



Roseville Area Schools

*Quality Teaching & Learning for All...Equity in All We Do*



# World's Best Workforce

2019-2020 School Year Report  
& 2020-2021 School Year Plan

# Implementing a Strategic Plan During a Global Pandemic

Roseville Area Schools' Strategic Plan and the Minnesota's World's Best Workforce statute focus the district's continuous improvement efforts on instruction and achievement for all students. Creating an environment that supports all students to achieve their full potential has never been more difficult than during the COVID-19 global pandemic.

The 2019-2020 school year was profoundly impacted when the governor ordered schools closed in early spring in order to slow the spread of COVID-19, the disease caused by the novel coronavirus. Schools across the state had a matter of days to scale up the most significant change to our schools in generations, shifting classrooms onto internet platforms so students could safely learn from home.

This process exposed significant inequities in communities, ranging from access to technology devices and high-speed internet services, to loss of employment and limited childcare opportunities.

Now, months after the pandemic reached our community, positive cases are increasing at alarming rates. Yet, our schools are now better equipped to handle the challenges, having had more time to understand how our commitment to equity manifests in this new learning environment. Our staff, working alongside community members and families, understands that our students' needs must continue to be met, and is working tirelessly to accomplish just that.

Whether we are in a distance or blended learning model, Roseville Area Schools strives to develop potential in each student. We expect every student to succeed academically, socially and emotionally and will focus on each student's potential for excellence. In order to achieve our commitment to prepare

all students, we intentionally focus on student populations experiencing the biggest disparities in opportunity. We do this to prevent inequitable outcomes and racial predictability.

In an effort to inspire all students to attain the highest levels of achievement, we continue to implement evidence-based educational practices and collaborate with families and communities to fully engage students in learning. Successfully addressing the following focus areas will help us achieve our mission of *Quality Teaching and Learning for All . . . Equity in All We Do*.

- ✓ Improve learning for students of color, American Indian students, English learners (EL), students receiving special education services, and prekindergarten learners.
- ✓ Improve communication and genuine engagement with families and communities, especially with our underrepresented communities.
- ✓ Strengthen support for the social and emotional development of students.
- ✓ Expand support for career and college readiness.
- ✓ Secure and manage resources to provide a quality education and improve facilities.

It is important for the community to know that the staff of Roseville Area Schools has risen to the challenges presented by the global pandemic, and is laser-focused on the well-being of our students. This school year will require nimbleness and flexibility unlike ever before. Working together with our families and community members, we believe that we can prepare our students for a bright future. We are not looking to return to normal; we are working together to return to *better* .

# Closing Achievement Gaps

Roseville Area Schools is committed to closing achievement gaps by providing an equitable education to all students. During the 2019-2020 school year, we focused on culturally responsive and competent teaching with a lens on including absent narratives into our curriculum. This work was designed around the four areas on the Educational Equity Curriculum and Instruction Compass including: Equity Pedagogy, Culturally Relevant Content, Collective Knowledge Creation, and Social Justice Orientation. We continue to use an equity lens in all we do.

## 2019-2020 Strategies

- Implement and monitor best practices focused on instruction and professional learning communities while monitoring student progress.
- Continue to build capacity and develop a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstructing standards.
- Provide equity training for all staff.
- Provide equity professional development for site administrators during principal meetings.
- Focus equity work to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates.
- Determine and discuss the Elementary Program Review process, equitable scheduling and resource options for elementary buildings for instructional areas such as music, art, physical education, special education, English learners and intervention in order to minimize the disruption to content learning instruction.
- Analyze and reduce disproportionality of students of color and American Indian students identified to receive special education services.
- Analyze and address disproportionality in discipline practices.
- Implement districtwide discipline guidance document to building leaders to ensure consistency in practices.
- Support all students through cultural liaison outreach and culturally specific academic support.
- Monitor the impact of the dual-language immersion program at the middle-school level and ensure bilingual developmental pathway into high school in academic content areas.
- Partner with English Learner in the Mainstream (ELM) coaches and create a systemic model to ensure that the model continues to provide ongoing language, professional development and coaching support to mainstream teachers in each building.
- Identify pre-K bilingual students who qualify for English learner services and provide coaching support to pre-K teachers and transition support for entrance into English learner services in kindergarten.
- Develop high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.



## Measuring Progress

Assessments in reading and math were canceled in 2020 due to the COVID-19 pandemic.

## Looking Forward

### 2020-2021 Strategies

- Use the four Dr. Khalifa questions to implement and monitor best practices focused on instruction and professional learning communities while monitoring student progress.
- Continue to build capacity and develop a common understanding of core elementary math benchmarks by grade level, along with professional

### MCA III Proficiency / **READING**

	2018	2019	2020
Hispanic/Latino	35.8%	34.8%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic
American Indian/Alaska Native	50%	*	
Asian	47.2%	48.1%	
Black/African American	34.8%	36.6%	
White	77.5%	75.4%	
Two or more races	52.1%	54.3%	
English learner	13.9%	14.2%	
Students receiving special education services	34.2%	30.6%	
Students who qualify for F/RP meals	37.0%	36.6%	

### MCA III Proficiency / **MATH**

	2018	2019	2020
Hispanic/Latino	25.4%	26.1%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic
American Indian/Alaska Native	50.0%	*	
Asian	42.9%	42.1%	
Black/African American	26.9%	28.1%	
White	70.7%	69.0%	
Two or more races	40.2%	45.5%	
English learner	16.7%	16.0%	
Students receiving special education services	27.4%	27.1%	
Students who qualify for F/RP meals	28.1%	28.3%	

### Achievement Gaps / **READING**

	2018	2019	2020
Hispanic/Latino	42%	41%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic
American Indian/Alaska Native	28%	*	
Asian	30%	27%	
Black/African American	43%	39%	
Two or more races	25%	21%	
English learner	51%	50%	
Students receiving special education services	26%	30%	
Students who qualify for F/RP meals	38%	38%	

### Achievement Gaps / **MATH**

	2018	2019	2020
Hispanic/Latino	44%	43%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic
American Indian/Alaska Native	21%	*	
Asian	28%	27%	
Black/African American	44%	41%	
Two or more races	30%	23%	
English learner	39%	39%	
Students receiving special education services	26%	26%	
Students who qualify for F/RP meals	41%	40%	

development around using data to inform instruction and deconstructing standards.

