Executive Summary
2018-2019 Finance and Operations
Final Update

Introduction
The 2018-2019 operational plan outlines the areas of focus in the current year of the district’s strategic plan. The finance and operations departments work to holistically support all of these areas. However, resource alignment and communications alignment are identifiable in the various areas below.

WHERE WE HAVE BEEN

Finance
- Received an unmodified opinion on our financial statements with no findings based on testing of compliance with Minnesota laws and regulations.
- Levied money for the 2019-2020 school year.
- Completed implementing an electronic time tracking system.
- Convened the Finance Advisory Committee to establish budgeting assumptions for the next three years.
- Completed request for proposal for financial advisor.
- Completed the bi-annual actuarial report.
- Completed negotiations for a new cell phone tower at JC Fields.
- Finalized the sale of Marine Elementary.

Transportation
- Implemented e-Link access for parents (online schedule information).
  - Parents received access to bus information 8/14/18, about 3-5 days earlier than when delivered by mail in previous years, which increased our ability to respond to questions/concerns/changes prior to the start of school.
- Improved reliability and increased users of the My Stop bus tracking app.
- Audited accuracy of mapping software.
- Repeatedly modified bus routes to accommodate changing road construction projects.
  - Coordinated with Washington County and the cities of Stillwater, Bayport, and Lake Elmo
- Completed land acquisition and facility planning for the district’s transportation facility.
- Evaluated, modified and provided district Department of Transportation (DOT) training for our staff drivers.

Food Service
- Implemented online paper ordering system.
- Implemented new point of sale system to increase efficiency for staff and customers.
• Implemented online free/reduced applications to increase efficiency and convenience for customers.
• Implemented School Café app/website for customers to view menus, nutrition information, submit applications and set limits to student accounts.
• Updated website to be current with new staff and menu software.
• Restructured the serving lines at Oak-Land Middle School and Afton-Lakeland Elementary School to help decrease time students spend in line and increase participation.
• Switched prime vendors to increase customer service, product offerings, and cost savings.
• Joined Minnesota School Food Buying Group to increase cost savings.
• Developed and began using new employee information packet for new hires.
• Resurfaced old blue equipment with black and Pony logos in the Pony Café at Stillwater Area High School.
• Added a second cart to our Second Chance Breakfast program at Stillwater Area High School to keep up with demand.
• Increased breakfast participation by 5%.
• Purchased and installed new air screen cooler for Stillwater Middle School to increase space and presentation of salad and sandwiches.
• Purchased and installed new serving line for Andersen Elementary to increase efficiency, aesthetics and food safety.
• Collaborated with the communications office to utilize social media to recruit new staff.
• Implemented new online inventory system.

Facilities / Operations

• Reduced four custodial staff positions and implemented every other day cleaning at secondary schools.
• Conducted lead in water testing for all schools.
• Replaced parking lot lighting at Lake Elmo Elementary, Stillwater Middle School and Stillwater Area High School.
• Improved security lighting at Andersen Elementary.
• Replaced Lake Elmo Elementary playground equipment and fall surfaces.
• Replaced Andersen Elementary playground equipment and fall surfaces.
• Upgraded and added security cameras at Stillwater Area High School.
• Worked with the City of Lake Elmo to finalize the conditional use permit and developers agreement at the transportation facility.
• Continued to work with law enforcement to evaluate the safety and security of our buildings/sites.
• Tested and reported radon levels in all schools.
• Worked with City of Marine on the St. Croix to transition out of Marine Elementary School.
• Hired a facilitator for the Long Range Planning committee.
• Issued a request for proposals for garbage service.
• Issued and reviewed requests for proposals for architect and construction manager.

NEXT ACTIONS
In the next 90 days, we will:

- Have an audit conducted for fiscal year 2019-2020.
- Adopt the 2019-2020 preliminary budget.
- Begin levy work for the 2020-2021 school year.
- Audit accuracy of mapping software for new developments or new construction.
- Evaluate, modify and provide district Department of Transportation (DOT) training for our staff drivers.
- Host student management training/safety meeting for MN Central drivers.
  - More closely align driver interactions with students to classroom techniques
  - Increase driver knowledge of child development and cultural awareness
- Begin advance planning for 2019-2020 transportation.
  - Redraw routes based on new transportation facility’s location/access
  - Evaluate and adjust routes for efficiency/timeliness
  - Update map for new home developments/construction
- Work through relocation(s) of the transportation fleet.
- Finalize 2019-2020 bus schedules/routes.
- Implement online ordering system with our prime vendor.
- Evaluate fall and winter menu cycles and make necessary changes based on participation and increased healthy options.
- Add graphical elements to the walls of Andersen Elementary’s cafeteria.
- Create a packet for new nutrition services substitutes so they are aware of expectations and procedures related to the position they are filling.
- Review staffing and make changes to ensure all kitchens are running as efficiently as possible.
- Install new, more efficient dishwasher as Stillwater Area High School.
- Look at restructuring the a la carte area at Stillwater Area High School to make it more efficient and user-friendly to increase speed of service.
- Continue training nutrition services staff.
- Continue to install new equipment in select kitchens.
- Review request for proposals for garbage service. Select a vendor and plan for transition between vendors if necessary.
- Replace roofs on Lake Elmo Elementary and Stillwater Middle School.
- Replace flooring at Stillwater Middle School, Stillwater Area High School, Afton-Lakeland, Andersen, Rutherford, Lily Lake and Lake Elmo elementary schools.
- Replace casework at Afton-Lakeland, Lily Lake and Lake Elmo elementary schools.
- Resurface Afton-Lakeland Elementary tennis court.
- Work with Lower St. Croix Valley Community Foundation to erect a shelter near Afton-Lakeland Elementary tennis courts.
- Replace bus parking lot at Stillwater Area High School and Lily Lake Elementary.
- Replace lot drainage at Lake Elmo Elementary.
- Replace dust collection systems at Stillwater Area High School.
- Replace the main forum room seating at Stillwater Area High School.
- Resolve Stillwater Area High School tennis court cracking.
- Provide additional cooling to the Stillwater Area High School head end room.
- Continue parking lot modifications at the district’s transportation facility.
- Relocate fueling station to the transportation facility.
- Continue to transition with the bus company to the new district transportation facility.
- Begin developing the Long Range Facility Plan.
• Make general repairs and maintenance on roofs, parking lots, grounds, HVAC, etc.
• Perform an emergency reunification tabletop exercise.

