



Roseville Area Schools Strategic Plan

Quality Teaching and Learning for All...Equity in All We Do



Roseville Area Schools Strategic Plan

OUR MISSION

Quality Teaching and Learning for All...
Equity in All We Do

OUR EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.

OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

We will achieve our mission when:

- All students are ready for kindergarten
- All students read well by third grade
- All achievement gaps are closed
- All students are ready for career and college by graduation
- All students graduate

CORE VALUES

Equity
Responsibility
Integrity
Respect
Compassion
Commitment
Sense of Belonging
Curiosity

FOCUS AREAS

- Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten 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 college and career readiness
- Secure and manage resources to provide a quality education and improve facilities

VALUES

EQUITY	Accepting and valuing each individual for who they are and providing the structures, environment and resources each person needs to reach their greatest potential.
RESPONSIBILITY	Understanding and accepting the impact and consequence of personal actions and decisions; striving to fulfill obligations to self, others, and the greater good of society.
INTEGRITY	Practicing truthfulness and sincerity in relationships and actions; shaping a clear set of beliefs and ethics that directs thoughts and actions.
RESPECT	Appreciating the unique qualities of others and oneself; displaying courtesy and appreciation for others.
COMPASSION	Caring about others; expressing kindness, concern and empathy; helping others through action.
COMMITMENT	Believing in one's personal capacity to make a difference; investing the hard work needed to realize goals; seeking ways to consistently improve; and persisting through setbacks.
SENSE OF BELONGING	Feeling safe, welcome and included.
CURIOSITY	Actively and eagerly pursuing knowledge, insight and understanding.

FOCUS AREAS

Roseville Area Schools strives to fully develop each student's potential. 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 must intentionally focus on student populations experiencing the biggest disparities in opportunity. We do this to prevent inequitable outcomes. In an effort to inspire all students to attain the highest levels of achievement, we will 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*.

FOCUS AREA I

Improve learning for students of color, American Indian students, English learners, students receiving special education services, and pre-kindergarten learners

STRATEGIES

- Prepare all staff to be culturally responsive and competent
- Provide a safe, challenging, and equitable learning environment
- Provide curriculum that reflects the diverse cultures of families and students
- Increase staff expectations for students of color and American Indian students
- Increase student engagement
- Strengthen relationships between staff and students of color and American Indian students
- Align early childhood to kindergarten programming including benchmarks, assessments, and curriculum
- Increase participation of families of color and families of English learners in early childhood education programs
- Improve program transitions for English learners and students receiving special education services
- Increase intensive research-based interventions to support individual student needs
- Analyze English learner needs and develop an action plan for improving instruction
- Align special education instruction, curriculum, and assessments to district wide standards and evidence-based practices

FOCUS AREA 2

Improve communication and genuine engagement with families and communities, especially with our underrepresented communities

STRATEGIES

- Strengthen outreach and effectiveness of communication to all families and communities
- Create clear and comprehensive documentation of school and community resources available for families and students
- Strengthen partnerships with families from early learning years through graduation for student success
- Increase accessibility and understanding of district services for racially, culturally, and linguistically diverse communities and families
- Explore additional models for schools and staff to assist parents/guardians in navigating the educational system
- Recruit and retain more staff of color and American Indian staff

FOCUS AREA 3

Strengthen support for the social and emotional development of students

STRATEGIES

- Improve transitions from pre-kindergarten to elementary, elementary to middle level, middle level to high school, and high school to career and college for all students
- Develop additional non-punitive responses for unacceptable behavior
- Select and implement social and emotional curricula
- Enhance staff expertise to better meet the social and emotional needs of all students

FOCUS AREA 4

Expand support for college and career readiness

STRATEGIES

- Increase opportunities for apprenticeships, job shadowing, and internships
- Expand opportunities and remove obstacles for high school students to obtain college credit
- Increase the number of teachers qualified to teach college credit-bearing courses
- Increase support to reduce the number of students who take remedial classes in college
- Expand mentoring participation and opportunities

FOCUS AREA 5

Secure and manage resources to provide a quality education and improve facilities

STRATEGIES

- Develop a long range facilities plan to provide quality education
- Explore opportunities to increase revenue
- Prioritize expenditures based on focus areas
- Leverage resources responsibly to ensure the fiscal security of the district