Limitless Learning Presentation

School Board Work Session

November 7, 2019

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What Alignment Looks Like…

Portrait of a Graduate

World's Best WorkForce

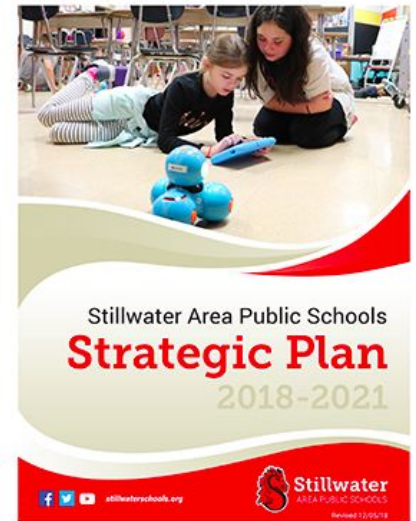Adaptable Strategic Plan

Operational Plan

5D+ Instructional Framework

School Improvement Plans

TDEP/Qcomp Goals

DEPARTMENT OF EDUCATION

Curriculum

Student Achievement

Instruction

Assessment

5 Dimensions of Teaching and Learning Instruction Framework and Teacher Evaluation Rubric

Formative
Interim
Summative
Standardized
Diagnostic

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Teaching Academic Standards

DEPARTMENT OF EDUCATION

Home   About ▾   Students and Families ▾   Licensing ▾   Districts, Schools and Educators ▾   Data Center ▾

Search   **Search**

▸ Academic Standards (K-12)

Arts

English Language Arts

Health and Physical Education

Mathematics

Science

Social Studies

STEM (Science, Technology, Engineering and Mathematics)

World Languages

Training: K-12 Academic Standards

Contact

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Academic Standards (K-12)

Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Resources are provided to help districts in this effort.

State standards are revised on a schedule approved by the Minnesota Legislature. You can follow the current revision process on this page (see revision schedule below). Please subscribe to this page to receive email notices when new information is added.

Rigorous Course Waiver

The rigorous course of study waiver is an opportunity for students to be waived from specific academic standards required for graduation. For more information, view the Rigorous Course of Study Waiver guidance document.

English Language Arts (ELA) Standards Review Committee Selected

The Minnesota Department of Education is pleased to announce the formation of the 2019-20 Minnesota K-12 ELA Education Standards Committee. As required by state law, this committee will review the current (2010) K-12 ELA standards during the 2019-20 school year. For more information, visit the ELA webpage.

Science Education Standards Review Process – Committee's Recommended Draft to Commissioner Now Available!

The recommended draft of the 2019 Minnesota K-12 Science Education Standards is now available. The date by which all schools must implement the new standards will be determined during the rulemaking process. For more information, visit the Science Education Standards page.

Transition to 2018 Arts Standards

MDE and the Perpich Center for Arts Education are partnering to develop supports and materials to aid local education agencies and arts educators in the transition to the 2018 arts standards. For more information, visit the Arts Education Standards page.

2018 Minnesota Academic Standards in Physical Education

New! Physical Education Sample Assessments

As requested by the Minnesota State Legislature (Minnesota Statutes, section 120B.021), the Minnesota Department of Education has

Minnesota's K-12 Academic Standards Identify the Knowledge and Skills Required for All Students

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Instructional Growth and Teacher Evaluation

CENTER *for* EDUCATIONAL LEADERSHIP

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An Overview of the
5D+™ Rubric for Instructional Growth and Teacher Evaluation, Version 3

Code	Indicator
PURPOSE dimension	
P1	Learning target(s) connected to standards
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill
P3	Design of performance task
P4	Communication of learning target(s)
P5	Success criteria
STUDENT ENGAGEMENT dimension	
SE1	Quality of questioning
SE2	Ownership of learning
SE3	Capitalizing on students' strengths
SE4	Opportunity and support for participation and meaning making
SE5	Student talk
CURRICULUM & PEDAGOGY dimension	
CP1	Alignment of instructional materials and tasks
CP2	Teacher knowledge of content
CP3	Discipline-specific teaching approaches
CP4	Differentiated instruction for students
CP5	Use of scaffolds
ASSESSMENT FOR STUDENT LEARNING dimension	
A1	Student self-assessment
A2	Student use of formative assessments over time
A3	Quality of formative assessment methods
A4	Teacher use of formative assessments
A5	Collection systems for formative assessment data
CLASSROOM ENVIRONMENT & CULTURE dimension	
CEC1	Classroom arrangement and resources
CEC2	Learning routines
CEC3	Use of learning time
CEC4	Student status
CEC5	Norms for learning
PROFESSIONAL COLLABORATION & COMMUNICATION dimension	
PCC1	Collaboration with peers and administrators to improve student learning
PCC2	Communication and collaboration with parents and guardians
PCC3	Communication within the school community about student progress
PCC4	Support of school, district and state curricula, policies and initiatives
PCC5	Ethics and advocacy

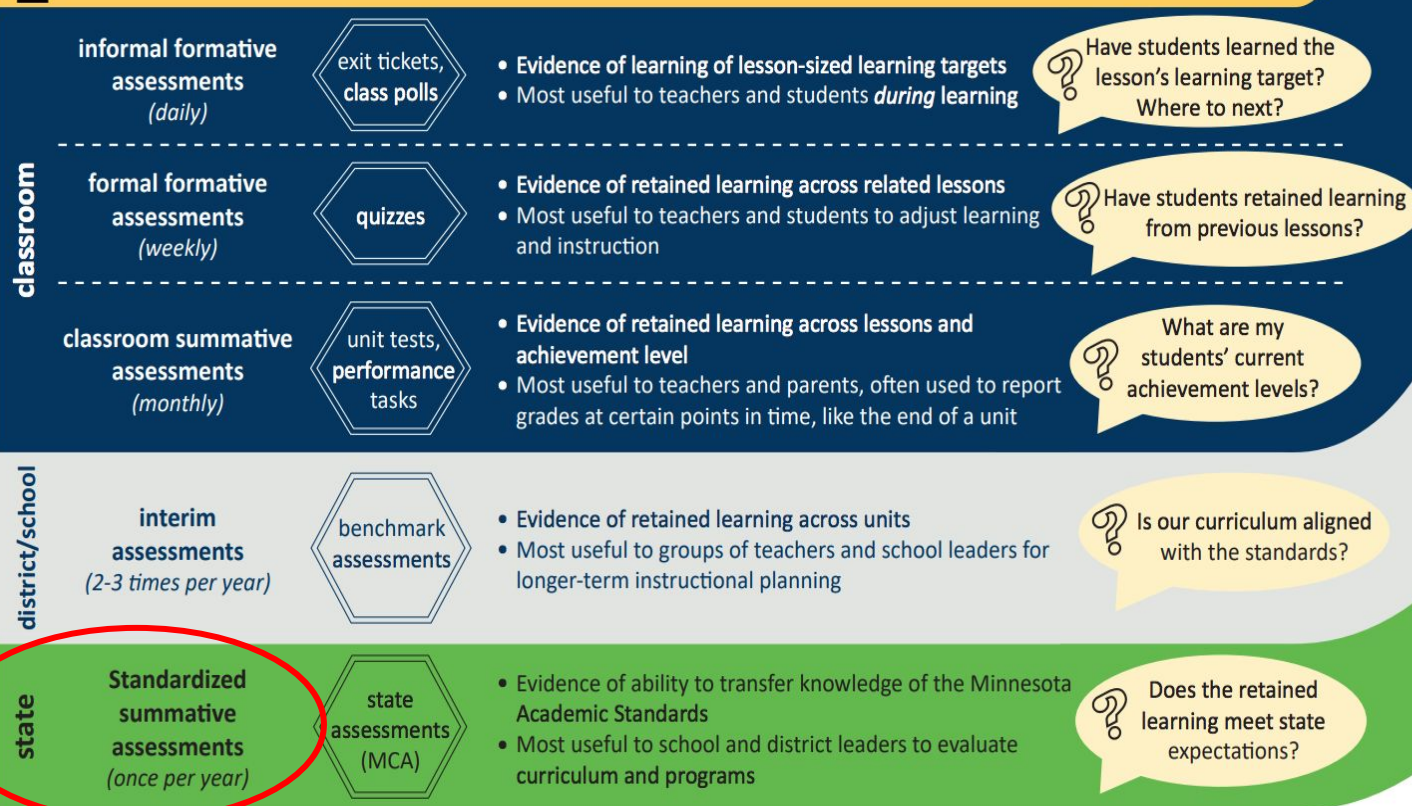# Components of a Comprehensive Assessment System

TESTING 123

A comprehensive assessment system includes a variety of assessment types that produce either formative or summative evidence of student learning. Formative evidence is used *during* learning to adjust instruction, while summative evidence is used *after* learning to report a snapshot of student achievement over a set period of time.

Comprehensive assessment systems assess learning at all levels of the system: individual learners, classrooms, schools, districts, and statewide. Meaningful information is needed from each level to support teaching and learning, but the *amount* and *detail* of information shifts at each level. More detailed evidence is produced in the classroom, where the learning takes place, and proportionally less detailed (more general, aggregated) evidence of learning is produced as the distance from the learner increases.

