

SAINT PETER PUBLIC SCHOOLS



WORLD'S BEST WORKFORCE PLAN

ANNUAL REPORT

2016-2017 School Year

Saint Peter Early Childhood, South Early Learning Center, North Intermediate,
Saint Peter Middle/High School

About this report

The 2016-1017 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 Intermediate School, **3rd Grade Literacy** means that all 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 recent 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. Plans for new facilities and CTE concurrent courses are underway. Other key initiatives are the High Step Medical Science and Agri-Science Academies, and Project Lead The Way. Individualized career guidance planning involved the addition of 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)	Dani Epper (Student)
Annette Engeldinger (Principal)	

1. School Readiness

Student Achievement Goal

All children will enter kindergarten in the fall of the 2016-2017 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.

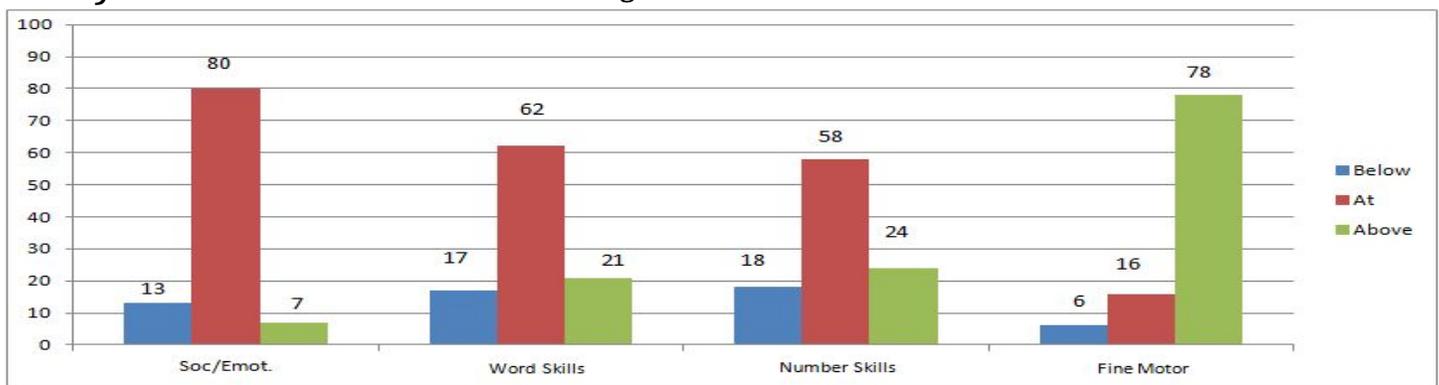
Professional Learning Communities

- 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.

