



Cover Form for Annual Progress Report

Complete the following as an introduction to your school's Annual Progress Report.

School Name: **St. Peter's School**

City: **Canby**

Head of School/Principal Name: **Lori Rangaard**

Number of years as Principal/Head of this School **7**

Was the Principal/Head of School involved in the development of the SSP? YES NO

If not, explain why:

Was the Principal/Head of School the primary author of this report? YES NO

If not, explain who was:

Enrollment at the end of the academic year 2019-20: (Annual Dues statements for 2020-21 will be sent after July 1st based on your school's closing enrollment for this year.)

Total Enrollment Grades K-12 67 (72 with preschool)

(If your school's preschool was accredited by MNSAA during the 2019-20 academic year or before, provide enrollment below.)

MNSAA Accredited Preschool Enrollment _____

Member Since *(See Certificate)* **2012**

Year in the MNSAA Accreditation Cycle: 1 2 3 4 5 6 Self-Study

Onsite Visit Extension (Explain):

X By checking this box, I hereby declare that the information provided in this Annual Progress Report is an accurate representation of the school improvement and progress achieved during the 2019-20 academic year. I verify that all required documentation is on file in the school and available for review by appropriate authorities.

Name Lori Rangaard Title Principal

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2019-20 Executive Summary

Insert your 2019-20 Executive Summary below that summarizes the past school year. Highlight things such as: any unique situations encountered; major accomplishments; and/or significant revisions made to the school strategic plan.

Like every other school in MN, the school year took a wild turn in March 2020. Prior to Distance Learning, St. Peter's School had successful fundraisers in the Fall with the Marathon and the Knights of Columbus Auction. We began a new Football Frenzy fundraiser that went over well. Academically, the students had already taken the Fall NWEA tests and the teachers were using that data to focus on areas of concern for their classes. The staff was working well together to make sure all needs were met in the classrooms and school. Our kindergarten teacher needed to take FMLA to care for her daughter having a major surgery, so we hired a long-term sub to begin in January. She remained the sub throughout the Distance Learning as her daughter needed to take extra precautions of quarantine during this time.

After March 17th, the teachers began to immediately plan to be able to start Distance Learning on Monday, March 23rd. They didn't want to lose out on that much teaching time and wanted to keep kids in a routine of learning. We decided to "ease our way" into Distance Learning by only doing Language Arts, Math, and Religion for the first week. We introduced specials the following week. We continued to modify our workload based on parent and teacher feedback. We continued a rigorous curriculum to ensure all curriculum standards were met for each class. It was a long and stressful time for teachers and parents, but I feel like we all worked together to make sure we were on the same page of work and expectations of student work returned. We created a process of pick-up and drop-off of student work and tried to encourage communication from students and teachers for help. At the end of the year, we met to discuss changes we could make to improve and also discuss what went well. If we need to do Distance Learning again, we feel like we will be prepared. I personally will need to find a better balance of teaching and principal duties as I feel like the office was not as attended to as it should have. My focus was on the students and making sure the teachers had what they needed to be successful.

During the initial budget planning in January & February, there were concerns that the church was not meeting weekly budgets and were having to look at ways to provide for the parish subsidy. This became more evident after the closure of churches due to COVID. Without having a regular weekly collection, the Administrative Council decided to freeze wages for the following year for all staff. Father Craig did seek donations to give to staff for their hard work this year and to help compensate not receiving a raise for next year.

After Letters of Intent were returned, we will be looking for a 1st/2nd Combined Classroom teacher for next year.

Submitted by **Lori Rangaard** *Title* **Principal**

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Preschool Addendum (for MNSAA Accredited Preschools only)

MNSAA accredited preschools are required to submit a copy of your DHS license annually. Please attach in addition to the other requirements of the APR.

Report the date of your preschool's most recent DHS visit and review:

Check if your MNSAA accredited preschool was visited by DHS during the 2019-20 academic year.

If your preschool was visited by the DHS during the 2019-20 academic year, attach the following as PDF documents (string with your preschool license):

- 1. A copy of the 2019-20 DHS visit report*
- 2. A copy of your school's response to the 2019-20 DHS report*

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2019-20 School Strategic Plan (SSP)

Update your School Strategic Plan with progress reports and any additional strategies and/or action steps needed to keep the plan relevant. (2019-20 Use green font...) Save as a pdf document and upload to your school's portal or email smueller@mnsaa.org as a separate attachment.

NOTE: MNSAA understands that your school likely experienced unexpected disruption to your improvement plans during these unprecedented times. Annual Progress Report reviewers anticipate there may be significant changes in your timeframes defined for action steps. Please amend as necessary.



2019-20 Communication of the SSP

4.07 ANNUAL REPORT TO STAKEHOLDERS: The school annually provides a state-of-the-school report to stakeholders that at a minimum communicates progress on strategic initiatives and plans for future improvement. A quality state-of-the-school report will include assessment results, use of financial resources and enrollment trends.

In the space below, provide a written description of how your school communicated the SSP, its defined improvement initiatives, and progress made with stakeholders.

The SSP was reviewed several times during staff meetings and Education Committee Meetings. Updates were published in School Newsletters if a goal was met or an initiative was being worked on. The Annual Report to Stakeholders will also include any advancements made on the SSP.

Save your "State-of-the-School" report as a pdf document and upload through your school's portal or email directly to smueller@mnsaa.org as a separate document. This report must include a summary of SSP progress. At a minimum, it provides evidence that your stakeholders were advised of progress achieved on strategically planned improvement initiatives and the school's plan for future improvement.