Student Learning

Level	Assessment Type	Example	Evidence	Guiding Question
classroom	**informal formative assessments** *(daily)*	exit tickets, **class polls**	• **Evidence of learning of lesson-sized learning targets** • Most useful to teachers and students *during* learning	Have students learned the lesson's learning target? Where to next?
classroom	**formal formative assessments** *(weekly)*	**quizzes**	• **Evidence of retained learning across related lessons** • Most useful to teachers and students to adjust learning and instruction	Have students retained learning from previous lessons?
classroom	**classroom summative assessments** *(monthly)*	unit tests, **performance** tasks	• **Evidence of retained learning across lessons and achievement level** • Most useful to teachers and parents, often used to report grades at certain points in time, like the end of a unit	What are my students' current achievement levels?
district/school	**interim assessments** *(2-3 times per year)*	**benchmark assessments**	• **Evidence of retained learning across units** • Most useful to groups of teachers and school leaders for longer-term instructional planning	Is our curriculum aligned with the standards?
state	**Standardized summative assessments** *(once per year)*	**state assessments (MCA)**	• **Evidence of ability to transfer knowledge of the Minnesota Academic Standards** • Most useful to school and district leaders to evaluate curriculum and programs	Does the retained learning meet state expectations?

To learn more about assessment and data use, visit testing123.education.mn.gov.

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Classroom Assessments

Journals	Learning activities	Worksheets	Socratic Seminar
Think-Pair-Share	Interactions	Critical & Creative Thinking Activities	Whip Around
Group work	Small Group	Projects	Quick-Write
Draft writing	Instruction Time	Informal Check-ins	Response Protocols
Reading assessments	Test and quizzes	Discussion	1:1 Conferring

Systemic supports for students below grade level achievement

District Learning Leaders Team	● Support and coordinate development of School Improvement Plans ● Analyze district and building data and identify areas of strength and opportunities for improvement ● Study and build collective capacity of district-wide professional development initiatives
Building Learning Leaders Team	● Develop *School Improvement Plans* from district, building, grade-level data ● Determine Professional Development needs and plans based on data
Child Study Team	● **Specialized team of staff who collaborate on supports for specifically identified needs/concerns**
Learning Supports Team/ Student Support Team	● **Deeper analysis of individual student performance as referred by teacher (cognitive, social, emotional, behavioral, physical)**
Professional Learning Communities (PLCs)	● **Department/course-alike or grade-level teams of staff examining student data, determining instructional strategies, assessments, etc.**
Individual Teacher	● **Personalizes instruction to meet individual student needs, intervention and enrichment, knows specific skill level** ● **Q-Comp/TDEP goal setting**

Standardized Assessments: Federal, State, District

STILLWATER ASSESSMENT OVERVIEW 2019-2020

STATE & FEDERAL REQUIREMENTS

Measure	Timing	Students	Intent	Sample Questions Answered
Teaching Strategies Gold	Fall, Winter, Spring	Preschool	• Assessment of preschool academic and social emotional skills.	• How are preschool students performing on preschool skills and standards in both academic and social emotional areas?
Formative Assessment System for Teachers (FAST) FAST Overview	Fall, Winter, Spring	Early Reading/ Early Math: K-1 aReading/ aMath: 2-8	• Screening • Formative	• Which students are at risk for not achieving proficiency on grade level standards without additional support? • What skills and concepts are strengths and weaknesses? • What is the rate of improvement (growth) for students over the course of the school year/multiple school years?
Minnesota Comprehensive Assessments (MCA) MCA MDE	Spring	Reading: 3-8, 10 Math: 3-8, 11 Science: 5, 8, 10	• Federal Accountability • Summative • Measures student progress toward achieving MN academic standards	• Is the District making adequate yearly progress toward all students achieving proficiency on academic standards? • Are students making adequate growth over time? • Is there evidence of progress toward closing achievement gaps? • What percentage of students are meeting grade level standards?
Cognitive Abilities Test (CoGAT) CoGAT	Late Fall	Grade 3, Other grades and students as needed	• To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	• What is a student's learning reasoning and problem--solving skills? • How well does this student make inferences, demonstrate connections, and use cognitive resources in new situations?
Measures of Academic Progress MAP Overview	Fall & Spring	Grades 6-8	• Growth measure • Formative	• Which students are at risk for not achieving proficiency on grade level standards without additional support? • What is the rate of improvement (growth) for students over the course of the school year/multiple school years?
ACT Plus Writing	Spring	All Grade 11 students	• College Entrance • Career Interests	• How have students progressed relative to college readiness? • Which college readiness benchmarks have students met? • Which students aren't ready for college and in which areas are they struggling?
ACCESS 2.0 English Language	Winter	All EL Students	• Federal Accountability • Summative	• Are ELL students achieving their Annual Measurable Achievement Objectives (AMAO)?

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General MDE Goal Requirements:
WBWF, Q-Comp/TDEP, School Improvement

- MDE requires these goals to be SMART goals

- Goals must apply to ALL students in the category

- Measures used must be standardized: meaning all students take the same assessment

- These measures can be local, or state or national

- Goals must show reasonable improvement

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Student Performance Measures Progress Report

- Historical record of data collection by area

- Updated for 2018-2019

- Aligned to WBWF and local goals

- The measures used for this report have changed over the years for a variety of reasons
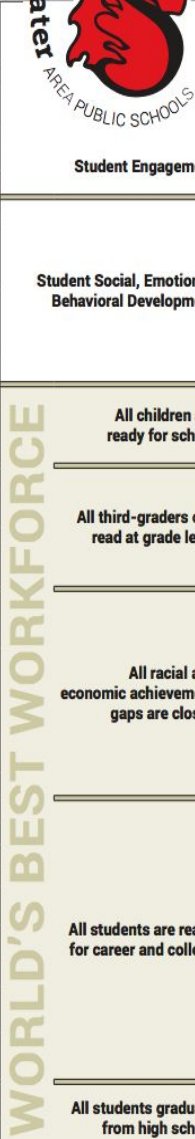
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STUDENT PERFORMANCE MEASURES PROGRESS REPORT

Student Population	Student Performance Measures Policy R.1.0		Year 1 2013-2014			Year 2 2014-2015			Year 3 2015-2016			Year 4 2016-2017			Year 5 2017-2018			Bridge to Excellence Objectives and World's Best Workforce SMART Goals	
Student Engagement																			
3, 6, 9, 12	Bridge to Excellence Student Survey		see page 4			see page 4			see page 4			see page 4			see page 4			#2	
K-12	Attendance rate		93.64%			94.3%			93.11%			94.29%			87% (New calc. formula)			#5	
7-12	Number of students participating in extra-curricular activities (athletics, fine arts and clubs)		SAHS 1,113	SJHS 510	OLJH 271	SAHS 1,291	SJHS 759	OLJH 494	SAHS 1,378	SJHS 667	OLJH 542	SAHS 2,681	SJHS 756	OLJH 597	SAHS 2,622	SMS 877	OMS 601	#6 #7	
7-12	Number of students who failed one or more courses		722 students			698 students			633 students			568 students			603 students				
Student Social, Emotional, Behavioral Development																			
K-12	Number of dismissals		189			102			84			77			251			#4	
K-12	Number of informal student visits to licensed school-based mental health practitioners								Elementary..........1,010 Junior High..........531 Senior High..........552 Total 2,063			Elementary..........1,149 Junior High..........712 Senior High..........913 Total 2,774			Elementary.............760 Middle School.........516 Senior High.............466 Total 1,742				
K-12	Average number of students formally served through on-going monthly therapeutic sessions by school-based mental health practitioners								Elementary............45 Junior High............32 Senior High............37 Total 114			Elementary............45 Junior High............19 Senior High............37 Total 101			Elementary...........41.6 Middle School........32.5 Senior High............41.5 Total 115.6				
5, 8, 9, 11	MN Student Survey		NA			NA			see page 4			NA			NA				
All children are ready for school	3-4 year olds	Percent of students screened		575/1,389 = 41%			612/1,264 = 48%			508/1,062 = 48%			513/867 = 59%			501/1,069 = 47%			#1	SMART Goal: By June 2018 our community will increase the percent of children screened between their third and fourth birthday from 59 to 65 percent.
All third-graders can read at grade level	K-1	FAST Bridge Early Reading Composite								58.9			71.1			69.8			#1	SMART Goal: By June 2018, third graders meeting end-of-year proficiency as measured by MCA reading will increase from 68 to 70 percent.
	2	Percent of students showing low risk reading		82%			66%			85% (FAST)			77.6% (FAST)			76.8% (FAST)				
	3	Percent of students proficient on MCA reading test		68%			73.5%			67.5%			68%			63.3%				
		Percent of students showing low risk reading		85%			67%			80% (FAST)			79% (FAST)			80% (FAST)				
All racial and economic achievement gaps are closed	K-12	Percent of students proficient on ACCESS test		23%			27.2%			28.1%			10.5%*			11% levels 5 and 6 41% levels 4, 5 and 6			#1	SMART Goal: By June 2018 we will increase the percentage of non-white students who achieve proficiency in math and reading as measured by the MCAs.
		Percent of students proficient on MCA test *State proficiency percentage declined almost 50% between 2016 and 2017		Reading Al.......54.3 Asian..65.7 Hisp...48.7 Bl.......48.3 Wh .....71.8 FR/R..38.8	Math Al.......60.6 Asian..66.0 Hisp...43.8 Bl.......51.4 Wh .....73.6 FR/R..41.5		Reading Al.......61.5 Asian..67.4 Hisp...40.9 Bl.......53.6 Wh .....74.3 FR/R..40.1	Math Al.......53.8 Asian..69.6 Hisp...42.4 Bl.......49.7 Wh .....71.9 FR/R..41.7		Reading Al.......58.3 Asian..65.9 Hisp...44.0 Bl.......57.8 Wh .....73.2 FR/R..40.4	Math Al.......58.3 Asian..72.8 Hisp...39.4 Bl.......53.5 Wh .....72.6 FR/R..40.8		Reading Al....... – Asian..62.7 Hisp...45.6 Bl.......56.8 Wh .....73.2 FR/R..40.9	Math Al.......40 Asian..69.2 Hisp...40.3 Bl.......50.6 Wh .....71.7 FR/R..39.7		Reading Al.......70.0 Asian..67.4 Hisp...44.9 Bl.......56.5 Wh .....71.8 FR/R..48.4	Math Al....... – Asian..65.6 Hisp...40.2 Bl.......50.3 Wh .....69.1 FR/R..43.2			
	8-10	ACT ASPIRE average composite														9/10 429			8/9/10 428.4		
All students are ready for career and college	2-8	Percent of students proficient on Performance Series tests	2015 FAST % low risk	Math 88	Read 83		Math 77.7	Read 65		Math 71.5	Read 78		Discontinued						#1 #3	SMART Goal: By June 2018 students "on track" for success - as measured by the MCA reading test - will increase from 68.9 to 70 percent. *10th grade including MTAS = 72.5%
	3-8, 11	Percent of students proficient on MCA test		Math 72	Read 70	Science 61	Math 70	Read 72	Science 65	Math 70.4	Read 70.8	Science 64.3	Math 70.3	Read 68.9	Science 63.8	Math 66.6	Read 69.3	Science 59.4		
	8 / 9	Predictive scores (EXPLORE, PLAN or ACT ASPIRE)		16.9 (EXPLORE)			16.9 (EXPLORE)			23.1 Predicted ACT Composite based on ACT ASPIRE			21.0 Predicted ACT Composite based on ACT ASPIRE			22.0 Predicted ACT Composite based on ACT ASPIRE				
	10			18.5 (PLAN)			19.6 (PLAN)													
	11-12	Average ACT composite score of cohort		24.5			24.7			22.7			23.3			23				
		Number of students taking ACT		539			560			620			647			674				
	7-12	Number of students enrolled in AVID		93			105			155			188			183				
	7-12	Percent of students earning a "3" or higher on Advanced Placement exams		78%			75.9%			72.7%			75%			73%				
		Number of Advanced Placement exams taken		1,467 exams			1,434 exams			1,616 exams			1,587 exams			1,646 exams				
All students graduate from high school	12	4 year graduation rate		92%			93.3%			93.0%			90%			92.5%			#1	SMART Goal: By June 2018 our community will increase the four-year graduation rate from 90 to 93 percent.
	Post-12	6 year Special Education graduation rate		88.1%			83.3%			87.9%			89.7%			91.7%				