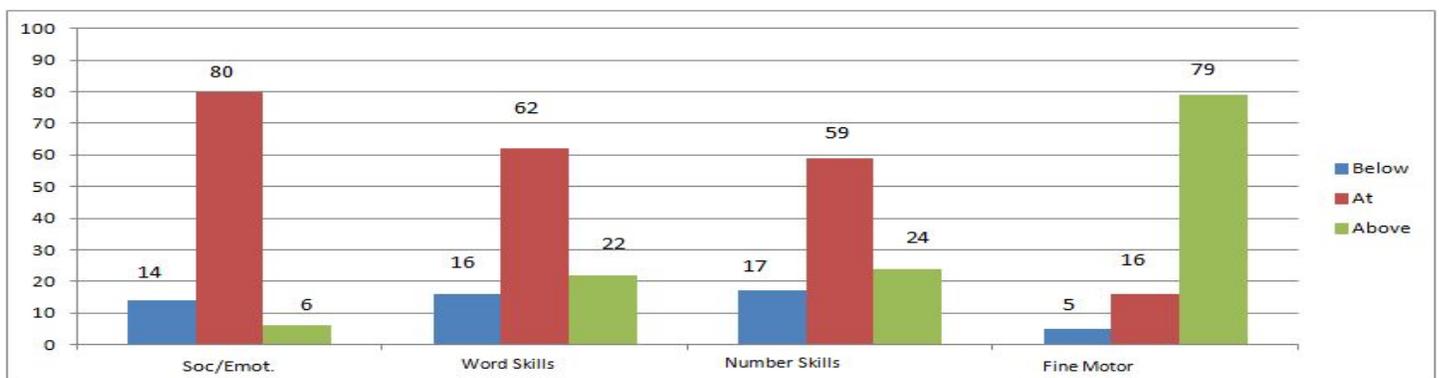
Community Outreach

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

Ready for K 2016 Overall Percentage based on 158 students



Ready for K 2016 - Have Attended Pre-School Percentage based on 147 students



Ready for K 2016 - Have NOT Attended Pre-School Percentage based on 11 students



**Assessment: Kindergarten Entrance Checklist
Data Summary –All students who entered Kindergarten in the Fall of 2016**

87% of all incoming kindergarten students in the 16-17 school year were at or above level in **SOCIAL EMOTIONAL SKILLS.**

83% of all incoming kindergarten students in the 16-17 school year were at or above level in **WORD SKILLS.**

82% of all incoming kindergarten students in the 16-17 school year were at or above level in **NUMBER SKILLS.**

94% of all incoming kindergarten students in the 16-17 school year were at or above level in **FINE MOTOR SKILLS.**

2. 3rd Grade Literacy

Student Achievement Goal

All students completing grade three at North Elementary School will be proficient readers, as demonstrated through MCA Reading assessment, scoring at meeting or exceeding Minnesota Academic Standards.

Strategies and Initiatives

Curriculum and Programming

- Standards-Based Core Instruction
- Lexia
- Houghton Mifflin Harcourt Journeys

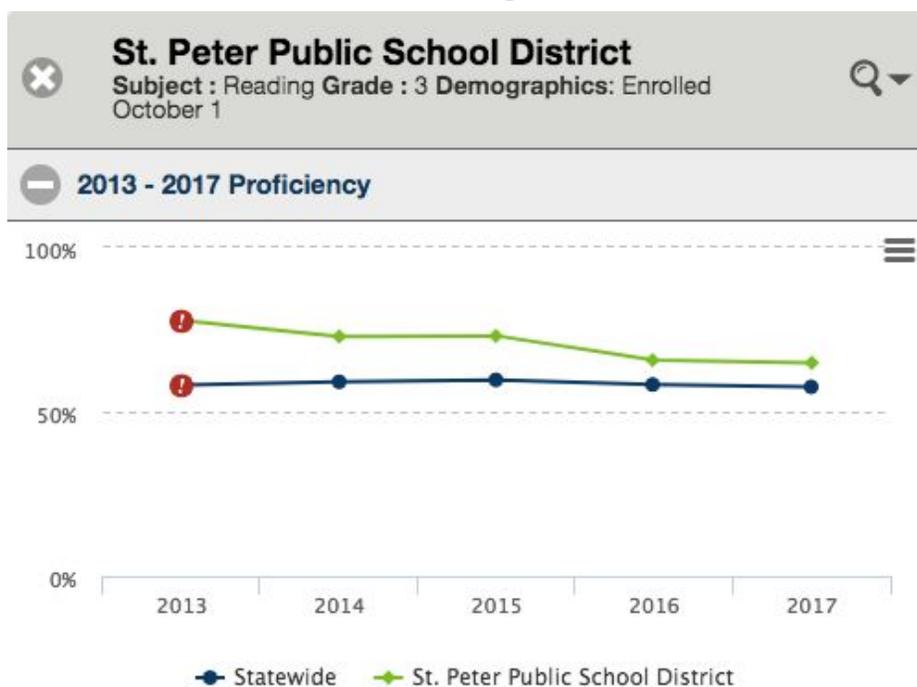
Interventions

- 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 - 2013-2017



St. Peter Public School District

Year	Percent Proficient	Number Proficient	Number Tested
2013	77.8%	112	144
2014	72.9%	105	144
2015	73.1%	106	145
2016	65.7%	94	143
2017	64.9%	100	154

3. Closing the Achievement Gap

Student Achievement Goal

Saint Peter School District will increase the achievement of underrepresented student groups by two points as reflected in the Achievement Gap Reduction component of the Multiple Measurement Rating.

