

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Wayne Terry

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name St. Anthony Village High School

(As it should appear in the official records)

School Mailing Address 3303 33rd Avenue NE

(If address is P.O. Box, also include street address.)

City Saint Anthony Village State MN Zip Code+4 (9 digits total) 55418-1704

County Hennepin

Telephone (612) 706-1101 Fax (612) 706-1040

Web site/URL http://schools.isd282.org/hs E-mail wterry@stanthony.k12.mn.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Mr. Bob Laney E-mail blaney@stanthony.k12.mn.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name St Anthony New Brighton Tel. (612) 706-1000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Leah Slye

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	87	93	180
10	77	97	174
11	89	82	171
12 or higher	96	71	167
Total Students	349	343	692

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 9 % Asian
 - 7 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 11%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	48
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	76
(4) Total number of students in the school as of October 1, 2014	692
(5) Total transferred students in row (3) divided by total students in row (4)	0.110
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 3 %
18 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Turkish, Tibetan, Mandingo, Somali, Korean, Filipino, Cantonese/Chinese/Taiwanese

7. Students eligible for free/reduced-priced meals: 21 %
Total number students who qualify: 146

8. Students receiving special education services: 10 %
72 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>16</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>23</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>16</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 7
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	29
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	92%	94%	87%	84%	88%
High school graduation rate	93%	97%	87%	85%	91%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

Post-Secondary Status	
Graduating class size	160
Enrolled in a 4-year college or university	82%
Enrolled in a community college	9%
Enrolled in career/technical training program	4%
Found employment	1%
Joined the military or other public service	3%
Other	1%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

St Anthony New Brighton Schools Mission: We Educate, Prepare, and Inspire a Community of lifelong learners in our small, caring environment.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

St. Anthony Village High School (SAVHS) serves approximately 695 students in grades 9-12. The St. Anthony New Brighton School District consists of one Community Services program with a preschool, Wilshire Park Elementary, St. Anthony Middle School and St. Anthony Village High School. The district educates approximately 1,800 students living in St. Anthony Village, New Brighton, Columbia Heights, Roseville, Minneapolis and several other neighboring communities.

St. Anthony Village is a proud community that traces its origins to 1838 when a store keeper from Fort Snelling claimed the entire area east of St. Anthony Falls. A township organized in 1858 but most was lost when Minneapolis annexed all but 2.37 square miles of St. Anthony. In 1945 township residents took their fight for incorporation all the way to the Minnesota Supreme Court which upheld the incorporation and St. Anthony Village had its start.

St. Anthony Village has a long history of community support. Despite the uncertain economy of the late 1950s the community rallied to build a school and established an independent school district. As the community continued to grow, so did the school. The high school was expanded in 1968, 1996, and again in 2006. Two times the district felt the pressure of consolidation and both times the community fought to retain their independent school district. When SAVHS celebrated its 50 plus years of existence by hosting the 50th All Class Reunion, of the nearly 8,000 students who have graduated from the high school, over 35% returned to participate in the reunion activities. Each year the Alumni association recognizes and inducts members into the St. Anthony Village High School Hall of Fame.

Teachers and administration have developed a scope and sequence of programing that will meet the needs of all students served. By increasing the rigor and encouraging more students to take advanced or accelerated courses in elementary and middle school, the high school has enjoyed a higher percentage of students who enter the high school prepared for advanced or honors course work. As a result, each year a high percentage of our students take advantage of Advanced Placement, College in the Schools and Post Secondary Enrollment Options. The STEM program in the elementary and middle schools has resulted in a growing population of high school students taking Tech Ed classes such as CAD, SolidWorks, Fabrication, SuperHigh Mileage and Electrical Engineering. Mentorship and work-study programs are available for students exploring career paths. By focusing on individual students, teachers and counselors chart a path of education that will engage them and inspire them to complete their high school education, ready to enter the workforce or postsecondary education.

Student emotional development is promoted and supported in a variety of general to specific ways. High school teachers, counselors and support staff are intentional about connecting with the students they work with. Health curriculum focuses on making positive lifestyle choices in aspects of health such as mental and emotional health. For ninth grade students, Connection Crew and the Building Assets, Reducing Risks (BARR) program smooth the transition from middle school to high school by confronting and addressing the issues that cause students to struggle emotionally, fail courses or engage in harmful behavior.