WORLD'S BEST WORKFORCE

Other Data We Collect

Individual, classroom, grade, building and district level data

Ready for School

- Percentage screened at ECFE
- Preschool Skills Development Checklist: standardized at the preschool level, data analyzed by teachers to inform instruction
- TSG gold- used primarily at the classroom level

Read Well By Third Grade

- BAS/IRI Data
- Press Intervention data
- Classroom rubric data

Achievement Gaps

- Gap data between high performing groups and low performing groups
- Avid data: College enrollment, etc.
- Culturally responsive teaching data
- *NEW:* MAP data at the middle school level

College & Career Ready

- Senior survey
- Data on college/post-secondary/military enrollment
- Data on who is taking college credit bearing courses
- Data on internships/apprenticeships and certifications
- Score data on specialty exams: (ie. PreACT, PSAT, ACCUPLACER, ACT, SAT)

Graduation

- Credit tracking
- On-track percentages
- 5, 6 and 7 year graduation rates
- ALC data
- Transitions data

Student Engagement; Social/ Emotional

- BARR results
- Summer Success data
- Consistent attendance
- Partner conversations (FamilyMeans, Huntington, Mathnasium, etc.)

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Stillwater Area Public Schools
Strategic Plan
2018-2021

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

KEY:

World's Best Workforce	Stillwater specific	ReImagine Minnesota
🌐	🔴	👫

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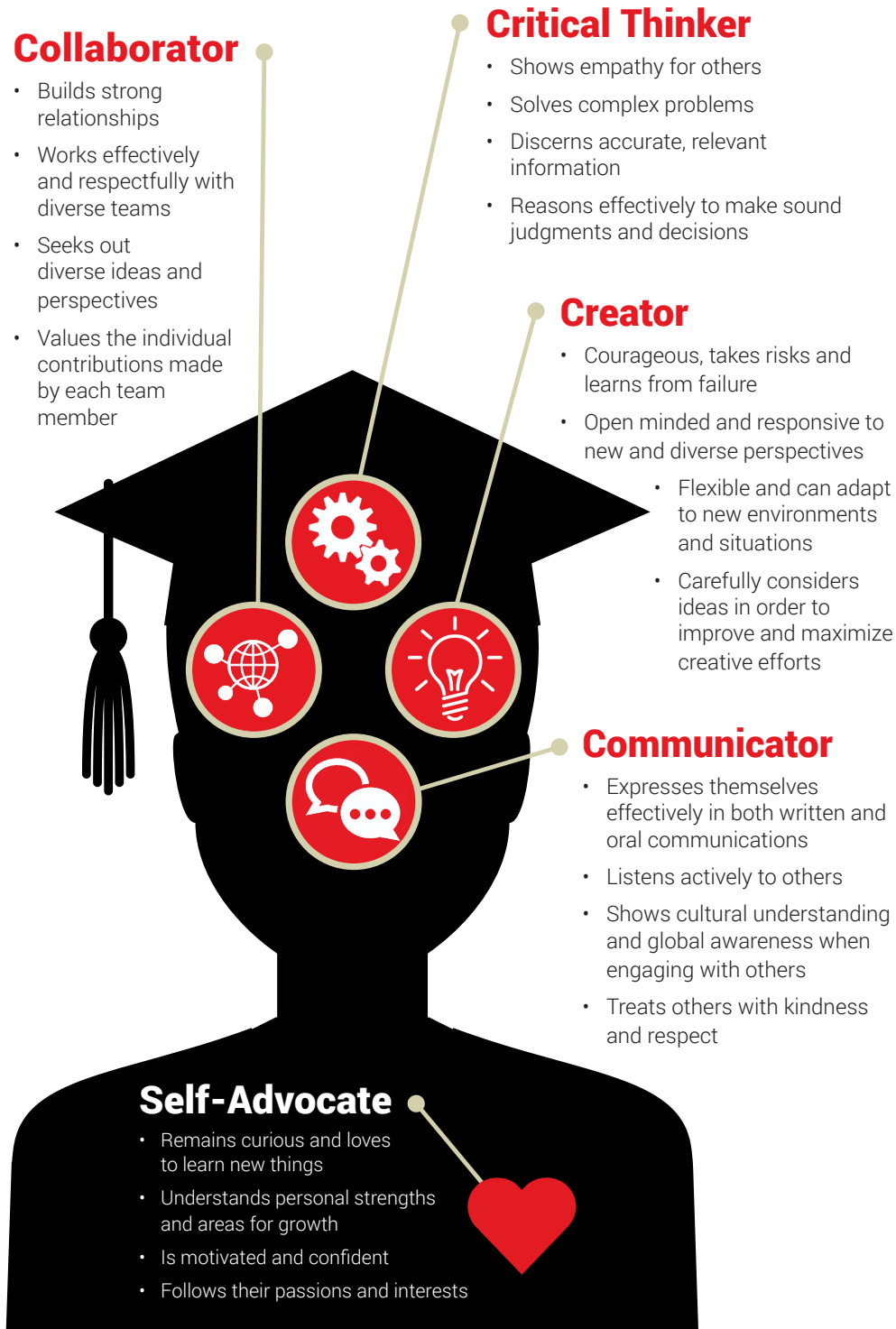
Creator
- Courageous, takes risks and learns from failure
- Open minded and responsive to new and diverse perspectives
  - Flexible and can adapt to new environments and situations
  - Carefully considers ideas in order to improve and maximize creative efforts

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 in Action

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.

2019-2020 Operational Plan: "Systemic Innovation by Design"

Engaged Learners

We're aligning our systems and developing strategies to ensure we're responsive to each students' 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 retainment:** 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, encompasing 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.

Objectives, Goals and Strategies
World's Best Workforce
2019-2020

The objectives of our Strategic Plan are based on the areas of the WBWF. Each year, our school board members and district staff work together to set goals in each of the five focus areas. The goals help guide the Operational Plan, while providing essential information about how our students are doing each year. Goals may range from one to three years in length.

What is WBWF? We believe that all of our students should leave our schools ready for whatever their futures hold. It's our job to prepare them with the skills and attributes they will need to succeed in work and life.

Aligned as part of our strategic plan, the WBWF goals provide the details we are required by the state to include as part of the WBWF report. Specific and measurable goals are developed annually for each of the the five areas.

*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 Children Are Ready For School

Goal	2019-2020 Strategies
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.	🌍 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	2018-2019 Strategies
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.	🌍 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.

All Racial And Economic Achievement Gaps Are Closed

Goal	2019-2020 Strategies
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.	🌍 Strengthen system-wide elementary Multi-Tiered Systems of Support (MTSS).
	🌍 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 *(RM-C)**.
	COMMUNITY STRATEGY: Use existing groups and new community partnerships to support authentic cultural learning in classrooms and volunteer participation opportunities.

All Students Are Ready For Career And College

Goal	2019-2020 Strategies
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.	🌍 Continue to provide multiple opportunities for student to earn higher education credits in schools (AP, CIS, CTE, and PSEO).
	🌍 Continue to support opportunities for students to gain real-world experience through course partnerships with businesses.
	🌎 Continue to support opportunities for students to learn career skills including collaboration, communication, creativity, and critical thinking (4 C's).
	🌍 Design a responsive "Pathways" program for secondary students.
	🌍 Strengthen alignment and communication of 6-year planning.
	COMMUNITY STRATEGY: Engage businesses to participate in a Career Exploration Fair.