- Working with the Regional Center of Excellence to monitor all math data using common formative assessments and within professional learning communities and the data disaggregation tool centered on standard based instruction and monitoring.
- Continue to provide equity training for all staff in collaboration with Minnesota Humanities Center. This year our focus is around absent narratives, inclusive of Indigenous cultures.
- Continuous and ongoing work to provide equity professional development for site administrators during principal meetings.
- In response to Community Conversations, we will focus equity work and anti-racist action looking at systemic isms to support absent/inclusive narratives and commitment to disruption of systemic inequities.
- Increase student engagement by providing professional development focusing on creating positive school climates and using distance learning platforms centered around engagement and Social and Emotional Learning (SEL).
- Analyze and reduce disproportionality of students of color and American Indian students identified to receive special education services.
- Use MTSS to guide our instruction and research based best practices.
- Implement districtwide discipline guidance document to building leaders to ensure consistency in practices.
- Support learning through cultural liaison outreach and culturally specific academic support. This work is ongoing and extends to a multitude of specific needs which arise during distance learning and the COVID-19 pandemic.
- Monitor the impact of the dual-language immersion program at the middle-school level and ensure a bilingual developmental pathway into high school in academic content areas.

\* Count too small to report

- Identify pre-K bilingual students who qualify for English learner services and provide support to pre-K teachers and transition support for entrance into English learner services in kindergarten.
- Develop high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.

## Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ADSI	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
ATPPS	Alternative Teacher Professional Pay System
AVID	Advancement Via Individual Determination
CRCT	Culturally Responsive and Competent Teaching
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
ECSE	Early Childhood Special Education
EL	English Learners
ELM	English Learners in the Mainstream
FAHS	Fairview Alternative High School
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
FRP or F/RP	Free or reduced-price meals
MCA	Minnesota Comprehensive Assessments
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
MTSS	Multi-tiered Systems of Support
NEME	Northeast Metro Manufacturing Education
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PRESS	Path to Reading in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SEL	Social and emotional learning
SPED	Special education
STEM	Science, technology, engineering and math
WBWF	World's Best Workforce
WICOR	Writing, inquiry, collaboration, organization and reading
WIN	What I Need

# Kindergarten Readiness

Since 2006, Roseville Area Schools has offered prekindergarten programs that follow state standards for early learning. The pre-K program focuses on early literacy development, which leads to reading well by third grade. Following state standards for early learning, our early childhood teachers use an innovative, theme-based curriculum that includes individualized activities to help all children reach developmental and academic goals. Research has shown education begins long before a child reaches kindergarten. Our investment in pre-K learning creates an environment of success for each of our early learners, closes achievement gaps and prepares children for continued success.

## Looking Back

### 2019-2020 Strategies

- Implement programs to support partnerships with community early childhood, childcare and pre-K programs to support early learners.
- Improve early childhood to kindergarten transition.
- Increase family engagement and participation in ECFE and pre-K classes.
- Participation in the Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.
- Social/Emotional Support Team will continue to provide support in early childhood programs to encourage growth in young children's social/emotional development.
- Continue to improve alignment of pre-K and kindergarten programming including benchmarks, assessments and curriculum through pre-K and kindergarten teachers joint staff development and professional learning community (PLC) training.
- Establish early childhood collaborative teams that focus on the district PLC vision.

## Measuring Progress

The first year of the Pyramid Model grant project provided the framework for supporting student's social and emotional development by creating the systems for data collections, internal coaching and sustainability of the project. Eight pre-K and ECSE teachers, along with three early childhood administrators attended over 250 hours of training on TPOT (Teaching Pyramid Observation Tool), BIRS (Behavior Incident Report System),

Practice Based Coaching and intervention strategies. Resources that support social/emotional development and intervention plans to provide Tier 1, 2 and 3 learning in pre-K classrooms were developed. The Pyramid Model project is guided by the Implementation Team of administrators, teachers and support staff from MN Centers for Excellence.

The pre-K program analyzed assessments with benchmarks determined by the pre-K through grade three alignment team, to measure students' progress. This includes vocabulary development, alphabetic and number knowledge. The assessments are used to provide interventions and monitor student progress in pre-K programs.

Twenty-six pre-K class options were offered in 2019-2020 serving approximately 400 students. The program continues to support families by offering a variety of options. During distance learning, parental involvement and engagement increased through the use of online formats.

PLC collaborative teams met weekly to answer: what do we want students to learn and how will we know if they learned it? Progress monitoring and interventions were planned by the teams to support student learning.

## Looking Forward

### 2020-2021 Strategies

- Increase family engagement in ECFE and pre-K programs using a variety of strategies and formats.
- Improve early childhood to kindergarten transition.
- Participation in the second year of Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.
- Continue to support early childhood collaborative teams that focus on the district Professional Learning Community vision. Teams will analyze assessment data to inform instruction and plan interventions aligned to the learning standards.
- Support English learners in pre-K by conducting assessments and creating specific strategies for young learners developed by a team of pre-K and EL teachers.
- Implement programs to support partnerships with community early childhood, childcare and pre-K programs to support early learners.

### 2019 END OF YEAR DATA

*(Data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.)*

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (IGDI)	26	66%
Letter Name Fluency (FAST)	14	74%
Number Naming Fluency (AIMSweb)	10	87%

*IGDI: Individual Growth and Development Indicators  
FAST: Formative Assessment System for Teachers*

# Reading by 3rd Grade

Roseville Area Schools recognizes that by third grade, students are not just learning to read, but are reading to learn in other areas. Students who aren't reading well by this grade often fall behind and struggle to catch up. As part of its aim to increase achievement and narrow the achievement gap, the district has implemented strategies on several fronts to help struggling readers while continuing to stretch the abilities of those who are becoming skilled readers.