All students at SAVHS are required to take both Health and Physical Education classes. Both curricula seek to educate the students on the enjoyment and benefits of healthful living. Many of our students extend their experience by taking elective choices of - Fall/Winter/Spring Sports, Weight Training, and/or Foods for Fitness. Equally significant is the percent of our students who participate in extracurricular athletics - individual or team sports. Last year 54% of our students participated in sports, many of them 2 and 3 sport athletes.

Social development of students occurs through a variety of activities. Extra curricular activities are an essential component to a well rounded high school experience and our goal is to provide these experiences to every student. Students need and enjoy the the opportunity to connect with their peers and teacher/advisor/coaches outside of the classroom setting. At SAVHS, over 70% of students participate in athletics or activities.

Cultural development is supported by teachers and staff who have been trained in culturally and linguistically responsive teaching as well as diversity training. Each year students groups take part in cross cultural trips. The Civil Rights Research Experience includes a variety of research trips to prominent sites of the Civil Rights Movement, the path of the Freedom Riders, Native American historic sites or of the Chicano Movement sites. Students who participate will work with a staff member to develop culturally meaningful and significant curriculum to bring back to their school. World Language students travel to Spain or Central America to develop their language skills and, through home stays, make friends and learn about the local culture.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

St. Anthony Village High School (SAVHS) teachers and administration have designed curriculum that ensures all students are college and career ready by aligning with state and national standards and incorporating common assessments and evaluation. Curriculum is evaluated through an equity lense to reduce racially predictable achievement disparities.

Language Arts

The SAVHS Language Arts curriculum is designed to ensure all students are able to read and write at a level requisite to their college or career goals. Students are required to take 4 full year Language Arts courses (8 credits) for graduation. All courses incorporate reading, writing, grammar, vocabulary, and critical thinking development through exposure to a wide variety of literature. Each grade level has course offerings that will suit the student's college or career path. Beginning with 9th grade, students have honors or Advanced Placement options available to them. In 4 years, all students will be exposed to the Core English Language Arts standards.

Math

SAVHS students are required to take 3 full year Math courses (6 credits) for graduation. The majority of students earn 7 or more credits. The goal of the math department is to develop math reasoning and problem-solving techniques and strategies while following state standards. The math department has developed a series of benchmark tests for algebra that are based upon what they have identified as the essential standards. Students must complete each benchmark test before proceeding to new material. Students who are at risk and those especially challenged by the content are placed in classes that are team taught by licensed math teachers. Students in team taught classes are exposed to additional study skill and test preparation techniques as well as individual and small group instruction. Overall, the math curriculum is designed to provide a solid foundation of math, problem-solving and critical thinking skills for all students.

Students have the choice of multiple paths of course offerings to develop the math skills necessary for their college or career path. All students take courses in algebra, geometry and algebra II, many at an honors level, and for those who take additional math electives they may choose from 6 including 3 AP courses, Honors Analysis, Analysis or Statistics and Personal finance.

Science

SAVHS Students are required to take 3 years (6 credits) of Science. These 3 years must include one full year of both Physics and Engineering 9 and Biology and one full year of either chemistry or physics. This course sequence is aligned to and addresses the state science standards. The Science Department offers a variety of courses meant to prepare students for any career path they choose. Courses cover a wide variety of subjects, ranging from introductory exposure to in-depth study of topics. All science courses incorporate ongoing investigations of historical and current trends in science. The courses are designed to develop skills in scientific reasoning and expose students to sound experimental procedures and design.

Physics and Engineering 9 and Biology are prerequisites for all advanced and elective courses. Elective courses include biotech and environmental sciences, anatomy and physiology, AP and CIS courses.

Social Studies

The philosophy of the social studies department courses is to build a body of social studies literacy; to develop an appreciation for the global diversity of cultures, people, perspectives, and values; to foster an understanding of human problems and how we meet them; to promote an attitude of inquiry and reasoned judgment; to foster critical thinking and analysis; and to promote and improve the usage of social science tools such as maps, texts, atlases, reference books, periodicals, and computers.