All Students Graduate From High School

Goal	2019-2020 Strategies
By June of 2021, Stillwater's 4-year graduation rate will be at least 95.5 percent.	👫 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)**.
	🌍 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).
	COMMUNITY STRATEGY: Engage businesses to facilitate school/business partnership to increase student engagement.

KEY: 🌍 World's Best Workforce   🐉 Stillwater specific   👫 ReImagine Minnesota

World's Best Workforce
Supporting Strategies
2018-2019

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.	**By the Numbers**
👫	Attend career/job fairs to recruit highly qualified and diverse teachers *(RM-D)*.	• 99.99 percent of our teachers teach "in their field" as defined by MDE.
👫	Continue to examine and respond to school district demographics *(RM-D)*.	• 99.99 percent of our teachers defined as effective based on TDEP/MDE
🌐	Increase the percentages of underrepresented teachers throughout our system.	• 75 percent of teachers have advanced degrees (masters and/or doctorate).
🌐	Increase the percentages of underrepresented support staff throughout our system.	• 51 staff of color

KEY: 🌐 World's Best Workforce   🐉 Stillwater specific   👫 ReImagine Minnesota

Stillwater-Specific Objectives
2019-2020

Our community believes that social and emotional well-being is just as important as academic achievement. We are committed to breaking down the many barriers that can get in the way of learning to ensure our students can be their very best. In addition to the five WBWF areas, our strategic plan includes a district-wide goal along with three objectives to address access, opportunity and educational achievement for ALL of our students.

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).

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.

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."

A Look Back At Last Year

Statutue 120B.11: Support and improve teaching and learning

- School Readiness
- Read Well By Third Grade
- Achievement Gap
- College and Career Ready
- Graduation
- Gifted and Talented
- Professional Development
- Access to Excellent Teachers

Specific goals not required for items in red.

2019 WBWF Advisory Committee Members

- Robin Anthony
- Katherine Bonneson
- Jenny Bye
- Erica Dalager Reed
- Jim Franklin
- Gary Havir
- Chris Larson
- Mary McComber
- Randal Newton
- Patti Olson
- Doug Plunkett
- Dianne Polasik
- John Potts
- Merilee Read
- Darcy Rodriguez
- Zach Sawyer
- Denise Stephens
- John Talbot
- Margaret Thomas
- Krista Thomas
- Meara White
- Travis Yates
- Sophie McAfee
- Bob McDowell
- George Nolan
- Rachel Larson
- John Perry
- Melinda Fierro

Previous Year's WBWF Results: 2018-2019

RESULT 70% — **GOAL**: 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.

RESULT 58.7% — **GOAL**: By June of 2019, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from 63.4 to 65 percent.

RESULT Reading = 75% Math = 70% — **GOAL**: By June of 2021, 74 percent of ALL students will demonstrate Medium or High Growth as measured by MCA reading and math.

RESULT 53.2 — **GOAL**: 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.

RESULT 95% — **GOAL**: By June 2021 Stillwater Area Public School's four-year graduation rate will increase from 92.5 to 94 percent.

Learn more at stillwaterschools.org/WBWF

2019-2020 District Operational Plan
The SAPS District Operational Plan identifies the strategic initiative. It clarifies projects under study, being implemented, or under review to facilitate innovative learning systems and acknowledge emerging influences. The specific actions of projects being implemented can be found in department executive summaries as well as school improvement plans.

STRATEGIC INITIATIVE – Systemic Innovation by Design
We will strive to create a systemic culture of innovation amongst all district staff. We will develop learning and operational practices to optimize options for student success, allow for staff creativity, and increase the district's ability to be nimble in response to emerging influences, our mission is to develop curious individuals who are active and engaged in personalized learning.

STRATEGIC ANCHOR – Engaged Learners
We will use the alignment of the Portrait of a Graduate, World's Best Workforce, 5D+ Instructional Framework, WBWF, department executive summaries, and school improvement plans, to guide pivot points in instructional practices and learning outcomes. We will also work to develop the mindsets of adults in our system to raise levels of engagement of students, as well as personalization, and responsiveness to students through:

Multi-tiered Systems of Support – Continue to implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students.
Literacy – Continue elementary literacy curriculum and instruction. Engage in the review of secondary literacy curriculum and instruction.
Responsiveness/Equity– Continue to train our staff to be culturally responsive to the learning needs of their students.
Student Engagement – Continue to design experiences within the instructional framework to meet the specific needs and wishes of our students.
Pathways – Continue the planning and development of personalized options for students that align coursework, experiences, community connections, and college or career paths.

STRATEGIC ANCHOR – Effective Operations
Improve the effective and efficient management and alignment of human, financial, and physical resources through:

Access to Effective Instruction – Continue to develop and improve our learning practices through alignment and refinement of Tdep, Q-comp, and coaching practices, as well as ongoing training for administrators and teachers.
Teacher Recruitment and Retainment – Continue to design and develop innovative ways to attract excellent candidates. Continue to enhance our substitute fill rates for both teachers and paraprofessionals.
Resource Alignment with Programs – Continue to find efficiencies in and develop systemic alignment between resources and program design.
Technology and Design - Improve student accessibility and desirable utilization of technologies for learning, in a sustainable manner. Design systems that support technology for learning, while promoting just-in-time accessibility for all.

STRATEGIC ANCHOR – Communication and Collaboration
Expand and strengthen connections with our community and families, as a means to support the engagement of students in an equitable experience through:

#PonyPride: Continue to expand outreach opportunities to the community while positively promoting the district.
Communications Alignment: Continue to improve communication at the district, building, and teacher levels with all of our stakeholders.
Community Engagement: Continue to expand opportunities for the community to engage in conversations with district leaders and staff around the challenges and opportunities facing our schools.
Networked Improvement Communities- Continue to engage in radical collaboration with progressive local and national school districts and organizations, to improve the student experience.

Updated 8/16/19

CENTER for EDUCATIONAL LEADERSHIP

UNIVERSITY OF WASHINGTON • COLLEGE OF EDUCATION

5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	**Standards**	• The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. • The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s).	• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? • How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.?
Purpose	**Learning Target and Teaching Points**	• The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. • The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. • The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s).	• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity? • Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? • How are the standard(s) and learning target communicated and made accessible to all students? • How do students communicate their understanding about what they are learning and why they are learning it? • How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? • How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	**Intellectual Work**	• Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). • Students take ownership of their learning to develop, test and refine their thinking.	• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? • What does student talk reveal about the nature of students' thinking? • Where is the locus of control over learning in the classroom?
Student Engagement	**Engagement Strategies**	• Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. • Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning.	• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? • What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? • What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)? • Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?
Student Engagement	**Talk**	• Student talk reflects discipline-specific habits of thinking and ways of communicating. • Student talk embodies substantive and intellectual thinking.	• What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	• Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. • The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time.	• How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) • How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards? • How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? • What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? • How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? • How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Teaching Approaches and/or Strategies	• The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. • Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. • The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs.	
	Scaffolds for Learning	• The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence.	
Assessment for Student Learning	Assessment	• Students assess their own learning in relation to the learning target. • The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. • Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). • The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). • Assessment criteria, methods and purposes are transparent and match the learning target.	• How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? • How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? • How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? • How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? • How does the teacher's instruction reflect planning for assessment? • How does the teacher use multiple forms of assessment to inform instruction and decision-making? • How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
	Adjustments	• The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students.	
Classroom Environment & Culture	Use of Physical Environment	• The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. • The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). • Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.).	• How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? • How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? • How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? • What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? • What do discourse and interactions reveal about what is valued in this classroom? • What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Classroom Routines and Rituals	• Classroom systems and routines facilitate student responsibility, ownership and independence. • Available time is maximized in service of learning.	
	Classroom Culture	• Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. • Classroom norms encourage risk-taking, collaboration and respect for thinking.	