**In the next 12 – 15 months we will:**

- Continue conversations about the 2020-2021 budget and beyond.
- Reconvene the Finance Advisory Committee to work on establishing budgeting assumptions for the next three years.
- Finalize the 2019 Pay 2020 levy.
- Update our fixed asset inventory.
- Continue with requests for proposals for various professional service related contracts.
- Work to establish shared transportation services with Mahtomedi.
- Continue to transition the bus company to the district’s transportation facility.
- Request for proposal for a transportation contract.
- Evaluate need for smarter lunchroom training and implementation. Begin implementation.
- Strive to decrease the number of families with negative balances in their school meals accounts even further.
- Strive to increase the number of students choosing school breakfast and lunch by 2.5%.
- Continue to focus on customer service in our Food Service program and engage students in fun promotional days.
- Standardize uniforms for kitchen staff.
- Plan steps to implement the Long Range Facility Plan.
- Work with Afton-Lakeland PTA regarding playground equipment and fall zone replacement.
- Work with staff to develop fall surface replacement timelines on remaining playgrounds.
- Evaluate current condition of roofs and update the replacement schedule.
- Develop a maintenance and replacement schedule for parking lots.
- Perform an emergency reunification mock exercise.
- Evaluate badge access system.
- Evaluate maintenance work order system.

Submitted by Kristen Hoheisel, Executive Director of Finance and Operations
Executive Summary
2018-2019 Administrative Services (Human Resources)
Year-End Update

Introduction
A key component of the 2018-2019 operational plan is in the area of Effective Operations. The Human Resources (HR) team has worked to improve processes to be more efficient and effective, and align our human, financial and physical resources. Our team has continued to focus on systemizing the work of the department in order to improve efficiency and effectiveness, and create ongoing consistency.

WHERE WE HAVE BEEN
• Posted 427 positions (Postings taking place from July 1 through May 22, 2019)
• On-boarded 303 new employees
  o Includes approximately 100 new casual employees
• Processed 1,089 employee and volunteer background checks
• Restructured department duties with the reduction of a half time HR Clerk, and the onboarding of a new HR Supervisor in August 2018.
• Completed first full year of implementation of Teachers on Call (TOC) for teachers and paraprofessionals.
  o Fill rates for teachers continue to be greatly improved since the move to TOC with an average daily unfilled rate for teachers of 1.55 per day (August 2018 through May 23, 2019). This is a significant decrease in the number unfilled positions of 9.8 per day in February 2018, prior to moving to TOC.
• In collaboration with the Finance and Operations department, implemented the TrueTime electronic time-tracking system for all hourly employee groups, beginning July 1, 2018.
• In collaboration with the Learning and Innovation Department, completely revamped the Teacher Development and Evaluation Process (TDEP) and implemented it electronically in Talent Ed, the program that houses our teacher evaluation system. This system was used by all teaching staff during the course of the 2018-19 school year.
• Completely revamped the Online Policy Review process through which employees annually review and sign off on pertinent district policies.
• Completed review and update of District’s Standardized Hiring Process, in collaboration with District Principals
• Completed the bi-annual federal EEO-5 report, providing information such as job classification, gender and ethnicity information for all district staff.
• Completed and mailed approximately 1,636 Affordable Care Act (ACA) statements
• Processed 71 FOIA/data requests.
• Maintained oversight of the district’s onsite clinic.
• Completed Requests for Proposal (RFP) on the following plans and administrative services, reducing the impact to the general fund of District benefits by over $118,000:
  o Benefits Administration
  o COBRA/Retiree Administration
  o Flexible Spending Account Administration (FSA)
  o HRA/VEBA Administration
  o Vision Insurance
  o Dental insurance administration
  o Group Life Insurance
  o Supplemental Life Insurance
  o Long Term Disability insurance
  o Employee Assistance Plan (EAP)
  o Legal Insurance
• Completed open enrollment of benefits for all District employees, including the transition to new carriers for seven of the plans listed above.

NEXT ACTIONS

In the next 90 days, we will:
• Review and make revisions to continue to improve our TDEP/TalentEd processes.
• Continue to post, hire and onboard staff in preparation for the start of the 2019-20 school year.
• Design, finalize, and begin implementation of a plan to increase the diversity of our workforce, with the goal of increasing the percent of diverse workforce to more closely mirror that of our student population.
• Begin negotiating and updating the Master Contracts/Terms and Conditions of Employment with the following groups, which expire on June 30, 2019:
  o Cafeteria Employees
  o Coordinators/Supervisors/Specialists
  o Custodians
  o District Directors
  o Principals
  o Teachers
  o Technical Support

In the next 12 – 15 months we will:
• Continue the implementation of TOC, focusing our work on improving our fill rates for paraprofessionals.
• Continue implementation of plan to increase the diversity of our workforce.
• Complete an RFP process for the 2020-2021 renewal of our medical insurance plan.
• Collaborate with District administrators to develop a District-wide standardized onboarding process.
• Research the possibility of an electronic system for the evaluation of support staff.
• Develop a Human Resources Handbook for district administrators, providing guidance on the handling of various areas related to employee and performance management.
Submitted by Cathy Moen, Executive Director of Administrative Services
Executive Summary
2018-2019 Communications & Marketing
End Of Year Update

Introduction
The 2018-2019 operational plan, in support of the district’s strategic plan, includes action steps to help expand Pony Pride for our schools and our students within the community. In addition, the plan also calls for the enhancement of communication with families at a district, building and staff level and an increase in opportunities for the community to engage with the district.

The theme of the Communications and Marketing department’s work this year was on building connections with our community. We have focused on improving the experience for all of our stakeholders and reminding residents of all the reasons they can be proud to be a Pony. We’ve focused on improving the user experience (customer service), recruiting and retaining students, increasing community engagement, and expanding visual displays of Pony Pride across the community. In addition, throughout our work we’ve helped to build understanding about the opportunities, successes and ongoing challenges facing the district.