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 Achievement Gap Reduction domain measures the ability of schools to get higher levels of growth from lower-performing student groups than statewide average growth for higher-performing groups. Comparisons of growth scores are made in the following way:

- School American Indian growth compared to statewide White growth
- School Asian growth compared to statewide White growth
- School Hispanic growth compared to statewide White growth
- School Black growth compared to statewide White growth
- School EL growth compared to statewide non-EL growth
- School Special Ed growth compared to statewide non-Special Ed growth
- School FRP growth compared to statewide non-FRP growth

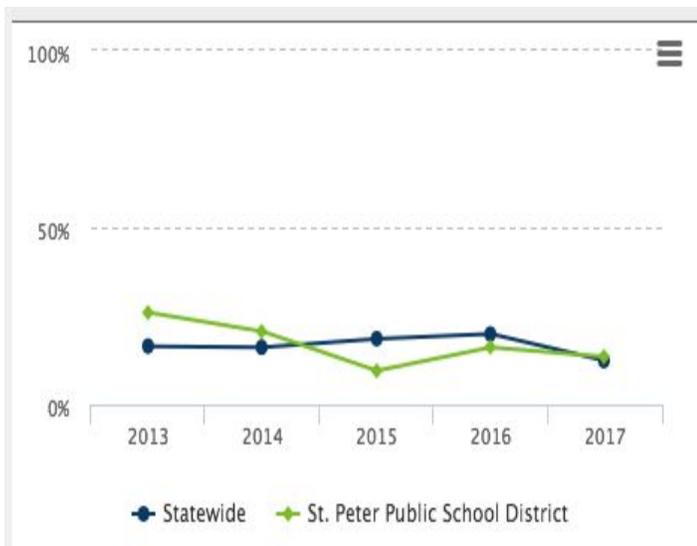
Achievement Gap Reduction Scores Calculated from Multiple Measurement Ratings 2013-17

Points awarded out of 25

2017 scores are due to districts in mid-October

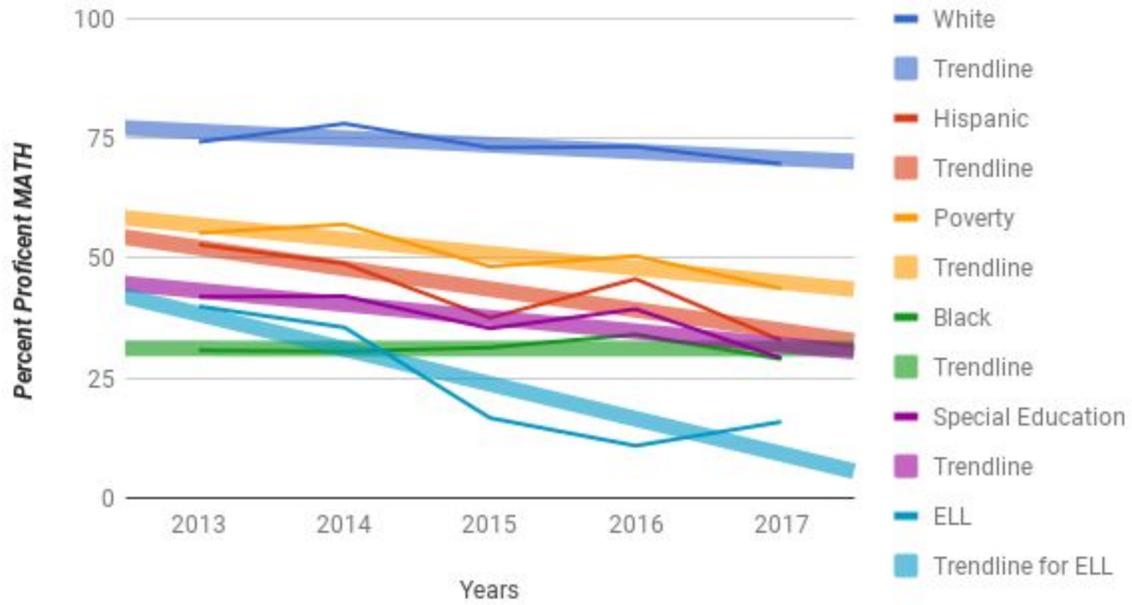
	2013	2014	2015	2016	2017
North Intermediate	13.81 (0.1171)	13.72 (0.0613)	16.39 (-0.0513)	15.60 (-0.0161)	
Middle School	11.25 (0.2718)	11.22 (0.1802)	11.61 (0.1915)	12.16 (0.1963)	
High School	13.45 (0.1116)	12.03 (0.2843)	14.05 (0.1904)	16.93 (-0.0296)	