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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) **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	By June of 2020, the percentage of students enrolled December1 in grades 3-5 at Afton-Lakeland Elementary who meet or exceed the MCA reading standards will increase from 70.6% to 72.6% percent from spring 2019 to spring 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achievement Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • Implement elementary literacy curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word study:Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings • Principals focus on conferring during observations	**RC Strategies - Maintaining** **(Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps** **(Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus** **(To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • *Student Relationship SurveyTBD*
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	By June of 2020, the percentage of students enrolled in grades 3-5 at Andersen Elementary for at least half a school year who are proficient on the Reading MCA/MTAS will increase from 64.3% in 2019 to 66.3% in 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • elementary literacy Implement curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word Study: Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining (Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps (Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus (To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • Student Relationship Survey Data
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	The percentage of students enrolled in grades 3-5 at Brookview Elementary for at least half a school year who are proficient on the Reading MCA/MTAS test will increase from 63.0% in 2019 to 65.0% in 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • elementary literacy Implement curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word Study: Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining** **(Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps** **(Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus** **(To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • Student Relationship Survey Data
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	By June of 2020, the percentage of students enrolled October 1 in grades 3-5 at Lake Elmo Elementary who meet or exceed the MCA reading standards will increase from 55% to 57% percent from spring 2019 to spring 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies, encourage equitable and purposeful student participation, and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • Implement elementary literacy curriculum and instruction. Writing is taught in all grades aligned to the standards. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word study:Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining (or Year 1)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • **Closing meeting for reflection, acknowledgment and planning** • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps (or Year 2)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus (or Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization Descriptions of the practices
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal • Use relationship surveys in the classroom 3x/year	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • *Student Relationship Survey-three times a year*
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	The percentage of students enrolled in grades 3-5 at Lily Lake Elementary for at least half a school year who are proficient on the Reading MCA/MTAS test will increase from 69.6% in 2019 to 71.6% in 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • elementary literacy Implement curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word Study: Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining (Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps (Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus (To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • Student Relationship Survey Data
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	By June of 2020, the percentage of students enrolled in grades 3 - 5 at Rutherford for at least half a school year who are proficient on the MCA reading assessment will increase from 76.1% to 78.1% from spring 2019 to spring 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • elementary literacy Implement curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word Study: Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining (Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps (Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus (To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • *Student Relationship Survey* • *CRT engagement checks* • *CRT classroom learning walks*
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send 3 more staff members to RCAC training •	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year • Instructional Coach/Principal - arena style Literacy Focus	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. (Wednesday - arena style RC focus **Certified (3 full days) CRT** • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	The percentage of students enrolled in grades 3-5 at Stonebridge Elementary for at least half a school year who are proficient on the Reading MCA/MTAS test will increase from 62.2% in 2019 to 64.2% in 2020. **WBWF connection to goal - All Third Graders Can Read At Grade Level**	100% of staff will continue to implement Responsive Classroom and culturally responsive engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial & Economic Achiev. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**
Multi-tiered Systems of Support • Continue to design and implement aligned academic and behavioral tiered systems of support. Continue to work with community agencies, as a means to strengthen prevention of, and response to, the mental/chemical health needs of our students. **Literacy** • elementary literacy Implement curriculum and instruction. Study and develop secondary elementary literacy curriculum and instruction. **Responsiveness** • Continue nimble responsiveness to student and staff needs for prof. development specifically aligned with current and anticipated work. **Student Engagement** • Continue to focus on empathy and the instructional framework, when designing experiences for our students	**Reading Practices - Maintaining** • Establish workshop routines, expectations, and behaviors • Establish 8-12 minute mini-lessons while maintaining lesson architecture • Daily read-aloud with accountable talk • Daily shared reading (K-2) • Daily Word Study: Letterland or Words Their Way • Reinforce Snap words & Acad. Vocab • All classroom teachers implement PRESS for Tier 2 interventions • Progress monitor Tier 2 students based on required calendar **Reading Practices - Next Steps** • Confer (1-on-1 or small group) with readers every day using conferring processes outlined in UoS lessons • Use reading records, conferring notes, and assessments to guide instruction • Use strategies from literacy lessons in content-area readings	**RC Strategies - Maintaining** **(Introduced in Year 1 of implement.)** • 4 part daily morning meeting (20 min) • Creating and posting hopes and dreams and classroom rules • Take a break for self-regulation • Common attention signals • Closing meeting for reflection, acknowledgment and planning • Adult hopes and dreams • Adult agreements • Interactive modeling **RC Strategies - Ind.Building Next Steps** **(Introduced in Year 2 of implement.)** • Connecting student behavior to classroom rules/expectations • Utilize buddy teacher • Daily academic choice (plan,work,reflect) **RC Strategies - New District Focus** **(To be Introduced in Year 3)** • Reinforcing Language • Problem Solving Conferencing • Classroom Organization
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal	• Literacy Learning Visits conducted by Coaches, Peers, District Staff, and Principals • Teachers bring reading data to PLCs • TDEP evaluation process - Year 3 and probationary certified staff • Reflection for teachers to complete	• Responsive Classroom Learning Walks • Student Relationship Survey Data
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Identify Responsive Classroom lead teachers that can push forward and sustain the work of RC. • Send RC leads to the national Center for Responsive Schools annual leadership conference	• Collaborative teams unpack the conferring portion of lessons • Use data at PLCs (BAS, conferring notes, progress monitoring, WTW, Letterland, UoS assessments • Reading professional development throughout the year	• Responsive Classroom certified teacher in every school. This teacher helps provide support with ongoing professional development. • RC prof. development throughout the year on new district focus. • Instructional coaching as needed.

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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).	70% of Oak-Land students will meet their anticipated reading growth as measured by NWEA MAP reading from fall to spring.	Formative and summative assessments will be directly linked to daily learning targets and all learning targets will be shared at the start of each unit. (5D Reference- P4 and P5)
Building level strategies	**Building level strategies**	**Building level strategies**
- Review 5D (P4 and P5) - Self-assessment on communicating and using LT's - From self-assessment create one area you want to improve on - LT's matched to summative assessment once per semester - Best practices in assessment training (staff PD) - Where available meet in course alike PLC's review LT's and common assessments (set dates/times) - Continue efforts in using DD throughout our building - Student supports group in partnership with YSB and Family means	- Administer NWEA Map testing in the spring and fall - Provide NWEA training for teachers - Review NWEA student data in PLC meetings - Create flexible reading intervention groups - Use 20 minutes a day in Connections to support reading - Retrain staff on the Pillars of reading - Apply reading strategies in all content areas - Adoption of new readers workshop model	- Review 5D (P4 and P5) - Self-assessment on communicating and using LT's - From self-assessment create one area you want to improve on - LT's matched to summative assessment once per semester - Best practices in assessment training (staff PD) - Where available meet in course alike PLC's review LT's and common assessments (set dates/times)
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
- Admin walkthroughs and Evals - Focused Course alike PLC Meetings - Completion of self assessment - Completion of Staff PD and follow up conversations in PLC's regarding assessment best practices - Staff review of P4 and P5 - Student engagement walkthrough scoring - Annual student engagement survey	- Progress monitoring in Connections Reading intervention groups. - Fastbridge assessments for students in the lowest quartile - Completion of trainings and PD - Walk-throughs - PLC Fidelity Check	- Admin walkthroughs and Evals - Focused Course alike PLC Meetings - Completion of self assessment - Completion of Staff PD and follow up conversations in PLC's regarding assessment best practices - Staff review of P4 and P5
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
- Learning leaders - Weekly PLC - Staff meetings - UBD Training "On Your Mark" -Guskey" - DD Training for new staff	- Training in NWEA Tool - Training in pillar of reading - Continued training in new reading curriculum	- District PD opportunity at secondary level (assessment, grading and clarity in learning criteria. - Building support through instruction coach and PD regarding formative and summative alignment.

YEAR: 2019-2020   **BUILDING: Stillwater Middle School**   **PRINCIPAL: VanScoy**

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students.

District-Wide Goal	Bldg Achievement Goal	Bldg Instructional Growth 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).	The percentage of all students enrolled in grades 6-8 at Stillwater Middle School who are proficient on the **Reading** MCA and MTASS tests will increase from 71.8% in Spring 2019 to 73.8% in Spring 2020.	**Purpose, Question #6** How do students communicate their understanding about what they are learning and why they are learning it? **Indicator, P4** Teachers at SMS will improve their data collection practices to identify if **students are understanding the what and the why** of grade-level, standard-based learning targets by implementing four *new* formative assessment cycles in their PLC during the 2019-2020 school year.
Building level strategies	**Building level strategies**	**Building level strategies**
• Refine course-alike, data-focused PLCs • Continue to develop common formative assessment/check for understanding assessment cycle • Share and expand common formative assessment/check for understanding methods school-wide • Develop a consistent, data-driven system for intervention and enrichment, team and school-wide • Identify and introduce an intentional reading strategy for use throughout all content areas	• Refine course-alike, data-focused PLCs • Continue to develop common formative assessment/check for understanding assessment cycle • Share and expand common formative assessment/check for understanding methods school-wide • Develop a consistent, data-driven system for intervention and enrichment, team and school-wide • Identify and introduce an intentional reading strategy for use throughout all content areas	• Refine course-alike, data-focused PLCs • Continue to develop common formative assessment/check for understanding assessment cycle • Share and expand common formative assessment/check for understanding methods school-wide • Develop a consistent data driven system for intervention and enrichment, team and school-wide • Identify and introduce an intentional reading strategy used throughout all content areas
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**

• PLC structure
• PD unpacking standards, test specs, pacing, formative assessments
• Lesson design template/pd
• Data collection methods
    ○ Schoology
    ○ Google
• Pony TIME
• 6-12 District Supported Alignment
	• PLC structure
	• PD unpacking standards, test specs, pacing, formative assessments
	• Lesson design template/pd
	• Data collection methods
	    ○ Schoology
	    ○ Google
	• Pony TIME
	• 6-12 District Supported Alignment
		• PLC structure
		• PD unpacking standards, test specs, pacing, formative assessments
		• Lesson design template/pd
		• Data collection methods
		    ○ Schoology
		    ○ Google
		• Pony TIME
		• 6-12 District Supported Alignment

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students.