## Looking Back

### 2019-2020 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we implemented strategies on several fronts to support struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. In 2019-2020 we:

- Continued the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
  - Identify students below grade level reading and provide specific reading interventions based on the PRESS model at every elementary school.
  - Monitor progress of students on a weekly basis.
  - Expand our Tier II Literacy Interventions using researched based intervention strategies.
  - Provide professional development for intervention and ADSIS staff relating to research based interventions.
  - Provide instruction for small groups and individuals using research based intervention strategies.
- Continued to offer Reading Corps at qualified sites.
- Provided a district roadmap that provides families with resources and guidance as their children progress pre-K through grade 12.
- Continued to improve the alignment of pre-K with grades K-3 in the areas of curriculum, instruction, and assessment.
- Expanded the Lucy Calkins Units of Study writing program throughout our district through after school professional development.
- Focused on writing and began a curriculum review of our current writing curriculum. We started to evaluate our current writing program and began to think about how to design a new writing program.
- Implemented "What I Need" (WIN) time as a result of reviewing our elementary school schedules in all curricular areas to improve our achievement and close opportunity gaps.

- Established collaborative teams at school sites that focused on the district professional learning community vision; specifically instruction aligned to standards and using common formative assessments.

## Measuring Progress

Typically the Roseville Area Schools analyzes how well our third-grade students did on the Minnesota Comprehensive Assessments (MCAs) to monitor progress. However, MCA Reading data for 2020 is not available as this test was canceled due to the COVID-19 pandemic.

The data you see below are students' proficiency rates (or the percent of students who meet or exceed state standards) for the previous three years. The following third grade proficiency rates are based on all accountability tests (MCA and MTAS).

### GRADE 3 / MCA Reading

2020 results are unavailable as MCAs were canceled due to the COVID-19 pandemic.

2016	2017	2018	2019
52.3%	51.0%	51.7%	47.4%

## Looking Forward

### 2020-2021 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we will implement strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. We will also need to accelerate learning due to possible learning lost due to the COVID-19 pandemic. In 2020-2021, we will:

- Provide professional development in the form of Professional Development Pathways for educators that focuses on distance learning and blended learning. For teachers and educators we will provide professional learning and resources to support them as they overhaul their curriculum, pedagogy, and lesson plans for online and blended learning models and adopt new tools and learn new technologies to move their classrooms online.

- Continue the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:
  - Create expectations for what PRESS expectations are tight and loose. This is to prevent a PRESS implementation dip.
  - Expand monitoring progress of students on a weekly basis that includes the grade level outcome measurement and the skill measurement.
  - Expand our Tier II Literacy Interventions using researched based intervention strategies.
  - Provide professional development for intervention and ADSIS staff and principals relating to research based interventions
  - Provide professional learning for teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.
- Continue to offer Reading Corps at qualified sites
- To support the Lucy Calkins Units of Study writing program with blended or virtual teaching, some teachers will be using the units of study virtual resources to adapt the units to virtual teaching environments.
- Continue our program review on writing and expand the review to include K-6 English Language Arts. We will evaluate our current program and begin to design a new K-6 English Language program. This will also include reviewing the recently released 2020 English Language Arts Standards.
- When in-person (blended) learning occurs we will reimplement WIN time to improve our achievement and close opportunity gaps
- Continue collaborative teams at school sites that focus on the district Professional Learning Community vision; specifically instruction aligned to standards and using common formative assessments, and analyzing student data using a data analysis protocol that includes a focus on race based equity.

# Graduation

In today's highly competitive high-tech world, a high school diploma is critical. While our high school graduation rate is higher than the state average, we have room for improvement.

## Looking Back

### 2019-2020 Strategies

- Fully aligned grades 7-12 alternative programs and credit recovery.
  - Grow school year opportunities for credit recovery.
    - Both traditional and online programs
    - Identification of partial credit opportunities
- Continued to strengthen the partnership between RAHS and FAHS.
  - Ensure smooth and high quality student transitions.
- Strengthened RAHS student assistance team structure.
- Sustained existing support structures.
  - College Possible
  - AVID
  - Unity Centers
- Strengthened student handbook restorative intervention practices.
- Expanded and strengthen Career & College Readiness Pathways.
  - Hired a full time Career Navigator
    - Funded by the Roseville Area Schools Foundation, The St. Paul Foundation, and The Bigelow Foundation
- Made the decision to forgive elective credits due to the pandemic.

## Measuring Progress

Roseville Area Schools' four-year graduation rate decreased from 87.9% in 2018 to 85.7% in 2019. Roseville students continue to graduate at a higher rate than the state average of 83.7%. Roseville Black and Hispanic students, along with students who identify as two or more races, outperformed state averages by 8.3 percentage points. Finally, English learners, students with an IEP, and students qualifying for educational benefits all outperformed the state averages.

Looking over time shows notable progress in reducing predictable disparities in graduation rates by race within Roseville Area Schools. Between 2015-2018, the graduation gap between white and black students shrank by 68%. The graduation gap between English learners and non-English learners shrank by 38% during that same time.

Fairview Alternative High School (FAHS) has experienced a significant positive graduation rate trend, moving from 23.2% in 2015 to 50.0% in 2019.

## Looking Forward

### 2020-2021 Strategies

- Increase alignment of grades 7-12 alternative programs and credit recovery.

