Saint Peter Public Schools
CACR Goals
2025-2026

<u>Goal Area 1:</u> All children are ready for school.

2025-2026 Goal: 88% of children who enter kindergarten in the fall of the 2025-2026 school year with word skills, number skills, fine motor skills, and social and emotional skills are at or above level on the Kindergarten Entrance Checklist.

Outcome: The goal was partially met, with the fine motor skills checklist showing 88% at or above level. The overall average in all areas was 81%, with students scoring at or above level on the Kindergarten Entrance Checklist.

2026-2027 Goal: 83% of children who enter kindergarten in the fall of the 2025-2026 school year with word skills, number skills, fine motor, and social and emotional skills are at or above level on the Kindergarten Entrance Checklist.

Please note: Currently, an SPPS-created Kindergarten Entrance Checklist is used to collect this data. The Minnesota Department of Education (MDE) is planning to release the Minnesota Kindergarten Fall Assessment (MnKFA), a standardized kindergarten entrance assessment which may include a different set of data or indicators. This assessment is scheduled to begin in the fall of the 2027-2028 school year.

<u>Goal Area 2:</u> All racial and economic achievement gaps between students are closed.

2025-2026 Goal: By Spring 2026, Saint Peter Public Schools will reduce the FAST aReading Low-Risk achievement gap between Multilingual Learners (MLs) and non-ML students by at least 5 percentage points, decreasing the gap from the current 48.3 percentage points (based on the 2023–2025 three-year spring screening average of 14.6% ML and 62.9% non-ML Low Risk) to 43.3 percentage points or smaller. Non-ML Low-Risk students must also maintain or improve on the 62.9% average.

Outcome: The goal was partially met. In spring 2026, 19.7% of ML students and 64.1% of non-ML students scored Low Risk on FAST aReading, narrowing the achievement gap by 3.9 percentage points, from 48.3 to 44.4 percentage points. Both groups improved over their three-year baseline averages, but the gap exceeded the target of 43.3 percentage points by 1.1 points.

2026-2027 Goal: By Spring 2027, Saint Peter Public Schools will reduce the FAST aReading Low-Risk achievement gap between Multilingual Learners (MLs) and non-ML students by at least 2 percentage points, decreasing the gap from the current 47.5% percentage points (based on the 2024–2026 three-year spring screening average of 15.2% ML and 62.7% non-ML Low Risk) to 45.5% percentage points or smaller. Non-ML Low-Risk students must also maintain or improve on the 62.7% average.

<u>Goal Area 3:</u> All students are ready for career and college.

2025-2026 Goal: The high school will continue to implement a Diploma Plus program for all SPHS graduates. The number of students graduating with high school experience in at least one of the following areas will increase by 2% during the 2025-2026 school year.

	2024-2025	**2025-2026**
• College credits earned during high school	1787	2,808
• Industry certification earned during high school	125	22

2026-2027 Goal: The high school will continue to implement a Diploma Plus program for all SPHS graduates. The 2026-2027 focus will be on increasing career/work opportunities. We will increase career/work opportunities by 25%.

<u>Goal Area 4:</u> All students graduate from high school.

2025-2026 Goal: Saint Peter High School will increase its graduation rate from 94.3% to 95%.

Outcome: Goal met at 95.1%

2026-2027 Goal: Saint Peter High School will increase its graduation rate from 95.1 to 95.5%.

<u>Goal Area 5:</u> Prepare students to be lifelong learners.

2025-2026 Goal: The district will continue to develop and implement plans to teach and assess the C3 Framework in the social studies curriculum.

* The College, Career, and Civic Life (C3) Framework provides guidance for enhancing the rigor of K-12 social studies education. That guidance takes form in an Inquiry Arc that features the four dimensions of informed inquiry in social studies

1. Developing questions and planning inquiries
2. Applying disciplinary concepts and tools
3. Evaluating sources and using evidence
4. Communicating conclusions and taking informed action

Outcome
The district continued implementing a social studies curriculum with an emphasis on inquiry-based learning. The district made curricular purchases across all schools to support the C3 Framework.

The recommended MN Social Studies standards implementation timeline is:

<u>2024-2025</u>

- Provide professional learning for grades K-3. Support teachers in building understanding of the inquiry arc.
- Ensure appropriate resources are available for professional development, curriculum revision, and phase-in support focused on grades K–3.
- Consider a plan to address any course, schedule or staffing needs related to providing students the skills and knowledge to meet the required grade-level benchmarks.
- Initiate development of standards-based curriculum and assessments.

<u>2025-2026</u>

- Provide professional learning for grades 4–5 and 7–8. Identify and plan for any shifts in high school scope and sequence.

- Continue to ensure appropriate resources are available for professional development, curriculum revision, and phase-in support, focused on grades 4–5 and 7–8.
- Finalize social studies curriculum based on the 2021 standards and grade-level benchmarks. Complete any district adoption requirements.
- Plan for high school scope and sequence that meets all five strands.

2026-2027

- Continue professional learning and support for social studies educators, grounded in a process of continuous improvement.
- Continue to ensure appropriate resources are available for professional development, curriculum revision, and phase-in support, focused on grades 6 and 9–12.
- Curriculum and Instruction: Assess curriculum and sustain curriculum improvement efforts over time.
- Begin standards implementation in grades 6 and 9–12, including any necessary shift in scope and sequence.