District-Wide Goal	Bldg Achievement Goal	Bldg Instructional Growth 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).	***All Racial and Economic Achievement Gaps are Closed:*** 1. By June 2020, the gap on MCA MATH between the highest performing student group (Asian in 2019 at 48.3%) and the lowest performing student group (Free/Reduced in 2019 at 19.7%) will not exceed 20 percentage points (28.6 points in 2019). 2. By June 2020, the gap on MCA READING between the highest performing student group (Asian in 2019 at 73.2%) and the lowest performing student group (Special Ed in 2019 at 42.3%) will not exceed 20 percentage points (30.9 points in 2019). 3. By June 2020, the gap on MCA SCIENCE between the highest performing student group and the lowest performing student group will not exceed 20 percentage points. ***All Students are Ready for Career and College:*** 1. By June of 2020, 55% of class of 2020 students taking the ACT will be "on-track" for success, as demonstrated by reaching a composite score of 23 or higher on the ACT. (52% at or above 23 for 2018) 2. By June of 2020, 90% of non-exempt SAHS students will be "on track" for success, as demonstrated by completion of grade-specific activities associated with the Personalized Learning Plan curriculum administered by SAHS faculty.	**STUDENT ENGAGEMENT DIMENSION--5D Instructional Framework: Engagement Strategies** **SE5--STUDENT TALK** Student talk reflects discipline-specific habits of thinking and ways of communicating; Student talk embodies substantive and intellectual thinking

	All Students Graduate from High School: 1. By June of 2020, Stillwater's 4-year graduation rate will be at least 96% (94.99% in 2018). 2. By June 2020, SAHS will increase the four-year graduation rate of Special Education students from 69.8% in 2019 to 73%.	
Building level strategies	**Building level strategies**	**Building level strategies**
• Increase staff instructional repertoire around intercultural coaching strategies to reach diverse learners • Implement Comprehensive College & Career Readiness program for each grade 9 - 12 • Establish meeting norms for PLC, BLT, Department, and staff meetings that facilitate growth	• Increase staff instructional repertoire around intercultural coaching strategies to reach diverse learners • Implement Systematic SAHS Grading Policy in alignment with evidence-based research • Design strategic plan for Pony Pathways Program which articulates plans for Student Achievement (specific to academic middle), Relevance, and Opportunities. Begin implementation of initial phases. • Implement Comprehensive College & Career Readiness program for each grade 9 - 12 • Implement ESSA Plan	• Increase staff instructional repertoire around intercultural coaching strategies to reach diverse learners • Focus feedback from administrators during observations and walk-throughs around elements of student talk. • Reflect on, practice, and share strategies around student talk during staff meetings, PLC, PD sessions, etc.
Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student talk is predominantly student to student; Talk reflects discipline-specific knowledge and ways of thinking; Students provide evidence to support their thinking; Students press on thinking to expand ideas for themselves and others • Schoology courses complete and differentiated by grade with MCIS activities and Personalized Learning Plan	• Student talk is predominantly student to student; Talk reflects discipline-specific knowledge and ways of thinking; Students provide evidence to support their thinking; Students press on thinking to expand ideas for themselves and others • 100% of staff will have proper sync between Schoology and Skyward for grade reporting purposes; staff-wide understanding of better assessment and grading practices • New Registration Guide for 2020-2021 completed that reflects revisions to course offerings;	• Student talk is predominantly student to student; Talk reflects discipline-specific knowledge and ways of thinking; Students provide evidence to support their thinking; Students press on thinking to expand ideas for themselves and others

	articulated partnership with Century College that allows for multiple early-college credit opportunities; articulated partnership agreements with local businesses/organizations that provide student opportunities • Schoology courses complete and differentiated by grade with MCIS activities and Personalized Learning Plan	
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
• Intercultural Coaching; drop-in sessions with Instructional Coach on student talk; feedback from admin during observation and walk-thru • PLP support; Schoology training; ASCA model of counseling • Human-Centered Design Process	• Intercultural Coaching; drop-in sessions with Instructional Coach on student talk; feedback from admin during observation and walk-thru • Individual support sessions with Technology Integrationist; Professional Book Study (On Your Mark by Thomas Guskey) for learning during staff meetings; Formative vs. Summative assessment training; Assessment development training • Understanding of CAC course proposal process; partnership with Century College; continued professional learning around Pathways for SAHS • MCIS training for SAHS counselors and staff from MCIS	• Intercultural Coaching; drop-in sessions with Instructional Coach on student talk; feedback from admin during observation and walk-thru

MOTTO: The longer the climb, the greater the view
ESSA Slides 2019
ESSA planning is the key for all decisions and directions!

ASST PRINCIPAL: Mary Leadem Ticiu   **LEARNING LEADER: Michelle Engelstad**

ADDED STAFF: Michelle Ortmeier, Brynna Turnau (proposed), Brenda Stinson, Karen Swager, Tom Wendt, Patty Millard and Susie Stewart

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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).	St. Croix Valley Area Learning Center is identified as a school where ESSA identifies goals and activities for our 9-12 plus students and all staff who are enrolled in the 6 period program. We project to continue our goals for ESSA and yet are required to have a standardized data goal. Since the ACT was offered to our students at no cost, we will use this as our data for this goal for the comparison between 2018-2019 and 2019-2020 school years. However, we are aware of the need to have vouchers and fee waivers to support students. The percentage of all students in grade 12 at the St. Croix Valley Area Learning Center who meet or exceed the College Career Readiness Benchmarks of English(18), Math(22), Reading (22), and Science (23) as measured by ACT will increase from 7% in 2019 to 9% in 2020. Our goal is to meet or exceed this using strategies to address areas of needing growth. Teachers will achieve this goal using literacy and culturally responsive engagement strategies. Data from Spring 2019 to Spring 2020 will reflect increases in college ready learners as well as work force ready learners.	**Our teachers will use 5D engagement strategies that result in equitable and purposeful student participation to ensure all students have access to, and are expected to participate in learning as measured in the credits earned in end of semester 1 (mid year) and 3rd quarter results increasing from approximately 55% to at least 65% earning at least four out of the expected six credits per semester (or 2 out of 3 for quarter 3 credit earning).** ***WBWF connection to goal - All students graduate from high school*** ***ESSA connection - Increase graduation rates 50% in 2017 to 67% in 2019. This is the ESSA expectation for all learners.***

	WBWF connection to goal - All Racial and Economic Achievement. Gaps are Closed	
Building level strategies	**Building level strategies**	**Building level strategies**

PLC discussing learning and credit earning opportunities to shoot for the moon and increase overall graduation rate to 67% or above and be removed from ESSA as soon as is allowed.
 	
Reviewing 5D as a way to review and build community with the staff.
	Enhance personalized Learning environment with literacy
	• Identify standards and assess opportunities to grant cases by case dual credit earning for writing and content area classrooms
	• Confer with students who need a personalized plan
	• Discuss options for those who are not meeting academic goals
	• Use goal setting strategies
	• Capitalize on the 20 minute Wednesday Window for pilot on mindfulness, read aloud (
	Personalize student schedules to integrate choice theory
	• Provide quarterly surveys for class electives
	• Offer challenge by choice activities embedded in classroom practices
	• Provide a pathway for those not wanting choice
	• Schedule time for staff to create personalized scheduling as it is time intensive and requires results at end of quarter
	• Strategize and encourage all grade 11-12 students to take the ACCUPLACER
	Intervention
	• Personalize feedback and offer care in development of purposeful schedules each quarter with student choice
	• Develop qurterly schedules carefully to allow teachers to intervene with individual students
	• Use our ALC paraprofessional to support individual and small groups of students
	• Consideration is being given to the use of Accuplacer for all interested students.
	Collaboration
	• Research fresh response to PLC for potential tools, graphic organizers or essential strategies (sharing best practices)
	• Our PLC will embed MEIRS data and interventions for learners
	• Teachers will monitor and support the whole child as identified with the PLC and MEIRS in SRT.
	• Provide transitions each quarter to integrate new students at mid quarter and quarter.
	• Strategize for credit recovery to address added learners prior to start of the programs
		Supporting student engagement and the link to credit earning
		• Use 5D Student Engagement (SE 1-6) strategies
		• Provide added social and emotional learning opportunities (within our assigned space)
		• Integrate PE and physical literacy including mindfulness, motivation, knowledge and understanding for physical engagement for life.
		• Connect student behavior to classroom rules/expectations in a collaborative and consistent manner
		• Utilize the problem solving strategies with students that experience long term social/emotional and academic challenges
		• Conduct site visit of 1-2 ALC settings with effective advisory programming to impact credit earning
		• Set high standards and promote daily academic commitments rather than open ended choice (plan, work, reflect)
		• Exemplify goals for restorative impulse and actions where we all realize: Reference documents
		    ○ History Matters
		    ○ Language Matters
		    ○ Race Matters
		    ○ Relationships Matter

Evidence towards attainment	Evidence towards attainment	Evidence towards attainment
- Student engagement learning visits conducted by building assistant principal - Student feedback - Checkpoint meetings with Assistant Principal to monitor progress.	- TDEP evaluation process - MEIRS data - ESSA planning documents - All appropriate certified teachers participated in literacy district training and implementing learned practices/structure. **Timeline for Assessments** - Spring ACT for those who opt to pay and take during spring	- Weekly feedback and communication in PLC with evidence of our ESSA PD people and their tools and training - ESSA staff meet with entire ALC staff as needed in after school sessions for professional development. - Agendas provide details from staff meeting and PLC documentation - Mid year student engagement surveys lead veteran and new to building staff to communicate together. - Seek Instructional coach for facilitation of the dialogue as an option
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**
District Provisions	**SUBJECT TO CHANGE** Fall Professional Development ***ALL ALC staff on August 19, 2019 ALC*** **August 19-22, 2019** *PD DAY* ***October 22, 2019 PD DAY*** PD DAY 10/1/19 ***January 20, 2019 PD DAY*** ***April 20, 2019 PD DAY*** **Grading Days/Vital for Purposeful scheduling** November 1, 2019 January 17, 2020 March 30, 2020 June 1, 2020 **Quarter Dates** Quarter 1 August 27th - October 31 Quarter 2 November 4 - January 16 Quarter 3 January 21 - March 27 Quarter 4 March 31 - May 29, 2020 **TBD** October 21 (conference planning days) February 17 (conference planning days)	- TDEP Goals include increased credit earning - August Inservice and second opportunity for ACES w all district - Schoology updates post rollover of all ALC names and data (M. Teachout) - ESSA Slides shared with All ALC Staff in August, 2018 and ESSA Team in October 2019 - Also, invited Katy Pupungatoa to share tier one strategies for all. (tbd) - Offer SAHS a brief overview of the goals of an ALC (tbd) - ESSA training and meetings - SEL goals and PD in GLBTQ supports based on percentage of enrolled students.GLBTQ 101 session with Outfront MN, MN Teacher of the Year from ALC in South Metro, Kelly Holstine