- Grow school year opportunities for credit recovery
  - Both traditional and online programs
  - Identification of partial credit opportunities
  - Align standards for all summer school courses
- Continue to strengthen the partnership between RAHS and FAHS.
  - Ensure smooth and high quality student transitions
  - Pilot math PLC / Collaborative Team
  - Add student tours, frequency of intake meetings, and admin presence
- Sustain existing support structures.
  - College Possible
  - AVID
  - Unity Centers
  - 7-12 college fairs
- Continue to strengthen student handbook restorative intervention practices.
- Continue to expand and strengthen Career & College Readiness Pathways.
  - Career Navigator build on school and community resources
    - Funded by the Roseville Area Schools Foundation, The St. Paul Foundation, and The Bigelow Foundation
- Changed FAHS elective graduation credits from 22 to 20.
  - Due to extenuating student circumstances
  - Remain 7 credits about state minimum.

### GRADUATION RATES / Class of 2019

	MN	ISD623
All Students	83.7%	85.7%
American Indian/Alaskan Native	50.8%	*
Asian	87.6%	85.6%
Pacific Islander	60.8%	*
Hispanic	69.9%	75.3%
Black	69.9%	78.4%
White	88.7%	90.7%
Two or More Races	72.3%	83.3%
EL	67.2%	71.3%
SIEP	63.0%	65.2%
FRP	71.0%	76.3%

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### GRADUATION PERCENTAGE TREND / ISD623

	2015	2016	2017	2018	2019
ISD 623	83.4%	85.1%	87.0%	87.9%	85.7%
MN	82.1%	82.5%	82.7%	83.2%	83.7%

### GRADUATION PERCENTAGE TREND / RAHS

	2015	2016	2017	2018	2019
RAHS	90.5%	92.0%	91.9%	92.6%	88.9%
MN	82.1%	82.5%	82.7%	83.2%	83.7%

### GRADUATION RATE / FAHS

	2015	2016	2017	2018	2019
FAHS	23.2%	25.0%	44.7%	37.0%	50.0%



# Career and College Readiness

Ensuring students are achieving at high levels is the best preparation for life after high school in an era when the rapid rate of change makes it nearly impossible to predict what the future will be like. At Roseville Area Schools, we have a variety of approaches in place so all students will prepare for their futures after high school.

## Looking Back

### 2019-2020 Strategies

- Maintained existing career and college readiness pathway courses at Fairview Alternative High School and Roseville Area High School including concurrent enrollment, articulated credits, and Advanced Placement courses.
  - Implemented the 2019 MDE Grow Your Own Grant
    - Offered five additional education pathway courses*
- Partnered with the North Suburban Post Secondary Success Consortium.
  - Built career pathways and district partnerships
- Implemented Northeast Metro Manufacturing Education (NEME) grant.
  - Grant provided manufacturing internship opportunities for students.
- Continued to develop partnerships between business leaders, community partners and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing and internships at local businesses.
- Student and Family Outreach.
  - Improved promotion of RAHS/RAMS Registration Guides and Career Pathway information
- Hired a Career and College Readiness Navigator position.
  - Roseville Area Schools Foundation, St. Paul Foundation & Bigelow Foundation

### Measuring Progress

Due to the current pandemic, the ACT wasn't given this past spring to students at RAHS and FAHS. Also, there was a decrease in students accessing / taking Advanced Placement exams as students were in full distance learning.

## Looking Forward

### 2020-2021 Strategies

- Partner with area colleges to create college credit or industry-recognized credential opportunities for students in our Pathways program.
- Send out a monthly CTE newsletter to staff, administration, business and industry partners, and community stakeholders in order to feature/ highlight the work being done at RAHS.
- Establish a career fair at RAHS that is focused on high school students.
- Career Navigator is working with teachers and students to highlight careers.
  - Class presentations on careers to EL Career Seminar, AVID classes, and CTE classes
  - Meeting 1:1 with all graduating EL seniors to explore careers and firm up a career plan for them post-high school
- Establish a partnership with Flexo Tech, who has donated \$10,000 to work

with our Printing and Communications Technology pathway.

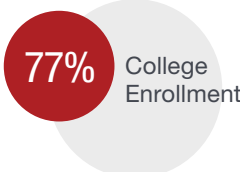
- Create student certificate programs in Nursing Assistants, CPR First Aid, fork lift operator and Mental Health First Aid.
- Renew the partnership with North Suburban Post Secondary Success Consortium.
  - Continue to build career pathways and district partnerships
- Continue to develop partnerships between business leaders, community partners and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing and internships at local businesses.
- Student and Family Outreach.
  - Improve communication and promotion of RAHS/RAMS Registration Guides and Career Pathway information
- Career and College Readiness Navigator will expand student opportunities.
  - Re-apply for grants:
    - Funded by Roseville Area Schools Foundation, St. Paul Foundation & Bigelow Foundation*
- Distance Learning Career & College Readiness:
  - Utilize Zoom and Schoology career & college readiness opportunities for students.
- An example would be holding Zoom open for students to bring their college and career questions during the free application week in October. Each day the room was open to students to join from 1:30-3:30 p.m. this week.
  - Provide a room for students to discuss topics on a weekly basis for college and career opportunities twice a week throughout the year
  - Use E-mentoring for purposes of registration for students, which we will utilize for delivering guidance curriculum schoolwide
- Advertise virtual college and career fairs that are being offered or sponsored by colleges through the National Association for College Admission Counseling and the Minneapolis college fair.

## AP SUMMARY / Roseville Area High School

	2016	2017	2018	2019	2020
Total AP students	636	575	583	587	521
Number of exams	893	813	904	858	770
Number of AP students with a 3+ score	431	393	403	382	435
Graduating seniors with a 3+ score	36.9%	35.6%	36.2%	31.0%	29.7%

## COLLEGE READINESS / All Four Benchmarks Met

	2015	2016	2017	2018
ISD623	27%	30%	29%	24%
MN	29%	31%	30%	30%



ACT data for 2020 is not available as this test was postponed due to the COVID-19 pandemic.

# Instruction and Curriculum Review Process

Roseville Area Schools uses its Curriculum and Program Review System to review curricular/program areas and to provide continuous improvement for teaching and learning in the district. As part of the review process, we gather input from a variety of stakeholders including the staff, administration, school board and community. The process is flexible, enabling the district to respond to the many rapidly changing areas in education such as alignment with standards, technology and new ideas as they relate to 21st-century learning.