ACCESS for ELL (Language Acquisition)

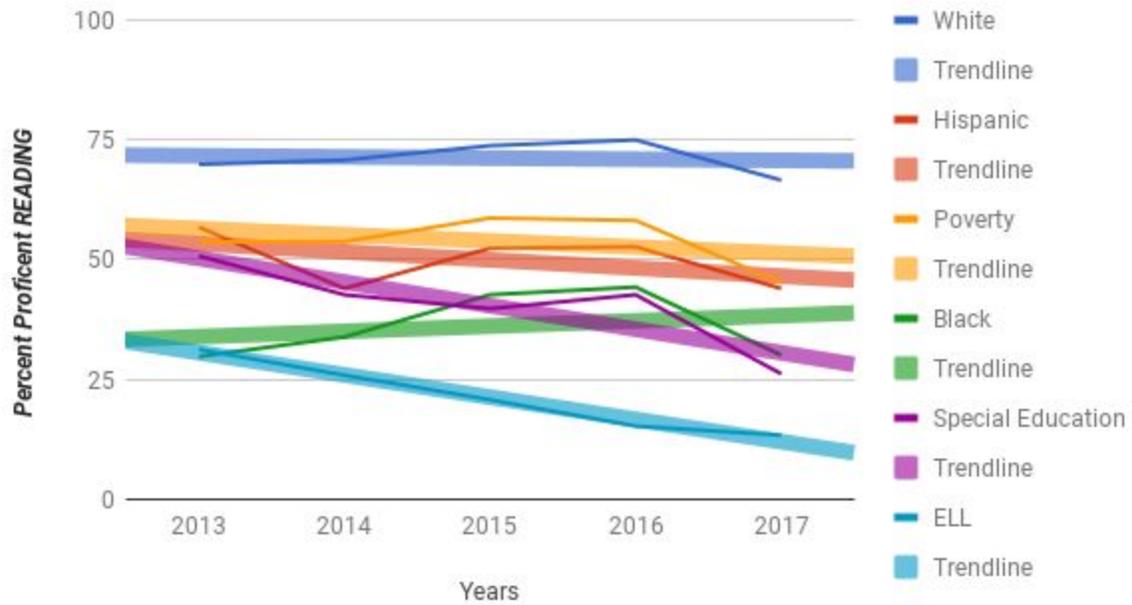


St. Peter Public School District			
Year	Percent Proficient	Number Proficient	Number Tested
2013	26.0%	27	104
2014	20.6%	20	97
2015	9.5%	8	84
2016	16.2%	17	105
2017	13.5%	20	148

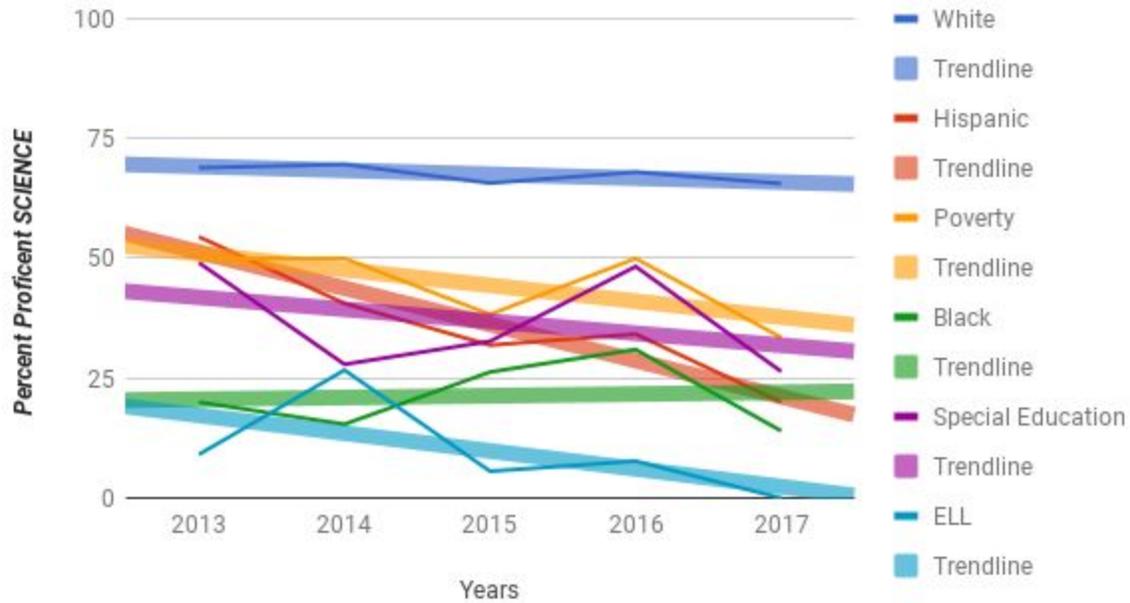
Closing the Achievement Gap MATH



Closing the Achievement Gap READING



Closing the Achievement Gap SCIENCE



4. Career and College Readiness

Student Achievement Goal

All students will graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life. This will be reflected in ACT results, concurrent course enrollment and credit generation, senior exit surveys, and college entrance rates across all graduating student groups.

Strategies and Initiatives

- Curriculum & Instruction
 - AVID (Advancement Via Individual Determination)
 - PSEO (Post-Secondary Education Option)
 - Concurrent Enrollment
- Programs
 - PBIS (Positive Behavior Intervention and Supports)
 - 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
 - PSAT for Juniors
 - Pre-ACT for Sophomores (Career Inventories)
 - 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, Captains' Council, Principals' Leadership Group, Student Council, National Honor Society)

Progress Made in 2016-2017

AVID Embedded in 5th and 6th:

AVID 7: 21 Students

AVID 8: 19 Students

AVID 9: 28 students

AVID 10: 14 students

AVID 11: 11

AVID 12: 5

Concurrent Enrollment

Courses offered:

Communication - 33 students - 99 credits earned

Biology - 29 students - 116 credits earned

Spanish 201 - 22 students - 88 credits earned

Psychology - 30 students - 120 credits earned

English Literature - 42 students - 168 credits earned

English Composition - 42 students - 168 credits earned

Political Science - 42 students - 126 credits earned

Medical Terminology - 11 students - 33 credits earned

Total enrollments: 251

Number of college credits earned: 918

Using fees for fall 2016 (2015 fees no longer published), families saved \$245,738.04

Credit Requirements for Graduation

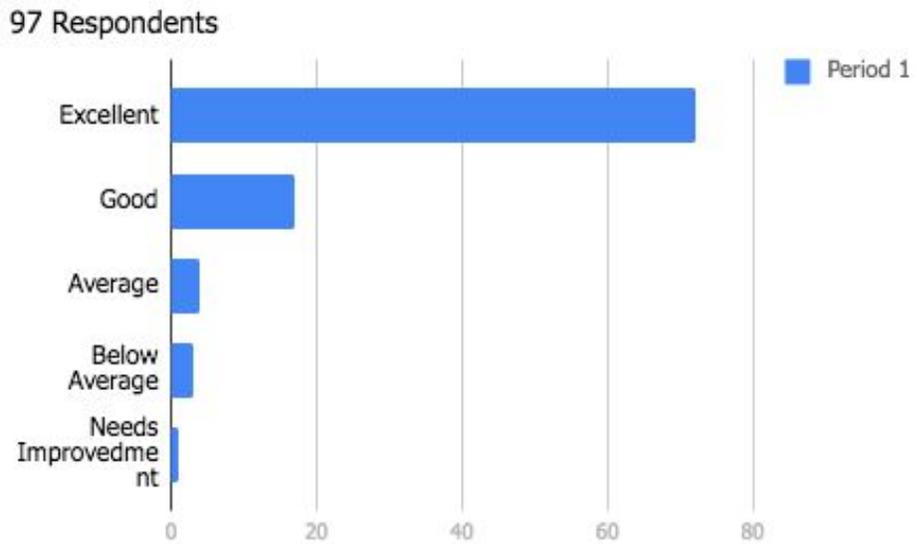
	Total Credits	English	Math	Science	Social Studies	Art	PE/Health	Speech	Elective Credits
State of MN	21.5	4	3	3	3.5	1	0	0	7
SPHS	27	4	4	4	3.5	1	2	.5	8

ACT Average Composite Scores, 2013-2017

Graduation Year	Total Tested	English	Math	Reading	Science	Composite
2013	103	22.4	23.1	23.3	23.3	23.1
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 (77.58%)	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
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Senior Survey - “After graduation, the likelihood of continuing my education is...”



5. High School Graduation

Student Achievement Goal

Saint Peter High School will increase its graduation rate from 93.1% to at least 94%.

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

2015 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	# enrolled in any IHE	% Enrolled within 16
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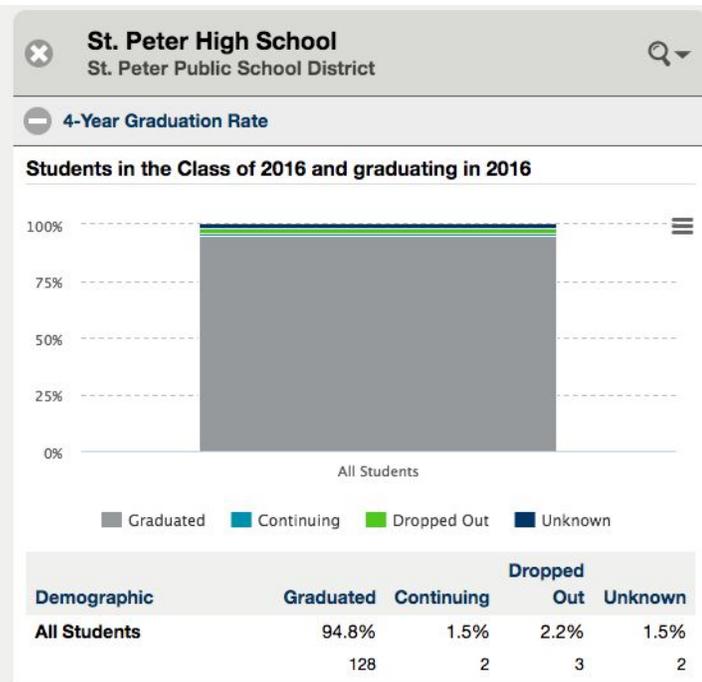
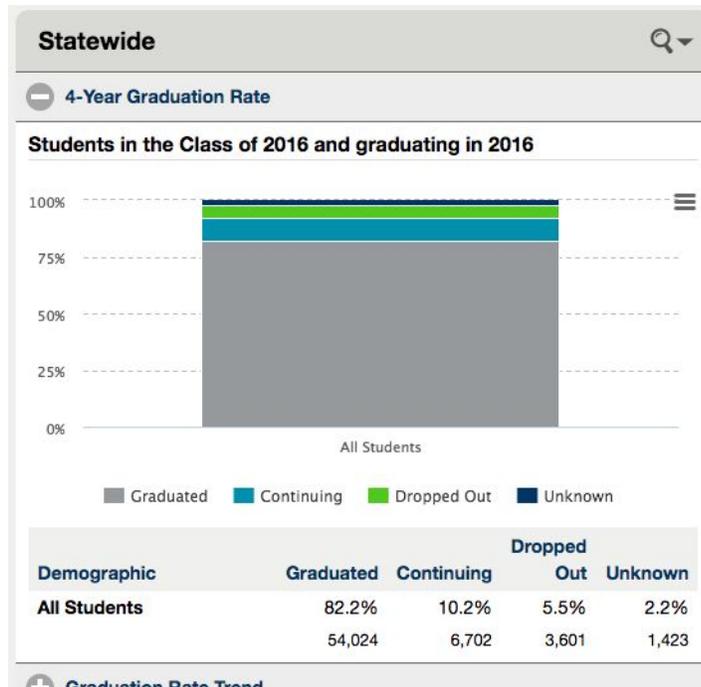
	HS diploma	within 16 months	months
Statewide	57,989	43,020	74%
SPHS	107	87	81%

