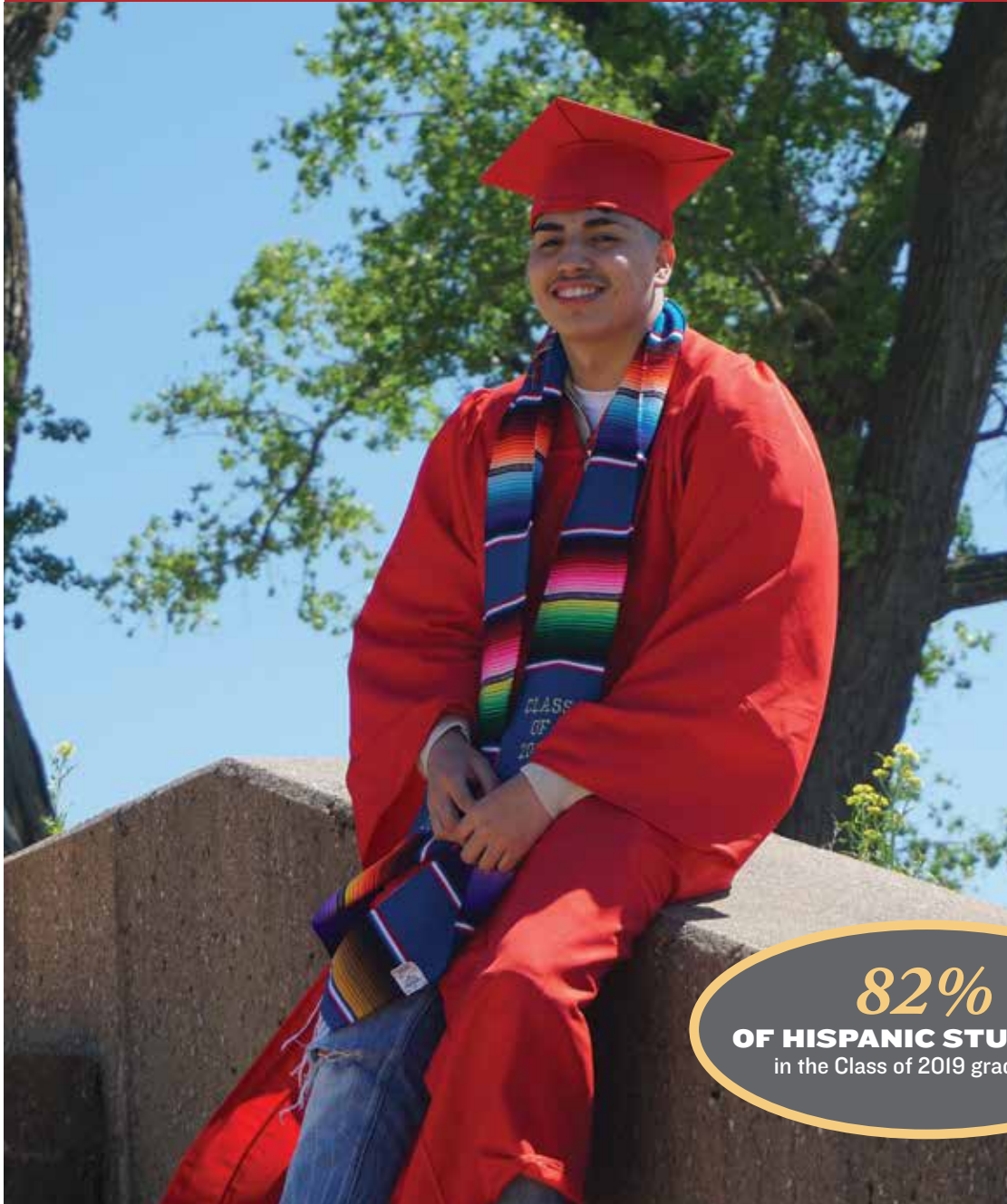
21st Century Spaces

“Common” spaces were designed as part of the district’s Long-Range Facilities Plan. In fall 2019, these spaces materialized for Phase I schools (Garlough, Moreland, Pilot Knob, and Friendly Hills). Students, teachers, and community members enjoyed the new energy and opportunity that came with these spaces. All sites will have these spaces completed by fall 2021.



District Goal: **Transform teaching and learning through the innovative use of technology and other non-traditional methods and media**

District Goal: Prepare students to be career or college ready



82%
OF HISPANIC STUDENTS
in the Class of 2019 graduated.

Ensuring all students graduate on time is imperative to both School District 197 and the state of Minnesota. We are proud of the many initiatives and programs in place to support student success.

Advanced Placement Courses

13
Offered

305
Students Enrolled

College in the Schools Courses

8
Offered

191
Students Enrolled

Centers for Advanced Professional Studies (CAPS)

3
Offered

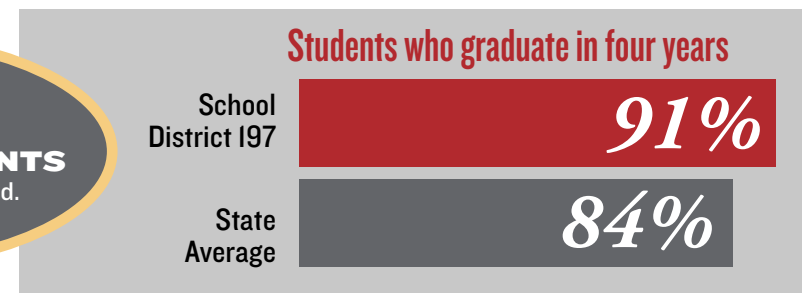
24
Students Enrolled

Athletics & Activities

36
Offered

1,285
Registrations

*A student may be counted more than once if registered for more than one activity.



District Goal: Prepare students to be career or college ready



Adequately preparing students for career and college readiness is a major component of the World's Best Workforce legislation. School District 197 is gauging its success by using two different measures. One measure is by tracking the percentage of students who attend some form of post-secondary education by using data from the National Student Clearinghouse.

The other measure that the district uses is the percentage of students who earn "College Readiness" scores on the ACT exam. College Readiness scores reflect the minimum score needed in a subject area to ensure a student will be successful on college-level work.

2020 ACT COLLEGE READINESS RESULTS

	SCHOOL DISTRICT 197*	STATE
Reading	44%	48%
Math	42%	46%
Science	41%	42%
English	55%	59%
Meet all 4	29%	30%

* Henry Sibley High School Graduating Class of 2020

New Strategic Plan: **Blueprint 197**

In fall 2019, School District 197 hosted community-wide input sessions to gather input into the creation of a revised strategic plan. Hundreds of community members, students, and staff responded to the following prompts:

- What do our students need to learn so they are ready for their future?
- What do you value most about our schools?
- What are some new opportunities we should explore?
- How can you and our community connect with and support our schools?

A representative group was convened in December 2019 to digest all of the input and create a new strategic framework to guide our new and long-term work. The framework they drafted included a mission statement, belief statements, and focus areas for improvement. After an initial review by the school board, additional input was sought through a variety of focus groups. This input was used to revise the initial draft of the strategic framework. The final draft was approved by the school board in June 2020.

The three focus areas in the new strategic framework were grounded in research as well as the input we received from questions we asked the public. During the 2020-2021 school year we will develop long range plans for each area. One notable exclusion from the strategic plan is the various endeavours the school district is taking to ensure the best instruction possible amid the COVID pandemic.



SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation