



st. croix preparatory academy

ACADEMICS • CHARACTER • LEADERSHIP

St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.

World's Best Workforce Report

2013-2014

INTRODUCTION

The St. Croix Preparatory Academy (SCPA) School Board adopted the following comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce.

IDENTIFIED NEEDS BASED ON DATA

For the 2013-2014 school year SCPA utilized Minnesota Comprehensive Assessments to determine its goals. The summarized MCA proficiency data for the 2012-2013 school year is noted below:

	Math	Reading	Science
Grade 3	89	79	
Grade 4	84	69	
Grade 5	66	87	72
Grade 6	68	84	
Grade 7	83	77	
Grade 8	80	88	60
Grade 9		85	
Grade 10			71
Grade 11	66		

SCPA is a K-12 institution that is organized by Lower School (K-4), Middle School (5-8), and Upper School (9-12). SCPA's goals are detailed in the School's Q Comp program. A summary of the goals is noted below:

- Lower School Goals. The School has agreed to a plan to get its students half way to 100% proficiency by 2017 based on MCA III results from 2012-2013. The percentage of all students enrolled October 1 in grades 3-4 at SCPA Lower School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests will increase from 74.6% in 2013 to 78.6% in 2014.
- Middle School Goals. The School has agreed to a plan to get its students half way to 100% proficiency by 2017 based on MCA III results from 2012-2013. The percentage of all students enrolled October 1 in grades 5-8 at SCPA Middle School who earn an achievement level of Meets the Standards or Exceeds the Standards in reading on all state accountability tests will increase from 83.9% in 2013 to 85.9% in 2014.
- Upper School Goals. The School has agreed to a plan to get its students half way to 100% proficiency by 2017 based on MCA III results from 2012-2013. The percentage of all students enrolled October 1 in grade 10 at SCPA who meet or exceed a score of 20 or above on the PLAN Test in reading will increase from 69% to 73%; in math will increase from 52% to 56%; in science will increase from 61% to 65%; and in English will increase from 48% to 52% from 2013 to 2014.

SUPPORT CATEGORY

Support to achieve and sustain the objectives from the comprehensive, long-term strategic plan to improve teaching and learning that is aligned with creating the world's best workforce is summarized below:

- Students. Students receive Title I resources and programming, access to a well-established Peer Tutoring program, full time services of a College Counselor (who provides ACT Prep, Financial Aid Information, College Application assistance, College Visit Coordination, Naviance subscription, etc.) and 504 Plans and IEPs when appropriate.
- Teachers and Principals. Teachers and Principals receive support from a Q Comp Program, an evaluation aligned with the World's Best Workforce requirements, professional learning communities aligned with goals, effective and sustainable professional development aligned with the School's mission and performance goals.
- Systemic, Building, and District. SCPA has implemented Q Comp, a standardized RTI Plan, school wide implementation of Paideia seminars in every classroom, and Title I Services.

BEST PRACTICES

The best practices implemented by the School to assist in obtaining student achievement goals are:

- St. Croix Prep Vision. St. Croix Preparatory Academy possesses a learning environment centered on an integrated, rigorous, standards-based, classical curriculum that encourages students to think logically and critically, to communicate effectively and

to embrace life-long learning as demonstrated by their successful pursuit of post-secondary education. The School offers a small school community and a rigorous academic environment to area families.

- St. Croix Prep Mission. St. Croix Preparatory Academy will develop each student's academic potential, personal character, and leadership qualities through an academically rigorous and content-rich educational program grounded in the classical tradition.
- St. Croix Prep Board Governance. Since its inception, St. Croix Preparatory Academy has followed the Carver governance model. This model is designed to empower a board of directors to fulfill their obligations of accountability for the School. The model enables the board to focus on the larger issues, delegate with clarity, to control management's job without meddling, to rigorously evaluate the accomplishment of the organization. In contrast to typical board leadership, policy governance separates issues of organizational purposes from all other organizational issues. St. Croix Prep's Board demands accomplishment of purpose and only limits the staff's operational decisions to those which do not violate the board's pre-stated standards of prudence and ethics.
- St. Croix Prep Operational Philosophy. The School has always evaluated its purpose, growth model, marketing, and operations in terms of diffusions of innovation theory (developed by Everett Rogers in 1962) as presented by Geoffrey Moore in his books *Crossing the Chasm* and *Inside the Tornado*. Marketing the school, positioning/differentiating it within its market, development of a whole product and operations (e.g., hiring, governance models, policy development, recruiting, and programming) all take into consideration the five segments of classification typically described in technology adoption (e.g., innovators, early adopters, early majority, late majority, and laggards). This impacts the School's hiring practices, governance model, policy development, recruiting practices, etc. This best practice was adopted by the leading technology companies in the 1990s and continues to be one of the standards for entrepreneurial leadership.
- Q Comp Plan. The School has implemented a Q Comp Plan which focuses on district wide student achievement goals pertinent to the organization. Included with this is an associated and well defined professional development plan.
- Canon of Literature. SCPA has defined a canon of literature which each student will read during their years at the school. The canon is aligned with the School's mission and vision and supports the achievement goals of the School.
- Homework. Aligned with research based studies on performance, SCPA has implemented a homework policy which emphasizes deliberate and appropriate homework beginning in first grade. Homework expectations are aligned to achieve performance required for admission to selective colleges and universities.

CURRENT STUDENT ACHIEVEMENT PLANS

The student achievement plans are noted in the section entitled IDENTIFIED NEEDS BASED ON DATA. In addition, the School's desire to achieve 100% graduation rates and providing an opportunity to attend highly selective colleges and universities is enabled via an Upper School Curriculum that offers over a dozen AP classes and is college preparatory in nature. The School also has Title I programming, Reading Well by Third Grade Literacy Plan, Transition Programming for Special Education students, Q Comp Plan, RTI Plan, Teacher Evaluation Processes, Principal Evaluation Processes, and a Long Term Strategic Plan.

KEY INDICATORS OF IMPLEMENTATION PROGRESS

St. Croix Prep is one of Minnesota’s highest performing schools. Since opening in 2004, the School has maintained parent satisfaction of 93%, student retention of 92%, and faculty retention of 92%. There are many indicators of implementation progress. These are noted below.

SCPA Enrollment. Enrollment is one of the keys to viability in the first years of a charter school’s operations. St. Croix Prep’s enrollment (1,119 students) and long waiting list (nearly 500) ensured that classes operated at capacity. Very few students left St. Croix Prep during the school year, and when students did leave, the available spots were quickly filled.

A historical review of The School’s enrollment growth is summarized below:

- In 2004 opened with 200 students in grades K-7 (waiting list of 169)
- In 2005 enrolled 252 students in grades K-8 (waiting list of 279)
- In 2006 enrolled 342 students in grades K-19 (waiting list of 306)
- In 2007 enrolled 444 students in grades K-10 (waiting list of 549)
- In 2008 enrolled 743 students in grades K-11 (waiting list of over 450)
- In 2009 enrolled 881 students in grades K-12 (waiting list of over 500)
- In 2010 enrolled 958 students in grades K-12 (waiting list of over 500)
- In 2011 enrolled 1,010 students in grades K-12 (waiting list of over 500)
- In 2012 enrolled 1,056 students in grades K-12 (waiting list of nearly 500)
- In 2013 enrolled 1,119 students in grades K-12 (waiting list of nearly 500)

SCPA MCA Scores. St. Croix Prep is one of Minnesota’s highest performing schools. The 10 year historical view of MCA scores is as follows:

	MN Average	St. Croix Prep
MATH		
2013-2014	61%	80%
2012-2013	61%	77%
2011-2012	62%	78%
2010-2011	56%	72%
2009-2010	66%	84%

2008-2009	62%	79%
2007-2008	62%	81%
2006-2007	61%	85%
2005-2006	58%	83%
READING		
2013-2014	59%	85%
2012-2013	58%	81%
2011-2012	76%	96%
2010-2011	74%	92%
2009-2010	72%	90%
2008-2009	72%	88%
2007-2008	71%	86%
2006-2007	69%	90%
2005-2006	72%	88%
SCIENCE		
2013-2014	53%	79%
2012-2013	53%	69%
2011-2012	51%	75%
2010-2011	48%	70%
2009-2010	49%	71%
2008-2009	46%	69%
2007-2008	39%	57%
Prior Years	n/a	n/a

SCPA also improves teaching and learning with the implementation of:

- Annual SCPA school board review, in an open public meeting, of school assessment data to reflect on budget, operations and strategic initiative alignment

- Core knowledge curriculum, Bloom’s Taxonomy, a classical canon of literature and the classical education model of the Trivium
- Professional Learning Communities for teachers and administrators which analyze and respond to student data indicators regularly throughout the school year
- Teacher observation at least 4 times annually by a combination of peers and Principals
- Regular Principal observations by the Executive Director
- Performance appraisal for both teachers and principals based on multiple measures including student performance on assessments, multiple observations and professional reflection portfolios
- Regular Professional development opportunities for teachers within the building and through the charter authorizer
- Regular PLC review of student data and action on smart goals based on data indicated needs
- Response to Intervention and a team taught, push-in model for Special Education
- Annual “Intent to Return” Survey of all enrolled students and their families which requests feedback

MINNESOTA STATUTORY GOALS

The five Minnesota statutory goals, along with SCPA’s data, goals, and plans are outlined below.

Minnesota Statutory Goal 1: All Children Ready for Kindergarten

Key SCPA Data and Progress Indicators:

- Student performance on the SCPA Kindergarten Readiness indicates readiness for students to attend SCPA Kindergarten. Students who enter Kindergarten not ready are currently found via SCPA Child Study and provided appropriate interventions.

Key Best Practices Leading SCPA Progress:

SCPA Kindergarten Readiness Camps in March and August Annually

Data Indicated Need	Smart Goal	SCPA Plan based on Proven Best Practices
For next year, SCPA is planning on implementing a Kindergarten Readiness Assessment earlier than where readiness is currently assessed in the enrollment process.	<p>Develop a baseline of Kindergarten Readiness data and information for the earlier readiness assessment that is to be implemented.</p> <p>At this time, SCPA has experienced over 95% of students enrolling for first grade on a yearly basis...indicating that the students are ready to succeed in SCPA K when they arrive.</p>	Continue assessing Kindergarten Readiness. Continue Kindergarten Camps in March and August. Continue assessment in the first weeks of school.
Data indicate that March is the first time that SCPA connect families to pre-K community resources	Add message of the importance and standards for Kindergarten readiness earlier in the process, specifically after the lottery process in January of each year.	SCPA will send an email to all Kindergarten students after the lottery process regarding the Kindergarten Readiness Assessment, what is assessed and what age appropriate skills and content kids can work on in the year prior to Kindergarten entrance. SCPA may provide a statement as to where to find the resources that are available in the community and at home for parents to assist their child in becoming Kindergarten Ready

Some of these kids will not continue on at SCPA if their number is not drawn in the lottery. However, the skills awareness can be helpful for a pre-k child no matter where they go to Kindergarten.

