Our Vision: Portrait of a Stillwater Graduate

Our Portrait of a Graduate defines the skills and attributes we expect our students to develop through their experience in our schools. In working toward the objectives of our strategic plan, teachers and staff find ways to incorporate experiences that allow students to practice and develop these skills at all levels - from preK through high school.

Collaborator
- Builds strong relationships
- Works effectively and respectfully with diverse teams
- Seeks out diverse ideas and perspectives
- Values the individual contributions made by each team member

Critical Thinker
- Shows empathy for others
- Solves complex problems
- Discerns accurate, relevant information
- Reasons effectively to make sound judgments and decisions

Creator
- Courageous, takes risks and learns from failure
- Open minded and responsive to new and diverse perspectives
- Flexible and can adapt to new environments and situations
- Carefully considers ideas in order to improve and maximize creative efforts

Communicator
- Expresses themselves effectively in both written and oral communications
- Listens actively to others
- Shows cultural understanding and global awareness when engaging with others
- Treats others with kindness and respect

Self-Advocate
- Remains curious and loves to learn new things
- Understands personal strengths and areas for growth
- Is motivated and confident
- Follows their passions and interests

Strategic Plan 2018-2021

Our Mission
The mission of Stillwater Area Public Schools, in partnership with students, family and community, is to develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.

Our Parameters
In our decision-making we will always consider what is desirable, equitable, feasible and sustainable.

We will build relationships with our shareholders and engage with our community by utilizing the board approved Decision-Making and Public Participation models.

Our Objectives
- All children are ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students are ready for career and college
- All students graduate from high school
- All students will be engaged in their learning
- All students will be supported in their social, emotional and behavioral development
- *All students will be seen, served and supported

World’s Best Workforce
Stillwater specific
Relimagine Minnesota
Our vision is for each student to leave our schools as Collaborators, Critical Thinkers, Creators, Communicators and Self-Advocates. Our three-year strategic plan outlines how we will bring that vision to life, and the operational plan, listed below, identifies our areas of focus in the current year. You can learn even more by reading the specific goals and strategies listed in the pages of this document.

### Engaged Learners
We’re aligning our systems and developing strategies to ensure we’re responsive to each student’s needs - academic, social and emotional.

- **Student engagement**: Designing experiences for our students with their specific needs and wishes in mind (empathy).
- **Responsiveness**: Training our staff to be culturally responsive to the learning needs of their students.
- **Multi-Tiered Systems of Support (MTSS)**: Supporting both the academic and behavioral needs of our students so they can focus on learning.
- **Literacy**: Implementing elementary literacy curriculum and instructional practices, and studying new curriculum for secondary students.
- **Pathways**: Developing personalized options for students that align with coursework, experiences, community connections and college/career paths.

### Effective Operations
We’re improving management to be more efficient and effective, and aligning our human, financial and physical resources.

- **Effective instruction**: Improving learning practices through teacher development, Q-Comp and instructional coaching, as well as training for all staff.
- **Employee recruitment and retention**: Designing and developing ways to attract and retain excellent employees.
- **Resource alignment with program**: Continuing to develop systemic alignment between human and financial resources and program design, encompassing facilities, transportation, food service and safety.
- **Technology and design**: Improving accessibility to technology, while ensuring it is used to support learning in the classroom.

### Communication & Collaboration
We’re expanding and strengthening our connections with community and families to support the engagement of our students.

- **#Pony Pride**: Expanding pride for our schools and our students within the community.
- **Communications alignment**: Enhancing communication with families at a district, building and staff level.
- **Community engagement**: Providing additional ways for the community to stay connected with and engaged in district initiatives and programming.
- **Networking for improvement**: Collaborating with progressive local and national school districts and organizations to improve the student experience.


### All Children Are Ready For School

**Goal**

At the start of the 2020-2021 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

**2019-2020 Strategies**

- Continue to develop birth to K parent engagement opportunities allowing for parents to participate in their students’ learning.
- Maximize play-based learning in pre-K to increase engagement and foundational pre-academic and social emotional skills.
- Continue screenings to assess incoming kindergarten readiness.
- Continue to identify student needs through early childhood screening (RM-I)*.

**Community Strategy:** Provide Stillwater district kindergarten readiness standards/checklists to childcare providers for dissemination to parents of 4-year-olds.

### All Third Graders Can Read At Grade Level

**Goal**

By June of 2021, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from 58.7 percent to 60.7 percent.

**2018-2019 Strategies**

- Continue to implement and support best practices in balanced literacy instruction.
- Continue strategies that identify and support students exhibiting reading and language behaviors consistent with dyslexia.
- Continue parent involvement, including periodic family-night activities, generalized parent communication and bi-annual conferences, and PATH parent awareness (RM-I)*.
- Support implementation of Tier II and Tier III scientific- and evidence-based reading interventions.
- Develop a student support system for English language learners.

