



SAINT PETER SCHOOL BOARD

Study Session

Wednesday, October 7, 2026

Saint Peter Middle School-Media Center, 100 Lincoln Dr. ,

Saint Peter, MN 56082

5:00 PM

I. Call Meeting to Order

II. Consideration and Adoption of the Agenda

III. Annual Report on Student Achievement

2

IV. District and Building/Program Level Strategic Plans

18

V. Superintendent Goals

36

VI. Upcoming Meetings of the School Board

- Education Committee Meeting: October 8, 2026, at 1:00 PM (DO)
- Business Committee Meeting: October 14, 2026, at 10:00 AM (DO)
- Policy Committee Meeting: October 14, 2026, at 4:00 PM (DO)
- Regular School Board Meeting: October 21, 2026, at 5:00 PM (City Hall)

VII. Adjournment



ADDENDUM

SAINT PETER SCHOOL BOARD
Study Session
Wednesday, October 7, 2026
Saint Peter Middle School - Media Center
5:00 PM

<i>AGENDA ITEM 3</i>

Subject: Annual Report on Student Achievement

Background: Each year the school district engages in regular and ongoing data collection and reporting to stakeholders regarding student achievement. The Annual Report of Student Achievement is a local report that identifies student performance on various assessments and measurements.

At tonight's study session, a brief review of standardized assessments and other student performance measures will be covered.

Presentation: Jessica Buttell
Building Principals

SAINT PETER PUBLIC SCHOOLS



2025-2026 School Year

About this report

The District 508 Administrative Team prepares the 2025-2026 Annual Report on Student Achievement to inform residents about progress in student learning based on standardized assessments.

Each summer, key elements of this report are reviewed by the school district's leadership teams, and the report is presented to the School Board. A copy of the report is available on the school district website (www.stpeterschools.org).

This report contains descriptions of the tests used to assess student achievement and student results on state and nationally norm-referenced tests. Also included is the assessment schedule for the 2026-2027 school year.

For more information about this report, including specific results on any district assessment, please contact Superintendent of Schools Dr. Jon Graff at (507) 934-5703.

Description of tests used to assess student achievement

District 508 uses a variety of tests to measure student achievement and performance, determine student ability, and evaluate curriculum. The following is a list of the district's tests and each measure.

- Minnesota Comprehensive Assessments (MCA-III) – The MCAs are state-developed tests in reading for students in grades 3-8 and 10, math for students in grades 3-8 and 11, and science for students in grades 5, 8, and high school. The MCAs are used to measure individual student achievement and as a systems accountability assessment. **(Pages 6-13)**
- Minnesota Comprehensive Assessments (MCA-IV) - The MCAs are state-developed tests in science for students in grades 5, 8, and high school. The MCAs are used to measure individual student achievement and as a systems accountability assessment. **(Pages 7-14)**
- Assessing Comprehension and Communication in English State to State (ACCESS for ELLs) – This test addresses the academic English language proficiency (ELP) standards at the core of the World-Class Instructional Design and Assessment (WIDA) Consortium's approach to instructing and evaluating the progress of English Language Learners (ELLs). **(Page 13)**
- Minnesota Test of Academic Skills (MTAS-III) – The MTAS, based on alternate achievement standards, is part of the statewide assessment program designed to measure the extent to which students with significant cognitive disabilities are making progress in the general curriculum. **(Page 13)**
- The ACT® is a curriculum- and standards-based educational and career planning tool that assesses students' academic readiness for college. **(Page 14)**
- FastBridge Learning - FastBridge is a comprehensive assessment system with both Curriculum-Based Measures (CBM) and Computer-Adaptive Tests (CAT) to rapidly screen, diagnose, monitor, and inform math and reading instruction to provide actionable data for teachers. FastBridge also has a screening call called mySAEBRS. mySAEBRS (my Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those at risk for social-emotional behavior (SEB) problems.

North Star Report - Minnesota's Accountability and Recognition Metric

The North Star system uses five indicators. When identifying schools and districts, these are organized into three stage indicators. Stage 1 looks at math achievement, reading achievement, and progress toward English language proficiency. Stage 2 looks at math and reading progress indicators, four-year and seven-year graduation rates in high schools, and all four indicators in districts. Stage 3 looks at consistent attendance.

The Minnesota Department of Education will use the results from the North Star Report to focus on schools and districts in a wide range of areas. Though the Department of Education will begin with the indicators used to identify schools and districts for support, they have expanded to recognize success in other areas. This information will come out later. There is a chance that some buildings in our district will again receive recognition for achievement in the top 5% of schools in one or more areas of the North Star report. Some schools in the Big South Conference did get placed on the accountability list. No schools in Saint Peter Public Schools were placed on the accountability list.

Stage 1

Academic Achievement

These are the students who have met or exceeded standards on state tests. All students who meet enrollment criteria are included, whether or not they have a valid score.

Academic Achievement Rate

These are the students who have met or exceeded standards on state tests.

All students who meet enrollment criteria are included, whether or not they have a valid score.

	Math Rate	Math Numer-ator Count	Math Count	Reading Rate	Reading Numer-ator Count	Reading Count
Statewide	42.17%	186,729	442,730	46.23%	206,055	445,651
St. Peter Public School District	47.19%	497	1,053	55.21%	572	1,036

Progress Toward English Language Proficiency

"Index" is the average amount of progress English learners made toward their individual goals on a test of English language proficiency.

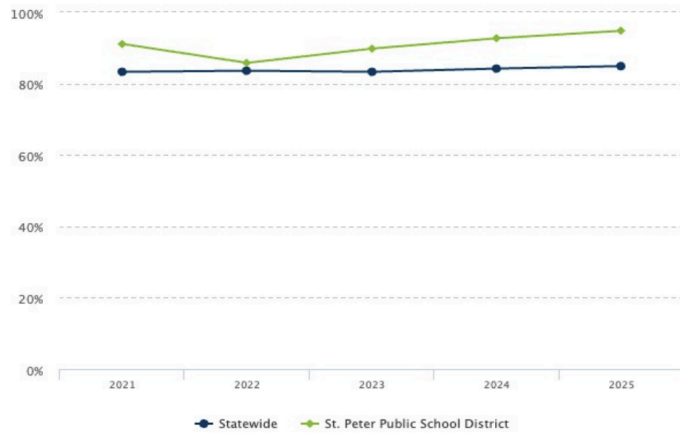
"Meeting" is the percentage of English learners who reached or went past their target.

	ELP Index	ELP Index Count	EL Meeting Target	EL Meeting Target Count
Statewide	37.42	84,542	23.79%	20,117
St. Peter Public School District	25.91	155	10.32%	16

Stage 2

Graduation Rate Trend

Graduation Rate Trend

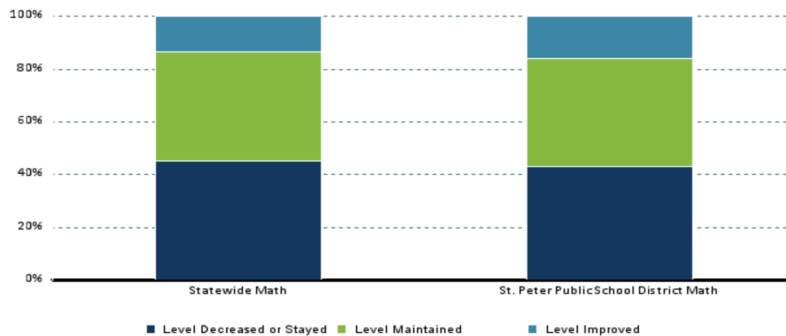


Organization	Year	Graduated count	Graduated %
Statewide	2021	57,137	83.3%
Statewide	2022	58,586	83.6%
Statewide	2023	58,293	83.3%
Statewide	2024	59,720	84.2%
Statewide	2025	61,935	84.9%
St. Peter Public School District	2021	173	91.1%
St. Peter Public School District	2022	139	85.8%
St. Peter Public School District	2023	158	89.8%
St. Peter Public School District	2024	178	92.7%
St. Peter Public School District	2025	164	94.8%

Academic Progress

Academic Progress

Academic progress measures whether students' achievement levels are improved or maintained. The Average Progress Score in the table uses points generated based on changes in achievement levels and is the number used when identifying schools for support.



