



*World's Best Workforce/  
Achievement & Integration*

**Summary Report  
of 2019-2020**

Presented to the Community  
Dec. 3, 2020

# World's Best Workforce



World's Best  
Workforce

Achievement  
and  
Integration  
Plan

Portrait of  
a Graduate



Stillwater Area Public Schools  
**Strategic Plan**  
2018-2021



[stillwaterschools.org](http://stillwaterschools.org)



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Revised 12/05/18

# Who Is Responsible for WBWF?

## Minnesota Department of Education's Role

- Offer support to districts to help implement their WBWF plan in compliance with MN Stat., sect. 120B.11

## School District's Role

- Create a WBWF plan to align curriculum and instruction so that students are college and career ready

## School Board's Role

- Adopt a long-term, comprehensive strategic plan to support and improve teaching and learning
- Hold annual public meetings to report progress

## WBWF Advisory Committee's Role

- Help engage the community in plan development
- Make recommendations on rigorous academic standards and student achievement goals and measures

## Community's Role

- Provide input on the plan
- Support the community strategies



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*Curiosity Thrives Here*

# World's Best Workforce Areas

- All students are ready for school
- All 3rd 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





# Impacts of COVID-19 on WBWF

Normal school year halted March 17, 2020

- Governor's Executive Order: Minnesota's Safe Learning Plan
  - No spring assessments
  - All students moved to distance learning
  - Loss of instructional time
  - Reduced instruction of standards-based curriculum



# All Children Ready for School

## GOAL

At the start of the 2020-2021 school year, 80% 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**

**Result:**

**70% at 34  
or higher**

## Strategies:

- 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.
- Assess incoming kindergarten readiness.
- Identify student needs through early childhood screening

**2018-2019**

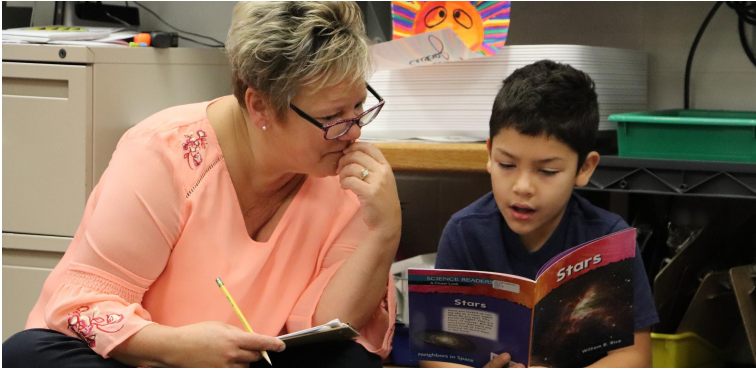
**Result:**

**65% at 34  
or higher**



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# All 3rd 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% to 60.7%.

## Strategies:

- Implement and support best practices in balanced literacy instruction.
- Identify and support students exhibiting reading and language behaviors consistent with dyslexia.
- Involve parents (ie. periodic family-night activities, generalized parent communication and bi-annual conferences, and PATH parent awareness)
- Implement Tier II and Tier III scientific- and evidence-based reading interventions.
- Develop a student support system for English language learners.

**2019-2020**  
**Result:**  
**Unable**  
**to report**

**2018-2019**  
**Result:**  
**58.7%**



# All Racial and Economic Achievement Gaps Are Closed

## GOAL

By June of 2021, 72.5% math and 74.5% reading of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.

**2019-2020  
Result:  
Unable  
to report**

## 2018-2019 Results:

- 75% of students demonstrated growth in Reading
- 70% of students demonstrated growth in Math

## Strategies:

- Strengthen system-wide elementary Multi-Tiered Systems of Support.
- Continue district-wide focus on student engagement through alignment of 5D instructional Framework, teacher observations and Q-Comp.
- Infuse elementary classrooms with high-quality, engaging, and accessible reading materials in order to differentiate and personalize learning, and to engage students in reading.
- Develop inclusive standards/success measures for students and create pathways for achieving them

# All Students Are Ready for Career and College

## GOAL

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.

2019-2020  
Result:  
**Unable to Report**

2018-2019  
Result:  
**53.2%**

## Strategies:

- Provide multiple opportunities for student to earn higher education credits in schools (AP, CIS, CTE, and PSEO).
- Support opportunities for students to gain real-world experience through course partnerships with businesses.
- Support opportunities for students to learn career skills including collaboration, communication, creativity, and critical thinking (4 C's).
- Design a responsive “Pathways” program.
- Strengthen alignment and communication of 6-year planning.



# All Students Graduate From High School



## GOAL

By June of 2021, Stillwater's 4-year graduation rate will be at least 95.5%.

**2019-2020  
Result:  
Unofficial  
Results**

**2018-2019  
Result:  
95%**

## Strategies:

- Continue AVID, BARR, CTE, PSAT, Pre ACT, and ACT Aspire to enhance and build specific academic, social-emotional and leadership skills in students.
- 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.
- Continue to provide flexible options for students to earn credits towards graduation through alternate delivery methods (online and blended courses).

# **Achievement & Integration**

2017 -2020 Plan

# Achievement and Integration

## GOAL 1

Each year (2018-2020), 80% or more of the students participating in AVID classes, will be accepted in college.

### Strategies:

- Recruit students to AVID:
  - MARSS Enrollment Data is used to disaggregate our AVID learning cohorts by ethnicity and gender.
- Incorporate WICOR strategies as part of Universal Design so all students can benefit.
- Train secondary teachers on AVID strategies

## Results

**2017-2018:**

100% accepted to college

**2018-2019:**

100% accepted to college

**2019-2020:**

100% accepted to college



# Achievement and Integration

## GOAL 2

Decrease barriers to learning for students from traditionally underserved groups, by increasing our classroom teachers use of culturally inclusive teaching strategies.

### Strategies:

- Intercultural Coaches provide sustained Intercultural Professional Learning
- Instructional Coaches participate in a year-long professional learning
- District teachers and staff received year long professional learning

## Results

**2017-2018:**  
90 Participants

**2018-2019:**  
183 Participants

**2019-2020:**  
203 Participants



# Achievement and Integration

## GOAL 3

Students will increase their awareness and knowledge of a variety of cultures and will grow in appreciation of similarities and differences among cultures through interactive cross-district programming.

## Results

**2017-2018:**  
200 Participants

**2018-2019:**  
250 Participants

**2019-2020:**  
275 Participants

## Cross-District Programming:

- Stonebridge/ American Indian Magnet 4<sup>th</sup> Grade Partnership
- What's Your Story? A Podcasting Adventure
- Carlson School of Management Middle School Summer Innovation and Exploration
- Equity Alliance Summer Physical Education and Health
- South Washington County Summer Art Camp
- Youth Executive Board

For more information visit  
**[stillwaterschools.org/WBWF](http://stillwaterschools.org/WBWF)**