WHERE WE HAVE BEEN

Communication, Marketing and Community Engagement
- Analyzed and shared results of the Parent Communication Survey with principals and staff to develop new strategies to improve communication, and used data to help inform the 2018-2019 Communications and Marketing plan.
- Enhanced school newsletters by providing oversight at a central level, expanding training and providing coaching and mentoring to building secretaries.
  - 75% engagement rate of readers of our enews (industry average is 35% to 45%).
- Created a “School Board Notes” e-newsletter for staff and a webpage for the public to share updates from board meetings with the community.
- Posted more than 200 times on the district’s main Facebook page, generating more than 126,000 likes/shares/comments/clicks. The number of Facebook followers has increased by more than 1,000 since August 2018.
- Worked with local media to expand positive coverage of our schools, our students and our successes.
  - From 8/1/18 through 5/21/19 there were 110 news stories about Stillwater Area Public Schools. Of those just 11 were negative (as defined by Meltwater Media).
- Collaborated with departments/buildings staff to design and publish a wide variety of print and online materials.
- Published the following communications materials for families and residents:
  - District-wide calendar of events to encourage families to become more engaged in their school communities.
  - Back to School newsletter for families.
  - Community Connections newsletters, which was mailed to residents in October.
and May to share information about our schools, success stories, and progress toward meeting our goals.

○ Portrait of a Graduate: Report to our Community, highlighting our progress in implementing our strategic plan and celebrating the accomplishments of our students and staff.

○ “We’re Listening” postcards (and emails), which were mailed to all residents in March inviting them to share feedback through the Thoughtexchange process.

● Communicated directly with employees through an online Staff E-Newsletters, as well as Superintendent Updates and School Board Meeting Notes.

● Created and sent out targeted enrollment materials to attract new students:
  ○ Kindergarten enrollment packet to all 5-year-olds
  ○ Preschool enrollment packet to all 3- and 4-year-olds
  ○ “There’s a place for you here” cards to charter, homeschool, non-public families with an invite to consider opportunities in our middle and high schools
  ○ Birthday cards to all 1 to 5-year-olds in the district.
  ○ Pony onesies (recently switched to bibs) to all new babies in the district

● Sent Welcome to the district cards to new families enrolling in our district

● Collaborated with RM Realty to develop promotional videos for all of our schools.

● Collaborated with early childhood parent educators and kindergarten teachers to hold two “First Time Kindergarten Parent Meetings.”

● Engaged in a Human-Centered Design process to gather feedback from new kindergarten families to help develop strategies to attract a greater percentage of eligible students:
  ○ Conducted an Enrollment Survey and held interviews with recent enrollees to gather feedback on their “welcome” to the district.
  ○ Conducted Kindergarten Welcome Survey with current kindergarten families to gather feedback on orientation, school tours and other welcome events.
  ○ Shadowed families as they toured school buildings to learn more about how new families are welcomed and what goes into the decision families make when choosing schools.
  ○ Collaborated with elementary and secondary principals to incorporate parent feedback/suggestions from Kindergarten Welcome Survey in their planning for orientation and welcome events at their schools.

● Refined the exiting student/family interview process to enhance response rates and gather more feedback from families leaving our school district.

● Coordinated the ThoughtExchange process to gather feedback from the community on what is working well in our schools and what areas can be improved upon.

● Facilitated the Superintendent’s Community Advisory Council, which met in September, November, February, April and will meet again in June.

● Created and distributed district information packets to Realtors and developers throughout the district.

Pony Pride

● Sent “You Make Us Smile” thank you cards to all students/families at the end of the school year to thank them for choosing our schools.

● Represented our district and during DaVinci Fest and Greater Stillwater Area Chamber of Commerce’s Community Showcase, Summer Tuesday and Lumberjack Days.

● Created Pony Pride props and selfie stations at schools for events like Kindergarten Orientation and first day of school.
• Worked with the Greater Stillwater Area Chamber of Commerce and local businesses to expand visual displays of Pony Pride throughout our community.
• Developed and promoted the PROPS (Ponies Recognizing Other Ponies) campaign to celebrate and recognize contributions of district staff, students.
• Helped coordinate and promote the second-annual Pony Homecoming Carnival (Sept. 2018), and represented the district at the carnival.
• Began planning for the third-annual Pony Homecoming Carnival (Sept. 2019).

NEXT ACTIONS

In the next 90 days, we will:
• Continue to analyze and share results of the Thoughtexchange with school board members, district leaders and building principals to develop action steps to address the top concerns as identified by participants.
• Collaborate with early childhood parent educators and staff to identify “touch points” with families of young children and establish a marketing plan to bolster early childhood enrollment.
• Design and publish a Pony ABCs board book to give to early childhood students in the district.
• Analyze enrollment trends/data to develop the Communications/Marketing plan for the 2019-2020 school year.
• Continue planning the third-annual Pony Homecoming Carnival, and recruit sponsors.
• Assist Andersen Elementary parents and staff in the planning of the school’s 100th anniversary celebration (Sept. 2019).
• Create short promotional videos/commercials for each of our schools to be used on social media, websites and as part of New Family information.
• Promote the district at community events including Lumberjack Days Festival and Lumberjack parade.
• Support the work of the Long-Range Facilities Planning (LRFP) Task Force and communicate its progress with stakeholders.
• Collaborate with community leaders and volunteers on a possible fundraising effort to purchase a digital display/sign for SAHS.

In the next 12 – 15 months we will:
• Work along with the school board’s Community Engagement Working Group to develop activities to connect with the community and engage them in conversation about our schools, specifically in:
  ○ Provide more opportunities for the public to weigh in with ideas and feedback on district issues, both in-person and online.
  ○ Make district and school meetings and events more accessible to parents, such as holding them at different times of day or expanding opportunities for people to participate online through forums, webinars or other interactive tools.
• Support the LRFP task force and communicate its findings/recommendations to the school board and public.
• Help educate the community on the district’s funding needs in preparation of a future bond and/or levy request.
• Provide increased signage and branding on school campuses to promote Pony Pride.
• Collaborate with enrollment office and technology staff to develop new strategies to improve the enrollment process.
- Develop a user experience program for schools around special events like Kindergarten Orientation and Back to School Open Houses.
- Continue efforts to integrate communication best-practices as part of professional development and ongoing training (work with L&I staff).

