



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 2020-21: *(Annual Dues statements for 2021-22 will be sent after July 1st based on your school's closing enrollment for this year.)*

Total Enrollment Grades K-12 **58**

(If your school's preschool is accredited by MNSAA, 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):

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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2020-21 Executive Summary

Insert your 2020-21 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.

Dear Ms. Sarah Mueller & MNSAA:

Determined. Stressed. Blessed. These three words summarize the 2020-2021 school year at St. Peter's School in Canby. Teachers, staff, and parents were determined to be at school in-person for the entire school year. With a lot of support of new policies and procedures, we were able to remain in-person learning for the entire school year with limited individual quarantines due to close contacts and only two positive cases within the school. Everyday felt like a new challenge, but the determination to make things work helped everyone work together to make the school year a success.

Along with all the new policies and procedures as well as the determination of staying in-person, there also came a lot of stress. It was a stressful year making quick changes to any event or situation that came our way, adjusting schedules and yearly activities, thinking of new ways of doing things, and just trying to keep everyone happy behind those masks. We hired a new teacher and three new paraprofessionals prior to this year. Adding that much new staff also provided another level of stress to make sure everyone was on the same page with old and new policies, especially when I was in the classroom for most of the day and not available for immediate feedback. There were a few kinks along the way, but we ended the year with a staff that worked together for the common goal of providing a quality education for the students. With the overwhelming day to day activities, the School Strategic Plan was not reviewed as often as we would have liked. You will find noted "Timeline adjusted..." in the SSP that reflects that struggle. As a principal, my main focus of the year was the 68 souls I was entrusted to and to make sure they made it through the school year safely.

Even though the year was stressful for everyone from students to staff to parents, we had a very blessed year with a lot of support. The school year began with multiple larger donations of \$5,000 for school needs and tuition needs. We were also blessed with an \$80,000 donation designated for many different areas of school functions, primarily involving tuition assistance for every school family this year as well as paying off past-due tuition for any school family past or present. That was a true blessing to many families!

We were also blessed to have students who understood the importance of social distancing, wearing a mask, and just knowing things had to be different this year. The students deserve a lot of recognition for helping to make the school year a success. Going into summer, I hope that all my staff, parents, and students take time for themselves to re-energize for next school year and to continue to be determined to do their best, relieve

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their stress, and to reflect on all we were blessed with this school year. The time off is well deserved!

Sincerely,

*Mrs. Lori Rangaard
Principal*

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

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2020-21 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. (2020-21 orange 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.



2020-21 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.

Each year we publish our State-of-the-School report by emailing it to families, reviewing at an Education Committee Meeting, posting on our website, and putting copies in the back of church. That is one way we are able to highlight the School Strategic Plan with the accomplishments made through the year. When looking just at the SSP and how its progress is shared, it was reviewed prior to the school year by the Education Committee and the school staff. Knowing this year was going to be different, the focus of the year was the students and trying to remain in school in-person all year, and therefore the SSP was not worked on in as much detail as we would have in a regular year. We did work on Objective 1, Strategy 1 and decided on a SEL program for next school year. We will introduce the program next fall to students and parents. This was also discussed at our last Education Committee Meeting when we reviewed the SSP again. Another area that was worked on in the SSP was Objective 1, Strategy 4 in making technology advancements. Through a donation, we were able to purchase more Chromebooks to make us fully 1:1 with Chromebooks in grades 3-6. A letter was sent to families stating the donation and areas it was being used in. As the year progressed, the successes of the school year were published in our weekly newsletter that gets emailed out to all families as well as in the church bulletin. We hope to be able to focus more on the SSP moving forward into next school year and will continue to share our progress with stakeholders.

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**

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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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2.04 Instructional Strategies: The school utilizes research-based instructional strategies to accommodate varying learning styles, student needs, and foster active, meaningful engagement in learning.

2.05 Meeting the Diverse Needs of Learners: The school provides opportunities that engage and motivate each learner to develop his/her social emotional and academic abilities and talents.

Evidence of Compliance: clearly conveying the learning objective/target; identifying similarities and differences; visuals; essential questions; cooperative learning; summarizing; use of advanced organizers; providing regular feedback; generating and testing hypotheses; instructional modalities; use of pre-assessment to determine readiness/proficiency for grouping; use of differentiated strategies in teaching; use of a learning style assessment; use of flexible grouping; scaffolding; culturally responsive pedagogy; ELL services; interest or learning profile; evidence of student engagement; lesson plan templates, etc.

In your 2020-21 Annual Progress Report, MNSAA is seeking to learn more about your school's instructional strategies that accommodate varying learning styles and student needs.