**The review system is divided into two cycles:**

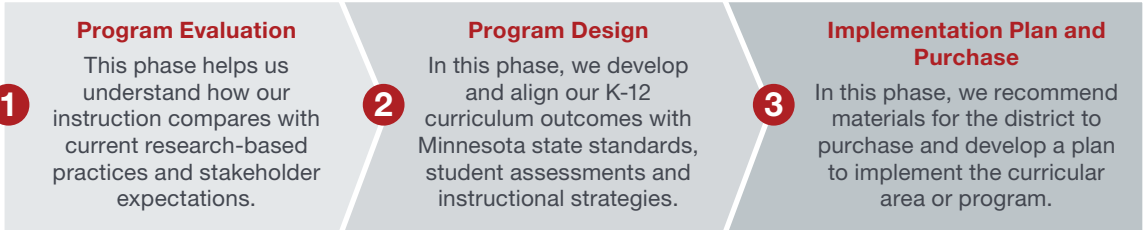
- 1 A formal program review cycle**
- 2 An implementation and continuous improvement cycle**

## Program Review

The program review cycle is made up of curricular areas and programs needing a formal review for one or more of the following reasons:

- They are not meeting their intended outcomes.
- Minnesota standards have been revised.
- Minnesota assessments have changed.
- It's been nine years since their last program review.
- The curricular or program materials are outdated.
- They haven't met performance goals according to Roseville Area Schools' metric reports.

The program review cycle has three phases:



## Implementation and Continuous Improvement

The implementation and continuous improvement cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

This cycle has four phases:



# District Curriculum Advisory Committee

Through the District Curriculum Advisory Committee (DCAC), Roseville Area Schools ensures active community involvement in all phases of planning and improving curriculum and instruction. The committee acts as a forum for dialogue and recommends to the school board rigorous academic standards, student achievement goals and measures, assessments and curriculum evaluations.

Advisory committee membership reflects the community and the diversity of the district to the extent possible. Members include representatives of our teachers, families, support staff, students, community residents, administrators and the school board.

The DCAC is consulted after each phase of the Program Review cycle. The advisory council or the school board may also request a Curricular/Program Review Team to provide a work update throughout the process.

At the end of Phase 3 (implementation plan and purchase), an in-depth report is made to DCAC and to the school board for approval. Detailing the work accomplished in the program review cycle, the report describes the program design, curricular/program purchases, implementation plan and expected curricular/program outcomes.

We assign curricular areas and programs to a cycle and phase each year based on their outcomes. Also, an annual report is presented to the district's principals, DCAC, and school board. This report details the curriculum and program work accomplished in the past year, current efforts and anticipated outcomes.

Because of the COVID-19 Pandemic in the spring of 2020, most of our curriculum teams were disrupted and held in their current phase. We will continue to monitor our capacity for moving teams forward during the 2020-2021 school year.

## 2019-2020 DCAC MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Educational Development Center	Teaching & Learning Admin
Jenny Kasa	Educational Development Center	Support Staff
Brad Zenner	Roseville Area High School	Parent
Sara Schwebs	Roseville Area High/Roseville Area Middle School	Parent
Drew/Leann Bain	Roseville Area High School	Parent
Heather Holbrook	Roseville Area High School	Parent
Steve Pawelski	Roseville Area High School	Teacher
Sarah Montgomery	Central Park	Parent
Jessica Clark	Edgerton	Parent
Mark Carignan	Brimhall	Parent
April Ankrum	Roseville Area Middle School/ Brimhall	Parent
Becky Berkas	Central Park	Elementary Principal
Nicole Daeger	Emmet D. Williams	Parent
Naida Grussing-Neitzel	Roseville Area High School	Secondary Principal
Maureen Kieger	Fairview Alternative High School	Teacher
Clare Verbeten	Community Member	Former student/ community member
Kaemia Chia	Roseville Area High School	Student
Michelle Wosenleyeh	Roseville Area High School	Student
Shengyang Vang	Roseville Area High School	Student
Clare Rodrigues-Henderson	Harambee	Parent
Amy Toth	Parkview Center School	Parent
Leah Lehner	Little Canada- DLI	Parent
Jenny Holman	Little Canada- ELI	Parent
Kudjo Bosu	Brimhall	Teacher

# Staff Development Goals and Findings

## Goals

### DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT

1. Improve instruction for students of color, American Indian students, English learners, students receiving special education services and pre-K learners.
  - a. Continue implementation of new elementary math curriculum and instructional practices.
  - b. Understand, implement and reflect on culturally responsive and competent teaching practices (CRCT).
  - c. Create, refine and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color and American Indian students.
  - d. Provide students with effective feedback that improves achievement.
2. Improve communication and genuine engagement with families and communities, especially with underrepresented communities.
3. Strengthen support for the social and emotional development of students.
  - a. Support students through trauma-informed instruction and social-emotional learning.
  - b. Continue to develop a positive climate in schools by using positive behavior interventions and supports (PBIS), and restorative practices.
4. Expand support for career and college readiness.
5. Use Advancement Via Individual Determination (AVID) strategies to support student learning.
6. Strengthen writing as a means to increase reading achievement.
7. Improve professional learning community (PLC) practices and implementation.