Submitted by Carissa Keister, Manager of Community Engagement
Executive Summary
2018-2019 Learning and Innovation
End Of Year Update

Introduction
Beginning in 2018-2019 a new strategic plan was adopted. The plan incorporates the Portrait of a Stillwater Graduate, World’s Best Workforce (WBWF) and the annual operational plan, which is focused on Engaged Learners, Effective Operations, Communication and Collaboration. Learning and Innovation has significant roles in each of the areas as articulated in the bulleted items. Additional specifics can be found in the executive summaries provided by the directors of the following areas: Personalized Learning Systems; Learning and Student Engagement; Learning Technology and Systems Design; and Student Support Systems. The Community Education executive summary will provide additional information as the department is closely articulated with Learning and Innovation.

Together, these five areas work to develop and implement personalization of learning (E-21) based on students’ strengths, passions, and unique needs; remove barriers that prevent or hinder learning; and, create spaces that motivate staff and student to be their very best.

WHERE WE HAVE BEEN (the last 12-15 months)
- Reduced professional development, curriculum, and staffing in excess of $1.5 million, per school board directive.
- Fully aligned the areas inside the department of Learning and Innovation.
- Transitioned to the new strategic plan format.
- Aligned the strategic plan with WBWF and RelImagine Minnesota.
- Developed Portrait of a Graduate work as part of strategic planning.
- Implemented the operational plan aligned with operations, human resources and communications.
- Finalized and published the 2018 WBWF plan.
- Transitioned the WBWF working group to the community group.
- Developed the first draft of the “Retooling the High School Experience” proposal with the high school’s Innovations Team.
- Facilitated conversations with potential business and industry partners to expand real-world experiences for students and develop a possible Pathways program at the high school.
- Implemented lean startup pilots for IdeaQuest ideas, to include work with media, student access to technology, custodial meetings, and social emotional work.
- Implemented the second annual IdeaQuest.
- Planned and held the third-annual regional Ignite and Inspire Innovation Conference.
• Worked with Stanford University’s d-school to host midwest Design Thinking Conference.
• Trained principals and instructional coaches in Design Thinking.
• Increased system-wide use of Design Thinking/Human Centered Design processes.
• Implementing Student Innovation Teams and expanded Design Thinking work to high school, two elementary schools and Community Education.
• Worked with staff to redesign the TalentEd tool used for teacher evaluation.
• Implemented next stage in Cultural Equity work to include four buildings and Learning Leaders.
• Solidified consistent Skyward tracking and entry of attendance and discipline.
• Implemented new teacher mentor program.
• Trained all administration and instructional coaches in the 5D+ evaluation tool and inter-rater reliability with principals.
• Implemented new elementary clerical and support set, multi-tiered systems of support (MTTS) framework and Green Rooms at elementary schools.
• Fully trained teachers in Responsive Classroom, Where Everyone Belongs (WEB), Link Crew, Building Assets Reducing Risk (BARR), and round one of Developmental Designs (DD).
• Coordinated initial planning for Flexible Learning (e-Learning) Days.
• On-boarded the Behavior Support Coordinator.
• Implemented final version of discipline matrix.
• Focused all buildings on Student Engagement, Curriculum and Innovative Systems.
• Designed and implemented a new student engagement tool.

NEXT ACTIONS

In the next 90 days, we will:
• Explore Children’s Therapeutic Services and Support (CTSS) certification.
• Present the first draft of “Retooling the High School Experience” proposal with the high school’s Innovations Team.
• Work with Century College on articulated course planning for high school.
• Audit and redesign high school course offerings.
• Expand Literacy focus to secondary programming.
• Further align 5D instructional framework with action and deliverables in the classroom.
• Further define partnership opportunities with outside organizations.
• Develop initial plan for MTSS behavior through middle school.
• Refine Green Room procedures.
• Begin work on the school calendar for 2020-2021.
• Adopt and train administrators on threat assessment protocols.
• Conduct table top exercises for emergency management planning.
• Align MTSS tier 1 and 2 programming.
• Solidify programming plan due to budget adjustments.
• Rework department organization and responsibilities.
• Finalize staffing and programming for 2020-2021.
• Implement year four of Q-Comp.
• Engage directors in alignment of standard, implementation, and learning work.
● Develop revisions for data dashboard.
● Develop 2019 principal and department and Learning Leaders plan.
● Deliver professional development for administrators over summer.
● Support teams presenting at the K12 Innovation Conference.
● Present at the K12 Innovation Conference.
● Coordinate BARR elementary training for fall pilot.
● Develop 2019 Operational Plan.

**In the next 12 – 15 months we will:**
● Adopt the 2020-2021 calendar.
● Fully integrate Every Student Succeeds Act (ESSA) areas into strategic plan.
● Continue to work on the online professional development tracking tool.
● Further align behavior system and academic system preK-21.
● Expand the use of standards-based report cards.
● Expand partnerships and develop Pathways programming to include internship model.
● Plan for more responsive alternative learning programming.
● Plan for more proactive and responsive mental health programming.
● Begin work with math curriculum review.
● Further align 5D instructional framework with action and deliverables in the classroom.
● Continue to expand the use of Design Thinking.
● Deliver the third annual IdeaQuest with retool.
● Align standard, learning, and adaptable work.
● Support the Mental Health Collaborative.
● Develop revised results plan.
● Implement Flexible Learning days.
● Increase English Learner support
● Take part in and support the Long Range Facilities Planning process.

*Submitted by Dr. Bob McDowell, Assistant Superintendent*
Executive Summary
2018-2019 Learning and Student Engagement
End of Year Update

Introduction
Aligning our systems and developing strategies to ensure we’re responsive to each students’ needs - academic, social and emotional - is a major focus of the 2018-2019 operational plan. The work of the Learning and Student Engagement team is to continue development and progression of a cohesive curriculum, instruction, and assessment framework. This is essential to providing staff with the supports and resources they need to provide the best possible learning environments for students.

We are continuing our efforts to implement and develop systems and tools to provide more efficient and effective supports to teachers. We do this through curriculum alignment and resources, professional development, instructional leadership, and assessment practices and tools. Our comprehensive approach to guide curriculum, instruction and assessment practices includes incorporating the following:

- Reviewing our curriculum within the Understanding By Design (UBD) framework.
- The Five Dimensions of Instructional Framework (5D), which is our reference for effective instructional practices and embedded into our Teacher Development and Evaluation (TDEP) program and Q-Comp support.
- Illuminate, which is our data-warehousing tool to promote easier use, access, organization, and analysis of data.