YEAR 2019-20   **BUILDING   ECFC   PRINCIPAL BERGE**

District Focus Area: Increase learning levels, social/emotional growth and engagement through equitable practices for all students, as measured by the results of the WBWF goals.http://moodle.stillwater.k12.mn.us/course/view.php?id=229

District-Wide Goal	Building Achievement Goal	Building Instructional Growth 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). **WBWF connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	Goal 1: By June of 2020, 85% of 4-year-old preschool students will place in level 4 (10 to 20 sounds) on letter-sound correspondence, as measured by Teaching Strategies Gold. Goal 2: By June of 2020, 80% of students/caregivers will perceive high levels of student engagement, as measured by reporting a 4 or above (or 3 or above) on the annual student/caregiver engagement survey (defined in the 5D Instructional Framework). **WBWF connection to goal - All Children are Ready for School connection to goal - Student Engage.,Student Soc/Emot. Behav.Dev.**	100% of staff will continue to implement Responsive Classroom (RC) and/or culturally responsive engagement strategies to encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in learning. **WBWF connection to goal - All Racial and Economic Achieve. Gaps are Closed**
Building level strategies	**Building level strategies**	**Building level strategies**

An Idea: Book..."Total Participation Techniques"	**Literacy**
	Implement Literacy Resources
	• Fountas and Pinnell Shared Reading
	   • Use prompts from (F & P) literacy lesson cards
	• Letterland
	Intervention
	   • Implementation of research based (Tier 2) letter name/sound interventions
	   • Progress monitor Tier 2 interventions
	Collaboration
	• Confer with IC to implement literacy strategies throughout all discipline areas
	• Monthly PLC's
	Student Engagement
	   • 5D Framework (student engagement)
	   • Student engagement training for ABE/ECFE/SPED (Bonnie & Teri)
	   • Confer with IC to implement student engagement strategies
		RC Continuation from Year 2
		   • Connecting student behavior to classroom rules/expectations
		   • Creating and posting hopes and dreams and classroom rules
		   • Interactive modeling
		   • Reinforcing language
		RC Commitments for Year 3
		   • RC introduction training for new staff/SPED staff/EA's and para's
		   • Mini RC trainings from our master RC EC trainer
		Student Engagement
		   • Cultural Responsive (CR)/Universal Design for Learning (UDL) training (Bonnie & Teri ABE/ECFE/SPED)
		   • Continued mini UDL and CR training for SPED/3's & 4's preschool teachers from Teri/Bonnie
		   • Use of 5D Framework (student engagement)
		   • Confer with IC to implement student engagement strategies

Evidence towards attainment	**Evidence towards attainment**	**Evidence towards attainment**
• Student engagement learning visits conducted by building principal • Student feedback (look at how we want this to look) - possibly use the 1, 2, 3 questions that were shared with us with the teacher from OL. • Checkpoint Meeting with Principal to monitor progress.	• RC/Cultural Responsive walk throughs conducted by Coach and Principal • TDEP evaluation process - Year 3 and probationary certified staff • Student engagement survey results • Answering questions from the 5D Framework (student engagement)	• Responsive Classroom Learning walks

	• PLC work in Sept./Oct. around "look for's" in each indicator (SE1, SE2 etc. of student engagement under the distinguished performance level • 4's preschool teachers will bring letter sound data to the next PLC after each checkpoint entry to complete data dive • Coach and principal will conduct literacy walkthroughs	
Support/Training/Prof. Dev.	**Support/Training/Prof. Dev.**	**Support/Training/Prof. Dev.**

	Throughout the year training:
	    o *RC*
	    o *Staff meetings PD*
	    o *Student engagement .(Bonnie/Teri)*
		Throughout the year RC training:
		• RC training from certified teacher will help provide support with ongoing professional development
		• Instructional coaching as needed

STILLWATER ASSESSMENT OVERVIEW 2019-2020

STATE & FEDERAL REQUIREMENTS

Measure	Timing	Students	Intent	Sample Questions Answered
Teaching Strategies Gold/Pre-School Skills Dev't	Fall, Winter, Spring	Preschool	• Assessment of preschool academic and social emotional skills.	• How are preschool students performing on preschool skills and standards in both academic and social emotional areas?
Formative Assessment System for Teachers (FAST) FAST Overview	Fall, Winter, Spring	Early Reading/ Early Math: K-1 aReading/ aMath: 2-8	• Screening • Formative	• Which students are at risk for not achieving proficiency on grade level standards without additional support? • What skills and concepts are strengths and weaknesses? • What is the rate of improvement (growth) for students over the course of the school year/multiple school years?
Minnesota Comprehensive Assessments (MCA) MCA MDE	Spring	Reading: 3-8, 10 Math: 3-8, 11 Science: 5, 8, 10	• Federal Accountability • Summative • Measures student progress toward achieving MN academic standards	• Is the District making adequate yearly progress toward all students achieving proficiency on academic standards? • Are students making adequate growth over time? • Is there evidence of progress toward closing achievement gaps? • What percentage of students are meeting grade level standards?
Cognitive Abilities Test (CoGAT) CoGAT	Late Fall	Grade 3, Other grades and students as needed	• To assess students' abilities in reasoning and problem solving using verbal, quantitative, and nonverbal (spatial) symbols	• What is a student's learning reasoning and problem--solving skills? • How well does this student make inferences, demonstrate connections, and use cognitive resources in new situations?
Measures of Academic Progress MAP Overview	Fall & Spring	Grades 6-8	• Growth measure • Formative	• Which students are at risk for not achieving proficiency on grade level standards without additional support? • What is the rate of improvement (growth) for students over the course of the school year/multiple school years?
ACT Plus Writing	Spring	All Grade 11 students	• College Entrance • Career Interests	• How have students progressed relative to college readiness? • Which college readiness benchmarks have students met? • Which students aren't ready for college and in which areas are they struggling?
ACCESS 2.0 English Language Learners (ELL)	Winter	All EL Students	• Federal Accountability • Summative	• Are ELL students achieving their Annual Measurable Achievement Objectives (AMAO)? • Are ELL students making adequate progress toward meeting Minnesota's standards for English language development? Reading, Writing, Speaking, Listening

STILLWATER ASSESSMENT OVERVIEW 2019-2020

DISTRICT CHOICE

Measure	Timing	Students	Intent	Sample Questions Answered
Informal Reading Inventories (Benchmark Assessment System)	RSG Fall Conference, Spring	Reading, K-5	• Identify patterns in reading behavior • Determine appropriate levels of text for independent reading • Inform teaching through independent & instructional levels	• How is a student using strategies to make meaning of words or the text as a whole? • What is the instructional reading level of this student? • How well is this student developing their reading skills and strategies over time?
Pre-ACT Pre-ACT Overview	Fall	Grade 10	• ACT Readiness and prediction. • Instructional support • Formative	• Which students are ready to take the ACT exam? • Which instructional areas do students need more support in? • What is the predicted ACT score for students?
ACCUPLACER ACCUPLACER Overview	Spring	Offered to all Grade 11 & 12 students for a fee; (optional college entrance exam)	• College course Placement	• Which college level courses are students ready to enroll in?
Armed Services Vocational Aptitude Battery (ASVAB) ASVAB Overview	Spring	Offered to all 11th and 12th grade students for a fee; (optional military service entrance exam)	• Armed Forces Entrance exam. • Career Interests	• Which branch or branches of the military are students qualified to enlist in? • Which Military vocations are students most suited for?

STUDENT PERFORMANCE MEASURES PROGRESS REPORT

Stillwater AREA PUBLIC SCHOOLS

DRAFT

WORLD'S BEST WORKFORCE

Category	Student Population	Student Performance Measures Policy R.1.0	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
Student Engagement	3, 6, 9, 12	Student Engagement Survey	See Table	See Table	See Table	See Table	See Table	See Table
	K-12	Attendance rate	93.64%	94.3%	93.11%	94.29%	87% (New calc. formula)	93.8%

Number of students participating in extra-curricular activities (athletics, fine arts and clubs) — Student Population 7-12

	Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	SAHS	SJHS	OLJH	SAHS	SJHS	OLJH	SAHS	SJHS	OLJH	SAHS	SJHS	OLJH	SAHS	SMS	OMS	SAHS	SMS	OMS
	1,113	510	271	1,291	759	494	1,378	667	542	2,681	756	597	2,622	877	601	2817	590	612

Category	Student Population	Student Performance Measures Policy R.1.0	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
	7-12	Number of students who failed one or more courses	722 students	698 students	633 students	568 students	603 students	592 students
Student Social, Emotional, Behavioral Development	K-12	Number of dismissals	189	102	84	77	251	161
	K-12	Number of informal student visits to licensed school-based mental health practitioners			Elementary....1,010 Junior High....531 Senior High....552 Total....2,063	Elementary....1,149 Junior High....712 Senior High....913 Total....2,774	Elementary....760 Middle School....516 Senior High....466 Total....1,742	Elementary.... Middle School.... Senior High.... Total....
	K-12	Average number of students formally served through on-going monthly therapeutic sessions by school-based mental health practitioners			Elementary....45 Junior High....32 Senior High....37 Total....114	Elementary....45 Junior High....19 Senior High....37 Total....101	Elementary....760 Middle School....516 Senior High....466 Total....1,742	Elementary.... Middle School.... Senior High.... Total....
	5, 8, 9, 11	MN Student Survey	NA	NA	NA	NA	NA	See Table
All children are ready for school	3-4 year olds	Percent of students screened	575/1,389 = 41%	612/1,264 = 48%	508/1,062 = 48%	513/867 = 59%	501/1,069 = 47%	
	K	Percent of students with a FAST Bridge Early Reading Composite of 34+						70%
All third-graders can read at grade level	K-1	FAST Bridge Early Reading Composite			58.9	71.1	69.8	70.1
	2	Percent of students showing low risk reading	82%	66%	85% (FAST)	77.6% (FAST)	76.8% (FAST)	71.0%
	3	Percent of students proficient on MCA reading test	68%	73.5%	67.5%	68%	63.3%	58.7%
		Percent of students showing low risk reading	85%	67%	80% (FAST)	79% (FAST)	80% (FAST)	77%
All racial and economic achievement gaps are closed	K-12	Percent of students proficient on ACCESS test	23%	27.2%	28.1%	10.5%*	11% levels 5 and 6 41% levels 4, 5 and 6	19.9%

