



WORLD'S BEST WORKFORCE PLAN

ANNUAL REPORT

2021 - 2022 School Year

Saint Peter Early Childhood, South Elementary, North Elementary,
Saint Peter Middle School, Saint Peter High School, Rock Bend Area Learning Center

About this report

The 2021-2022 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 Early Childhood programming with the K-12 curriculum, the development of a PLC model, and continued training for preschool teachers, are reaping benefits. Kindergarteners who attend preschool perform significantly better than their non-pre-school peers.

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

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

That all students graduate from Saint Peter High School career and college ready, prepared to enter the next phase of learning and life, is the focus of **College and Career Readiness for All**. Rigorous and relevant courses are at the heart of career and college readiness. Students can take college-level, credit-generating courses in core subjects such as English, science, math, world language, and social studies. Saint Peter High School is preparing for growth in Career and Technical Education areas, as well. Key initiatives are the Culinary Arts program, Health Science and Agri-Science Academies, and our Metals and Manufacturing offerings. Individualized career guidance planning involved career inventory tests, college readiness exams, and additional career exploration opportunities. ACT scores, senior exit surveys, concurrent course enrollment and credits earned, and Minnesota Department of Education data regarding graduates and their college acceptance and performance, show the success of these efforts.

In Saint Peter Public Schools, the **High School Graduation** rate goal is always that 100% of our students earn a high school diploma. Saint Peter High School's graduation rate is 8.2% 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's strategic plan. The report describes the various format options used to provide our staff with the necessary opportunities to attain the goals.

Native American Parent Advisory Committee:

Minnesota Statutes, section 124D.78, subdivision 1, states that a school district in which there are 10 or more Native American students enrolled and each Native American school must establish a Native American education parent advisory committee. Commonly referred to as American Indian Parent Advisory Committees (AIPACs), these committees serve in an advisory role and help ensure that Native American students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of Native American students statewide and offer a valuable opportunity to strengthen district and parent partnerships.

The intent of American Indian Education Aid is to enable districts and schools to scale up and enhance American Indian education programs and initiatives, or, in the case of those newly eligible to receive aid, to build sustainable programs that are culturally and academically tailored to American Indian students. Student counts are based on the previous year's October 1 enrollment numbers. In 2020-2021, Saint Peter School District had 21 Native American Students and received a grant for up to \$20,000. Goals for the aid included the following:

Closing the Achievement Gap:

- Saint Peter Schools will offer at minimum, one professional development opportunity during the 2020-2021 school year for each of the identified categories:
 - Native Culture/History
 - Culturally Responsive Teaching strategies
 - A post-professional development survey will show at least 75% of teachers increasing a minimum of two points on the scale.
- Each of the four Saint Peter Public School buildings (South, North, Middle/Early Childhood, and High School) will incorporate at least 2 new materials into their current or new curricula by the end of the 2020-2021 school year.
 - 80% of students who identify as Native American will report that they see themselves positively reflected in the curriculum as measured by end of the year student exit survey.
- Saint Peter High School will develop a student group that focuses on issues of racial equity by the end of the 2020-2021 school year.
 - Goal 2: The Saint Peter student group will develop an event or media that allows students to share their lived experience in Saint Peter. Lived experiences will be shared at or before teacher workshop week 2021-2022.
 - At least 25% of students High School students who identify as Native will attend at least one meeting.
 - At the end of the 2020-2021 school year, those who attend the group will identify at least one thing that they wish to maintain in their school community and/or one thing that they wish to change that will promote racial equity.

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, providing input on strategies and reviewing progress in meeting the goals tied to each component.

WBWF Advisory Committee Members:

Jen Letts (Parent)	Ben Leonard (School Board)
Keith Stelter (Community Member)	Doreen Oelke (Principal)
Kris Marlow (Parent)	Ytive Prafke (Special Programs Administrator)
Chris Harmes (Teacher)	Bill Kautt (Community Member)
Peggy Dimock (Teacher)	Eva Kracht (Student)
Darin Doherty (Principal)	Corrie Odland (Parent)
Ceceli Polzin (Community Member)	Shelley Lee (Parent)
Jackie Kimmert (Parent)	Roxanne Portner (Community Member)
Annette Engeldinger (Principal)	

1. School Readiness

Student Achievement Goal

80% of children who enter kindergarten in the fall of the 2020-2021 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 are encouraged throughout the preschool program. Parents are invited to attend conferences three times per year and open communication is encouraged through email, phone calls, and shared virtual spaces such as Homeroom.

