Roseville Area Schools

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

World's Best Workforce

2021–2022 School Year Report & 2022–2023 School Year Plan

District Launches Comprehensive Strategic Planning Process

Roseville Area Schools' Strategic Plan and the state's World's Best Workforce statute both focus on continuous improvement efforts on instruction and achievement for all students. The 2021-2022 school year was still impacted by the COVID-19 pandemic, but not to the degree experienced during the 2020-2021 school year. The biggest impacts on Roseville Area Schools were a shortage of substitute teachers, ongoing communication and expectations around masking, and a two-week move into distance learning triggered by the surge of the COVID-19 Omicron variant.

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 and prevent inequitable outcomes and racial predictability, we intentionally focus on student populations experiencing the biggest disparities in opportunity.

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. During the 2021-2022 school year, we remained focused on addressing the following focus areas as part of 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 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 career and college readiness.

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

Starting in spring 2022, Roseville Area Schools launched a comprehensive strategic planning process rooted in setting goals for the district's future. Key to this process has been the engagement of a broad range of stakeholders including students, staff, families, and community members with a particular focus on ensuring our underrepresented families have ample opportunities to participate and have a voice.

This report includes a summary of progress during the 2021-2022 school year as well as a summary of our World's Best Workforce plan for the 2022-2023 school year. Due to the impact of the pandemic (resulting in the cancellation of standardized testing in 2020 and reduced participation rates in 2021), this report compares 2018-2019 results to 2020-2021 results.

Closing Achievement Gaps

Roseville Area Schools is committed to closing achievement gaps by providing an equitable education to all students. During the 2021–2022 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, which are Equity Pedagogy, Culturally Relevant Content, Collective Knowledge Creation, and Social Justice Orientation. We continue to use an equity lens in all we do.

2021–2022 Strategies

- Provide equity training for all staff through the Office of Educational Equity. The focus is on critical self-reflection, culturally responsive content and pedagogy, and inclusive communities.

- Continue to build capacity and development of a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstruct standards.

- Continue to provide equity professional development for site administrators, including assistant principals, during instructional leaders meetings.

- In response to ongoing community conversations, we will focus on 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 centered around engagement and social and emotional learning (SEL).

- Analyze and reduce disproportionality of students of color and Native American students identified to receive special education services.

- Use Multi-Tiered Systems of Support to guide our instruction and research-based best practices.

- Continue the use of our districtwide discipline guidance document 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 that manifested during the COVID-19 pandemic.

- Ensure a bilingual developmental pathway into high school in academic content areas.

- 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.

- Continue building our high school coursework, graduation pathways, and community college partnerships for all students by using career and college pathways to meet individual learner needs.

- Refine our CoGAT testing program to not only identify the students in need of advanced academics, but to identify the strengths in all our students.

- Develop a partnership with Metro State and the University of St. Thomas to increase the number of BIPOC (Black, Indigenous, or people of color) teachers in Roseville Area Schools.

Measuring Progress

Statewide testing was canceled in spring 2020, and in 2021 testing was significantly impacted by low student participation because of the COVID-19 pandemic. Roseville Area Schools are using the 2019 MCA data as our comparison year, since that was the last time we had stable participation and results.

Reading

In Roseville Area Schools, we saw a 6 percentage point decline in our reading scores from 2019, whereas the state declined about 8 percentage points. We are now just below the statewide average by 1 percentage point. Grades 3, 7, and 8 MCA reading scores declined but all of them are even with the state or above the state. We are not able to compare scores in grade 10 as student participation levels were significantly reduced. Our American Indian/Native American and white students perform above the state average and our Hispanic, Black, multiracial, and EL students along with our students with an IEP perform even with the statewide average. Our reading scores were better than eight out of the nine comparable districts. Central Park Elementary was the only school to show improvement from 2019 with a 3 percentage point increase. All of our student groups by race decreased from 2019 and our achievement gaps between our BIPOC and white students remain too high and persistent with gaps, ranging from 20 to 40 percentage points.