Supports Provided for:

- ***Students:*** Kindergarten Round Up in March, Kindergarten Camp in August, BOOHOO YAHOO breakfast for parent/child separation assistance; Discovery Harbor Out of School Time Child Care and Enrichment
- ***Teachers:*** Educational Assistants for all Kindergarten Teachers

Minnesota Statutory Goal 2: All Students Reading Well By Grade 3

Key SCPA Data and Progress Indicators (Click to follow link for data): [SCPA Lower School Students Meeting Academic Standards](#)

Key SCPA Best Practices Leading SCPA Progress (Click on links for more information):

- Implementation of Core knowledge and the Grammar Stage of the Trivium: [LOWER SCHOOL CURRICULUM](#)
- Implementation of the SCPA Reading Well by Grade 3 Curriculum: [SCPA's Reading Well by Third Grade](#)
- Implementation of RTI
- Implementation of Q-Comp
- Implementation of Title I plan and funding
- Implementation of Paideia Seminar (Socratic Seminar) K-12
- Teacher analysis of data, peer observations and sharing of best practices in Professional Learning Communities

Data Indicated Need	Smart Goal	SCPA Plan based on Best Practices
<p>Proficient reading at an early age is necessary for success in a K-12 college preparatory curriculum. 14.5 % of grade three kindergartners partially meet the standard for proficiency in reading, while 6.7% of third grade students are even less proficient in their reading</p>	<p>SCPA Lower School will implement reading supports and interventions to move 4% or more students who <i>partially meet the standard</i> to <i>meet the standard</i> in reading on the grade 4 MCA Reading test administered in April 2015.</p> <p>AND</p> <p>SCPA Lower School will implement reading supports and interventions to move 4% or more students who <i>do not meet the standard</i> to <i>partially meet the standard</i> (or better!) in reading on the grade 4 MCA Reading test administered in April 2015.</p>	<ol style="list-style-type: none"> 1. The third grade PLC will analyze the data of SCPA 3rd grade students in the <i>partially meets category and does not meet categories</i> of scores on the MCA grade 3 Reading test. 2. Determine whether the students in both <i>the partially meets and does not meet</i> categories are lacking proficiency in similar areas of the test. 3. If so, align and/or add to curriculum in those reading skills areas and track those students progress specifically in those areas in addition to other reading progress. 4. If the students have varied and different areas in which they need added reading instruction or interventions in order to meet the goal, then create a unique plan, utilizing the supports available in the school to improve each student’s progress.

School Supports Provided for

- **Students – Title I funding; Access to Peer Tutoring; Upper School Reading “buddies” via Upper School Advisories**
- **Teachers – Title I funding, PLC’s**

Minnesota Statutory Goal 3: Closing the Achievement Gap

Key SCPA Data and Progress Indicators: [MN Report Card for SCPA Economically Disadvantaged Students](#)

Key SCPA Best Practices Leading SCPA Progress (Click on links for more information):

Classroom Implementation of: RTI, Q Comp, Title I

Data Indicated Need	Smart Goal	SCPA Plan based on Best Practices
<p>READING : NOT PROFICIENT As a college preparatory school with a mission to provide every student access to college prep curriculum, proficient, reading is necessary for success in a K-12 college preparatory curriculum. 14.5% of economically disadvantaged students at SCPA only <i>partially meet the standard for proficiency</i> in reading across grade levels, while 7.3% of economically disadvantaged students are even less proficient in their reading.</p>	<p>Each PLC will implement reading curriculum supports and interventions to move 4% or more economically disadvantaged students who <i>partially meet the standard</i> to <i>meet the standard</i> in reading on the MCA to <i>partially meet the standard</i> (or better!) in reading on the MCA Reading test administered in April 2015.</p>	<ol style="list-style-type: none"> 1. Each school’s PLC will analyze the data of SCPA students who qualify for free and reduced lunch and score in the <i>partially meets category</i> and <i>does not meet categories</i> of scores on the MCA Reading tests. 2. The PLC’s will then determine whether the students in both <i>the partially meets</i> and <i>does not meet</i> categories are lacking proficiency in similar areas of the test. 3. If so, teachers will align and/or add to curriculum in those reading skills areas and track those students progress specifically in those areas in addition to other reading progress. 4. If the students have varied and different areas in which they need added math instruction or interventions in order to meet the goal, then create a unique plan, utilizing the supports available in the school to improve each student’s progress toward the goal of reading proficiency on the MCA.