### BRIMHALL

School Culture and Professional Learning Communities

- All teachers will meet in their Collaborative Teams weekly, focusing on the four questions related to math. (Goal 7)
- All staff will implement updated Positive Behavior Interventions and Supports (PBIS) school-wide protocol. (Goal 3)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- All staff will use the Roseville Compass to check for implicit bias and to include absent narratives. Professional Learning Community data analysis will focus on Black and Latino learning of power standards in math. (Goal 1 & 7)

Social Emotional Learning

- All staff will use Positive Behavior Interventions and Supports protocol rooted in Responsive Classroom, Restitution, and Zones of Regulation strategies. (Goal 3)

Building focus based on comprehensive needs assessment

- All teachers will develop skills in Cognitively Guided Instruction. (Goal 1)

### CENTRAL PARK

School Culture and Professional Learning Communities

- Teams develop and consistently monitor standards-based learning goals in mathematics and have a clear plan to achieve them. (Goal 1)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Continued implementation of Units of Study - writing to increase student voice and achievement. (Goal 1, 3 & 6)

Social Emotional Learning

- School-wide training and implementation of Zones of Regulation. Renewing Positive Behavior Interventions and Supports training for staff and students. Use of National Urban Alliance strategies for student learning and engagement. (Goal 1 & 3)

Building focus based on comprehensive needs assessment

- Increase parent and family voice by engaging cultural communities and providing more access to curriculum and learning goals. (Goal 2)

### EDGERTON

School Culture and Professional Learning Communities

- Teams will report full implementation and utilization of the Professional Learning Community process in the area of mathematics. (Goal 1 & 7)
- Specifically focus on targeting common formative assessments use and revision to instruction based on student feedback. (Goal 1)
- Teams developed common formative data systems that aggregated to create a building based status. (Goal 1 & 7)

Standards-based instruction including

- Absent Narratives/Inclusive Curriculum - focus on Window and Mirrors approach (Goal 1)
- Large and small group staff development with implementing Culturally and Linguistically Responsive instruction. (Goal 1)

Social Emotional Learning.

- Implementing Positive Behavior Interventions and Supports through values based approach (Goal 3)
- Study and expose to state Social and Emotional Learning Standards. (Goal 3)

Building focus based on comprehensive needs assessment

- We will continue to target our instruction in math, literacy (writing, core reading instruction) and English Learner programming in the mainstream. (Goal 1 & 6)

### EMMET D WILLIAMS

School Culture and Professional Learning Communities

- Weekly arena-style Professional Learning Communities focusing on: (Goal 7)
  - Math power standards
  - Math Common Formative Assessments

- School Culture: Weekly community building circles

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Continue absent narrative work during social studies instruction and include additional work in this area during literacy instruction (Goal 1)

Social Emotional Learning

- Implement a variety of strategies to build community around Emmet D. Williams while focusing on discipline / disparity data. Strategies include: Mind Up curriculum, monthly school meetings, calming spaces, responsive classroom, Positive Behavior Interventions and Supports, and restorative practices (Goal 3)

Building focus based on comprehensive needs assessment

- Monitor, coach, collaborate, and use of best practice strategies for students in the CID program including structured teaching and collaboration with their families (Goal 1 & 2)

### FALCON HEIGHTS

School Culture and Professional Learning Communities

- Teams will implement the full Professional Learning Community process in Math using Team Folders, Common Formative Assessments, Data Collection tables, data reflection forms, WIN time (Goal 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Continued implementation of the Professional Learning Community process in Math - Power Standards, Common Formative Assessments, Data Review, WIN time (Goal 7)
- Seek ways to include more windows, mirrors, and doors in student experiences (Goal 1)

Social Emotional Learning

- As a building staff we will be focusing on Educator Resilience and Efficacy (Goal 3)

Building focus based on comprehensive needs assessment

- Behavior and School Culture - Teacher leaders will be sharing action research around Calm/Assertive Response and Strategies (The Kid Whisperer-Ervin) and Trauma Informed Practices (Goal 3)

### HARAMBEE

Increase Student Learning

- Students will participate in at least one core integrated arts lesson/unit per quarter (Goal 1)
- Classroom teachers develop and share (with students) the standard and scoring criteria (checklist, rubric, student self-assessment, etc.) (Goal 1)

Increase Family Engagement

- Teachers will upload photos/videos to See Saw and/or Arts Integration google docs folder (Goal 2)
- Provide events that are inclusive of and accessible to all families on a quarterly basis in which the arts are featured or are the focus, and track family attendance. (Goal 2)
- Provide all official school communication to families in the top three home languages. (Goal 2)
- Provide personal invitations to the 5 family events. (Goal 2)

School Culture and Professional Learning Communities

- Identify and unwrap Power Standards in literacy(3-6) and Math(K-2). (Goal 1 & 7)
- Develop Pacing Guides for Quarter 1 in both Literacy and Math. (Goal 1 & 7)
- Collaborative Teams create weekly Common Formative Assessments (alternating between math and literacy) (Goal 1 & 7)
- Establish common scoring practices for the Common Formative Assessment. (Goal 1 & 7)
- Analyze data from Common Formative Assessments using the data protocol to identify student learning and create intervention/ practice/extension groups. (Goal 1 & 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum (Goal 1)

Social Emotional Learning

- Implement the House System (Goal 3)
- Building focus based on comprehensive needs assessment
- Teachers will implement Thinking Maps (Goal 1)

### LITTLE CANADA

School Culture and Professional Learning Communities

- Math focused Power standards, common formative assessments and tiered intervention. (Goal 1 & 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- We will decrease the race based achievement gap for our children who are identified as black while increasing the achievement for all student in mathematics (Goal 1)

Social Emotional Learning

- Focus on implementation and classroom application of strategies around Core Competencies #1- Self Awareness and #2- Self Management. (Goal 3)

Building focus based on comprehensive needs assessment

- Identify productive language goals for languages of instructions (Goal 1)

### PARKVIEW K-8

School Culture and Professional Learning Communities

- 100% implementation of Professional Learning Community process with Culturally Responsive Competent Teacher, Common Formative Assessments, Data Review, Teacher Practice Review, WIN (Goal 1 & 7)

Social Emotional Learning

- All School ENVOY Training (Goal 3)
- Explicit teaching of the 5 Social and Emotional Learning (SEL) outcomes: (Goal 3)
  - 7/8 SEL Professional Learning Community
  - Grade 1 SEL specialist time
  - Grades 1,2, 3, 4 Mind UP