Math

Overall, Roseville Area Schools decreased almost 12 percentage points and the statewide average decreased about 10 percentage points. This decrease aligns to significant declines nationwide as our students experienced interrupted instruction during the COVID-19 pandemic. All grade levels saw decreases from 2019 and student participation levels in grade 11 were significantly reduced in 2022 and cannot be used for comparison to 2019 or 2021. Most of our student groups fell below the statewide average, although our American Indian/Native American, white students, and multiracial students performed above the state. Roseville Area Schools outperformed 7 out of the 9 comparable districts. All student groups by race and ethnicity declined from 2019; however, our Hispanic students and multiracial students had the smallest declines and saw decreases to the achievement gap compared to our white students. However, large achievement gaps continue to persist between our BIPOC students and white students, ranging between 18 to 42 percentage points.

MCA III Proficiency/READING

	2018	2019	2020	2021**	2022
Hispanic/Latino	35.8%	34.8%		30.6%	29.9%
American Indian/Alaskan Native	50.0%	+		57.1%	69.2%
Asian	47.2%	48.1%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	42.0%	43.5%
Black/African American	34.8%	36.6%		31.5%	30.3%
White	77.5%	75.4%		71.2%	69.4%
Multiracial	52.1%	54.3%		54.6%	48.3%
English Learner	13.9%	14.2%		8.4%	11.1%
Students receiving special education services	34.2%	30.6%		26.1%	25.9%
Students who qualify for F/RP meals	37.0%	36.6%		29.6%	29.3%

MCA III Proficiency/MATH

	2018	2019	2020	2021**	2022
Hispanic/Latino	25.4.0%	26.1%		14.9%	17.8%
American Indian/Alaskan Native	50.0%	+		28.6%	40.0%
Asian	42.9%	42.1%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	30.1%	31.5%
Black/African American	26.9%	28.1%		17.2%	15.5%
White	70.7%	69.0%		52.9%	58.1%
Multiracial	40.2%	45.5%		33.9%	37.5%
English Learner	16.7%	16.0%		7.6%	10.9%
Students receiving special education services	27.4%	27.1%		19.1%	22.2%
Students who qualify for F/RP meals	28.1%	28.3%		16.3%	18.2%

Achievement Gap/READING

	2018	2019	2020	2021**	2022
Hispanic/Latino	42%	41%		41%	40%
American Indian/Alaskan Native	28%	+		14%	0%
Asian	30%	27%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	29%	26%
Black/African American	43%	39%		40%	39%
Multiracial	25%	21%		17%	21%
English Learner	51%	50%		52%	46%
Students receiving special education services	26%	30%		32%	29%
Students who qualify for F/RP meals	38%	38%		39%	34%

Achievement Gap/MATH

	2018	2019	2020	2021**	2022
Hispanic/Latino	44%	43%		35%	33%
American Indian/Alaskan Native	21	+		24%	18%
Asian	28%	27%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	23%	27%
Black/African American	44%	41%		36%	43%
Multiracial	30%	23%		19%	21%
English Learner	39%	39%		34%	32%
Students receiving special education services	26%	26%		20%	18%
Students who qualify for F/RP meals	41%	40%		34%	32%

** MCA Reading and Math Data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.
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Looking Forward

2022–2023 Strategies

- Provide equity training for all staff through the Office of Educational Equity. The focus is around critical self-reflection, culturally responsive content and pedagogy, and inclusive communities.

- Provide LETRS training for all K-4, EL, and Special Education staff.

- Continue to build capacity and development of a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstruct standards.

- Continue to provide equity professional development for site administrators, including assistant principals, during instructional leaders meetings.

- In response to ongoing 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 centered around engagement and social and emotional learning (SEL).

- Analyze and reduce disproportionality of students of color and Native American students identified to receive special education services.

- Use Multi-Tiered Systems of Support to guide our instruction and research based best practices.

- Continue the use of our districtwide discipline guidance document 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 manifested during the COVID-19 pandemic.