Subject	Organization	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Rate	Achievement Level Decreased Or Stayed "Does Not Meet Standard" Count	Achievement Level Maintained Rate	Achievement Level Maintained Count	Achievement Level Improved Rate	Achievement Level Improved Count	Average Progress Score
Math	Statewide	45.07%	132,867	41.60%	122,660	13.33%	39,295	1.83
	St. Peter Public School District	43.24%	294	40.74%	277	16.03%	109	1.94

Note: It is not recommended to compare average progress scores between math and reading, across schools or across districts. Schools with lower proficiency rates have the possibility to earn more points. To make comparisons across subjects, schools or districts, it is recommended that the percentages of students maintaining level and improving levels be compared.

Academic Progress Points

The table below is actually used for calculating the average progress score for each school and district for identification purposes. Each cell represents the multiplier used in the accountability calculation.

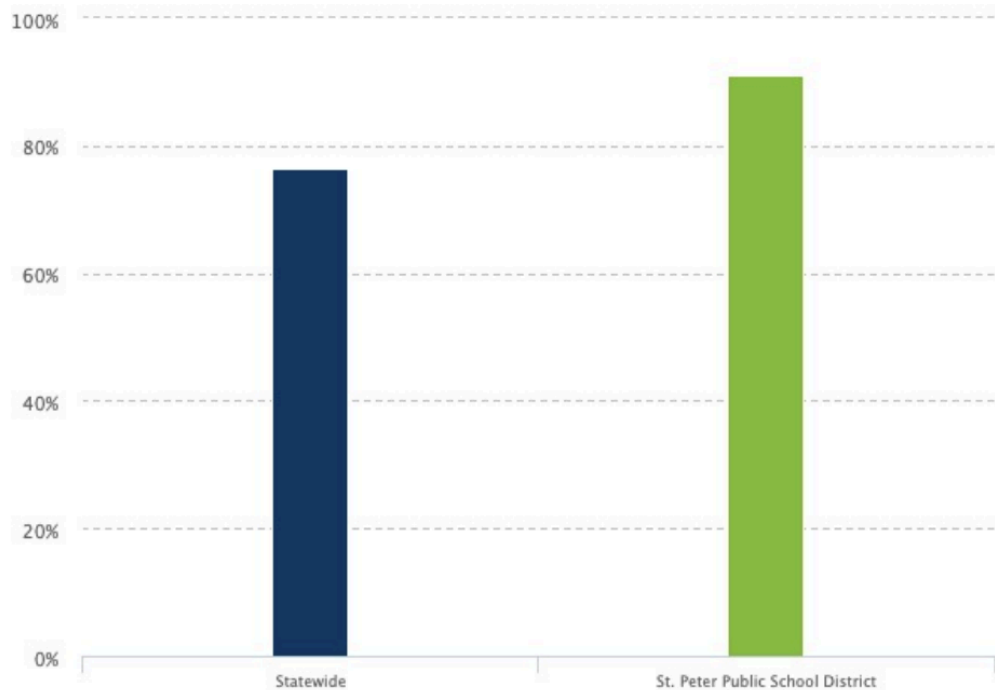
<u>Last Year Status</u>	<u>This Year Does Not Meet</u>	<u>This Year Partially Meets</u>	<u>This Year Meets</u>	<u>This Year Exceeds</u>
Exceeds	0	0	0	3
Meets	0	0	2	5
Partially Meets	0	2	6	9
Does Not Meet	0	8	12	15

Stage 3

Consistent Attendance

This is a measure of students who attend school on a regular basis and are not frequently absent. A student is considered consistently attending if they attend more than 90 percent of the time the student is enrolled during the year.

Consistent Attendance



	Statewide	St. Peter Public School District
Consistent attendance	76.5%	91.1%
Count consistently attending	600,274	1,723
Total	784,687	1,891

SPPS Proficiency Levels Sees Achievement Increase in Various Grades Tested

The MCA/MTAS measures student performance on the Minnesota Academic Standards, which define what students should know and be able to do in a particular grade. Students earn a score that falls into one of four achievement levels: 1) does not meet the standards, 2) partially meets the standards, 3) meets the standards, and 4) exceeds the standards. Students who meet or exceed the standards are considered proficient in the subject area.

Math: The 2026 MCA/MTAS Math results for District 508 show strong early-grade performance and weaker results in the middle and upper grades. The district outperformed the state in grades 3, 4, and 8, with an especially large 22.9-point lead in grade 4 (78.1% vs. 55.2%) and an 11.1-point lead in grade 8. Grade 3 also exceeded the state by 7.3 points. However, the district trailed the state in grades 5, 6, 7, and 11. Grade 11 shows the largest gap, at 13.1 points below the state (31.8% vs. 44.9%), followed by grade 7 (-4.9), grade 5 (-3.9), and grade 6 (-2.4).

Reading: District 508 outperformed the state in Reading in six of the seven grades tested. The strongest results were in grade 4 (+15.6 points) and grade 10 (+14.2 points), with grade 8 also well ahead (+7.5). Grades 3, 5, and 6 exceeded the state by 6.2, 6.2, and 3.2 points. The one area of concern is grade 7, where the district was 1.8 points below the state (41.7% vs. 43.5%). Grade 7 is also the lowest-performing grade in the district.

Science: Science results are mostly positive. The district exceeded the state average in grade 5 by 9.7 points (35.6% vs. 25.9%) and in grade 8 by 1.5 points (18.2% vs. 16.7%). High school science was the exception, where the district fell 3.5 points below the state (31.8% vs. 35.3%). Grade 8 remains a low-proficiency grade overall, even though it beat the state.

2026 MCA/MTAS Math – % of Students Proficient or Better

Grade	3	4	5	6	7	8	11
District 508	65.2%	78.1%	41.0%	37.1%	35.4%	53.4%	31.8%
Statewide	57.9%	55.2%	44.9%	39.5%	40.3%	42.3%	44.9%
Difference	7.3%	22.9%	-3.9%	-2.4%	-4.9%	11.1	-13.1%

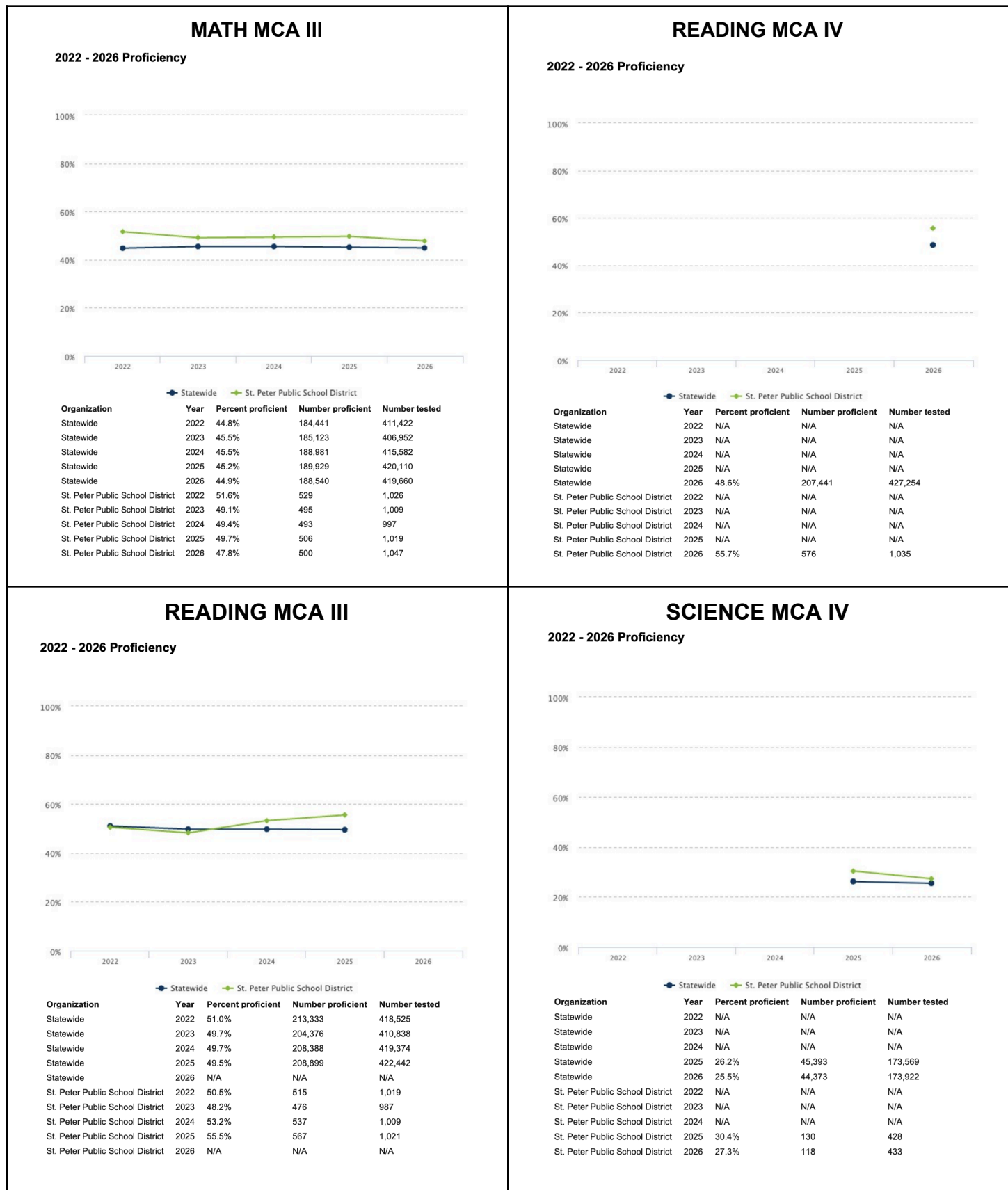
2026 MCA/MTAS Reading – % of Students Proficient or Better