- Core Knowledge and Saxon Mathematics
- The classical Trivium of Grammar, Rhetoric, Knowledge
- Paideia Seminar (Socratic Seminar) K-12

Teachers’ Professional Learning Community Implementation of:

- Data Analysis & Sharing Best Practices
- Peer to Peer observations & Portfolio Reflections

Data Indicated Need	Smart Goal	SCPA Plan based on Best Practices
<p>Math: NON-PROFICIENT Math proficiency and success is highly correlated with college success. Therefore, in a K-12 college preparatory curriculum, math proficiency at each grade level is key to college preparedness. 22 % SCPA students who qualify for Free or reduced lunch only partially meet the standard for proficiency in reading, while 9% of these students at SCPA are even less proficient in their reading</p>	<p>Math PLC’s K-12 will implement math curriculum supports and interventions to move -4% or more students who <i>partially meet the standard to meet the standard</i> in math on the grade 4 MCA Math test administered in April 2015 AND - AND 4% or more students who <i>do not meet the standard to partially meet the standard</i> (or better!) in math on the grade 4 MCA Math test administered in April 2015.</p>	<ol style="list-style-type: none"> 1. Each school’s PLC will analyze the MCA data of SCPA students who qualify for Free or Reduced Lunch and who score in the <i>partially meets category AND does not meet categories</i> of scores on the MCA math tests. 2. The PLC’s along with administration will then determine whether the students in both <i>the partially meets and does not meet</i> categories are lacking proficiency in similar areas of the test. 3. If so, the school will work to align and/or add to curriculum in those mathematics areas and track those students progress specifically in those areas in addition to other math progress. 4. If the students have varied and different areas in which they need additional support to meet the goal, then tailored plans will be implemented

Supports, STUDENTS: Title I funding grades 5-8; Peer Tutoring grades 5-12; Voluntary Study Halls for Students Before School and During Lunch; Math Labs; College Counselor grades 8-12; Supports, TEACHERS: PLC Data Analysis; Best Practice Sharing, PD and Workshops

Minnesota Statutory Goal 4: All Students College and Career Ready

Key SCPA Data and Progress Indicators (click to follow the links)

- [SCPA College Profile](#)
- [:60% of SCPA Alumni Attend Selective or Highly Selective Colleges](#)
- [Top Minnesota School for College and Career Ready Programs](#)

Key SCPA Best Practices Leading SCPA Progress:

- [MIDDLE SCHOOL CURRICULUM](#)
- [UPPER SCHOOL CURRICULUM](#)
- [COLLEGE COUNSELOR AND ADVANCED COURSES PROVIDED FOR ALL STUDENTS](#)

- *Subscription to Naviance which provides financial aid instruction and applications, college planning and application resources and ACT preparation, College Counselor, College Visiting, In House College Essay Writing Workshop, Financial Aid Annual Workshop)*
- *Teachers: Curriculum aligned to CCR benchmarks K-12; Advanced Placement Training; In-House College Recommendation Writing*

Minnesota Statutory Goal 5: All Students Graduating from High School

Key SCPA Data and Progress Indicators: [SCPA GRADUATION RATES](#)

Key SCPA Best Practices Leading SCPA Progress:

- Full-time College Counselor [COLLEGE COUNSELOR AND ADVANCED COURSES PROVIDED FOR ALL STUDENTS](#)