- Ensure a bilingual developmental pathway through high school in academic content areas.

Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Adanced Placement
AVID	Advancement Via Individual Determination
CogAT	Cognitive Abilities Test
CRCT	Culturally Responsive and Competent Teaching
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
ECFE	Early Childhood Family Education
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	Free and Reduced-Price Meals
IEP	Individualized Education Program
IGDI	Individual Growth and Development Indicators
IGDP	Individual Growth and Development Plan
MCA	Minnesota Comprehensive Assessments
MCIS-Jr.	Minnesota Career Information System
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
OEE	Office of Educational Equity
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PLP	Personal Learning Program
PRESS	Path to Reading in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SIEP	Students with an IEP
SPED	Special education
STEM	Science, technology, engineering and math
TDE	Teacher Development and Evaluation
WBWF	World's Best Workforce
WICOR	Writing, Inquiry, Collaboration, Organization and Readingø

- 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.

- Continue building our high school coursework, graduation pathways and community college partnerships for all students by utilizing career and college pathways to meet the individual learner needs.

- Refine our CoGAT testing program to not only identify the students in need of advanced academics, but to identify the strengths in all our students.

- Develop a plan for the recruitment and retention of BIPOC teachers in Roseville Area Schools.

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. The district's 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

2021–2022 Strategies

- Participation in the second year of the Pyramid Model grant project to train and coach early childhood staff to use best practices to support student's social and emotional development.

- The early childhood collaborative teams will focus on the district professional learning community vision. Teams will analyze assessment data to inform instruction and plan interventions aligned to the learning standards in the area of social/emotional development.

- Support students' oral language and vocabulary development through a literacy rich early childhood environment and curriculum to include repeated read alouds, conversation prompts, and journaling.

- Continue to implement programs to support partnerships with community early childhood, childcare, and pre-K programs to support early learners.

- Support families with the transition from pre-K to kindergarten.

Measuring Progress

The Pyramid Model grant project provided support for the framework for supporting students' social and emotional development by creating the systems for data collections, internal coaching, and sustainability of the project. Pre-K and ECSE teachers attend training on Teaching Pyramid Observation Tool (TPOT), Behavior Incident Report System (BIRS), and 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 and available in all classrooms. The Pyramid Model project is guided by the implementation team of administrators, teachers, and support staff from MN Centers for Excellence. The second year of the Pyramid Model project was placed on hold during the 2021-2022 school year due to the pandemic and year two will resume in 2022–2023.

The early childhood programs continue to support families by offering a variety of class options. During 2021–2022, families participated in distance learning and in-person ECFE and pre-K classes and parental involvement and engagement increased through the use of online formats. Reaching families from pre-K-grade 3 with parenting education is a new project that started in 2021-2022. Short parenting videos and a monthly parenting presentation were developed and shared in a variety of formats.

Professional Learning Community (PLC) collaborative teams met weekly to answer: What do we want students to learn? How will we know if they learned it? Progress monitoring and interventions were planned by the teams to support student learning.

To measure students' progress, the pre-K program analyzed assessments with benchmarks determined by the pre-K through grade 3 alignment team. This includes vocabulary development, phonological awareness, and number knowledge. Assessments are used to inform instruction, provide interventions, and monitor student progress. With the return to more consistent in-person instruction, we saw an improvement in early literacy indicators when compared to 2020-2021.

Looking Forward

2022–2023 Strategies

- Continue to support families with the transition from pre-K to kindergarten.

- Improve early childhood to kindergarten enrollment process.

- Participate in the Pyramid Model grant project to train and coach early childhood staff to use best practices to support students' social and emotional development.

- Support students' personal and social development through Second Step curriculum instruction and teaching problem--solving strategies.

- Support students' oral language and vocabulary development through a literacy-rich early childhood environment and curriculum to include repeated read alouds, conversation prompts and journaling.

- Trained paraprofessionals on strategies for supporting students' oral language and social skills development.

- Increase family engagement and participation in ECFE by offering a variety of class options.