Professional Learning Communities

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

programming.

Community Outreach

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

Assessment Results: Kindergarten Entrance Checklist

Data Summary –All students who entered Kindergarten in the Fall of 2019**

Due to COVID-Distance Learning this data was not collected during the Fall 2021

Data Collection to resume- Fall 2022

Number of Students in the Data Collection: 129

Number of students who had an early childhood experience prior to Kindergarten: 120 (93%)

**81% of all incoming kindergarten students in the 19-20 school year were at or above level in
SOCIAL EMOTIONAL SKILLS.**

**82% of all incoming kindergarten students in the 19-20 school year were at or above level in
WORD SKILLS.**

**76% of all incoming kindergarten students in the 19-20 school year were at or above level in
NUMBER SKILLS.**

**96% of all incoming kindergarten students in the 19-20 school year were at or above level in
FINE MOTOR SKILLS.**

Based upon the average of the data collected in the areas of Social Emotional Skills, Word Skills, Number Skills and Fine Motor Skills the Readiness Goal was met.

2. 3rd Grade Literacy

Student Achievement Goal

The percentage of all students enrolled in grade 3 at North Elementary before December 15, 2021 who are proficient on the state accountability test (READING MCA & MTAS) will increase from 45.9% in *2021 to 47.9.% in 2022. (Actual 2022 was 55.4%)

Strategies and Initiatives

Curriculum and Programming

- Standards-Based Core Instruction
- Lexia
- Fountas and Pinnell Benchmarking
- Fountas and Pinnell Classroom
- Leveled Literacy Instruction (LLI)
- Press Materials
- Heggerty-Phonemic Awareness Program

Interventions

- Multi-tiered Systems of Support Including:
 - Schoolwide Screening
 - Classwide Interventions
 - Diagnostic Assessment
 - Guided Reading (Leveled Instruction)
 - Reading Interventionist
 - Progress Monitoring
- Title One
- Reading Corps
- Targeted Service Program
- Extended School Year

Professional Learning Communities

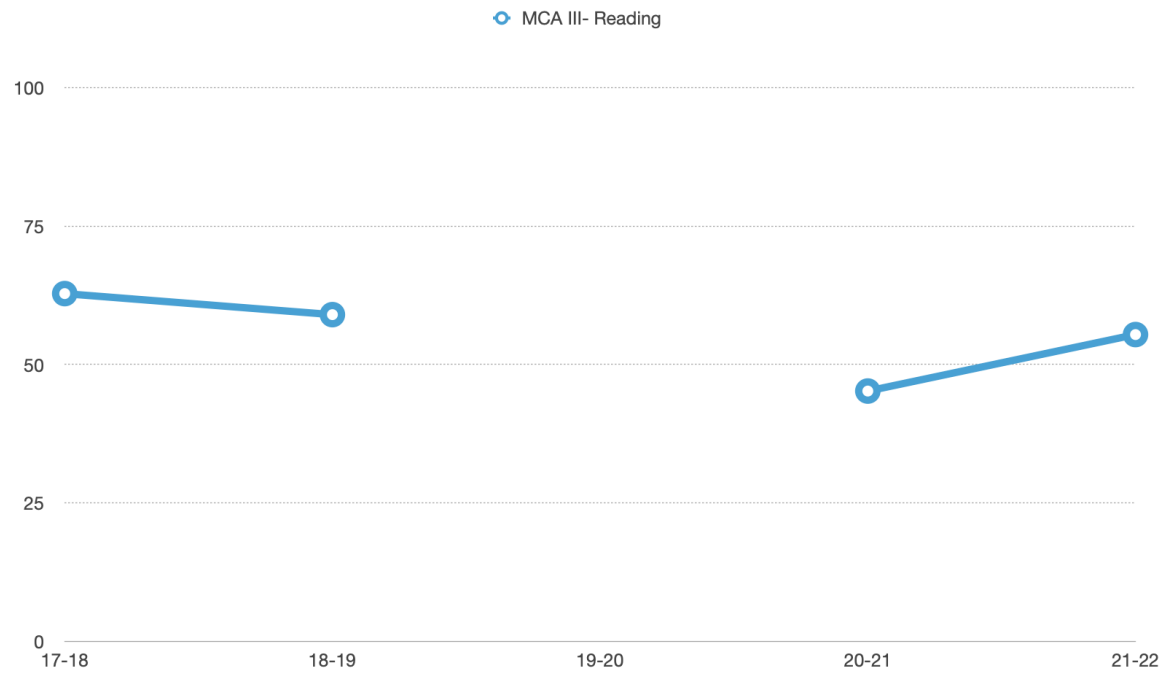
- SMART goals, examination of student work, interventions, common formative and summative assessments.