Collaborating with staff was and continues to be a top priority. Our staff are providing input and leadership alongside us. We are fortunate to have talented and committed staff collaborating with us to help improve and innovate learning experiences for our students.

WHERE WE HAVE BEEN
- Implemented PDExpress to organize continuing education credits and professional development sessions.
- Strengthened new mentor program and conducted survey on year one implementation.
- Implemented Learning Visits for probationary staff as part of our Teacher Development Evaluation Program (TDEP) with Instructional Coaches.
- Continued literacy professional development preK-12.
- Supported early implementation of preK-5 writing curriculum.
- Provided professional development in dyslexia, dyscalculia, and dysgraphia.
- Provided writing professional development for all elementary staff.
- Continued curriculum review process for secondary English Language Arts.
- Explored best practices for teaching math in elementary.
- Aligned math priority standards and develop common summative assessments.
- Continued to develop Next Generation Science Standards (NGSS) units in 6-8 science and begin writing performance-based assessments.
- Monitored progress of development of new state science standards and created implementation plan for new science standards.
- Prepared for formal review of science in grades K-12.
- Continued to administer FAST, ACT Aspire, and ACT assessments and utilize data to inform instruction and measure growth.
- Continued to build capacity amongst teachers and staff related to Standards Based Reporting, Understanding by Design, and use of Illuminate.
- Provided Illuminate reporting support for various buildings and groups.
- Continued refining data in Illuminate.
- Continued to support and build capacity of elementary teachers and staff related to illuminate assessment to gradebook to report card functionality.
- Implemented and supported refined preschool skills assessment in Illuminate.
- Provided professional development to preschool teachers and staff on use of Illuminate assessment and reporting functionality.
- Reviewed elementary instructional minutes design with ad-hoc committee.
- District Professional Development Committee identified the following areas of focus for 2019-2020: Culturally responsive teaching strategies; mental health/trauma/behavioral health; Responsive Classroom; Developmental Designs; literacy; Professional Learning Communities.
- Supported curriculum writing for specific course/grade level needs.
- Collaborated with staff on development of Flexible Learning Days (e-Learning)
- Reviewed online and blended learning platforms and developing recommendations for future application and development

**NEXT 90 Days**

- Develop 2019-2020 professional development goals and schedule
- Analyze qualitative and quantitative data to determine goals and prioritized areas of focus
- Conduct analysis of L&I project management performance and determine growth areas
- Expand programmatic evaluation and performance measures
- Coordinate and finalize New Teacher Workshop and Teacher Workshop Professional development
- Support and coordinate summer curriculum writing for specific course/grade level needs.
- Analyze English Language Learner student data and determine programmatic service model
- Consider creative options for elementary instructional minutes design
- Coordinate elementary Ready, Set, Go! Conferences
- Review and update long-term and short-term curricular and professional development budget priorities and planning
- Standardize curriculum review process and teacher requests
- Facilitate curriculum writing and development for Amigos Unidos grade 2 expansion
- Develop intervention support model for Amigos Unidos
- Continue to refine elementary standards-referenced report card process via priority standards and refinement of assessment criteria
- Formalize L&I Department curriculum, instruction, and assessment processes and procedures

**Next 12-15 Months**
- Provide professional development within the areas of focus for 2019-2020: Culturally responsive teaching strategies; mental health/trauma/behavioral health; Responsive Classroom; Developmental Designs; literacy; Professional Learning Communities.
- Continue to administer a variety of FastBridge and ACT assessments to specific grades and utilize data to inform instruction and measure growth
- Continue to build capacity amongst teachers and staff related to Standards-Referenced Grading and Reporting, Understanding by Design, and use of Illuminate Assessment, Reporting, and Gradebook functions
- Provide Illuminate reporting support for various buildings and groups
- Continue to build common summative assessments for elementary literacy and math.
- Prepare for implementation of new PE and Arts standards
- Continue to support and refined preschool skills assessment in Illuminate.
- Continue to support increased data analysis at all levels.
- Continue the development of the Mentor Program and use assessment results from year one implementation to meet the needs of staff
- Full implementation of PDExpress for all professional development opportunities
- Continue development and implementation of E-12 literacy framework
- Expand professional development regarding attributes of dyslexia
- Create district wide science committee to review new standards
- Unpack new science standards
- Develop implementation plan for science standards
- Research math workshop model
- Provide robotics training to new science teachers
- Develop math Google site to house all resources and assessments
- Link elementary math assessments to standards
- Support new 6th grade GATE courses at SMS
- Schedule PD/support for GT cluster teachers
- Continued ongoing English Language Arts curriculum review
- Lead curriculum writing for specific course/grade level needs.
- Begin English Learner curriculum review and program development process
- Amigos Unidos program expansion and second grade implementation
- Support continued development of Professional Learning Communities
- Coordinate district-wide department and grade level meetings to review alignment and identify areas of focus
- Continuation and implementation of projects from summer priorities identified above in the Next 90 Days

**Submitted by:**
Rachel Larson, Director of Learning and Student Engagement
Executive Summary
2018-2019 Personalized Learning
End-Year Update

Introduction
The 2018-2019 operational plan clearly identified systemic innovation by design, engaged learners, effective operations, and communication and collaboration as our organizational focus for the current year. Personalized Learning Systems encompasses personalized programs such as English Learners (EL), Gifted and Talented Education (GATE), Intervention, alternative learning (ALC), AVID and Title programming, as well as instructional coaching.

Our work this year is aligned with the operational plan as we continue to design and implement academic and behavioral tiered systems of support that works with community agencies to help strengthen prevention and responses to the needs of students. Another important part of personalized learning is to support teachers in working with diverse learners to help build an equitable learning pathway for students.

WHERE WE HAVE BEEN

E-12 Social Emotional Learning Framework/Multi-Tiered Systems of Support (MTSS)
- Completed professional development for all E-5 staff on Responsive Classroom (RC) practices, including professional development for principals and the certification of six Stillwater area teachers to become RC trainers for all elementary buildings.
- Completed Developmental Designs 1 training for both middle school administrations and staff. This included eight days of individual coaching at each middle school.
- Partnered with a community agency, The JK Movement, to provide mentoring for students of color and other students who might be at risk for failing at Lake Elmo and Stillwater Middle School.
- Developed and implemented Green Room handbook and program for all elementary buildings.
- Developed MTSS handbook and framework to help support the academic and behavioral needs of students.
- Developed district MTSS website for use and information on the MTSS process.
- Organized training for behavior para’s for the 2018-2019 school year.