Additionally, a quality State-of-the-School report could include items such as:

- *Assessment data and use*
- *Financials*
- *Enrollment*

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2019-20 Professional Development

5.10 SUPPORTING PROFESSIONAL EXCELLENCE: The school's professional development plan supports on-going training in areas such as curriculum, instruction and assessment strategies that result in high levels of student achievement.

Evidence of Compliance: written professional development plan; evidence of the implementation of the professional development plan; official staff professional development report; assessment tools for determining professional development needs; policy; availability of professional publications and resources; minutes (staff, curriculum development); membership in professional organizations

*In your 2019-20 Annual Progress Report, MNSAA is seeking to learn more about your **school's professional development plan** that supports on-going training in areas such as curriculum, instruction and assessment strategies.*

In the space below, provide a written description of your school's professional development plan or attach your school's professional development plan.

OR

In the space below, provide a written description of how your school collaboratively responded to distance learning in 2020?

Distance Learning began on March 23, 2020, for St. Peter's School. The teachers wanted to begin right away and keep the students on track. The teachers and staff took Monday and Tuesday before we began to show the students how to use devices and platforms that they were going to be using for Distance Learning. Kindergarten and 1st/2nd Grade used Seesaw as their main platform, and 3rd-6th Grade used Google Classroom for their platform. The teachers showed them how to send videos, check emails, and how to ask the teacher questions on each respective platform. An email was sent to parents asking them to test the platforms at home prior to the next Monday to make sure they worked at their houses. Zoom was also used in some classrooms for meetings or homework help.

We also had to take time the Wednesday through Friday before we started to make sure all the teachers knew how to use each platform, especially specialty teachers who would be working with all grade levels or teachers who weren't as comfortable using technology as others. During those three days before Distance Learning (Wed.-Fri.), the teachers spent a lot of time going from room to room to show someone how to do something or show them a shortcut they figured out. We also met as a staff to review policies and procedures we would all be using. I, as principal, spent a lot of time looking for new ways to use Google Classroom to share with another teacher and to use myself in the classroom. We used Screen-castify to create videos in 3rd-6th grade. I also used edu-creations for my 5th & 6th grade classroom for teaching videos.

A guideline for Distance Learnings was put together by the principal with teacher and staff input to give to parents prior to starting so they understood our process, procedures, and expectations for their student and them. We went with a Monday pick-up and drop-off day each week to exchange lessons and finished work. We set a time from 7:30am-noon to hopefully provide a time that worked for working parents as well. We usually had 100% participation during those times. If it didn't work, parents were still able to access the folders in a hallway outside of school. We also offered electronic devices for families who needed them. We offered iPads and

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Chromebooks, but only gave out about 10 devices as families had something they could use at home. We had some families with some internet issues, but they were able to get the lessons to work for the most part.

One of our main goals was to stay connected to the students through the whole process. Students were required to check in daily (by the end of the day) with their teacher via the platform or procedure they were using. Some teachers posed a question and some just wanted a comment that they were present. Each day, teachers would post their assignments and teaching videos for the day. Our hope was that students would be able to watch the instructional video and be able to complete their work. As we all know, not every student watches every video, and so you have some issues when work came back wrong or they don't do the homework the right way. We tried to stress to the parents and students that the videos were helpful and encouraged the students to watch them. We did have some students that struggled sporadically with internet connections, so we knew they weren't able to watch everything. We would just really encourage them to do the best they could and to let the teacher know if they have certain questions.

During this whole quarter, teachers would constantly be asking each other about different students and how they were doing to see if there was an issue or concern school wide or just in their class. We met at a teaching staff after the first three weeks to evaluate and take into consideration parent concerns. As a staff, we then decided to limit the amount of specials (Social, Science, PE, Music) being assigned and to take typing off the list. This was well received by the parents. After a couple more weeks, we met again as a teaching staff to evaluate where we were. We decided that our main focus would be to focus on remaining curriculum standards and eliminate "extra" work or lessons in our textbooks that were not necessarily needed to meet our standards. Teachers were to highlight standards met so far for the year in their curriculum handbook and focus on unmet standards the rest of the time. Also, 1st-3rd grade were eliminating the extra practice pages for Saxon math as they have multiple pages a day for each lesson. They focused on what needed to be taught to meet curriculum standards. Between set meetings, the 5 teachers were constantly bouncing ideas off each other and communicating on how students were doing and how to help those who needed it most. Since we are a small school, we were able to collaborate throughout the whole process.

After Distance Learning was finished, we met again to discuss what worked well and what we could improve on. As a staff, we know it wasn't perfect. However, we feel like we met our curriculum standards for the year and attempted to provide as much assistance to students and parents that were able to.

What have you learned from this year's professional development activities that you will use to support further training in the future.

OR

What have you learned from this year's unprecedented closure of schools that you will use to support professional development in the future.

After going through Distance Learning, I know that we need to work on keeping all teachers informed about new technology and ways to teach using technology. There were some who really struggled to learn new platforms in such a short amount of time. We also know that we need to find more resources for parents or better ways to communicate to them to keep them more informed on the technology being used and how to use it.

One other area of professional development that would be useful is the emotional aspect of social-emotional training to be able to better help the student who was not getting work done because they were struggling emotionally with Distance Learning as well. It has been our SSP to be reviewed this spring, but with the school closure, we did not have an opportunity to look closer at programs for SEL. That will definitely be a goal of ours to do soon.

X ***By checking this box**, you are verifying that your school has a written professional development plan that supports on-going training in areas such as curriculum, instruction and assessment strategies. This may be included in your School Strategic Plan.*

If you are willing to share a sample exemplar, please attach.

Submitted by Name **Lori Rangaard** *Title* **Principal**

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