3rd Grade MCA Reading Results - 2018-2022

% of students that met or exceeded in READING

ASSESSMENT	17-18	18-19	19-20	20-21	21-22	AVE
MCA/MTAS - Reading	62.8	59.0		45.2	55.4	55.6

The values in the table to the right are the percentages of ALL 3RD grade students who met or exceeded expectation on the MCA III assessments in READING.



3. Closing the Achievement Gap

21-22 Goal: Saint Peter School District will decrease the *2021 math proficiency gap of 44.8% between English Learners and non-English Learners to 42.8% in the 2022 math accountability assessments. (MCA III)

Results: Gap was bigger and did not meet goal of 42.8%

Students receiving EL services who took math accountability assessments in 2022: 8.5%
Students who do not receive EL services and took math accountability assessments in 2022: 55.1%
46.4% gap - This was an increase in the gap by 1.6%

Students receiving EL services who took math accountability assessments in 2021: 1.4%
Students who do not receive EL services and took math accountability assessments in 2021: 46.2%
44.8% gap

Strategies and Initiatives

Interventions

- Problem Solving Team
- Tiered instruction
- Guided Reading
- 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
- Focus on Core (tier 1) Instruction
- English Language Services
- Sheltered Instruction Observation Protocol (SIOP)
- Pre-K-12 District Equity Framework
- Disaggregation of achievement data at all sites
- Read and Feed Summer Program
- Children's Weekend Food Program

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

English Learners vs. Non-English Learners (goal set in this area)