Mental Health/Social Emotional Programming
- Co-led coordination of the Community Mental Health Initiative.
- Implemented Peer Helpers at the high school and Make It Ok suicide awareness and prevention programming at the middle and high school.
- Organized suicide prevention, postvention and intervention training for social workers, Counselors, school administrators and school psychologists.
- Organized resident training for staff at Andersen and Afton-Lakeland on Yoga Calm/Mindful Movement.
Spanish Immersion Program Development

- Coordinated with Spanish Immersion teachers with strategic planning and monthly meetings to ensure communication and program objectives are met.
- Hired two new second grade Spanish Immersion teachers.
- Provided logistical support in terms of determining program needs.

Achievement and Integration

- Directed and supported a three year cultural coaching professional development plan for secondary schools that began during the 2018-2019 school year.
- Worked with Dr. Sharroky Hollie on culturally responsive teaching strategies with Learning Leaders and district leadership, using the 5D instructional framework to help support our district goal of student engagement.
- Directed professional development cooperation between Stillwater schools and South Washington County Schools on AVID pathway and intercultural coaching strategies.

**NEXT ACTIONS**

In the next 90 days, we will:

- Continue work on developing a five year strategic plan for Spanish Immersion to include goals for programming up to middle school.
- Continue to support Green Rooms elementary buildings.
- Continue to support the Mental Health Community Partnership initiative.
- Continue to support a successful AVID implementation and site team planning and partnering with South Washington County to provide additional AVID (Path) Professional Development and work with intercultural coaching through our Achievement and Integration department.
- Continue to support the social, emotional and learning team through professional development and coordination of professional development at each school.
- Continue to develop and design professional development for behavioral para’s to support Green Rooms.
- Develop after-school enrichment opportunities for GATE and middle school students (Destination Imagination).
- Develop a MTSS dashboard MTSS Teams can use for data meetings.
- Continue Yoga Calm/Mindful Movement professional development and residence for Rutherford and other schools that request training.

In the next 12 – 15 months we will:

- Align MTSS structure and Community Mental Health programs.
- Expand Targeted Services and Summer Success programming and opportunities.
- Expand partnership opportunities and programming via grants and other funding opportunities.
- Clearly identify personalized learning using 5D instructional Framework guiding questions.
- Review the use of Language Line Interpretive Services in each building and improve level of service offered for families and students.

Submitted by Dr. George Nolan, director of personalized learning
Introduction
The 2016-2019 Technology Plan outlines the goals and direction for technology development, as needed to support learning in the classroom. The major focal points of this plan have revolved around the basic tenets of: reliable access to devices, anytime anywhere access to online learning resources, universal identification of students and staff across disparate learning databases, and fully supporting our teachers and students with their technology needs. This is done to support a vision where technology is not the focal point of learning, but rather a vehicle that enhances learning outcomes.

WHERE WE HAVE BEEN

Anytime Anywhere Learning
- Trained staff in the effective use of Google Classroom tools including all aspects of Google Apps for Education.
- Implemented Schoology for all 6th-12th grade classroom including the training of staff and the support to migrate from other platforms.
- Integrated Illuminate with Skyward to provide for a standardized, formative, and summative assessment system across PreK-12 providing teachers will access to their students longitudinal MCA reports as well as other internal and external academic reporting measures. Also to provide for standards-based report cards in K-5.
- Deployed CIPA compliant cyber safety instruction in all K-5 classrooms. Developed CIPA compliant cyber safety instruction for all 6-12 classrooms.

Regular & Reliable Access
- Established system for managing replacement of old devices across district ensuring that staff knows which technology devices they can rely upon.
- Established a system for staff device replacements and repairs to ensure that staff are all equipped with a reliable device.
- Established a system for replacing iPads in K-2 classrooms to ensure reliable access.
- Upgraded and replaced Project Lead The Way (PLTW), Design & Make, and Journalism labs across the district.
Unified Experience
- Implemented database integrations to support Single Sign-On (SSO) so that when a student logs into our portal, they can easily access all of their online resources as the same person.
  - Skyward, Illuminate, Schoology, Classlink, Clever, E-Directory, CPSI
  - FeePay, SchoolCafe, Destiny, Versatrans, Google Apps, FastBridge
  - McGraw Hill, Holt Math, Edgenuity, Scholastic,
  - Typing Club, Think Central, ConnectEd, Study Island
- Set up student device logins default to Clever (Elementary Portal) or Classlink (Secondary Portal).
- Implemented Parent Portal with instructions for parents to access.

Fully Supported
- Reorganized IT Support structures
  - Technology Leadership Team
  - Technology Support Team
  - Innovative Technology Support Team

Infrastructure
- Implemented new Internet connection and WAN bandwidth to support standardized testing for all students.
- Implemented new firewall with intrusion detection and content filtering to keep staff and students safe.
- Implemented new wireless system to support 1+ devices for every staff and student on across our campuses.
- Implemented Computer/Chromebook obsolescence program to visually identify devices as supported and MCA compliant or not.
- Upgraded cooling and backup power facilities in district server room.
- Replaced and maintained battery backup systems to increase telephone and server reliability.
- Added access points and security cameras as needed to ensure safety of all students and staff.

Curriculum
- Developed K-12 articulation for Programming/Coding and Engineering/Design skills.
- Implemented Design & Make program in middle school.
- Restructured PLTW in middle school to align with Design & Make.
- Supported redesign of 6th grade science with project-based, standards aligned robotics components (based on Next Generation Science Standards).
- Supported empathy based, project based, standards-aligned robotics components for elementary instruction in alignment with Coding & Design articulation.
- Supported Pathway development initiative at secondary level.
NEXT ACTIONS
In the next 90 days, we will:

- Inventory and redeploy 2000 chromebooks at SAHS to support the site’s new method of device distribution.
- Continue to develop Bring Your Own Device (BYOD) pilot for middle and high school.
- Deploy new iPads in all K-2 classrooms to support new LMS.
- Purchase and deploy a Learning Management System for K-5.
- Make decision for online curriculum platform for credit recovery, special education, homebound instruction, middle schools advancement, alternative learning, and other special circumstances.
- Bring forward Flexible Learning (e-Learning) Days plan for school board adoption.
- Continue device implementation and replacement for teacher displays and laptops.
- Implement online registration update system for continuing students.
- Make decision and begin planning eDirectory migration.
- Complete RFP process for district-wide copy machines.
- Complete RFP process for Digital Video Recorder to support security camera system across the district.
- Complete audit of badge-based door lock system.
- Complete and bring forward new technology plan (2019-2022)
- Continue to work with Rotary Club to grow volunteerism for library media center support across the district.
- Continue to work with high school Innovation Team on 8-12+ grade college and career readiness.