SAVHS Students are required to take 3.5 years (7 credits) of Social Studies courses including Global

Studies and Economics in grade 9, U.S. History in grade 10, as well as a semester each of Human Geography and American Government before graduation. Honors or AP options are available for all courses in the sequence. Additionally, the social studies department offers a wide variety of social studies electives including AP Psychology, Sociology, Global Film, Social Studies Topics: Terrorism and Genocide, Psychology, and CSI: Criminal Investigations and Criminalistics.

2. Other Curriculum Areas:

Health and PE

It is the aim of the Health and Physical Education departments to provide a well-balanced program. Health and Physical Education contribute to the development of the physical, emotional, mental, and social well-being of an individual. There will be a variety of elective courses offered after the introductory courses are taken.

Health is a required course which is available to students in grades 9-12 though most often taken by 9th graders. The curriculum focuses on making positive lifestyle choices in aspects of health such as, mental and emotional health, sexuality, nutrition, and CPR and AED certification. Health teachers work with a variety of stakeholders when implementing their curriculum. They involve student organizations such as Gay Sexuality Alliance (GSA), Dare 2 B Real, Key Club, and physical education teachers as well as the district Wellness Committee to promote healthy activities and the health of all students and staff.

Physical Education is a required course which is available to students in grades 9-12 though most often taken by 9th graders. The course emphasizes physical fitness testing, weight training, recreational games, and various other lifelong activities. Electives include options for fall, winter or spring team sports, weight training and physical fitness.

World Language

SAVHS offers a variety of coursework in Spanish and French for students in grades 9-12. The College in the Schools (CIS) program allows Spanish students in levels IV and V to earn up to 10 credits from the University of Minnesota. To address the unique needs of students who may speak Spanish at home, we have created a Heritage Learners class. In addition to continuing to develop their writing, speaking and listening skills, they engage in journaling and an exploration of culture that requires research beyond the classroom.

Music

The Music Department of St. Anthony Village High School consists of the Band Program and the Choir Program. Their courses are performance courses leading students through the various stages of advancing musical learning and growth. Students can earn places in the top groups only by audition. All Bands and Choirs, however, have strong musical goals and take a balanced, fun, and sincere approach to the music studied in class and performed. Music students gain real-world experience through multiple public performances and contests.

Symphonic Band is available to all musicians grade 9-12 while Concert Band is offered by audition only. Jazz Band is offered for students in grades 9-12 by audition and concurrent participation in one of the other bands. Students also receive instrumental individual and small group lessons weekly. The SAVHS band teachers are actively involved in extracurricular offerings including pep band and Patriots Marching Band. Patriots is a military style marching band made up of students from St. Anthony Village and Spring Lake Park school districts that march in 8-10 parades each summer. For choir, SAVHS offers Mixed Choir for grades 9-12 and, by audition only, Chamber Choir for grades 10-12.

Art

The foundation of the SAVHS art curriculum is the elements of art and principles of design. The philosophy of the Art Department is based on four important areas: Art History, Criticism, Aesthetics, and Production. The department provides a wide variety of courses ranging from computer/technology based mediums to drawing, painting, sculpture, and ceramics. Course offerings include Survey of Art - a hands-on introduction to drawing, painting, printmaking, ceramics and sculpture; Drawing and Painting; Ceramics; Paper Arts; Sculpture; Digital Art; Graphics and Product Design; Film Making and Animation; and AP

Studio and Digital Art.

Family and Consumer Science

The focus of Family and Consumer Sciences (FACS) is to connect the family as it relates to individual, family, employment, and community. The program is designed to provide hands-on activities and active participation in order to develop the knowledge, skills and behaviors needed for becoming responsible, productive citizens and leaders. The courses offered will improve students' knowledge and skills for life in a complex and ever changing world. Through these courses students will improve their knowledge and skills for independent living, therefore improving the quality of life for individuals and families. Course offerings include Food for Fitness, International Foods, Gourmet Cooking, Italian Cooking, Fashion, Fashion Merchandising and Living on Your Own (LOYO) - a class to prepare students for independent living.