Data Indicated Need	Smart Goal	SCPA Plan
<p>St. Croix Preparatory Academy is a college preparatory school with a mission to provide every student access to advanced, college preparatory curriculum if the student wants to work hard. Students must graduate high school to be able to access college opportunities.</p> <p>The fourth graduating class had a 4 year graduation rate from SCPA of 86%. While the 86% graduation rate is better than the 63% graduation at the state level, for SCPA, with its mission of preparing students for college success, increasing the graduation rate for its continuing graduating classes.</p>	<p>SCPA UPPER school will implement supports and interventions in Advisory curriculum and other graduation planning supports outside of the classroom that are available at school to increase the graduation rate for the SCPA to reach at least 90% for the class of 2015.</p>	<p>SCPA Upper School Faculty and Administration will review the profiles of students who did not graduate in the class of 2013.</p> <p>SCPA will identify key factors in the students’ failure to graduate, delineating those factors which are within the schools ability to address.</p> <p>SCPA will determine the similarities and difference across the students’ factors for not graduating.</p> <p>Identify school-based supports and interventions for the factors that could assist the most students in the graduating class of 2014. These are most likely to include a tailored use of Naviance, college counselor visits, advisory check-ins, etc.</p>

Supports Provided for:

- Students:
 - Unique, individualized goal setting session for each junior and senior
 - Intensive College Counselor Involvement and Intervention when students are not passing graduation required courses
 - Advisory
 - Faculty Scholarships and Awards
 - Classroom Educational Assistants in many classes
- Teachers
 - Assigned to the same advisory students for four years, allowing them to get to know the students and guide them toward graduation
 - Educational Assistants and Team Teaching provided in rooms with high numbers of students who need additional support to graduate

Appendix A: ACT Data Summary, Percent of SCPA Students College Ready by Subject

(This is the percent who reach the minimum benchmark for college readiness)

	ENGLISH Compositio n	SOCIAL SCIENCE Reading	Math	Science	ALL 4
ACT EXPLORE	FY14	FY14	FY14	FY14	FY14
8	97	7	81	80	75
ACT PLAN					
9**	94	71	66	59	59
10	96	75	73	70	70
ACT	FY14	FY14	FY14	FY14	
ACT Benchmark score					
11	95	74	74	65	52

Appendix B: MCA Scores for FRL SCPA Students

**SCPA Reading Proficiency on MCA
Economically Disadvantaged Students
Grades 3-8,10**

Year		Exceeds	Meets	Partially Meets	Does Not Meet
2013	Count	14	29	6	8
	Percent	24.6%	50.9%	10.5%	14.0%
2014	Count	12	31	8	4
	Percent	21.8%	56.4%	14.5%	7.3%

**State of Minnesota Reading Proficiency on MCA
Economically Disadvantaged Students
Grades 3-8,10**

Year	Exceeds	Meets	Partially Meets	Does Not Meet	Year
2013	Count	13,823	51,010	41,102	61,325
	Percent	8.3%	30.5%	24.6%	36.7%
2014	Count	14,505	53,552	41,593	60,224
	Percent	8.5%	31.5%	24.5%	35.5%

**Economically Disadvantaged Students
Grades 3-8,11**

		Exceeds	Meets	Partially Meets	Does Not Meet
2013	Count	19	22	15	4
	Percent	31.7%	36.7%	25.0%	6.7%
2014	Count	15	22	12	5
	Percent	27.8%	40.7%	22.2%	9.3%

**State of Minnesota Math Proficiency on MCA
Economically Disadvantaged Students
Grades 3-8,11**

Year	Exceeds	Meets	Partially Meets	Does Not Meet	
2013	Count	18,903	49,876	44,650	52,387
	Percent	11.4%	30.1%	26.9%	31.6%
2014	Count	19,650	50,651	44,398	53,740
	Percent	11.7%	30.1%	26.4%	31.9%

SCPA Math Proficiency on MCA

Appendix C: Links to additional information about St. Croix Preparatory Academy's Teaching and Learning Plan

For more information on the Trivium, Classical Canon and Paideia Seminar follow these links:

[MIDDLE SCHOOL CURRICULUM](#)

[UPPER SCHOOL CURRICULUM](#)

For more information on SCPA's College Advising Resources and Results follow these links:

[COLLEGE COUNSELOR AND ADVANCED COURSES PROVIDED FOR ALL STUDENTS](#)

[Most Access to College Prep Coursework in Minnesota](#)