2022 END-OF-YEAR DATA

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (My IGDIs)	11	57%
Rhyming, Phonological Awareness (My IGDIs)	13	46%
Number Naming (My IGDIs)	12	37%

My IGDIs: Individual Growth and Development Indicators

Reading by 3rd Grade

Roseville Area Schools recognizes that by grade 3, 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. To increase achievement in reading 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
2021–2022 Strategies

As part of our aim to increase achievement and narrow the achievement gap, we implemented strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. In 2021-2022, we:

• Continued the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:

— Created PRESS tight and loose expectations to prevent a PRESS implementation dip.

— Trained all teachers in PRESS expectations, process, and procedures.

— Expanded monitoring progress of students on a weekly basis that included the grade-level outcome measurement and the skill measurement.

— Expanded our Tier II literacy interventions using research- based intervention strategies.

— Provided professional learning for teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.

• Continued to offer Reading Corps at qualified sites.

• Continued to support the Lucy Calkins Units of Study writing program. Some teachers used the units of study virtual resources to adapt the units to virtual teaching environments.

• Continued our program review for K–6 English Language Arts. We evaluated our current program and then designed a revised K–6 English language program. This included reviewing the recently released 2020 Minnesota Academic Standards in English Language Arts.

• Reimplemented What I Need (WIN) time to improve our achievement and close opportunity gaps.

• Continued to support collaborative teams at school sites as part of the district's adoption of being a professional learning community. Teams identified key standards and developed common formative assessments, with professional development in our data analysis protocol that includes a focus on race-based equity.

• Offered incentives to teachers to join the Minnesota Department of Education's Language Essentials for Teachers of Reading (LETRS) two-year training program. Eighty teachers accepted the opportunity.

Measuring Progress

Roseville Area Schools' grade 3 students showed a slight increase in MCA scores from 2019 to 2022. This was a bright spot in our testing results as all other grades saw decreases. Because of the increase and a statewide decrease our grade 3 students now perform even with the statewide average. However, less than half of our students are reading below proficiency and we know this needs to change as our literacy instructional changes are a social justice issue that needs immediate attention.

The data included in the chart below are students' proficiency rates (or the percent of students who meet or exceed state standards) for the previous three years. The following grade 3 proficiency rates are based on all accountability tests (MCA and MTAS).

GRADE 3 / MCA Reading

2019	2020	2021	2022
47.4%	*	41.9%**	48.0%

*MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.

** MCA Reading and Math data in 2021 is not comparable to other years, based on lowered participation due to the COVID-19 pandemic.

Looking Forward
2022–2023 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. This includes a major training program in the science of reading. We will also accelerate learning due to possible learning lost due to the COVID-19 pandemic, consulting MDE's COMPASS for support. In 2022–2023,   we will:

• Provide professional development in the form of LETRS training to all pre-kindergarten and early childhood Special Education teachers, all Kindergarten through grade 4 classroom teachers, all elementary English Language Development teachers, and all elementary Special Education teachers.

• Continue the Alternative Delivery of Specialized Instructional Services (ADSIS) grant with these areas of focus:

— Continue to implement tight and loose expectations for PRESS implementation.

— Continue monitoring progress of students in intervention on a weekly basis that includes the grade- level outcome measurement and the skill measurement.

— Expand our Tier II Literacy Interventions using research-based intervention strategies.

— Provide professional development for all K–6 teachers, ADSIS staff, and principals in PRESS interventions and the accompanying monitoring system.

— Provide professional learning for new teachers regarding the PRESS interventions with a focus on vocabulary and reciprocal teaching.

• Continue the curriculum review process of K–6 English Language Arts. We completed the program review and design program during the 2021-2022 school

year, and are currently piloting several curricula for adoption.

• Continue to use What I Need (WIN) time to improve student achievement and close opportunity gaps now that we are fully in person again.