Grade	3	4	5	6	7	8	10
District 508	52.3%	64.4%	60.7%	56.6%	41.7%	57.5%	56.7%
Statewide	46.1%	48.8%	54.5%	53.4%	43.5%	50%	42.5%
Difference	6.2%	15.6%	6.2%	3.2%	-1.8%	7.5%	14.2%

2025 MCA/MTAS Science – % of Students Proficient or Better

Grade	5	8	High School
District 508	35.6%	18.2%	31.8%
Statewide	25.9%	16.7%	35.3%
Difference	9.7%	1.5%	-3.5%

The following **four** graphs show the percentages of District 508 students who scored proficient on all accountability tests in math, reading, and science over the **last five years**. The Reading and Science MCA IV now includes a data point based on the 2019 Minnesota Academic Standards.



Cohort Trends - Percentage of students who are proficient on the MCA/MTAS tests

MATH

	2021	2022	2023	2024	2025	2026
Grade 3 Math MCA/MTAS	72.8%	75.8%	72.4%	69%	76%	65.2%
Grade 4 Math MCA/MTAS	54.5%	74.3%	70.4%	68.3%	69.4%	78.1%
Grade 5 Math MCA/MTAS	40.8%	42.2%	56.2%	41.8%	42.8%	41.0%
Grade 6 Math MCA/MTAS	31.1%	44.6%	41.4%	49.7%	30.7%	37.1%
Grade 7 Math MCA/MTAS	39.7%	36.6%	46.4%	39.2%	43.6%	35.4%
Grade 8 Math MCA/MTAS	36.7%	50.0%	33.6%	52.4%	46.1%	53.4%
Grade 9 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Math MCA/MTAS	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11 Math MCA/MTAS	37.1%	44.2%	32.4%	25%	39.5%	31.8%

READING

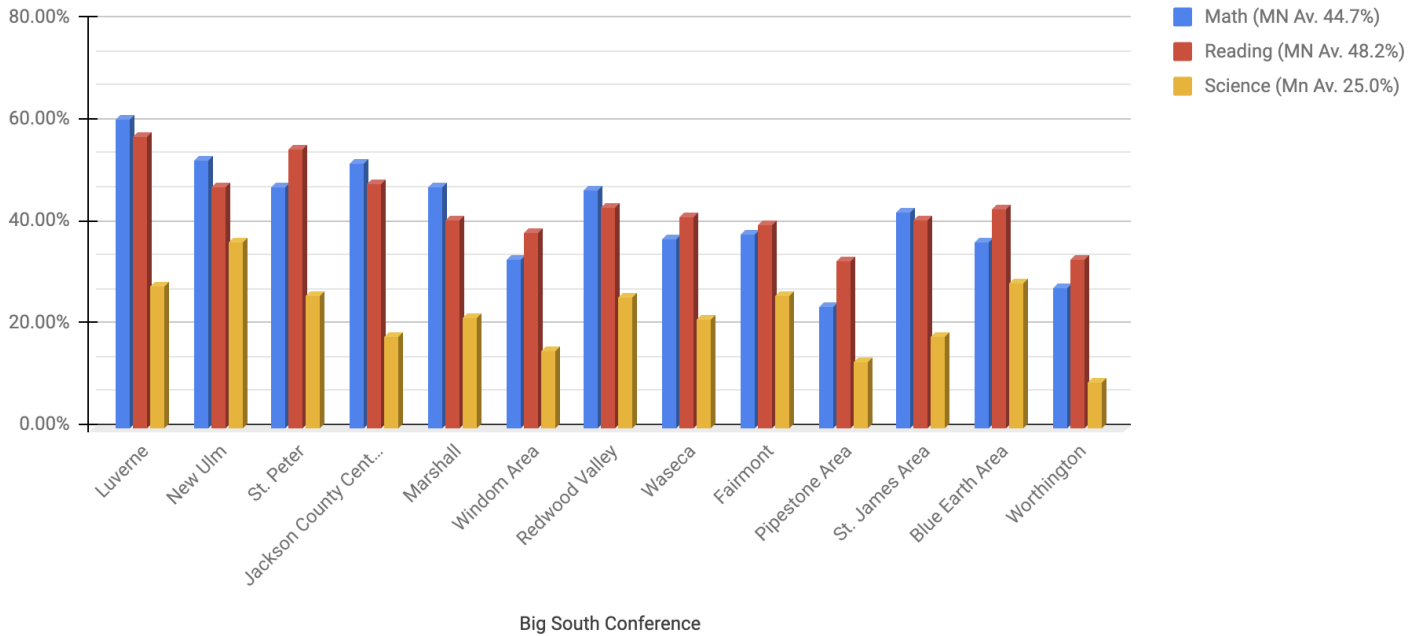
	2021	2022	2023	2024	2025	2026*
Grade 3 Reading MCA	46.9%	55%	50.7%	53.6%	59.3%	52.5%
Grade 4 Reading MCA	45.5%	51%	51.2%	47.5%	56.3%	64.4%
Grade 5 Reading MCA	54.3%	56.2%	55.5%	54.5%	61%	60.7%
Grade 6 Reading MCA	42.4%	51.9%	48.6%	64.4%	62%	56.6%
Grade 7 Reading MCA	48.7%	41.7%	45.7%	41.1%	58.2%	41.7%
Grade 8 Reading MCA	48.2%	47.1%	40.5%	50.7%	45.5%	57.5%
Grade 9 Reading MCA	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10 Reading MCA	62.7%	56.8%	52.4%	59.9%	52.4%	56.7%

SCIENCE

	2021	2022	2023	2024	2025*	2026
Grade 5 Science MCA	34.9%	48.0%	52.4%	51.5%	25.4%	35.6%
Grade 8 Science MCA	25.7%	34.9%	20.1%	34.1%	17.5%	18.2%
Grade 10 Science MCA	52.6%	62.3%	50.7%	41.1%	47%	31.8%