### RAMS

School Culture and Professional Learning Communities

- Collaborative Teams (PLCs) will utilize power standards (created last year) and common formative assessments to engage in the DuFour questions to increase student learning (Goal 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Utilize National Urban Alliance strategies during instructional delivery: align with Advancement Via Individual Determination (AVID) foundation. (Goal 1 & 5)

Social Emotional Learning

- Use Restorative Practices as part of culture building across the entire school. (Goal 3)

Building focus based on comprehensive needs assessment

- Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Strategies with emphasis on: (Goal 5 & 6)
  - Organization and Academic Mindset
  - Focused Note Taking
  - Critical Reading

### RAHS

#### School Culture and Professional Learning Communities

- Building-wide focus on Anti-Racist spaces and classrooms (Goal 1)
- Each trimester, 100% of Collaborative Teams will upload products that shows evidence of common power standards and common assessment (supporting Dufour questions 1 and 2) to the RAHS Curriculum Hub (Goal 7)

Standards-based instruction with including Absent Narratives/Inclusive Curriculum (Goal 1)

#### Social Emotional Learning

- Mini-SAT, BIs, Mentoring (Goal 3)

Building focus based on comprehensive needs assessment

- Culturally Responsive and Competent Teaching and Advancement Via Individual Determination through Professional Learning and Career Pathways (Goal 1, 4 & 5)

### FAHS

#### School Culture and Professional Learning Communities

- Unpacking the Standards (Goal 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Culturally Responsive Teaching Strategies (Goal 1)
- Absent Narratives within our curriculum (Goal 1)

#### Social Emotional Learning

- HOMES Curriculum around Adverse Childhood Experiences and Post-Secondary Plans (Goal 3 & 4)
- Post Secondary Planning (Goal 4)

Building focus based on comprehensive needs assessment

- Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) Strategies (Goal 5)
- Writing to Learn Strategies in all content areas. (Goal 6)

### ECSE

#### School Culture and Professional Learning Communities

- Alignment with Early Childhood Indicators of Progress and social-emotional learning (Goal 1, 3 & 7)
- Collective Commitments (Goal 3 & 7)

Standards-based instruction including Absent Narratives/Inclusive Curriculum

- Create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color, and specifically black, English speaking students. (Goal 1)
- Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with ECIPs (Goal 1)

#### Social Emotional Learning

- Intentional instruction in social-emotional learning aligned with the Pyramid Model. (Goal 3)
- Data informed instruction using Common Formative Assessments and full TSGold/HELP assessments three times per year. (Goal 1 & 7)

Building focus based on comprehensive needs assessment

- Culturally responsive instruction aligned with Early Childhood Indicators of Progress
  - ECSE Lens; collaboration with PreK; build on learning from previous years (Goal 1)
- Implementation, based on the work completed in 19-20, of:
  - Common Formative Assessments (Goal 7)
  - Meaningful Use of TS Gold Data—how, why—inform instruction (Goal 7)
  - Aligned Social-Emotional Rubric (Goal 3)
  - Professional Learning Communities Innovation Configuration (Goal 7)

## Findings

### STAFF DEVELOPMENT SHIFTS DUE TO THE COVID-19 PANDEMIC

Due to the COVID-19 pandemic and sudden shift to Distance Learning, there was a great deal of staff development that took place during the spring of the 2019-2020 school year that was not in our initial staff development plan. Starting mid-March elementary staff had weekly staff development. The focus on the staff development ranged from supporting Distance Learning technology (Ex-Zoom, SeeSaw), supporting EL students, supporting students with IEPs, instructional best practices in Distance Learning (offered in different curricular areas), supporting mental health during COVID, opportunities for grade level collaboration, and more.

Weekly staff development also took place at the secondary level that began in April with many of the same focuses. Some of our staff development embraced the same new instructional tools and strategies that staff were implementing. The staff development was all virtual and included both synchronous and asynchronous learning. We felt strongly that as a district we needed to provide learning for staff so they could in turn ensure learning for students. During the 2020-2021 school year we developed Professional Development Pathways as a continuation of this staff development and are able to offer close to 50 different staff development sessions that staff were able to choose from and participate in this fall.

1. Improve instruction for our students of color, American Indian students, English learners, students receiving special education services and pre-K learners.
  - a. During the 2019-2020 school year we continued our implementation of elementary math intervention (What-I-Need time) and instructional practices. Due to the COVID pandemic and shifting to distance learning, during the 20-21 school year we intend to resume math intervention (What-I-Need time) as students return to some in-person learning. During the 20-21 school year this will

- also intertwine with Professional Learning Communities, as schools use power standards and common formative assessments to reteach and extend learning for students. This is a strategic approach to accelerate student learning.
- b. Staff development also focused on understanding, implementing and reflecting on Culturally Responsive and Competent Teaching practices. Last year schools adopted different approaches to this such as staff development on implicit bias, student voice, ensuring students have mirrors of themselves in the curriculum and by learning about culturally and linguistically responsive teaching with a focus on equity pedagogy. Not just what we teach, but how we teach it.
  - c. Staff development also included creating, refining and implementing culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color. Staff development surveys continue to show high levels of commitment to Culturally Responsive and Competent Teaching practices and the relevance of our focus on absent narratives/inclusive curriculum. Some elementary schools also expanded their absent narrative focus beyond social studies to other curricular areas such as literacy.
  - d. Staff development included providing students with effective feedback in order to improve achievement. Sites report increased use of and need for improved common formative assessments for teacher collaborative teams. Many schools began using a Data Analysis Protocol to strategically analyze student data and create plans for reteaching, student feedback and learning extensions.
1. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities. District staff and sites continue to work towards positive interactions between schools and home. Staff report some of the following actions taking place to foster relationships between families within our communities: quarterly family events, communication in different languages including the top three languages for the school, personal invitations to families, incorporating family voice and ensuring families have access to the curriculum and learning goals. Due to the COVID-19 pandemic, there was also an increase in using SeeSaw with our elementary students as a platform to communicate with families and ensure learning continued during distance learning,
  2. Strengthen support for the social and emotional development of students
    - a. We also continued to support students through trauma-informed instruction and social-emotional learning. Every site had an SEL focus as a part of their staff development during the 2019-2020 school year. The most common thread was the SEL power standards and SEL lessons.
    - b. Many schools also continued to develop a positive climate in schools by using Positive Behavioral Interventions and Supports, Responsive Classroom and restorative practices.
    - c. Many schools incorporated new elements of Social and Emotional learning such as the Zones of Regulation (to support students in regulating emotions) and creating calming spaces. Additionally, there was some learning in partnership with the National Urban Alliance to foster social and emotional learning with a focus on education equity.
  3. Expand support for college and career readiness. Courses that offer college credit and CTE courses continue to expand as opportunities for our students. Raider career pathways were solidified and shared with students and families, providing students with coursework that prepares them for careers after high school graduation.
  4. Use AVID strategies to support student learning. RAHS and RAMS continue to be identified as Schools of Distinction for their use of AVID strategies schoolwide. They continued to host other schools and districts for observation of their AVID programs. Fairview Alternative High School continues to maintain their AVID enrollment status.
  5. Strengthen writing as a means to increase reading achievement.