Percent of students proficient on MCA test *(All racial and economic achievement gaps are closed)*
State proficiency percentage declined almost 50% between 2016 and 2017

	Year 1 Reading	Year 1 Math	Year 2 Reading	Year 2 Math	Year 3 Reading	Year 3 Math	Year 4 Reading	Year 4 Math	Year 5 Reading	Year 5 Math	Year 6 Reading	Year 6 Math
AI	54.3	60.6	61.5	53.8	58.3	58.3	–	40	70.0	–	–	–
Asian	65.7	66.0	67.4	69.6	65.9	72.8	62.7	69.2	67.4	65.6	58.8	61.2
Hisp	48.7	43.8	40.9	42.4	44.0	39.4	45.6	40.3	44.9	40.2	44.0	38.8
Bl	48.3	51.4	53.6	49.7	57.8	53.5	56.8	50.6	56.5	50.3	57.5	45.1
Wh	71.8	73.6	74.3	71.9	73.2	72.6	73.2	71.7	71.8	69.1	69.1	64.7
FR/R	38.8	41.5	40.1	41.7	40.4	40.8	40.9	39.7	48.4	43.2	–	–

Category	Student Population	Student Performance Measures Policy R.1.0	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
	8-10	ACT ASPIRE average composite				9/10 429	8/9/10 428.4	8/9/10 428.3

Percent of students proficient on Performance Series tests — Student Population 2-8 (2015 FAST % low risk)

	Year 1 Math	Year 1 Read	Year 2 Math	Year 2 Read	Year 3 Math	Year 3 Read	Year 4	Year 5	Year 6
	88	83	77.7	65	71.5	78	Discontinued		

Percent of students proficient on MCA test — Student Population 3-8, 11

	Year 1 Math	Year 1 Read	Year 1 Science	Year 2 Math	Year 2 Read	Year 2 Science	Year 3 Math	Year 3 Read	Year 3 Science	Year 4 Math	Year 4 Read	Year 4 Science	Year 5 Math	Year 5 Read	Year 5 Science	Year 6 Math	Year 6 Read	Year 6 Science
	72	70	61	70	72	65	70.4	70.8	64.3	70.3	68.9	63.8	66.6	69.3	59.4	64.3	68.4	63.2

Category	Student Population	Student Performance Measures Policy R.1.0	Year 1 2013-2014	Year 2 2014-2015	Year 3 2015-2016	Year 4 2016-2017	Year 5 2017-2018	Year 6 2018-2019
All students are ready for career and college	8 / 9	Predictive scores (EXPLORE, PLAN or ACT ASPIRE)	16.9 (EXPLORE)	16.9 (EXPLORE)	23.1 Predicted ACT Composite based on ACT ASPIRE	21.0 Predicted ACT Composite based on ACT ASPIRE	22.0 Predicted ACT Composite based on ACT ASPIRE	21.4 Predicted ACT Composite based on ACT ASPIRE
	10		18.5 (PLAN)	19.6 (PLAN)				
	11-12	Average ACT composite score of cohort	24.5	24.7	22.7	23.3	23	23
		Number of students taking ACT	539	560	620	647	674	681
	7-12	Number of students enrolled in AVID	93	105	155	188	183	192
	7-12	Percent of students earning a "3" or higher on Advanced Placement exams	78%	75.9%	72.7%	75%	73%	68%
		Number of Advanced Placement exams taken	1,467 exams	1,434 exams	1,616 exams	1,587 exams	1,646 exams	1,594 exams
All students graduate from high school	12	4 year graduation rate	92%	93.3%	93.0%	90%	92.5%	95%
	Post-12	6 year Special Education graduation rate	88.1%	83.3%	87.9%	89.7%	91.7%	74.5%

STUDENT PERFORMANCE MEASURES PROGRESS REPORT

Student Engagement Survey Results 2019	Year 1 2018-2019	
Percent of students who agree or strongly agree	Grades 3-6	Grades 9-12
My teachers ask me to explain what I am thinking.	39.26	31.71
My teacher likes when I/encourages me to ask questions.	73.69	39.1
My classmates and I ask each other questions about our learning.	36.36	60.79
I get to pick/have choices in the activities we do in class.	13.3	22.45
I can choose different ways to show what I've learned.	42.26	30
I get to pick/have choice in how I learn in class.	25.13	24.37
I get to help pick/am involved in setting goals for my learning in my classes.	62.36	38.22
I track my progress toward the learning targets in my classes.	-	31.64
I know what I am good at and what I need to work on in schools.	89.37	-
My teachers value my strengths in the classroom.	-	47.05
My teacher knows what I am good at.	82.54	-
I have opportunities to share my interests in the classroom with others.	-	39.96
I get to share about myself in class.	41.57	-
I understand how my teachers expect me to participate in class.	-	78.54
I understand how I should participate in class.	85.25	-
My teachers use activities in class that help us understand what we are learning.	68.25	63.04
My teachers do most of the talking during class.	76.72	62.9
Students do most of the talking during class.	-	11.78
My teacher gives me opportunities to discuss my learning with other students	43.69	46
I get to share what I am thinking	40.74	-
I have opportunities to explain or demonstrate what I am thinking during my classes.	-	38.88
I have at least one adult who cares about me at school.	65.65	75.34
There is at least one adult in my school who knows what I am interested in.	67.99	68.36
I feel safe at school.	81.67	70.27
I have helped someone at school in the last month.	75.92	74.05
I know how to ask for what I need at school.	77.53	68.52

	MN Student Survey 2018-2019	5th		8th		9th		11th	
	Percent of students who report they...	Male	Female	Male	Female	Male	Female	Male	Female
Learning	care about doing well in school.*	90	93	87	93	84	92	81	91
	go to class unprepared.	12	7	10	6	10	3	13	9
	pay attention.	91	93	89	90	88	91	85	90
	learn more about something that interests them.	94	97	98	98	99	98	99	100
	think things learned in school are useful.*	88	90	78	79	68	73	63	64
	believe being a student is an important part of who they are.*	69	69	63	61	61	64	48	49
	believe school rules are fair.	81	85	73	73	80	75	72	69
Environment	feel safe going to and from school.	94	96	98	96	98	96	97	96
	feel safe at school.	93	97	97	91	94	88	95	89
	were bullied at least once based on race or ethnicity.	6	6	9	9	10	10	9	8
	were bullied at least once based on religion.	4	7	5	6	5	5	3	5
	were bullied at least once based on gender.	4	10	2	9	3	5	4	8
	were bullied at least once based on gender expression.	-	-	-	-	10	14	8	12
	were bullied at least once for being gay, lesbian, bi-sexual, or because someone thought they were.*	-	-	-	-	6	5	4	5
	were bullied at least once based on a physical or mental disability.*	7	5	4	7	5	6	5	6
	were bullied at least once based on size or weight.	20	12	19	19	15	18	18	14
	were bullied at least once based on physical appearance.	18	14	25	29	15	25	16	18
	NEW! were cyberbullied at least once.	16	20	7	14	7	13	6	16
	feel in control of their life and future.*	59	63	85	71	80	69	72	56
	feel good about themselves.	83	74	80	56	79	55	72	44
Supports	believe adults treat students fairly.	87	91	77	80	84	81	82	75
	believe adults listen to students.	87	92	73	74	81	72	75	72
	believe teachers care about students.	94	98	86	86	89	85	87	84
	believe teachers are interested in them as a person.	81	87	71	71	71	64	68	62
	believe teachers/adults care about them.	75	81	52	48	58	41	45	41
Behaviors	have stayed home at least once in the past 30 days due to illness.*	47	47	49	59	53	59	55	67
	have been sent out of class once or twice for discipline in the past 30 days.*	11	5	15	8	8	4	5	1
	have been suspended at least once in the past 30 days.	0	0	1	3	2	0	2	1
	NEW! missed a partial day of school at least once in the previous 30 days.	50	51	50	58	48	65	61	70
	NEW! missed a full day of school at least once in the previous 30 days.	57	52	52	61	51	57	57	60
	NEW! missed a partial or full day of school in the past 30 days due to vacation	19	15	23	17	16	18	8	16
	NEW! missed a partial or full day of school in the past 30 days due to a health-related appointment.	26	31	42	50	39	49	36	47
	NEW! missed a partial or full day of school in the past 30 days due to feeling very sad, hopeless, anxious, stressed, or angry.	3	7	3	16	4	14	8	29
	NEW! missed a partial or full day of school in the past 30 days due to a missed ride or no way to get to school	11	10	6	10	11	14	10	10
	NEW! missed a partial or full day of school in the past 30 days due to a not getting enough sleep	6	8	9	13	7	20	24	37
	NEW! missed a partial or full day of school in the past 30 days due to being behind in schoolwork or not being prepared for a test or class assignment	1	3	1	5	4	9	11	28
	NEW! missed a partial or full day of school in the past 30 days due to being bored with or not interested in school.	1	1	5	7	4	7	13	21

* Slight wording change from previous results document