3. Instructional Methods and Interventions:

Teachers and staff at St. Anthony Village High School employ a wide range of instructional methods and interventions to meet the academic and socioemotional needs of all students. Teachers and counselors seek to develop a complete picture of every student to accommodate for individual learning styles and promote growth and increased achievement.

To ease the transition to 9th grade and to improve academic achievement for all 9th graders, the Building Assets Reducing Risks (BARR) program is implemented in 9th grade. BARR creates positive, intentional relationships student to student, staff to student and staff to staff and uses collaborative problem-solving settings to guide instructional action. Each week the teacher teams discuss their students and their interventions and goals are reviewed and adjusted.

Teachers incorporate differentiated instruction in every curricular area to reach students of varying abilities, interests and learning styles. As a district we are committed to the success of all students and will engage, challenge and support each student through innovative and, if necessary, individualized instruction. This flexibility is achieved by a school-wide belief that every student can learn and be successful with a culture of support and encouragement.

For at risk students and those not performing at grade level the school has incorporated a variety of co-teaching models. In algebra classes two licensed math teachers team teach a class, sharing the roles of instructor and support. While one teacher is giving the lesson, the other is checking for understanding. Small group instruction, reteaching, individualized assessment and double math are some of the many ways our math teams are able to differentiate instruction. In language arts the team of co-teachers is comprised of an English teacher and a special education teacher. These classes typically have a larger number of students with IEPs or 504s. The students in team taught classes experience more individualized and differentiated instruction and their success is a testament to the effectiveness of the program. Students who receive special education services may have a TOPS (Transition, Organization, Planning and Study Skills) class where they will receive additional instruction. General education students may be assigned to a math support class. Accelerated learners choose more rigorous course work such as honors, accelerated, Advanced Placement, College in the Schools and Post Secondary Enrollment Options. Students may access additional supports such as student tutoring, test preparation and before and after work with classroom teachers..

At SAVHS, technology is essential to support instruction, engage students and increase student achievement. Teachers engage in professional development to acquire the knowledge and skills to integrate technology into a rigorous curriculum and will leverage technology to meet the individual needs of all students.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

At St. Anthony Village High School all standardized test results are analyzed by the principal, high school counselors, the district assessment coordinator and the superintendent. The results are shared and further analyzed by the teachers and departments the assessments pertain to. Whole departments work with data coaches to drill down and extract as much relevant information from each subject's specific assessment as

possible. The math teachers work with their data coach to analyze MCA math scores, ACT subtest scores, NWEA MAP scores and departmental common assessments. So it also goes for English, Language Arts and Science Departments. Other departments that may not have state or nationally standardized tests work with the principal to analyze assessment results. As part of the Teacher Evaluation Plan for St Anthony New Brighton Schools, teachers work with the principal each fall to review assessment data and establish goals for the upcoming year. In the spring teachers meet with the principal to review the results and progress for the year. PLC time ensures teachers will continue to focus on their goals and review their assessment data critically.

In the fall the principal meets with all Advanced Placement teachers to review the College Board reports from the previous years courses. The purpose of the meeting is to identify areas of success and set goals to address areas that show need for improvement or weakness. Departmentally, teachers work with common assessment data to refine course content and instruction practices. MCA and especially MAP scores are extremely informative in regards to determining curricular areas of strength or weakness.

Assessment data is shared with a large number of stakeholders in varying degrees of detail. MCA results are public information that is shared by the major newspapers of the region. Locally, grade level results for MCA math, reading and science are presented to community members at televised School Board meetings, high school parent meetings and at the World's Best Workforce/Curriculum committee meetings. A more detailed assessment of test results is shared district wide and with the entire high school staff. The most specific and detailed evaluation of results is with the teachers of the specific areas assessed. MCA reports are generated by MDE and mailed home to the families of the students who were assessed and MAP results are explained and shared with parents at conferences.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

St. Anthony Village High School's culture and climate are exemplified by our mission statement: We Educate, Prepare, and Inspire a Community of lifelong learners in our small, caring environment.