**Community Strategy:** Partner with community members/agencies to establish reading buddies.

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*Strategies with (RM) denotes alignment with Reimagine Minnesota, an action plan developed by local superintendent’s to address integration, access, opportunity, and educational achievement for all students.*
### All Students Are Ready For Career And College

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<th>Goal</th>
<th>2019-2020 Strategies</th>
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<td>By June of 2021, 54% of students taking the ACT will be “on-track” for success, as demonstrated by reaching a composite score of 23 on the ACT.</td>
<td>- Continue to provide multiple opportunities for student to earn higher education credits in schools (AP, CIS, CTE, and PSEO).  &lt;br&gt; - Continue to support opportunities for students to gain real-world experience through course partnerships with businesses.  &lt;br&gt; - Continue to support opportunities for students to learn career skills including collaboration, communication, creativity, and critical thinking (4 C’s).  &lt;br&gt; - Design a responsive “Pathways” program for secondary students.  &lt;br&gt; - Strengthen alignment and communication of 6-year planning.  &lt;br&gt; <strong>COMMUNITY STRATEGY:</strong> Engage businesses to participate in a Career Exploration Fair.</td>
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### All Students Graduate From High School

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<td>By June of 2021, Stillwater's 4-year graduation rate will be at least 95.5 percent.</td>
<td>- Continue AVID, BARR, CTE, PSAT, Pre ACT, and ACT Aspire to enhance and build specific academic, social-emotional and leadership skills in students (RM-B)*.  &lt;br&gt; - Continue to build transition portfolios for students with disabilities starting in ninth grade to ensure access and targeted instruction on transition standards in areas of post secondary education, vocational skills, and independent living skills.  &lt;br&gt; - Continue to provide flexible options for students to earn credits towards graduation through alternate delivery methods (online and blended courses).  &lt;br&gt; <strong>COMMUNITY STRATEGY:</strong> Engage businesses to facilitate school/business partnership to increase student engagement.</td>
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### All Racial And Economic Achievement Gaps Are Closed

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<td>By June of 2021, 72.5 percent math/74.5 percent reading of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.</td>
<td>- Strengthen system-wide elementary Multi-Tiered Systems of Support (MTSS).  &lt;br&gt; - Continue district-wide focus on student engagement through alignment of 5D instructional Framework, teacher observations and Q-Comp.  &lt;br&gt; - Infuse elementary classrooms with high-quality, engaging, and accessible reading materials in order to differentiate and personalize learning, and to engage students in reading.  &lt;br&gt; - Develop inclusive standards/success measures for students and create pathways for achieving them (RM-C)*.  &lt;br&gt; <strong>COMMUNITY STRATEGY:</strong> Use existing groups and new community partnerships to support authentic cultural learning in classrooms and volunteer participation opportunities.</td>
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The state recognizes that the work school districts do behind the scenes also has a significant impact on ensuring students are college and career ready. While specific goals are not required, WBWF legislation does ask districts to share information about what they are doing in the following areas:

### Gifted and Talented Programming

**Strategies**
- Assess all 3rd graders using the Cognitive Abilities Test.
- Provide teachers of gifted cluster classrooms specialized training in meeting the unique academic and social/emotional needs of gifted learners.
- Provide parents opportunities to learn about their gifted children and what to expect in school and at home.
- GATE (Gifted and Talented Education) program, will team with middle school teachers to provide Professional Development on how to serve middle school gifted students in their regular courses (RM B).
- Assess longitudinal data for our accelerated math students.

### Professional Development (PD)

**Strategies**
- Provide targeted and personalized PD around strategic goals and commitments.
- Monitor implementation of professional development through feedback, reflection, and adjustment to provide personalized PD around strategic goals and commitments.
- Support teachers within our Teacher Development and Evaluation Process (TDEP) via our Quality Compensation (Q-Comp) program.
- Implement new teacher mentoring program.
- Implement Culturally Responsive professional development in our buildings at part of Universal Design (RM-A/C)*.
- Provide professional development for Lucy Calkins Units of Study in Reading, Letterland, and Words Their Way for K-5 teachers.

### Access to Excellent Teachers

**Strategies**
- Implement a mentoring program for support of all teachers new to district.
- Attend career/job fairs to recruit highly qualified and diverse teachers (RM-D)*.
- Continue to examine and respond to school district demographics (RM-D)*.
- Increase the percentages of underrepresented teachers throughout our system.
- Increase the percentages of underrepresented support staff throughout our system.

**By the Numbers**
- 99.99 percent of our teachers teach “in their field” as defined by MDE.
- 99.99 percent of our teachers defined as effective based on TDEP/MDE.
- 75 percent of teachers have advanced degrees (masters and/or doctorate).
- 51 staff of color
All Students Will Be Supported In Their Social, Emotional And Behavioral Development

Strategy
Support the “whole child” by removing barriers that impede learning and helping to address students’ social, emotional and behavioral development.

All Students Are Seen, Served And Supported (Reimagine Minnesota)

Strategies
- Use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes and dreams) of all students and families.
- Provide personalized relevant education and youth development that guarantees access to rigorous learning and eliminates predictability based on race.
- Provide equitable resources (time, talent, and funds) aligned to student needs (hopes and dreams) that enable staff to “see all” and “serve all.”

All Students Will Be Engaged In Their Learning

Strategy
Build connections between students and their teachers, help students feel safe at school, and provide opportunities for students to identify their passions.

DISTRICT-WIDE GOAL
By the end of the 2020-2021 school year, 75 percent of students will perceive high levels of student engagement (selecting Always or Most of the time) as measured by the annual student engagement survey (defined in the 5D Instructional Framework).
At the start of the 2018-2019 school year, 80 percent of kindergarten students who have attended Stillwater preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

By June of 2019, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from 63.4 to 65 percent.

By June of 2019, 50 percent of students taking the ACT will be "on-track" for success, as demonstrated by reaching a composite score of 23 on the ACT.

By June 2021 Stillwater Area Public School's four-year graduation rate will increase from 92.5 to 94 percent.