Big South Conference MCA/MTAS Ranking

Big South Conference 2025-2026 Academic Proficiency



Big South Conference, Exemplar, and Similar Districts

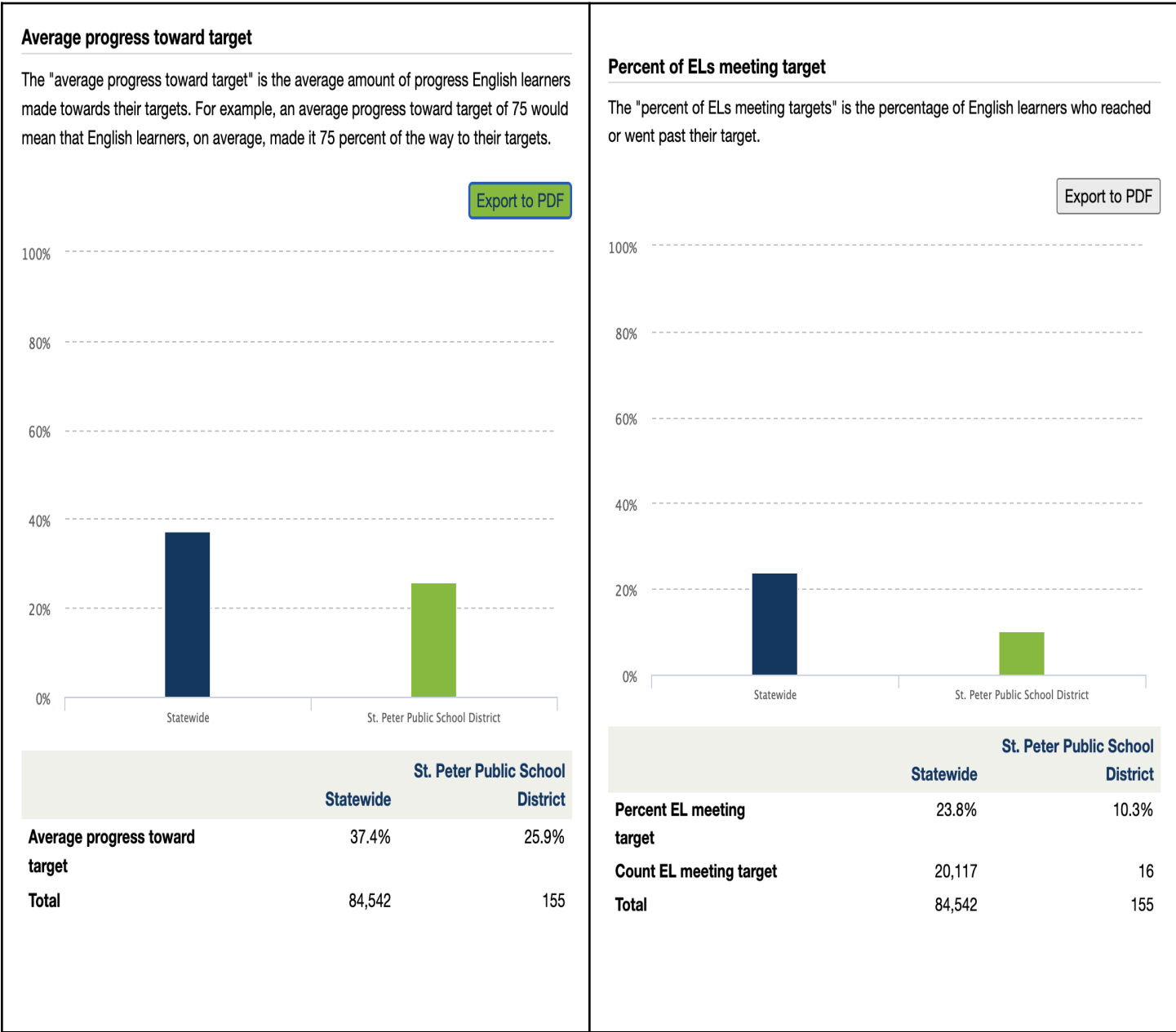
Big South Conference	Math (MN Av. 44.7%)	Reading (MN Av. 48.2%)	Science (Mn Av. 25.0%)	Overall (Mn Av. 39.3%)
Luverne	60.7%	57.2%	27.80%	49.7%
New Ulm	52.80%	47.4%	36.5%	48.6%
St. Peter	47.3%	55.0%	26.1%	42.8%
Jackson County Central	52.0%	48.2%	18.0%	39.4%
Marshall	47.3%	41.0%	21.6%	36.6%
Windom Area	33.1%	38.4%	15.4%	29.0%
Redwood Valley	46.9%	43.3%	25.8%	38.7%
Waseca	37.1%	41.6%	21.5%	33.4%
Fairmont	38.0%	40.1%	26.1%	34.7%
Pipestone Area	23.9%	33.0%	13.1%	23.3%
St. James Area	42.6%	40.9%	17.9%	33.8%
Blue Earth Area	36.7%	43.1%	28.7%	36.2%
Worthington	27.5%	33.1%	9.1%	23.2%
Exemplar Districts				
Minnetonka	73.2%	72.9%	46.7%	64.3%
Westonka	75.7%	79.0%	42.3%	65.7%
Edina	72.5%	75.4%	55.2%	67.7%
Mahtomedi	67.9%	66.4%	35.2%	56.5%
St. Peter	47.3%	55.0%	26.1%	42.8%
Similar Districts				
St. Peter	47.3%	55.0%	26.1%	42.8%
Detroit Lakes	50.2%	52.2%	31.0%	44.5%
Glencoe-Silver Lake	46.2%	41.0%	17.4%	34.9%
Cloquet	47.6%	51.5%	25.5%	41.5%
Owatonna	41.7%	45.1%	20.2%	35.7%
Albert Lea	29.6%	33.0%	17.4%	26.7%

English Language Learners - ACCESS Assessment

The ACCESS for MLLs and Alternate ACCESS for MLLs are the assessments developed by the WIDA consortium and administered to English learners to measure progress toward meeting Minnesota’s standards for English language development, developed by the WIDA consortium.

Most English learners will take the ACCESS for MLLs, but English learners who received special education services and met the participation guidelines may take the Alternate ACCESS for MLLs.

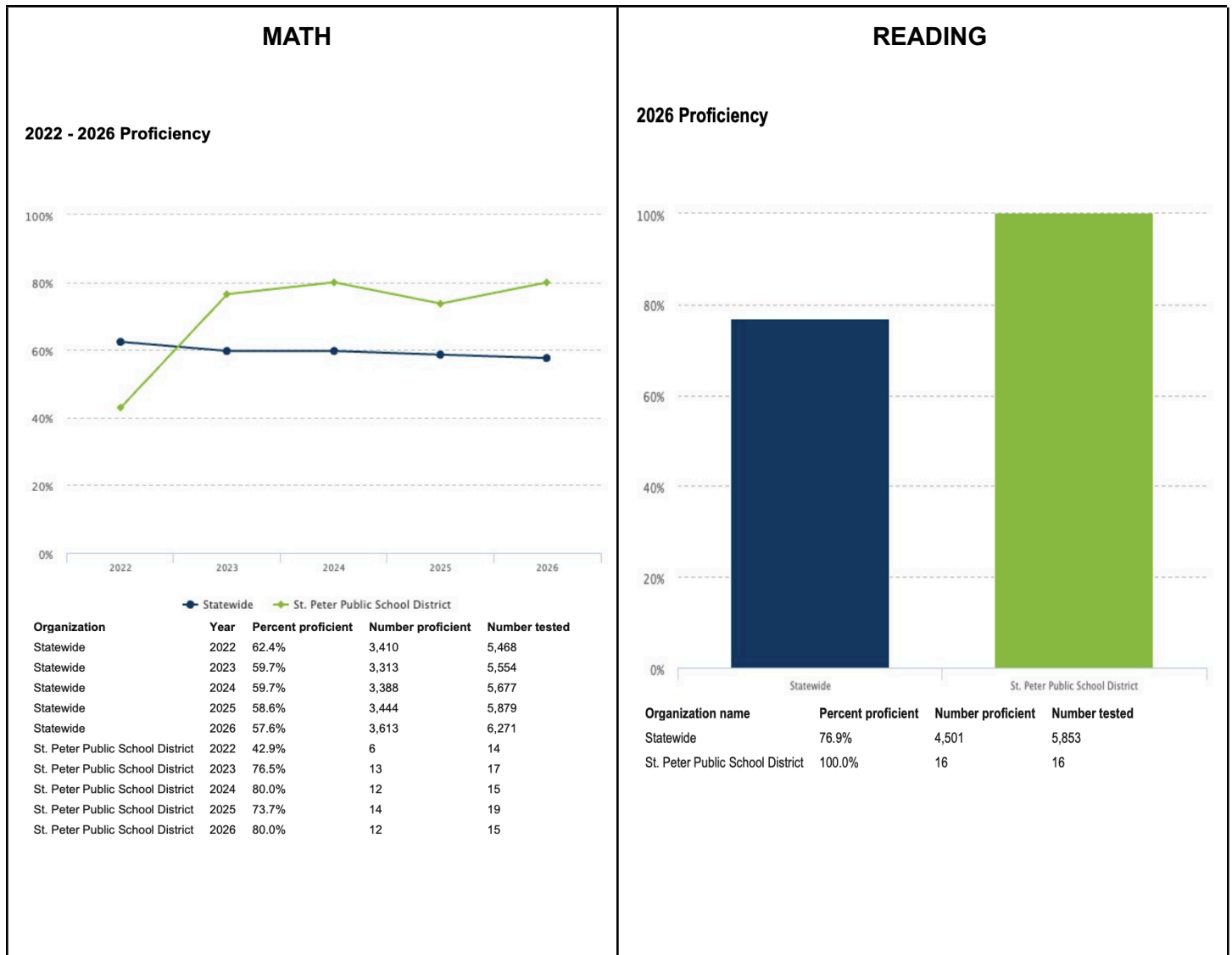
Saint Peter Public Schools has five licensed MLL teachers teaching language acquisition skills. Language acquisition has two categories: first-language acquisition and second-language acquisition. First-language acquisition is a universal process regardless of the home language. Babies listen to the sounds around them, imitate them, and eventually start producing words. Second-language acquisition assumes knowledge of a first language. It encompasses the process an individual goes through as he or she learns the elements of a new language, such as vocabulary, phonological components, grammatical structures, and writing systems.