In many ways, St. Anthony Village is more like a small town than a first ring suburb. The high school, which is connected to the middle school, sits adjacent to Central Park - a community focal point and every August the village hosts the Village Fest Parade the includes floats by the high school sports teams, the teachers union, the School Board and numerous community organizations and businesses. The small town feel extends to the schools as well. With one elementary, one middle and one high school our students progress through the grades with the same cohort. With approximately 700 students in the high school SAVHS is significantly smaller than any of our neighboring schools. Teachers are able to connect with the students in meaningful ways. Teachers spend time in the hallways during passing time, eat lunch with the students at lunch time, and attend student performances and athletic competitions. Though not required, the vast majority of teachers attend graduation and are eager to celebrate the accomplishments of the students they have come to know so well.

At the heart of the climate and foundation of the school's culture are the exceptional staff members who value the positive relationships they build with students and colleagues. SAVHS staff are enthusiastic and talented educators who seek to engage, inspire, challenge and support students by providing innovative and meaningful instruction that connects to the real world.

The culture of the school is inviting, encouraging and supportive. Incoming students and their families who are new to the district tour the building with the principal. Before the start of school they are invited to an open house, conducted by teachers, that spotlights the vast array of academic and extracurricular programs that are available. On the first day of school, all students are greeted by the staff as they enter the building. The teachers at SAVHS care about their students and their school and the students witness it throughout the year.

The climate of SAVHS is due to the universal belief that every student can learn and have success. The culture that exists is the result of the positive, supportive relationships that exist between students, staff and the community.

2. Engaging Families and Community:

St. Anthony Village has a small town feel and the connection between the community and its schools is strong. Many of our community members regularly attend concerts, plays and athletic competitions even though they do not have school age children. Community members have a strong sense of pride for the school and appreciate what it brings to the community. Conversely, SAVHS staff understands and values the importance of community support on the success of our students.

The successes that SAVHS has enjoyed would not be possible without the support of the community and the families of the students. Teachers and administrators are continually looking for more ways to engage and partner with families to ensure the success of our students. Community members are invited to participate in curriculum work and strategic planning, they are engaged in discussions relating to budget and enrollment. We value the input of our community and actively seek it. The engagement extends to outreach through district publications and websites, as well as electronic newsletters, electronic signage, parent portal for grades and student information, email, phone calls and general accessibility.

SAVHS is fortunate to be supported by parent-run, booster groups that provide significant volunteer and monetary support for music, athletic and activity programs. Our programs are able to flourish with booster support. The St. Anthony New Brighton Education Foundation (SANBE) is a community organization that raises money to support a grant program, which awards approximately \$30,000 in grants to teachers for

innovative and creative-learning requests. Their main fundraiser is an annual spaghetti dinner that takes place the night of our homecoming football game. Thousands of alumni and community members attend the dinner in the high school commons, attend the induction of the newest hall of fame members and then go out to watch the game. The event is a highlight of school and community engagement.

3. Professional Development:

Staff development SAVHS is administered by the principal who heads a committee of 6 teachers. The committee supports the principal in developing high school staff development goals, creating a staff development plan each year that includes workshop week and the 4 staff development days at quarter and semester breaks, and evaluating staff development requests from teachers,

The SAVHS staff development plan is aligned to support district initiatives. The district professional development goals center around supports that will eliminate the racially predictable achievement gap. With the district goals in as a guide, the high school identified three areas of focus for the high school staff - develop the skills of staff in regards to data analysis, co-teaching and training related to teacher evaluation plan.

Data coaching is used by departments to develop teacher skills in data analysis and interpretation. Coaches provide a systematic approach to dissecting the data to apply the findings and inform instruction. The work that has been done by the math and language arts departments has resulted in alteration of curriculum and assessment practices. Early indications are that the curricular modifications have been beneficial but more data is necessary to make the determination.

Co-teaching is an initiative that has been incorporated into the math and language arts programs as well. To serve the needs of math students who are performing below grade level, the math department offers sections of algebra and geometry that are team taught by two licensed math teachers. With two teachers in the classroom teachers are able to teach stations, alternate between teaching and support, conduct mini lessons etc. Student achievement and pass rate in the team taught classes are notably higher than single teacher classes.