• Continue collaborative teams at school sites that focus on the district vision of high functioning professional learning communities. This includes defining power standards, using common formative assessments to determine student academic success, analyzing student data using a data analysis protocol that includes a focus on race-based equity, and planning for extension, reteaching, or the next topic in the curriculum.

• Continue to offer Reading Corps at qualified sites.

• Continue to support the Lucy Calkins Units of Study writing program.

Graduation

In today's highly competitive high-tech world, a high school diploma is critical and can set the foundation for future planning. While our high school graduation rate is higher than the state average and we were able to maintain our rates from last year, we have room for improvement.

Looking Back

2021–2022 Strategies

- Rosevillle Area high School (RAHS) elective credit reductions were as follows:
  — Reduction of two elective credits for sophomores (Class of 2023)
  — Reduction of one elective credit for freshmen (Class of 2024)
- Sustained existing support structures.
  — College Possible
  — AVID Schoolwide
  — Unity Centers
  — Grade 7–12 college fairs
  — College visits
  — Career exploration opportunities
- Strengthened Raider Time at RAHS to provide time during the day for support, social interaction, and activities.
- Implemented new equitable grading practice at the secondary level.
- Grew school year opportunities for credit recovery.
  — Both traditional and online programs
  — Identification of partial credit opportunities
  — Align standards for all summer school courses

Measuring Progress

Roseville Area Schools' four-year graduation rate remaintained steady at 88.1% in 2020 and 88.0% in 2021. Roseville students continue to graduate at a higher rate than the state average of 83.3%. All of our student groups outperformed the state graduation percentages and American Indian/Native American, Black, and multiracial students were 13 to 34 percentage points above the state average.

RAHS maintained its graduation rate of 91% and Fairview Alternative High School (FAHS) increased its 4 year rate by 1 percent over the previous year.

Looking Forward

2022–2023 Strategies

- Continue expansion and strengthening of Raider Career Pathways. Career navigator and Career & College Center coordinator work together to ensure all students have a goal and actionable plan for post-graduation.
- Focus on building the capacity of college and career knowledge for all students at FAHS in HOMES (advisory course). All students have set goals and a plan for after graduation. Work-based learning courses provide students with information regarding employment skills and opportunities to expand their opportunities in the workforce.
- AVID Schoolwide
  — Strengthen through revalidation process
- Sustain existing support structures:
  — College Possible
  — Unity Centers
- Continuous discovery of equitable grading practices at the secondary level.
- Strengthen credit recovery process, opportunities, and alignment for grade 7-12.

GRADUATION RATES / Class of 2021

	MN	ISD623
All Students	83.3%	88.0%
American Indian/Alaska Native	58.6%	92.3%
Asian	87.4%	89.3%
Pacific Islander	65.6%	*
Hispanic	69.3&	75.5%
Black	70.4%	83.1%
White	88.3%	93.4%
Two or More Races	74.6%	91.7%
EL	64.7%	72.3%
SIEP	64.0%	67.1%
FRP	70.3%	80.7%

*Cell size too small to report

2021 Graduation Percentage Trend: All Students

	2017	2018	2019	2020	2021
MN	82.7%	83.2%	83.7%	83.8%	83.3%
Roseville Area Schools	87.0%	87.9%	85.7%	88.1%	88.0%
RAHS	91.9%	92.6%	88.9%	91.4%	91.2%
FAHS	44.7%	37.0%	50.0%	52.3%	53.3%

Career and College Readiness

Being career and college ready can support students by opening doors to future opportunities and it prepares students for life after high school by equipping them with the skills necessary to navigate the future of their choosing. In Roseville Area Schools, we have a variety of approaches in place so all students will be prepared for life after high school.

Looking Back

2021–2022 Strategies

- Supported students and families with events including: FAFSA Night, college application Zooms, College Application Day, Family Financial Night.

- Continued to provide ASVAB for 10th grade (career interest results) & ACT prep sessions.

- Developed a student mentoring program where AVID and Intro to Urban Education students serve as peer tutors in the media center on Mondays, Tuesdays, and Thursdays.