Learning Benchmarks for All Students

The Minnesota Test of Academic Skills (MTAS) is an alternate assessment based on alternate achievement standards for students with the most significant cognitive disabilities. It is part of the Minnesota assessment program.

The MTAS is administered to students in the subjects of math, reading, and science. In 2026, 80% of the students who took the math MTAS met or exceeded proficiency. In reading, 100% of our students met proficiency. (No science MTAS scores were calculated as a low number of students took the assessment in grades 5, 8, and HS.)



SPPS Offers the ACT to All Juniors

Saint Peter High School students performed slightly below the Minnesota state average on the 2025 ACT. The school's composite score was 1.2 points lower than the state average.

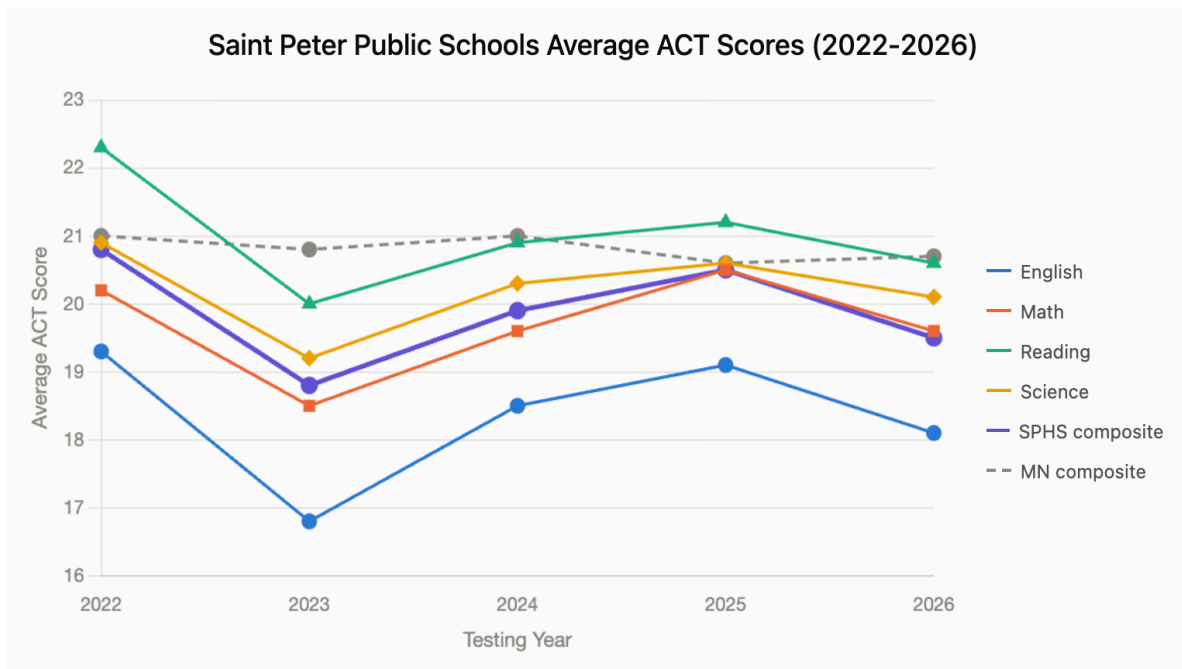
The school's scores in **math and English** were notably lower than the state average, suggesting areas where students might benefit from additional support or resources.

Reading and Science: Saint Peter High School performed closer to the state average in Reading and science, indicating that students are generally on par with their peers statewide.

In 2026, Saint Peter tested 162 students on the ACT, 24 more than last year and the most in five years, reflecting broader access to college readiness. While scores dipped slightly from 2025's strong results, a common pattern when participation expands, Reading (20.6) and Science (20.1) remained solid.

SPPS ACT Average Scores

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPHS Composite	MN Composite
2022	143	19.3	20.2	22.3	20.9	20.8	21
2023	140	16.8	18.5	20	19.2	18.8	20.8
2024	119	18.5	19.6	20.9	20.3	19.9	21
2025	138	19.1	20.5	21.2	20.6	20.5	20.6
2026	162	18.1	19.6	20.6	20.1	19.5	20.7



The national average ACT composite score for the 2026 is 19.4

*The scores in the above chart indicate the initial scores from students in grade 11. Many students at SPHS retake the ACT, and our average (mean) scores increase for graduating students.

Saint Peter ISD 508 District Testing and Assessment Calendar 2026 - 2027

Saint Peter Public Schools' testing and assessment program incorporates statewide testing, local standardized testing, and classroom assignments and observations to provide a complete profile of student achievement and curricular strengths and weaknesses. Compared to both national norms and statewide test results, Saint Peter students perform exceedingly well.

[Detailed Assessment Schedule here](#)

When	Who	What	Why	Test Duration
August TBD	Grades 11, 12	SAT	College Entrance exam	4 hours
August 31 - October 2	Grades K - 11	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
October 28	Grades 10 and 11	PSAT	Optional assessment to determine qualification for the National Merit Scholarship Program	2 Hours 45 min
January 4 - February 12	Grades K - 11	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
February 1 - March 26	K-12 ELL Students (online and paper/pencil)	WIDA Access ELL Alternate Access ELL	Federally mandated test for ELL students	30-90 min per section
February 2 - 13	Grade 4 - 12	Capti		
March 8 - May 7	<u>Reading</u> Grades 3 - 8 and 10 <u>Math</u> Grades 3 - 8 and 11	MCA Reading, Math	State-mandated test of academic standards	120-240 min reading

March 8 - May 7	Grades 3-8, reading & math Grade 10 - reading Grade 11 - math High school biology year - science	MTAS Reading, Math and Science	State-mandated test of academic standards for special education students	
March 8 - May 7	Grades 5 & 8 High school biology year - science	MCA Science	State-mandated test of academic standards	60-120 min science
April 28	Grade 11, 12	ASVAB	Military Entrance Exam	3 hours
April 28	Grade 11	ACT	College and Career Readiness and Entrance Exam-optional, offered to all 11th grade students	4 hours
April 28	Grade 10	Pre ACT	College and Career Readiness and Entrance Exam	4 hours
May 1 - 29	Grades K-12	FAST Reading and Math	Local standardized assessment used to benchmark and monitor student learning and inform teacher instruction	20-30 min reading 20-30 min math
May TBD	11, 12	AP Chemistry	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon - 4
May TBD	11,12	AP Physics	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour Noon-3:45
May TBD	11	AP History	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	3 hour 8-11

May TBD	11,12	AP Calc	College-level exams on specific subjects and are administered in May upon the completion of an AP course taken at a student's high school.	4 hour 8-noon
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* MCA Reading, Math and Science Assessments will be administered online unless modifications are required for special programming.
All MCA student reports will be shared with parents via mail or conferences in the fall of the subsequent year.