Several schools continued to use writing workshops or AVID Writing to Learn strategies to improve student achievement in reading and writing. The focus was on instructional best practices, assessment and student feedback. Several staff also participated in after school professional development on teaching writing.
  6. Improve PLC practices and implementation.

During the 2019-2020 school year staff engaged in staff development on Professional Learning Communities (PLCs). All staff learned about the importance of school culture within a professional learning community, reviewed the Roseville PLC Vision, and expectations for what elements within a PLC are “Tight” and what elements are “loose”.

Staff also assessed their Collaborative Team using the PLC Innovation Configuration Map. The staff development for PLCs this year was designed to create choice within structure. Staff development ranged from identifying power standards to creating common formative assessments to creating systems for reteaching and extending learning. Many schools also began using a Data Analysis Protocol to analyze student assessments. This supports staff in planning for reteaching and learning extensions. During the 2020-2021 school year the professional development time allocated to supporting PLCs shifted to supporting Distance and Blended Learning. We will continue to focus on school culture and systematizing reteaching (interventions) and extensions during the 2021-2022 school year and have a Math Leadership Team that is engaging in staff development during the 2020-2021 school year. That group will help us move our PLC implementation forward.

## PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	NAME	ROLE
Brimhall	Lorna Plana Dr. Mary Bussman	Intervention and ATPPS Principal
Central Park	Berri Reiser	Interventionist
Edgerton	Stacey Whitwood	2nd grade Parent
Emmet D	Bee Lee	Art Specialist
Falcon Heights	Sarah Holty	EL
Harambee	Delon Smith	Principal
Little Canada	Myriam Castro- Franco	DLI Grade 3/4
Parkview	Heidi Wheelock	EL
RAMS	Rozzie Obando Tana Bogenhold	Media Specialist/Tech Integration AVID
RAHS	Anne Barnes Tess Ormseth	AVID English Language Arts/CRCT Lead
ABE	Betsy Gedatus- Garcia	EL Coordinator
FAHS	Laura Tucci Jennifer George	Teacher Teacher
ECSE	Kirsten Hawkes	Speech/Language and ATPPS Non-licensed
EM-R	Dan Beck	Union Representative/Parkview
Teaching and Learning	Melissa Sonnek Maureen Foreman Jake Von De Linde	Curriculum Coordinator Curriculum Coordinator Director of Teaching and Learning
District Wide	Rebecca Wade Florence Odegard  Mike Favor Alecia Mobley Tyler Small	SPED TOSA Title 1/Roseville Induction Program Admin Assistant Superintendent Director of Special Ed. Counselor



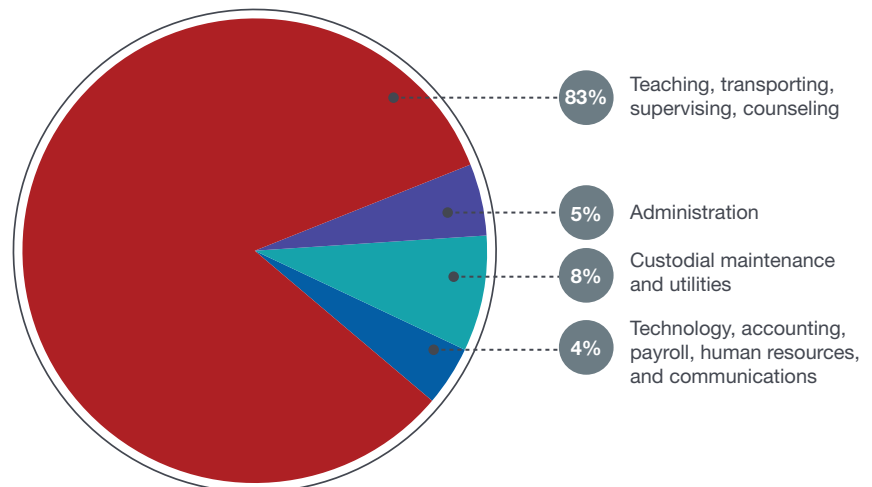
# ATPPS Report and Budget

The Alternative Teacher Professional Pay System (ATPPS)—also known as Quality Compensation (Q-Comp)—is a voluntary program that allows districts and teachers unions to work together and agree on a plan that provides career advancement options for teachers, job-embedded professional development, teacher evaluation, performance pay and an alternate salary schedule. All Roseville Area Schools participate in the program.

## Implementation and Effectiveness

Due to COVID-19, standardized assessments were not administered in the spring of 2020. To this effect, MDE allowed school districts to forgo the 2019-2020 Q-Comp/ATPPS annual report. This school year (2020-2021), we will continue to implement ATPPS with allowable flexibilities while staying within the scope of the plan.

## FUND EXPENDITURES



## Roseville Area Schools

*Quality Teaching & Learning for All...Equity in All We Do*

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