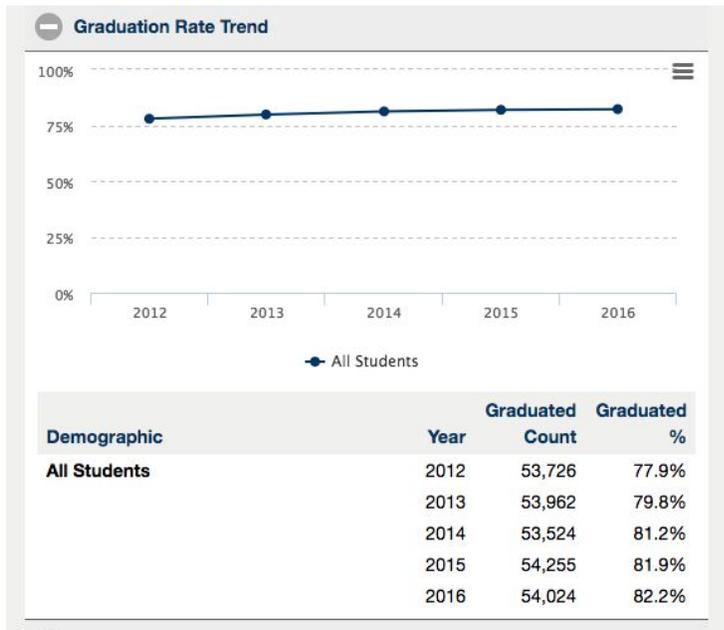
2015 College Credit Accumulation

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	27,456	18,875	69%
SPHS	48	39	81%

Four Year Graduation Rate





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. **Saints Nation Night Class (SNNC)**— SNNC allows participants from all district systems groups advance their knowledge in job specific areas. Offerings will encompass occupation related skills training, technology, licensure requirements, and exploration of best practice in the areas of teaching, learning and assessment. In SNNC, individuals will develop skills and confidence using specific information and or technology tools relevant their job.
 - Mobile devices - iPads
 - Digital Formative Assessment Tools
 - Online Learning Tools
 - Behavioral Strategies
 - Innovative Teaching Initiatives
 - Saints Apps
 - Google Apps
 - Reading, Mental Health, & ELL Teacher Re-licensure requirements
 - Safety Training

7. **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.
8. **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
9. **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
10. **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.
 - Infnitech
 - FAST Online Resources