The St Anthony New Brighton teacher evaluation plan incorporates teacher coaches who are trained in cognitive coaching. Each coach is assigned 3 -5 teacher colleagues that they will meeting with 9 times throughout the year. At the start of the school year, coach and colleague develop teacher practice goals, that are based upon the McREL Teacher Evaluation System, and student achievement goals. At their final meeting of the year, teacher and colleague review and evaluate progress on the goals and discuss goals for next year.

The SAVHS principal may participate in professional development individually, through professional organizations or as part of district administrative team. District level professional development relates to district level programs or initiatives such as World's Best Workforce, Achievement and Integration and leadership development.

4. School Leadership:

The leadership philosophy of SAVHS relates to part of our vision statement: We are committed to the success of all learners. For such a simple sentence, the interpretation is complex. Success applies to academics, athletics, social qualities, citizenship, family and health. Leadership is essential to ensure the success of all students by fostering a school culture where teachers and students believe they will have success. Teachers must have the knowledge and desire to reach all students to develop the skills that are essential to college or career success.

The SAVHS Administrative Team consists of one principal, a dean of students, athletics and activities director and two school counselors. The principal is the school's curriculum and instructional leader and works with the team on curriculum, scheduling, budget, discipline and day to day running of the high school. The principal also meets on a regular basis with members of the building's various leadership

groups to ensure consistent communication and collaboration.

The Site Council, a group of teachers and support staff who work with the principal on topics relating to culture and climate. Site Council also supports the practices used to maintain efficient school operations.

Each academic department has a department head who serves on the Department Head Committee. This team's purpose is to plan course registration, guide instruction, and develop curriculum.

Teachers meet as a group to select six teachers to representative the staff on the Teacher Leadership Team. The team uses data to develop academic, social, and emotional goals for the school year, ensuring every student is career and college ready.

The Student Assistance Team (SAT) is comprised of school counselors, school-based mental health personnel, student support, dean of students, school psych and school nurse. This team meets weekly to proactively discuss individual student needs. Students are referred to the SAT by teachers and support staff.

At a district level, the SAVHS principal participates in the District Administrative Leadership Team. The group is led by the superintendent and is comprised of the middle and elementary school principals, the community services director, special education director and athletics and activities director. The team meets weekly and is responsible for district wide initiatives such as World's Best Workforce, Achievement and Integration, curriculum and staff development.

Part VI – INDICATORS OF ACADEMIC SUCCESS

St. Anthony New Brighton Schools Vision: We are committed to the success of all learners. We will engage, inspire, challenge, and support each learner through innovation and collaboration. At SAVHS the principal, teachers and support staff know the vision of our school. Not only are teachers committed to the success of all learners, they engage, inspire, challenge and support them as well.

STEM programs, and advanced or accelerated courses in the elementary and middle school have grown in popularity and success. As a result, more students enter the high school mentally and academically prepared for advanced or honors course work. SAVHS teachers encourage all students to challenge themselves academically. As it is the goal of St Anthony New Brighton Schools to eliminate the racial achievement gap, SAVHS teachers make a conscious effort to heavily promote and encourage students of color to challenge themselves with rigorous course loads. Students feel the encouragement of their teachers and, when they attempt the rigorous coursework, they receive the support, encouragement and help they need to be successful.

One goal of the high school is to move steadily in the direction toward every student graduating on time and they do so having had an AP course and exam experience. Teachers and students appreciate the goal and they are doing their part to make it a reality. Student enrollment at SAVHS has remained fairly consistent since 2010 but in that time, the number of students taking AP courses and the number of AP tests taken has more than doubled. It is important to note that 75.3% of the AP students scored a 3 or higher with an average score of 3.4.

In regards to the high school goal, for the 2016 AP test season the demographic breakdown of the AP test takers mirrors that of the total high school enrollment with at most a -1.1% discrepancy for the hispanic population but a +0.2 % discrepancy for the black population. SAVHS will continue to work toward its goal by promoting and encouraging students to take challenging coursework.