In the next 12 – 15 months we will:

- Replace all district copy machines and implement new print/copy standards.
- Implement new DVR system. Add cameras to close gaps in security system.
- Implement updated badge access security protocols/groups.
- Migrate eDirectory to new platform. Reconnect automated staff and student account generation system.
- Begin development of new password management system.
- Begin development of new reporting tools to track student achievement and risk (macro level)
- Develop and begin implementing strategy for increasing teacher/parent communication through adopted LMS tools.
- Directly and indirectly support parents in accessing and navigating district online resources.
- Develop of post RFP for new Student Information System.
- Develop cyber safety training w/ FERPA components for staff.
- Develop instruction technology support standards.
- Continue to support teachers to post all learning objectives online.
- Add schools to existing library media center volunteer program.
- Continue to support secondary media centers to be open for students completing online courses.
- Expand BYOD program.
• Implement new online course/curriculum system; integrated into staff & student portals.
• Implement e-learning days.
• Continue to develop and implement Coding & Design Framework.
• Continue to develop and implement CIPA compliant cyber safety training.

Submitted by John Perry, Director of Learning Technology and Design Systems
Executive Summary
2018-2019 Student Support Services
End of Year Update

Introduction
The 2018-2019 operational plan clearly identifies engaged learners, effective operations, and communication and collaboration as our organizational focus for the current year. Student Support Services has aligned these operational areas with high leverage special education research-based practices to maximize outcomes for students with disabilities. The high leverage practices are collaboration, assessment, social/emotional/behavioral practices, and instruction. Through design thinking and collaborative models, we have continued to work on enhancing the outcomes of Stillwater students with educational disabilities ranging from the age of birth to 21 years as well as all students with unique and individual needs.

WHERE WE HAVE BEEN

Engaged Learners:
- Increased four-year special education graduation rate, meeting ESSA graduation requirements and surpassing the statewide average of 64%. Graduation rates climbed from 43% in 2016 to 67.2% in 2017 and 69.8% in 2018.
- Developed framework and procedures for a district-wide Administrative Behavioral Consultation team designed to support building staff and administrators in meeting the mental health needs of students.
- Trained secondary staff and standardize the practice of writing standards-based Individualized Education Plans (IEPs).
- Completed the first year of a five-year grant supporting Family Guided Routines Based Intervention (FGRBI) in the early childhood special education program
- Developed and enhanced the co-teaching instructional model in all secondary schools.
- Standardized a framework of best practices for the middle school and elementary site-based Developmental Cognitive Disabilities (DCD) program that includes pedagogy, curriculum, data collection, inclusion, and cross-district monthly PLC meetings.
- Trained all new special education staff in Professional Crisis Management (PCM), to support student behavioral needs.
- Assured Green Room behavioral para staffing to support students with behavioral needs.
- Fully implemented the 6-day services model that supports special education teacher workload concerns and provides higher levels of general education collaboration.
• Reviewed and revised YCAPP instructional model to better serve students placed in the alternative to suspension program.

Effective Operations:
• Implemented a new tiered Health Services model that effectively increased skilled nursing services and improved overall health office services for students and families. The model significantly decreased the need for substitutes and associated training costs.
• District Health Services Manual was revised along with more than 80 district health forms.
• Revised and updated district-wide immunization procedures to assure legal compliance.
• Completed special education student projections for the 2019-2020 school year and establish priorities for staffing. Completed hiring of all special education licensed staff positions for the 2019-2020 school year.
• Facilitated threat assessment training and standardized threat assessment procedures district-wide.
• Completed all corrective action plans as required in year two of five-year Minnesota Department of Education’s Continuous Improvement Process compliance cycle.
• Completed first-year implementation of the Augmentative and Alternative Communication/Assistive Technology (AAC/AT) Teams Project. Developed AAC/AT Process, Procedures and Resources Manual and completed training with early childhood special education staff.
• Completed study of the St. Croix Valley Area Learning Center (ALC), provided an overview of enrollment trends, information on students served, comparison data with other ALC programs, and key characteristics of effective ALC programs.
• Stabilized Instructional staff and procedures for the provision of educational services at the Washington County Juvenile holding facility.

Communication and Collaboration:
• Facilitated a newly designed Special Education Parent Advisory Council (SEAC) model to increase parental engagement and consultation.
• Implemented a standardized procedure to enhance the successful transition from Early Childhood Special Education (ECSE) to kindergarten, elementary to middle school and middle school to high school. Survey data collected from parents and staff indicated very high satisfaction with the new model.
• Enhanced administrative support for secondary schools focused on systems-wide growth in the areas of inclusion, social and emotional learning supports, and strengthening partnerships with parents.
• Facilitated a collaborative agreement with Washington County for the educational services of students placed into county foster care as required through Every Student Succeeds Act (ESSA).

NEXT ACTIONS

In the next 90 days, we will:
• Enhance Medical Assistance (MA) billing systems to ensure maximum revenue generation and establish Children’s Therapeutic Services and Supports (CTSS) partnership to increase MA billing for mental health services.
• Develop a plan for implementation of grades 9-12 transition standards portfolio for each student to increase special education four-year graduation rates. Develop a transition portfolio for students starting in ninth grade to enhance vocational, independent living, and post-secondary educational skill development and opportunities at the high school.
• Complete curriculum mapping for special education supplemental instruction.
• Establish and facilitate a special education leaders team with teacher membership representing each school building. The building leaders team along with the district leadership team will meet monthly to design systems to enhance engagement and outcomes for students, support the professional development of staff, and design systems to assure compliance and access to best practices.
• Standardize a framework of best practices for secondary Emotional and Behavior Disorders (EBD) site-based special education programs that include pedagogy, curriculum, data collection, and entrance/exit criteria as relates to the least restrictive environment requirements.
• Update special education and health services website pages to assure access to needed information and community resources for families of students with disabilities.