MCA Tests

These tests help schools and districts measure student progress toward the state's academic standards. The tests are given in grades 3-8, 10 and 11. The science MCA's are administered in grades 5, 8 and 10th grade in our high school. The high school science test is life science, given at the end of the school year when students finish Biology.

FAST Tests

Local Standardized Assessment used to benchmark and monitor student learning and inform teacher instruction



ADDENDUM

SAINT PETER SCHOOL BOARD
Study Session
Wednesday, October 7, 2026
Saint Peter Middle School - Media Center
5:00 PM

<i>AGENDA ITEM 4</i>

Subject: District and Building/Program Level Strategic Plans

Background: Informed by student achievement data, district administrators set strategic plans for each school year. The administrative team will present and discuss their 2026-2027 strategic plans with the board.

Presentation: Superintendent of Schools, Jon Graff
Building Principals



District Strategic Plan

Mission:

To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

Commitments:

Ensuring:

- A Safe and welcoming learning community
- Student success
- A culture of continuous improvement and staff development
- Organizational effectiveness and sustainability

2026-2027 Initiatives/Strategies:

1. Implement new curriculum and and carry out improvement plans
2. Improve delivery of Multi-tiered System of Supports (MTSS)
3. Implement Culturally Responsive Pedagogy
4. Complete a comprehensive strategic planning process for 2027-2028 through 2031-2032

Strategic Priority/Initiative (What do you hope to accomplish?)	Key Performance Indicators (How will you know if you've accomplished it? (what data will you collect?))	Critical Actions (What will you have to do to make it happen?)	Action Plan
Initiative/Strategy #1 Implement newly adopted curriculum and carry out improvement plans	• Increase MCA proficiency • Work toward 100% proficiency on curriculum walk-throughs	• Develop 2026-2027 curriculum review/PD schedule • Develop/implement administrator and teacher walk-through procedure and look-fors. • Implement quarterly Admin data review meetings	Action Plan
Initiative/Strategy #2 Improve delivery of Multi-tiered System of Supports (MTSS)	• Increase MCA proficiency • Increased attendance rates • Decrease failure rates • Decrease special education referrals • Decrease repeat behavior offenses	• Further develop/refine common data collection practices • Implement/utilize EduClimber • Clarify roles/responsibilities at each tier • Study effective tier 2 and 3 interventions	Action Plan
Initiative/Strategy #3 2nd Year of Culturally Responsive Pedagogy implementation	• Walk-through data (teacher evaluation rubric) • Improved perception data (I feel like I belong)	• Develop teacher evaluation rubric data analysis platform • Provide ongoing professional development • Evaluate "new" curriculum's effectiveness in enhancing culturally responsive pedagogy • Develop and implement common perception surveys	20 Action Plan
Initiative/Strategy #4 Complete a comprehensive strategic planning process for 2027-2028 - 2031-2032	• Identification of District and community priorities • Creation of a "Portrait of a Graduate" • Development of 3 - 5 year action plan	• Identify partner to support the process • Gather information from students, staff, and community • Identify themes/priorities • Develop 3-5 year action plan • Communicate plan	Action Plan



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4. Complete a comprehensive strategic planning process for 2027-2028 through 2031-2032

St. Peter Early Childhood Strategic Plan

Commitments:

Ensuring:

- A safe and welcoming learning community
- Student success
- A culture of continuous improvement and staff development
- Organizational effectiveness and sustainability

2026-2027 Initiatives/Strategies:

1. Create and maintain an early childhood environment that is grounded in student safety, acceptance and developmentally appropriate programming.
2. Implement a comprehensive early identification and intervention system to ensure students have a strong foundation and support in place upon kindergarten entrance.
3. Implement and assess the Early Childhood Indicators of Progress across the St. Peter Early Childhood Program.

St. Peter Early Childhood Strategic Priorities and Initiatives 2026-2027

Strategic Priority/Initiative (What do you hope to accomplish?)	Key Performance Indicators (How will you know if you've accomplished it? (what data will you collect?))	Critical Actions (What will you have to do to make it happen?)	Action Plan
Initiative/Strategy #1 Safe and welcoming learning environment Create and maintain an early childhood environment that is grounded in student safety, acceptance and developmentally appropriate programming.	• Implementation of Standard Response Protocol (SRP) • The classroom and school environment includes materials, books, and displays, reflecting the diversity of the children. • Walkthroughs show positive relationships and predictable routines. EC Staff members use flexible strategies to meet the diverse needs of all children. Families feel welcome and participate in their child's preschool experience.	• Participate in all SRP drills. • Provide professional development in the area of SPR and reunification. • Communicate SRP information to families. • Providing culturally relevant books and resources in every classroom. • Display photos of students throughout the Early Childhood Spaces • Ensure classrooms have visual schedules and are visible to others. • Collect and compare data on parent/caregiver participation at school conferences. • Administer a Program Input survey to participating parents	22
Initiative/Strategy #2 Student Growth and Success Implement a comprehensive early identification and intervention system to ensure students have a strong foundation and supports in place upon kindergarten entrance.	• There is a comprehensive system in place for monitoring general education preschool students in all areas of development. • There is regular communication and feedback regarding general education preschool student development and behaviors that may indicate additional support is needed. • There is a standardized process in place for assessing preschool students for special education services if needed. • There is a plan in place for differentiation of instruction and	• Implement consistent SEL strategies in all Early Childhood classrooms. • Monitor student development and growth across programs and make referrals as appropriate. • Regular communication between general education preschool students and the ECSE Community Based teacher. • Conduct Early Childhood Screening three times per school year. • Implement a Prek (School Readiness and ECSE) to Kindergarten transition process that	

	extension of learning.	meets the needs of students and families. • Collect and monitor data on the number of children entering Kindergarten Below, At or Above Level on the Kindergarten Entrance Checklist.	
Initiative/Strategy #3 Guaranteed and Viable Curriculum Implement and assess the Early Childhood Indicators of Progress across the St. Peter Early Childhood Program.	• Early Childhood Indicators of progress aligned in all EC Classrooms as observed during walkthroughs. • Frogstreet Curriculum curriculum implementation consistent across School Readiness Classrooms as observed during walkthroughs. • Facilitate professional development opportunities and shared conversations regarding curriculum implementation within the School Readiness Team. • School Readiness checklists and assessments show student growth in all readiness areas. • Progress Reports show student growth in ECSE IEP Goals.	• Implement Frogstreet Curriculum with fidelity across all School Readiness classes. • Collect data related to ECIPs and Frogstreet Implementation during ongoing classroom walkthroughs. • Frogstreet implementation debrief and planning standing agenda item for School Readiness staff meetings. • Apply Read Act training to EC instruction and assessment. • Ensure checklists are aligned with ECIPS. • Submit SR Assessment to Help Me Grow for review and approval.	23

South Elementary - Strategic Priorities 2026-2027

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
South Elem Initiative/Strategy #1 School culture, routines and staff morale	Observe consistent schoolwide routines across K-1 classrooms using walkthrough checklists Track staff and student use of CharacterStrong language using walkthrough rubrics Maintain 75%+ low-risk baseline on SAEBRS Social Behavior screener. Monitor teacher and office discipline referrals to measure overall reduction in similar-repeat referrals. Measure student sense of belonging and connection through student SEL perception data. Increase leadership visibility and accessibility score on staff surveys beyond 70%.	Align and reinforce schoolwide routines and expectations through PBIS team presentations Use common language and SEL practices throughout the day and in daily announcements Use walkthroughs and SEL data (staff/student screeners) to identify culture needs Establish consistent, timely staff communication systems using school accounts (google chat and email) Maintain FunShine committee, increase ²⁴ deliberate presence in hallways and classrooms, and continue to intentionally recognize staff contributions Create opportunities for connection, inclusion, and appreciation of differences (Joy Day Nov. 24)
South Elem Initiative/Strategy #2 Utilize data cycle to maximize academic achievement and streamline MTSS interventions	Increase percentage of students moving from some risk/at risk to on track on FAST CBM Support the PLC process and intervention schedules so teams can review data and adjust instruction to keep EL, Tier 3, and Special Education students achieving high academic growth on FAST assessments. MTSS referrals will be submitted through	Establish predictable PLC review of student data across grade-level, special education, and EL teams. Review EduClimber progress-monitoring data twice monthly, specifically tracking gains for Tier 2/3 and special education cohorts Match reading, math, and behavior interventions directly to identified student needs using FAST