Special Education vs. Non-special Education

Free/Reduced Priced Lunch vs. Non-Free/Reduced Price Lunch

Migrant vs. Non-Migrant

Enrolled Oct. 1 vs. Not Enrolled Oct. 1

Contrasting Race

Contrasting Ethnicities

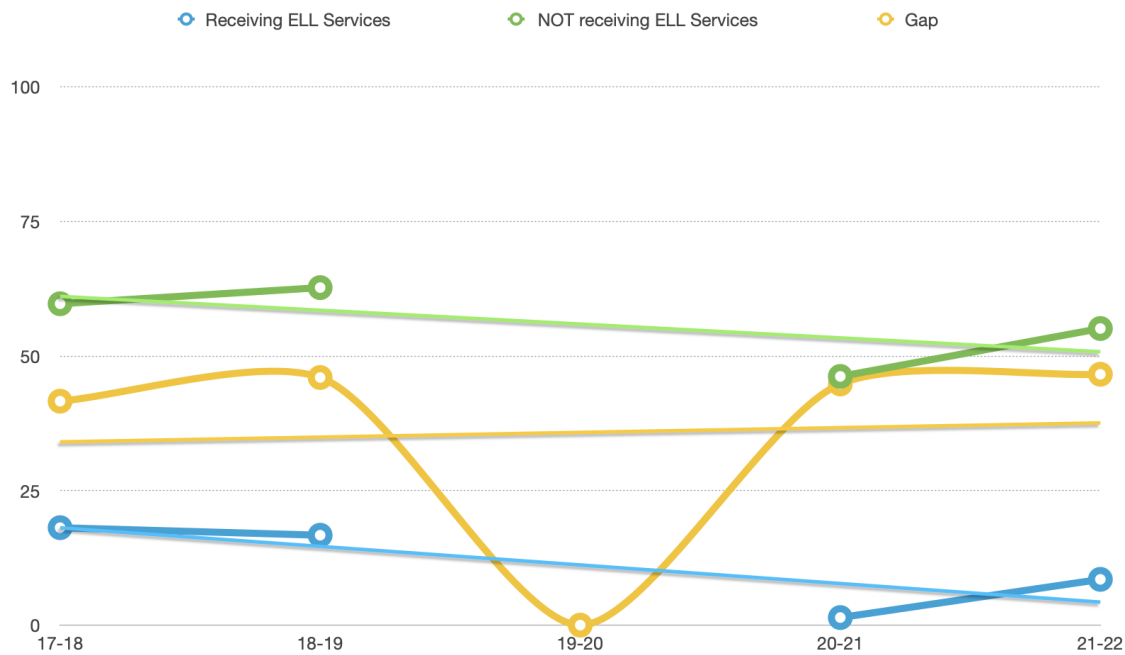
Opportunity Gap in Math - MCA III

Students Receiving EL Services vs. Students Not Receiving EL Services

% of students proficient in MATH

The values in the table to the right are the percentages of students, receiving ELL services and not receiving ELL services, who were proficient on the MCA III assessments in MATH.

	17-18	18-19	19-20	20-21	21-22	AVERAGE
Receiving ELL Services	18.1	16.7		1.4	8.5	11.2
NOT receiving ELL Services	59.7	62.7		46.2	55.1	55.9
Gap	41.6	46.0	0.0	44.8	46.6	35.8



Indian Education Grant Goals and Progress

<u>Goal</u>	<u>Measurement</u>	<u>Outcome</u>
#1 Increase Native representation in curricular resources	80% of students who identify as Native American will report that they see themselves in the curriculum as measured by end of the year student exit surveys.	<p>Purchased books and resources at all buildings to aid in our ability to teach Native American content standards and diversity text resources</p> <p>All buildings purchased books and or other resources, but due to supply issues, the majority of books did not arrive until after the school year. Exit surveys were not administered.</p>
#2 Increase staff capacity to meet the needs of Native American students through professional development	All teachers will complete a survey at the beginning of the session and identify their level of efficacy regarding native pedagogy on a 10 point scale (novice/not confident, some training/some confidence, expert/completely confident). After professional development.	<p>SPPS partnered with MSU, Mankato to deliver Native 101 professional development to all district paraprofessionals and teaching staff</p> <p>Average teacher self-reported competency with Native Pedagogy moved from 4.07 to 5.05 on a 10 point scale</p>
#3 Increase Native student voice through the development of a high school student group to focus on issues of Native social justice	At least 25% of high school students who identify as Native will attend at least one meeting.	The district formed the racial justice club as a separate initiative. As a result, the district did not pursue the Native social justice club.

4. Career and College Readiness

Student Achievement Goal

The average composite score of those students graduating in 2022 who take the ACT will increase from 20.4 to 20.6.

The number of students earning Industry certifications will increase by 5%

Strategies and Initiatives

- Curriculum & Instruction
 - AVID (Advancement Via Individual Determination)
 - PSEO (Post-Secondary Enrollment Options)
 - Concurrent Enrollment
 - Advanced Placement Courses
 - Academy opportunities
 - Additional CTE course offerings
 - Articulated course offerings
- Programs
 - Career Navigator - 9th grade
 - Sophomore Career Expo
 - Junior Regional College Fair (did not occur due to COVID)
 - Junior/Senior National College Fair (did not occur due to COVID)
 - Junior/Senior meetings for Individual Learning Plans
 - FAFSA Information night
 - Opportunity Day
 - Freshman college/career tours
 - Sophomore Pre-ACT (Career Inventories)
 - Junior ACT, Accuplacer, ASVAB
 - Senior job shadowing/Nepri
 - PSAT for Sophomores & Juniors
 - Naviance career and college
 - College and Career Center at SPHS
 - Junior Career Day
 - National Career Day
 - Construct Tomorrow
 - Tour of Manufacturing
 - PICE (Partnership in Career Exploration) intern
 - Student Leadership Development (Co-Curricular Program, Student Council, National Honor Society, Captain's Council,)
 - Farm to School
 - Scrubs Camp

Progress Made in 2021-2022

AVID Organization Embedded in 5th and 6th:

AVID 7: 21 Students

AVID 8: 9 Students

Concurrent Enrollment

Courses offered 2021-2022:

Information Technology

- Discover IT - 5 students, 20 credits
- Web for business - 4 students, 16 credits
- Javascript Rocks - 2 students, 8 credits

Health Care

- Health Care Core Foundations - 40 students, 160 credits
- Medical Terminology - 23 students, 69 credits

Education

- Exploring Careers in Education - 11 students, 44 credits

General Education

- Biology - 20 students, 80 credits
- English Lit - 65 students, 260 credits
- English Comp - 65 st, 260 credits
- Poli Sci - 57 students, 228 credits
- Psych - 25 students, 100 credits
- Comm - 42 students, 126 credits
- Spanish - 30 students, 120 credits
- Art: Intro to Visual Culture - 7 students, 21 credits
- Health and the Environment - 27 students, 81 credits
- Music Appreciation - 11 students, 33 credits

College credits earned 2019-2020: 1263

College credits earned 2020-2021: 1593

Saving students/families approximately: \$375,000 in tuition dollars in 2019-2020

Saving students/families approximately: \$473,121 in tuition dollars in 2020-2021

High School student enrollment in courses with articulation agreements:

- Building Trades - 12 students
- Child Development & Parenting - 13 students
- Introduction to Power Mechanics - 14
- PLTW Intro to Engineering - (did not run)
- Principles of Metalworking II - 10
- Principles of Plant Science & Greenhouse Management - 21
- Woodworking - 67

Industry Certifications

	2018-2019	2019-2020	2020-2021	2021-2022
American Welding Society	10	25	30	45
Certified Nursing Assistants	5	1	7	12

Credit Requirements for Graduation

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

ACT Average Scores, 2018-2022

Minnesota students in the class of 2021 earned an average composite score of 21.6 on the ACT college readiness exam. This score is 0.3 percentage points higher than the class of 2020. While Minnesota typically sees a participation rate of at least 90% on the ACT, just 60% of students in the graduating class of 2021 completed the exam. This is largely because the COVID-19 pandemic severely impacted the class of 2021's junior and senior years, the time when many students take the ACT. Nationally, 35% of 2021 high school graduates took the ACT, compared to 49% of the class of 2020. The average composite score nationwide was 20.3, a 0.3 percentage point drop from the class of 2020.

Based on the data from the last five years, Saint Peter students achieved the highest scores in all areas during the 2022 ACT testing window.

Testing Year	Number of Students Tested	English	Math	Reading	Science	SPHS Composite
2018	142	19.4	20.3	20.3	20.2	20.2
2019	142	18.9	20	21.1	21	20.3
2020	148	18	20.1	20.9	20	19.9
2021	86	19	20	21.3	19.9	20.2
2022*	140	19.5	20.3	22.4	21.1	20.9

*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.

2020 College Going

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

	# of students earning HS diploma	# enrolled in any IHE within 16 months	% Enrolled within 16 months
Statewide	60,687	38,967	64%
SPHS	155	108	70%

2020 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	23,172	13,522	58%
SPHS	65	45	69%

5. High School Graduation

Student Achievement Goal

Saint Peter High School will increase its graduation rate from 87.8% to 90%.

Strategies and Initiatives

PreK-12 Curriculum & Instruction

- Professional Learning Community Model

Credit Recovery Programs

- Summer Reading Program
- Extended Day Credit recovery: 57 (up from 50) students participated, 30.5 credits (down from 36.25)
- Summer School: 99 students (down from 146), 78.5 credits (down from 128.5) credits earned

School Counseling Program

- Student meetings
- Plan development and monitoring

Graduation Rate Trend

<u>Class of...</u>	2017	2018	2019	2020	2021
Statewide - 4 yr	82.7	83.2	83.7	83.8	83.3
SPHS - 4 yr	89.7	95.3	87.8	91.2	91.5
SPHS - 5 yr	89.7	97.3	90.3	NA	
SPHS - 6 yr	90.6	97.3	NA	NA	
SPHS - 7 yr	91.4	NA	NA	NA	

Four Year Graduation Rate

Year	State Grad Count	State Grad %	SPHS Grad Count	SPHS grad %
2017	54,843	82.7%	104	89.7%
2018	55,869	83.2%	142	95.3%
2019	57,171	83.7%	138	87.9%
2020	56,684	83.8%	156	91.2%
2021	57,137	83.3%	162	91.5%