In the space below, provide a written description of how your school demonstrates compliance with standards 2.04 and 2.05

Going into this school year, all the teachers knew there was a chance of students being behind grade level due to Distance Learning. We were also confident that our Distance Learning was beneficial, so we were hopeful the students stayed on level for the most part. We had a mix of both. When school began, teachers were able to identify how kids were doing academically based on daily work and quizzes. The teachers also reviewed the NWEA tests after fall testing to identify areas that students tested lower in. To meet those needs, some teachers created reading groups that would get pulled to read the weekly Language Arts story with more questioning for comprehension.

Throughout the year, Kindergarten and Preschool groups were created for Language Arts instruction offering differentiated instruction for each group. There were iPads in the 1st/2nd grade room that were used for reinforcement of some subject matter for Language Arts and Math. Students were able to access those after work was completed. A lot of direct instruction was done in the grades since we didn't have a lot of opportunities to mix kids up in the room due to COVID restrictions. When we able to, students could work in small groups to do Cooperative Learning about a topic, especially in 3rd/4th grade Health. Students had to work together to read a short lesson and then work together to answer questions. Other classrooms also used cooperative learning when restrictions were lessened and groups could interact more together.

There were opportunities for student practice using Khan Academy in the 5th/6th grade, AR Reading for kindergarten through 6th grade, Typingweb for 3rd through 6th grade, RazKids for 1st/2nd grade, Kahoot!, and other applications on the iPads for kindergarten through 2nd grade. There were some students who required more

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help in subject areas and more paraprofessionals were hired this year to assist teachers in reaching those students. Students were pulled for individual reading for AR, extra help with work in social, science and religion, individual or small groups to have weekly LA tests read aloud to them rather than doing them in the classroom, and for other ways teachers needed help reaching some students individually. Some students had a weekly chart for completing work if they were not motivated enough to complete it on their own. A trip to the prize box in the principal's office was a good motivator for them!

Towards the end of the year, the 5th/6th grader classroom began doing STEM projects. The students worked with a partner or in a small group to create or develop an activity or projected using a STEM resource. Students had to put their projects together and work cooperatively to finish them. This was somewhat of a trial to see how STEM can be used more regularly next school year in conjunction with our SAILS program.

Some students qualified for Title I or were recommended by their teacher or parents to receive the extra help for math and/or reading. We have an onsite teacher who saw 15 students each week for Title I services. The Title I teacher worked with the classroom teacher to focus on skills being taught in the classroom as well as areas the student had low areas on the NWEA test. The Title I teacher communicated with classroom teachers on progress of the students with a report .

Throughout the school year, teachers engaged students with a variety of teaching methods and materials including direct instruction, small groups, review and practice, technology, and doing what was needed for each student to be learning at their full potential.

As evidence, provide three (3) examples of compliance with standards 2.04 and 2.05.

1. Kindergarten/Preschool Lesson Plans showing Groups (E, B, M) for Differentiated Instruction
2. AR School Summary
3. Title I Teacher Summary Sample for a Student

Provide a written reflection of opportunities for growth and/or challenges related to standards 2.04 and 2.05.

With the restrictions put in place this school year, it became challenging to offer different forms of learning that could be done while maintaining social distancing in the classroom. The teachers had to adjust their mindset to create new opportunities to work together within the classroom. When the weather was nice, it provided a chance to go outside and work in groups, but that is only

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possible for a short amount of time. It is also a challenge with a multi-age classroom to be able to reach the needs of each student with only one teacher. We were grateful to be able to hire extra para this year to help in the classrooms or to be able to pull kids out for more 1 on 1 time. The needs of some students were high this year, so it was nice to try to get them all back at grade level.

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

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 2020-21 academic year.

If your preschool was visited by the DHS during the 2020-21 academic year, attach the following as PDF documents (string with your preschool license):

- 1. A copy of the 2020-21 DHS visit report*
- 2. A copy of your school's response to the 2020-21 DHS report*