	EduClimber and tier II and III intervention data will be monitored in EduClimber. Maintain attendance interventions in order to keep doc-note status progression at or below 21% of students. Reduce guardian-initiated referrals for special education evaluation through effective use of the MTSS process and data evaluation (5 in 25-26)	Early Reading, aReading, early math, aMath and SAEBRS screening data. Regularly audit Tier 2 and Tier 3 reading intervention delivery, adjusting strategies when expected growth is not met. Develop staff skill and consistency in using EduClimber to track student progress, interventions, and behavior entries. Track attendance thresholds early and apply timely positive and critical feedback to prevent students from escalating to doc-note status
South Elem Initiative/Strategy #3 Professional development for teachers and support staff	Walkthroughs show CKLA is implemented with fidelity, while surveys reflect increased teacher confidence and knowledge. Classroom walkthrough data demonstrates effective instructional differentiation for diverse learning styles and needs. PLC meeting notes reflects active instructional problem-solving for struggling and advanced learners in grade-level, MTSS, and special education meetings. Staff well-being metrics reflect strong cross-departmental collaboration and alignment across employee groups.	Provide ongoing training and twice-monthly grade-level check-ins to build instructional capacity with Amplify CKLA. 25 Use PLCs and regular classroom walkthroughs to give clear, actionable feedback while identifying implementation needs. Focus PD on actionable strategies to meet the needs of struggling and advanced learners across classrooms. Utilize PLCs, MTSS, and special education meetings for instructional problem-solving grounded in student growth data. Provide opportunities for peer observation, modeling, asking learning-focused questions, and showcasing effective practices.

South Elem Initiative/Strategy #4 Family & Community Engagement	Track open/read rates for weekly parent updates (newsletters) to ensure high readership and engagement across both grade levels. Connect home communication to academic, behavior, and attendance goals using consistent updates. Maintain strong attendance and family participation rates at the Kindergarten Open House. Measure family participation in "Partners in Learning" and school-wide community events	Share CKLA and Bridges reinforcement activities via weekly family channels. Streamline the kindergarten registration and transition process through early events and the Compass pathway. Streamline translation processes for all school-wide updates and direct teacher communication. Host South Elementary family events tied to academic learning—such as a Literacy Night—to build parent understanding of core reading and learning practices. Strengthen family connection and school support through active collaboration with Partners in Learning.
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North Elementary 2026-2027 Strategic Initiatives/Strategies

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
Initiative/Strategy #1 Curriculum Implementation and Instructional Cadence By May 31, 2027, all Grades 2–4 classrooms will participate in the agreed curriculum implementation and walkthrough cycle for CKLA, TCI, and Zones of Regulation. Instruction should reflect common look-fors and aligned Minnesota standards. Resources are newly adopted; shared look-fors and PLC assessment use are being developed.	100% of classrooms included in quarterly walkthrough review; track evidence of increasing implementation toward agreed look-fors. PLCs review curriculum-embedded assessments and student work at least monthly; record instructional adjustments. Compare fall, winter, and spring FAST/aReading and established literacy measures at school, grade, and student-group levels. Monitor Grades 3–4 MCA reading proficiency/growth when available. Collect staff implementation feedback in fall, winter, and spring. Set specific achievement targets after fall baseline review by October 31.	Principal with BLT, PLC leaders, and grade-level teams: By October 31: finalize CKLA, TCI, inclusion, and standards-alignment look-fors; establish baseline evidence. November–April: conduct quarterly walkthrough cycles; provide timely coaching; use PLCs, early releases, and teacher-led sharing for targeted support. Use curriculum checkpoints rather than parallel assessments. Winter and spring: review student growth and implementation feedback; adjust support by grade and student group.
Initiative/Strategy #2 Strengthen the MTSS Continuum By May 31, 2027, 100% of students receiving Tier 2/3 intervention will have documented plans and progress-monitoring decisions in EduClimber. EduClimber implementation is underway; tier roles and consistent entry, monitoring, and decision processes need further refinement.	EduClimber intervention records include goal, assigned adult, intervention, monitoring schedule, and decision date. Audit records monthly. Review fall-to-winter-to-spring growth, including special education, intervention, and MLL groups; track intervention response. Review attendance/chronic absenteeism and OTR/ODR patterns, including repeat ODRs, monthly; seek reduced repeat ODRs from fall baseline.	Principal and Student Support/MTSS teams with BLT, interventionists, special education, MLL, and classroom teachers: By October 31: establish screening, attendance, and behavior baselines; clarify tier roles, intervention entry/exit criteria, and progress-monitoring expectations. November–April: use EduClimber routinely; document interventions and scheduled reviews; refine Tier 2 academic/social-skills supports and Tier 3 coordination.

Initiative/Strategy #3 Inclusive Culturally Responsive Learning Environment By May 31, 2027, all classrooms will be reviewed for agreed-upon inclusion/access look-fors, each grade level will complete at least one curriculum accessibility and representation review per semester, and the school will complete fall and spring belonging/perception reviews, plus at least two family listening opportunities. The August retreat emphasized belonging and representation; student leadership representation is intentional. More systematic perception evidence and proactive family dialogue are needed.	Walkthrough evidence of meaningful participation and access to grade-level learning, including students with disabilities. Fall and spring student belonging, safety, relationship, and inclusion responses; examine improvement from baseline and subgroup patterns where appropriate. Curriculum reviews document representation, accessibility, multiple perspectives, and resulting adjustments. Review behavior/engagement patterns by student group; track staff learning and reflection. Family participation, themes, and actions from two listening opportunities. Finalize perception targets after fall baseline review by October 31.	Principal, BLT, PLCs, and general education, special education, MLL, intervention, and student-support staff: By October 31: agree on inclusion look-fors and belonging/perception measures; establish baseline and plan accessible family participation. By winter and spring: complete family listening opportunities; communicate themes and resulting actions.
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MISSION

- To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.

COMMITMENTS

- A safe and welcoming learning environment
- Student success
- A culture of continuous improvement and staff development
- Organizational effectiveness and sustainability



2026 -2027 STRATEGIC PRIORITIES

1. Curriculum Improvement
2. Improved Delivery of MTSS
3. Culturally Responsive Pedagogy
4. Complete a Comprehensive Strategic Planning Process

Initiative/Strategy #1: <i>Curriculum Improvement</i>	Initiative/Strategy #2: <i>Improved Delivery of MTSS</i>	Initiative/Strategy #3: <i>Culturally Responsive Pedagogy</i>	Initiative/Strategy #4: <i>Complete a Comprehensive Strategic Planning Process</i>
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
• Increase in MCA results • Work toward 100% proficiency on curriculum walk-throughs	• Increase in MCA assessment results • Increase in attendance rate • Improved perception data • Increase teacher proficiency • Decrease special education referrals • Decrease repeat behavior offenses	• Walk-through data (teacher evaluation rubric) • Improved perception data (I feel like I belong)	• Identification of District and community priorities • Creation of a “Portrait of a Graduate” • Development of 3-5 years
Critical Action	Critical Action	Critical Action	Critical Action
• Align Q-Comp goals to FAST aReading • Vertical Content meetings • Curriculum Walk-throughs	• Behavior Referral process • Implementation of Digital Pass System • Use of EduClimber to track: ○ Interventions ○ Smartforms • Implementation of ADSIS Reading	• Student support survey (2x/year) • Teacher-Student Survey (2x/year) • Student focus groups to discuss questions • Teacher Observation Rubric • CR Walk-through Data	• Action items aligned with district initiatives
Action Plan	Action Plan	Action Plan	Action Plan