- Engaged students with Special Education services in:
  — PAES Lab
  — RAHS Coffee Shop
  — Work experience classes
  — Social Skills for Work (combining communication needs with real world work opportunities)
  — Partnership with EL and AVID

- Received a $65,000 Youth Skills Training grant to improve advanced manufacturing pathway at RAHS. This grant will be implemented across the 2022-2023 and 2023-2024 school years.

- Partnered with BIX Produce to offer an Internship during summer 2022. Students learned about eight different departments at BIX Produce and got hands-on experience. Also learned basic welding as a part of the internship.

- Hosted Career Fair in May 2022 geared towards graduating seniors without a post-secondary plan. Featured approximately 40 employers in a variety of different industries/career pathways including human services, construction, landscaping, manufacturing, culinary arts, and healthcare.

- Increased partnerships with area businesses to provide hands-on experiences, learning opportunities, and potential employment for RAHS students.

- Began using YouScience with RAHS students. YouScience offers brain games to assess where a student's natural abilities (aptitudes) lie, and gathers information on their interests. From there, students can learn from a database of over 600 career options about what careers might be a good fit based on their aptitudes, interests, and where those areas overlap.

- Completed brain games with a pilot group of about 300 students in 2021-2022 and will continue to grow this number going forward.

- Produced a monthly Career Pathways newsletter for district staff, administration, business/industry partners, and community stakeholders in order to highlight the work being done at RAHS and to grow community/industry partnerships.

- The career navigator worked with teachers and students to highlight careers and post-secondary planning.
  — Presented to Career Seminar (EL, Special Education, and general education), AVID classes, CTE classes.
  — Met 1:1 with students to explore careers and help students formulate a plan for post-high school.

- Offered field trip opportunities for students to visit different trades unions and two-year technical colleges through Construction Trades and Math for Trades courses.

- Offered field trips to college options for students.

AP SUMMARY / Roseville Area High School

	2018	2019	2020	2021	2022
Total AP Students	82.7%	83.2%	83.7%	83.8%	83.3%
Number of Exams	87.0%	87.9%	85.7%	88.1%	88.0%
AP Students with a 3+ score	91.9%	92.6%	88.9%	91.4%	91.2%
Graduating Students with a 3+ score	91.9%	92.6%	88.9%	91.4%	91.2%

ACT RESULTS

	2019	2022
Total Tested	497	449
District 623 Average Scores	19.7%	18.9%
MN Average Scores	21.4%	21.0%

NUMBER OF STUDENTS ENTERING THE WORKFORCE

	2016	2017	2018	2019	2020
Education and Health Care and Social Assistance	15	13	16	°	18
Leisure and Hospitality	34	21	27	16	17
Trade, Transportation and Utilities	21	27	29	35	42
Professional and Business Services	33	20	12	°	21

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- Hosted guest speakers to promote career pathways to interested students.
- Usedf WIN time to create opportunities for support on FAFSA, college applications, etc.

Measuring Progress

ACT testing was canceled in the spring 2020, and 2021 testing was significantly impacted by low student participation because of the COVID-19 pandemic.

Roseville Area Schools are using the 2019 ACT data as the comparison year, since that was the last time the district had stable participation and results. For the ACT, we saw an almost 1 point drop from 2019 and the state saw a smaller drop of 0.4.

Advanced Placement (AP) tests continued throughout the pandemic. But in 2020, for the first time ever, the tests were taken online at home. The number of overall tests and total AP students has decreased since 2019 but the percent of students earning a score at 3 or above is even with 2019.

From 2019 to 2020, we saw a decline of 10 percentage points of our students attending college after graduating high school. In 2021, we see that number stabilized at 67%. This matches the nationwide trend of college enrollment declines. We believe this was impacted by COVID-19 but also could be impacted by many other career options students are choosing after graduation. In Roseville Area Schools, most students going into the workforce are choosing the fields of trades, transportation, and utilities, or leisure and hospitality.

College ENROLLMENT 67%- Percent of students who enrolled in a two- or four year college any time the first year after graduation (2021).