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rdg groups	les 197	lang arts	hw/comp	SS/NU	Excellence
E: p. 332 PA + 333 PA Storybots A; wksh 79 + T		hfw: Intro <u>seven</u> <u>eight</u> clap <u>ninch</u> <u>ten</u> <u>come</u> <u>me</u>	HW - N/n	1/2 look at US Map on smartboard + answer ?'s on blank paper (create)	MONDAY
B: p. 336-337 PA warm up; Alpha A + T Songs, # 1-3	g: practice MASS parts. FC p. 70 wkbk p. 67 + 78		C - review for test	p. 68 globes * bring globe AT, DC? p 57 1st 2 SAG	
M: David's Drawings p. 334-335 PS + MF + LC + Vocab					TUESDAY
E: p 343 PA Storybots C + wksh p. 69	g - p 340 1-2 p 341 all wkbk p. 68 - topic: your house		LFO - Slip Sliding on Ice	5/6 U3L2 rd 86-91 Assign activities pg. 87 + 89 + Whos Who Wksh + Due Thurs.	
B: p 344-345 PA warm up. Alpha C song # 1-3				3/4 rd p. 68. Do SAG p 54 1st 2 sections ↓ Play States + Cap Kahoot # Quiz on Thurs	WEDNESDAY
M: Mouse Shapes p 346-353 Dev. comp + 354 CofP	hfw: wkbk p. 80 <u>me</u> fluency				
lpad: sneezy the Shaman WW: <u>me</u> <u>come</u> games: build + playdoh (test or this wks words) LR: The Treehouse * Assess CVC words	g - p. 356 + 364 p. 365 TM/IW + wkbk p. 73		HW - Correct N trace 1-10 wksh +	K - Unit 2 les 3 Video + lets talk ABOUT Pop point + U4L6 (all videos)	THURSDAY
pp Pic for Penguin B: 10 playful Penguin C: Penguin	Comp: playing in snow Fluency: Assess HFW Written: Spell test Wkshp: practice LR: 2nd rd + comp. * <u>come</u> fluency?		C - Air 2 Test	West StC Quiz 5/6 U3L3 rd 92-97 + Eng, Fr, Dutch Explor. Wksh - due end day Fri 3/4 West States + Cap Quiz p. 70 + 71 rd * give. Culture Assignments next THES Rev Polit/phys + p. 67	
E: p 359 PA + 375 PA Storybots P, wksh 71	hfw - Unit 2 spelling test		Mini 4	1/2 U2L3 p. 70-71 AT	FRIDAY
B: p. 360-361 PA warm up. Alpha P Song # 1-3	g: p. 376 Review FC p 73 + 74 wkbk p. 76		showplate on geoboard	Rd wkbk p. 72-73 and 74-75. Complete activities (grade)	
M: 2nd rd Mouse Shapes p 363 Story Struct 1-2 368 Rd Farmers	* phonics wksh for journalbook (?)			K - Unit 2 les 4 Responsible Me Videos 2-4	

EVIDENCE #2

RENAISSANCE Schoolwide Summary Report

Reading Practice Quiz

School: Saint Peter Elementary School
Date Range: 08/01/20-07/31/21
Demographics: All Demographics

Grade K

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Kinder	4	50%	86%	0.9	28.1	5.6
Summary	4	50%	86%	0.9	28.1	5.6

Grade 1

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Gr. 1	8	75%	69%	1.6	191.9	24.5
Summary	8	75%	69%	1.6	191.9	24.5

Grade 2

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
2nd Grade	12	82%	79%	2.2	596.8	48.3
Summary	12	82%	79%	2.2	596.8	48.3

Edidance #2-1
Cont.

Grade

Grade 3

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Gr. 3	10	22%	91%	3.4	460.3	51.1
Summary	10	22%	91%	3.4	460.3	51.1

Grade

Grade 4

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Gr. 4	8	63%	76%	4.0	174.0	16.6
Summary	8	63%	76%	4.0	174.0	16.6

Grade

Grade 5

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Gr. 5	11	9%	93%	4.7	1,287.7	86.9
Summary	11	9%	93%	4.7	1,287.7	86.9

Grade

Grade 6

Class/Group	# of Students	% Below 85%	Avg % Correct	Avg Difficulty Level	Points Attainment	
					Earned	Median
Gr. 6	8	25%	90%	5.0	978.4	85.5
Summary	8	25%	90%	5.0	978.4	85.5

Student: _____ (5) TITLE I End of QUARTER 3 TEACHER REPORT Teacher: Mrs. Giese

Subject: (RESOURCE)	READING (MANIAC MAGEE)	* m d	READING (CLOSE READING)	* m d
NWEA RIT Score: Growth:				
Objective 1:	VOCABULARY: Tier 2	m	FLUENCY: 82/WCPM Goal: 100/WCPM	d
Objective 2:	FIGURATIVE LANGUAGE: Simile Metaphor Coined Words Cliffhanger	m	COMPREHENSION: Progress-Monitoring 2/2 Goal: 2/2	m
Objective 3:	COMPREHENSION: Literal Inferential	m	LANGUAGE: Suffixes Prefixes	m
Objective 4:	FLUENCY: Choral Reading	d	VOCABULARY: Word of the Day	d
Service Time:	Tues/Fri 9:30-9:45		Mon/Thurs 9:30-9:45	
Strengths:	Comprehension skills.		Oral skills.	
Goals:	Increase fluency.		Increase vocabulary.	

Email: marylee.giese@canbylancers.org

Office Hours: 8:00-8:30 10:45-11:00 11:15-11:30

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