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2026 - 2027 STRATEGIC PRIORITIES:

- Student success
- Safe and welcoming learning environment
- Improved delivery of MTSS
- Culture of continuous improvement/curriculum implementation

Initiative/Strategy #1: Student Success <i>All students are ready for career and college</i>	Initiative/Strategy #2: Safe and Welcoming Learning Community <i>Offer unique high school experiences that recognize the individual talents and strengths of all students</i>	Initiative/Strategy #3: Improved Delivery of MTSS	Initiative/Strategy #4: Culture of Continuous Improvement/Curriculum Implementation
Key Performance Indicators	Key Performance Indicators	Key Performance Indicators	Key Performance Indicators
• Continue Implementation of Diploma Plus opportunity for SPHS graduates. • Increase MCA proficiency rates in all areas. • Increase ACT results. • Decrease behavioral referrals. • Support student opportunities and success with the Minnesota Transfer Curriculum certification.	• Increase the number of students who participate in a school activity. • Increase students' perception of belonging. • Decrease in behavior referrals	• Increase understanding of content-specific interventions among staff • Increase tier 1 and 2 interventions in general education classrooms • Students identified quickly and receive timely, targeted support. • Use of data for identification/improvement • Increased proficiency on standardized tests (MCAs, FAST)	• Support math curriculum pilot/selection process • Adopted curriculum implemented consistently across courses/grade levels. • Instructional consistency shown through walkthrough data. • Increased MCA proficiency

Critical Actions	Critical Actions	Critical Actions	Critical Actions
• ACT prep for juniors. • Increase opportunities for students to earn industry certifications in high school. • Increase opportunities for students to participate in work-based learning. • Partner with MSUM and SCSC to offer appropriate college-level courses taught by qualified high school instructors at the high school. • Increase local workforce partnerships.	• Gather informal student perception data by implementing a Principal's Leadership Lunch. • Implement policy for handling student use of cell phones/screens. • Continue implementation/gather data from Digital Hallpass. • Host <i>Screenagers</i> event • Continue to improve implementation of SRP during drills • Weekly behavior and attendance meetings	• Implementation of Educlimber tools on MTSS team • Improve reading interventions for 9th- and 10th-grade students who are reading below grade level. • Refine referral process • Create consistent intervention cycle	• Implement regular walkthroughs with content-specific look-fors. • Select math curriculum best aligned with state standards and best practice. • Continue the PLC process by department 32

Oshawa Learning Academy - Strategic Priorities 2026-2027

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
OLA Initiative/Strategy #1 Maintain Positive School Culture + Clear Routines and Student Expectations	High student attendance rates Active student engagement observed during instructional time. Observable even-keeled behavior across transitions and daily routines. Readiness to engage when instructional tasks or schedule shifts occur. Staff climate feedback indicating aligned expectations and no unexpected operational surprises	Ensure every class reviews schoolwide and classroom routines daily. Maintain transparent expectations with students, staff, LAHC staff and families. Host an "Open House" before the school year starts to establish routines early. Maintain communication with LAHC staff to keep staff on the same page. Address behavior and routine misunderstandings immediately through ³³ in-the-moment coaching and education.
OLA Initiative/Strategy #2 Utilize Data to Increase Student Engagement and Achievement	Measurable growth on academic benchmark assessments in math and reading. Increased student growth as reflected in SAEBRS screener data. Positive shift toward a more pleasant and collaborative classroom learning environment. Higher levels of student academic engagement during peer-to-peer learning opportunities.	Provide choice in learning tasks to increase engagement and ownership. Structure collaborative learning opportunities so students learn from and support each other. Use math and reading data in team meetings to identify skill gaps and adjust instructional strategies. Address below-grade-level performance in math and reading through targeted, data-driven instruction

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
OLA Initiative/Strategy #3 Professional Development for Teachers and Staff	Increased staff confidence and knowledge regarding student psychology and trauma-informed practices. Implementation of new trauma-informed strategies observed during classroom walkthroughs. Staff survey feedback indicating PD is relevant, supportive, and directly applicable to student need Improved staff ability to understand and respond to complex student emotional needs.	Provide professional development focused on student trauma and developmental psychology. Introduce fresh instructional and behavioral ideas for working with diverse learners. Facilitate discussions to help staff gain deeper perspective on student background and behaviors. Ground professional learning opportunities in real classroom challenges and staff input.
OLA Initiative/Strategy #4 Strengthen Student Self-Regulation and Positive Behaviors	Reduction in overall office behavior referral entries. Reduction in instances of students leaving school grounds or unexcused departures. Improved report card scores in social-emotional and behavioral domains. Increased percentage of students in low-risk categories on SAEBRS screeners. Observable reduction in aggressive and violent language across school settings.	Frequently and consistently recognize and celebrate positive student choices (SOTM). Guide students through emotional regulation strategies as situations arise. Continue to develop the role of behavior interventionist for targeted student coaching. Staff will model regulated, positive communication and offer replacement behavior options. Teach transferable self-regulation skills to support students when returning home or transitioning to typical school settings.



ADDENDUM

**SAINT PETER SCHOOL BOARD
Study Session
Wednesday, October 7, 2026
Saint Peter Middle School - Media Center
5:00 PM**

AGENDA ITEM 5

Subject: Superintendent Goals 2026-2027

Background: The superintendent will share his draft goals for the 2026-2027 school year and solicit feedback from the board. The goals have been developed in alignment with the superintendent's vision for Saint Peter Public Schools, the previous year's strategic plan, and current district priorities.

Presentation: Superintendent of Schools, Jon Graff



Superintendent Goals: 2026-2027

Mission: To inspire a passion for learning that enables all individuals to reach their highest potential.

Commitments:

We will strive to ensure:

- A safe and welcoming learning community
- Student success
- A culture of continuous improvement, staff development, and support
- Organizational effectiveness and sustainability

Initiatives/Strategies:

1. Ensure Mend the Middle Project is on Time and Within Budget
2. Strengthen Community Partnerships
3. Ensure Fiscal and Organizational Management
4. Improve Student Outcomes
5. Complete Comprehensive Strategic Planning Process for 2027-2028 through 2031-2032

Initiative/Strategy	Key Performance Indicators	Critical Actions
#1 Ensure Mend the Middle Project is on Time and Within Budget	● Phase 3 ○ Starts and ends on time ○ Stays within the parameters of the approved budget ○ Meets the design's expectations.	● Maintain open communications with ICS, APX, PSM, and EC/SPMS administration ● Provide regular updates to the board via committee/board meetings, and bi-weekly updates
#2 Strengthen Community Partnerships	● Research, explore, and/or implement innovative ways to support the district's strategic priorities. ● Develop/support a reliable pipeline for highly qualified teacher applicants ● Utilize professional development opportunities	● Explore/Implement additional partnerships with Gustavus Adolphus College ● Participate in Cities, Colleges, and Universities Advisory Committee; City of St. Peter's Sustainability Task Force; Big South Superintendent's meetings; and Little 10; and the Lead CTE cohort (SCSC)
#3: Ensure Fiscal and Organizational Management	● Quarterly fund balance updates to the board ● Fiscal Management Plan based on three year roll out ● Maintain a fund balance reserve of 30 - 36 days.	● Weekly budget meetings with business manager ● Monthly business committee meetings ● Report summary of district revenues and expenditures via the quarter fund balance tracker ● Develop, monitor, and adjust the three year budget roll out and fiscal management plan.
#4: Improve Student Outcomes	● Improved MCA proficiency ● Improved student perception data ● Improved attendance rates ● Decrease failure rates ● Decreased behavior referrals	● Develop alignment through a clear district mission, vision, and direction. ● Align resources and efforts through the strategic planning process. ● Continue weekly principal/administrative team meetings to ensure progress on district level strategic plans ● Continue monthly individual principal meetings to ensure progress on building/program level strategic plans.
#5: Complete a Comprehensive strategic planning process for 2027-2028 through 2031-2032	● Identification of district and community priorities ● Creation of Portrait of a Graduate ● Development of 3 - 5 year action plan	● Identify partner ● Gather information from students, staff, and community ● Identify themes/priorities ● Develop 3-5 year action plan ● Communicate plan