Looking Forward
2022–2023 Strategies

- Move career navigator and new career and college coordinator into shared office space in the heart of the school. These two roles work closely together to plan, coordinate, and implement career/college readiness opportunities for students in grades 9-12.
- Pair up counselors to create career/college readiness opportunities for students in specific grade levels.
- The career & College Center will be open during Raider Time at least two times per week to assist students with college applications, FAFSA applications, scholarships, finding job opportunities, exploring trades and other hands-on careers, etc.
- Provide more field trip opportunities for students to explore careers, meet business/industry professionals, tour 2-year and 4-year colleges by grade level (e.g., Career Connect field trip for 10th graders) or by course (e.g., Century College field trip for students in Career Seminar).
- Continue Career Pathway growth for manufacturing through the Youth Skills Training grant. Objectives through the grant include hosting guest speakers for Engineering/Manufacturing classes, field trips to local manufacturers, targeted recruiting for classes in the Engineering/Manufacturing Pathway (focused on underrepresented students), offer paid opportunities for students to attend Summer Manufacturing Camp at Saint Paul College, and offer increased paid summer internships for students interested in the field of manufacturing.
- Continue partnerships with area businesses and employers, targeting in-demand career fields with livable wage jobs that also have opportunities for growth (e.g., Buerkle Automotive, Warners Stellian, Oberg Roofing, Navy Island, ACR Homes, RosePointe Senior Living, Total Tool). Some of this work will also include establishing advisory committees for our Career and Technical Education (CTE) departments.
- Continue building our solid AVID program.
- Promote post-secondary career options via field trips and guest speakers.
- Provide FAFSA support for all students going on to post-secondary opportunities.
- Build partnerships with community employers.

Instruction and Curiculum 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. This process was significantly impacted by COVID-19 over the past few years. In spring 2020, we halted all curriculum review processes and during the 2020-2021 school year we were only able to complete the bare minimum to continue movement in critical areas. The 2021-2022 school year was significantly impacted by a shortage of substitute teachers and curriculum review meetings were on hold until the third trimester. This year we are resuming our curriculum review processes at a close-to-normal pace.

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.

• There's been a change in Minnesota assessments.

• 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:

1. Program evaluation: This phase helps us understand how our instruction compares with current research-based practices and stakeholder expectations.

2. Program design: In this phase, we develop and align our K–12 curriculum outcomes with Minnesota state standards, student assessments, and instructional strategies.

3. Implementation plan and purchase: In this phase, we recommend materials for the district to purchase and develop a plan to implement the curricular area or program.

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:

INSTALLATION EARLY IMPLEMENTATION FULL IMPLEMENTATION SUSTAINABLE

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 as much as possible. Members include 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.

ADVISORY COMMITTEE MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Office of Educational Equity	Chair
Lindsay Most	Office of Educational Equity	Administrative Assistant
Heather Holbrook	Community Member	Community Representative
Greg Ueland	Roseville Area High School	Teacher
Mark Carignan	Roseville Area Middle School	Parent
Becky Berkas	Central Park	Principal
Halimo Hassan	Emmet D. Williams	Parent
Maureen Kieger	Fairview Alternative High School	Teacher
Celeste Clay	Harambee	Parent
Lizzie Brodeen-Kuo	Falcon Heights	Parent
Cameron McWhorter	Falcon Heights	Parent
Aaron Komo	Community Member	Community Member
Nasri Mohamed	Roseville Area High School	Student
Carmello McWilliams	Roseville Area High School	Student
Rose Gasongo	Roseville Area High School	Student
Kayla Reynosa-Shaw	Roseville Area Middle School	Student

Staff Development Goals and Findings

GOALS

DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT

1. Improve instruction for our students of color, American Indian students, English learners, students receiving Special Education services, and pre-K learners.

   a. Continue implementation of 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 support to increase achievement for all students, with a focus on improving 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 our underrepresented communities.