PROFESSIONAL DEVELOPMENT PLAN

July 2020 to June 2021

District Vision Statement:	<i>Learning Matters</i> (our core purpose)
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District Mission Statement:	To inspire a passion for learning that encourages and enables all individuals to reach their highest potential.
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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, 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.
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 participate in activities with the aim of improving their practice or revising their curriculum, undergo a process of professional growth.
 - Content-specific curriculum review teams

6. **Job-Specific Off-Site Workshops**—Attending workshops and seminars that are offered outside of the school district provides teachers and staff opportunities to develop skills and acquire knowledge that will benefit the school district. Workshops and seminars allow teachers to network with practitioners and experts from outside the district who provide information about best practices and education trends that offer fresh perspectives and new ideas about how to provide rigorous and meaningful learning experiences for students. Attendance at off-site workshops will support school district professional development goals and student achievement.
7. **Co-Teaching Model**—Co-Teaching is defined as two teachers working together with groups of students and sharing the planning, organization, delivery and assessment of instruction and physical space. Co-Teaching strategies have been used successfully at all grade levels and in every content area, from preschool to senior high, where teacher candidates and their cooperating teachers have effectively met the individual needs of all their learners.
 - MSU, Mankato and GAC Partner Teacher Training Days
8. **Early Release**—Early release time at the end of specific school days is used for professional development for teachers and other staff members. By setting aside these days for needed professional development, we have increased the number of days that teachers are in the classroom instructing children by decreasing the amount of time out of the classroom for required workshops and other training activities. Early release professional development activities will support school district professional development goals.
 - PLC Work in Powering the Standards
 - Creation of Common Assessments
 - Student Work Sampling
 - Equity in Education
 - Site-level Initiatives
9. **Self-Directed Online Professional Development**—Self-directed online professional development provides teachers flexible, self-paced learning opportunities that focus on augmenting a teacher’s knowledge base and competency to improve their practice and professional growth.
 - Infinitech
 - FAST Online Resources

Professional Growth/Trainings 2019- 2020 Offerings

Fountas and Pinnell Benchmark Assessment Training (K-5, SPED)

This training will train teachers on how to use the F & P Benchmark Assessment Systems 1 & 2 accurately and reliably. The focus will be on identifying the instructional and independent reading levels of students and lay out the plan to document student progress through one on one formative and summative assessments. The use of this tool will provide teachers with precise tools and texts to observe and qualify specific reading behaviors, and then interpret and use that data to plan meaningful, responsive instruction.

Fountas and Pinnell Classroom Training : Focus Area of Guided Reading

This training will ground teachers in the core values of Fountas and Pinnell Classroom. It will cover explicit instructional strategies for teachers to use for guided reading. Upon completion of this training, teachers will have an understanding of how each instructional component fits with the design of responsive literacy learning and explore ways to organize a classroom to support such practices.

Micro-Credential: Focus Area of Personalized Learning

The program will focus on instituting personalized learning and will move professional learning from “sit and get” to application-based implementation in the classroom. In addition to earning micro-credentials, you will:

- Gain access to professional learning resources to support educators in the classroom.
- Engage in asynchronous collaborative discussion with other program participants.
- Connect with a facilitator for support as you work towards earning your micro-credential.

Upon completion, you will submit your micro-credential application and an expert reviewer will review the uploaded evidence, approve or deny the submission, and provide feedback.

CPR

Participants will learn how to respond and assist adults, children and infants during breathing and cardiac emergencies. CPR training provides the information and the skills you need to help.

Special Education Training

This training day will cover the various components of special education mandates. It will range from effectively providing FAPE to specific IEP development tools and timelines. (3 hours)

Distance Learning Training

In preparation for COVID19 Distance learning, participants learned how to create, facilitate, & evaluate engaging instruction while online. This training also supported teachers in effectively using technology for communicating and instruction. 2019-2020 Focus was on Hybrid Instruction.

Life's Journey

This year-long embedded professional development opportunity guides participants to a better understanding of their own implicit biases and examines how each person's lens impacts their thoughts, actions and life.

The Power of You

Facilitated by Bukata Hayes, director of the Mankato Area Diversity Council, this 1 hour session outlined the primary and secondary dimensions of diversity as well as outlining how an implicit or unconscious bias are manifested and reinforced.