In the next 12 – 15 months we will:
• Expand social/emotional learning and positive behavior intervention systems through staff training in the Mandt System, Nurtured Heart, Yoga Calm/Mindful Movement, and the Mindfulness Curriculum.
• Complete review of current practices and potential overreliance on paraprofessionals in the district including recommendations for improvements to support student independence.
• Review disability specific child count and federal setting trends to establish projections for special education program facility needs in the future.
• Establish a tiered framework of best practices for ASD setting III and II programs that include pedagogy, curriculum, data collection, and entrance/exit criteria as relates to the least restrictive environment requirements.
• Provide staff development and support, expand, and monitor the effectiveness of the secondary co-teaching model on student outcomes. Enhance the co-teaching model at the elementary level to assure access to standards-based grade level instruction.
• Provide the resources and facilities required to implement the newly designed ASD district-wide program model.
• Enhance access to Assistive Technology to support the individual needs of students and increase access to the curriculum and instruction.
• Design the pre-referral, initial special education assessment and direct services model for English Learner (EL) students with disabilities.
• Monitor and continue to design systems to assure we meet the 4-year special education graduation rate requirements established by ESSA.
Submitted by Paul Lee, Director of Student Support Services
Introduction
The 2018-2019 operational plan outlines the areas of focus in the current year of the district’s strategic plan. As part of our work, Community Education is concentrating on the areas of engaging learners of all ages, addressing barriers to effective operations and contributing to communication and collaboration efforts. Activities this year included things like increasing outreach efforts to engage new families in the district, introducing culturally responsive practices, adding and expanding programs that fill expressed needs and responding to customer needs.

WHERE WE HAVE BEEN
Early Childhood
- Initiated birthing class visits by Parent Educators in partnership with Lakeview Hospital to increase new parent identification, improve capture rate for our census and build awareness of available programming and supports.
- Added family consultations for parents of children birth through age eight.
- Conducted meetings with local day-care providers to align their efforts of preparing students for kindergarten.
- Completed Culturally Responsive Practices training with preschool teachers.
- Supported preschool teacher Deanna Cousineau as she completed her Responsive Classroom master trainer certification (this is the first preschool teacher to receive this national certification).
- Participated in and received high marks on Responsive Classroom walkthroughs.
- Implemented the use of Illuminate with the developmental checklist, which will ensure the transfer of preschool student data to kindergarten teachers.
- Launched Letterland and shared reading in 4-year old preschool classrooms.
- Completed the upload of the first year of all early childhood classes to the Minnesota Common Course Catalog.
- Added early childhood screening clinics in August and September.
  - Increased total screenings from 633 last year to 724 this year.

Youth
- Offered acting classes and theatre performances at the ECFC, elementary and middle school buildings.
- Trained Adventure Club staff in Responsive Classroom concepts.
- Determined the next best step in improving hiring and retention of community education assistants would be to seek a wage increase.
- Completed certification paperwork for all eight Adventure Club sites (currently awaiting site visit).
• Implemented a partnership with Acceleration Minnesota to provide speed training to student-athletes, exercise enthusiasts and individuals pursuing training goals.
• Increased gymnastics offerings for the spring to meet customer needs.
• Partnered with Youth Advantage and MN Afterschool Advance to facilitate tax credits for qualifying participants in summer youth programming.

Adults
• Offered an English literacy pilot program at Andersen Windows for their limited English speaking employees.
• Added social opportunities for adults at the Pony Activity Center (PAC) in an effort to reduce social isolation.
• Secured additional PAC staff and personal trainers to ensure safety and proper equipment use for PAC members and guests.
• Partnering with Century College to market adult education, online programming and tech classes.
• Completed Culturally Responsive Practices training with community education team.

Facilities and Emergency Management
• Identified and communicated a rental increase to achieve the school board directive to increase facility rental income by $40,000.
• Completed training on investigation practices and threat assessment.
• Held an initial evacuation and reunification process review with administration.
• Established three training exercise events to practice the evacuation and reunification process.

NEXT ACTIONS

In the next 90 days we will:
• Explore the idea of hosting a community baby shower twice a year (fall and spring) to introduce new parents to early childhood family education and other resources in the community.
• Introduce a summer book club for parents of children birth to age eight.
• Explore opportunities to add ECFE classes at locations in the southern part of our district to increase participation of families.
• Create a social/emotional scope and sequence for the three-school classrooms.
• Meet with preschool teachers to develop a scope and sequence for early childhood mathematics.
• Introduce inclusion plans for children enrolled in Adventure Club.
• Incorporate Responsive Classroom techniques in Adventure Club.
• Add a culturally responsive swim class for girls only.
• Explore options for creative dance, curling and new fitness classes for adults.
• Explore the expansion of community education offerings for all ages in our southern schools.
• Develop a district wide process for identifying and responding to students exhibiting concerning behaviors.
- Complete a tabletop and functional exercise for our evacuation and reunification process in partnership with the Washington County office of Emergency Management and local responders.
- Explore opportunities to engage the community in Promoting Social Inclusion and Community Connectedness, a Sandy Hook Promise program.

In the next 12-15 months we will:
- Provide professional development for sibling care assistants to improve the classroom culture.
- Offer behavior management trainings for local day-care providers.
- Partner with Sunfish Lake Nature Center to offer nature experiences for parents and their young children.
- Add two additional 4-year old preschool classes (ECFE and Rutherford).
- Explore ways to offer preschool registration support for families with limited English speaking skills and/or limited technology.
- Continue Culturally Responsive Practices training with preschool teachers and starting the series with ECFE, ECSE and ABE teachers.
- Offer Responsive Classroom and Culturally Responsive Practices training for early childhood assistants.
- Replicate K-12 multi-tiered systems of support (MTSS) process in preschool classrooms.
- Explore new model for Adventure Club staff professional development.
- Research child behaviors in Adventure Club to understand patterns of behavior which should be taken into consideration for program improvements.
- Review the Adventure Club staff evaluation documents.
- Explore adding USA Water Polo Splashball classes for youth.
- Complete a full-scale exercise for our evacuation and reunification process in partnership with the Washington County office of Emergency Management and local responders.

Submitted by Annette Sallman, Director of Community Education