



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

3

V. Superintendent Goals

18

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



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	5 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

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 ⁶ 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. 7 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.
--	---	--

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.
--	--	---

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

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

COMMITMENTS:

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



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 14

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 in-the-moment coaching and education. 15
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