3. Strengthen support for the social and emotional development of students.

   a. Support students through trauma-informed instruction and social-emotional learning.

   a. 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 AVID strategies to support student learning.

6. Grading for Equity

Goals with Strategies from School Improvement Plans

Each school site prepared a School Improvement Plan that addressed goals identified by each site's data analysis that also aligned to the seven focus areas of the strategic plan. The goals in the School Improvement Plans are summarized below in four key areas: 1) School culture and professional learning communities, 2) Standards-based instruction, 3) Social-emotional learning, and 4) A building focus based on comprehensive needs assessment.

BRIMHALL

• School Culture and Professional Learning Communities

— All teachers will meet in their collaborative teams weekly, reviewing math power standards implementation, pacing timeline, and CFA data to then respond to the four questions of PLCs. (Goal 7)

— Staff will engage in a year-long study of Culturally Responsive Teaching and the Brain (Hammond, Z. 2014) and integrate the learning into their collaborative team planning and data analysis. (Goals 1 and 7)

— All staff will implement common commitments, including morning meetings, explicitly teaching the Zones of Regulation language and size of problem, and Tier 1 supports. (Goal 3)

• Standards-based instruction

— Teachers will use Cognitively Guided Instruction practices in math instruction. (Goals 1 and Goal 7)

— Staff will evaluate current reading instruction with an intentional focus on evaluating the current small group reading practices while building common expectations about teaching

practices through a culturally responsive lens. (Goal 1)

— All students will have access to small group instruction in math. (Goal 1)

• Social Emotional Learning

— All staff will review and use common commitments of morning meetings, Zones of Regulation, and Tier 1 supports, with common language to support students' belonging. (Goals 1 & 3)

• Building focus based on comprehensive needs assessment

— All teachers will use learning from Hammond's Culturally Responsive Teaching and the Brain (2014) as part of anti-racism staff development. (Goals 3)

CENTRAL PARK

• School Culture and Professional Learning Communities

— Collaborative teams will develop and consistently monitor standards-based learning goals in mathematics, analyzing common formative assessments to assess and plan next lessons. (Goals 1 and 7)

— The format of conferences will be shifted to include in-person, Zoom, and DialogOne with guiding questions. (Goal 2)

• Standards-based instruction including absent narratives/inclusive curriculum

— Amplify student voice through implementation of Cognitively Guided Instruction strategies and knowledge co-creation. (Goal 1)

— Provide training in community cultural wealth to see students' assets (Goal 1)

• Social Emotional Learning

— Use technology to increase communication with families. (Goal 2)

— Review and renew implementation of Zones of Regulation, Positive Behavior Interventions and Supports, and Multi-tiered Systems of Supports for staff and students. (Goal 3)

• Building focus based on comprehensive needs assessment

— Increase parent and family voice by hosting family circles. (Goal 2)

EDGERTON

- School Culture and Professional Learning Communities

— Collaborative teams will fully implement and use the professional learning community process in the area of mathematics and literacy, alternating weekly. (Goals 1 & 7)

— Collaborative teams will review and use common formative assessments followed by data analysis. (Goals 1 & 7)

- Standards-based instruction

— Absent narratives/inclusive curriculum – focus on Window and Mirrors approach. (Goal 1)

— Teachers will receive CGI training and implement strategies and concepts into daily lessons with students. (Goal 1)

— PRESS Training for implementation in WIN time, coupled with monitoring of student progress weekly. (Goal 1)

- Social Emotional Learning.

— Host bimonthly affinity groups for students identified as Black. (Goal 3)

— Establish relationship-building as the primary focus of fall conferences. (Goal 2)

— Use Be Good People curriculum the first six weeks of school, followed by ongoing SEL lessons monthly. (Goal 3)

— Use CASEL standards to align SEL lessons and PBIS. (Goal 3)

- Building focus based on comprehensive needs assessment

— Staff development on English Learner in the Mainstream, specifically focused on the elements of building background knowledge and vocabulary. (Goal 1)

— Use check-in/check-out process as a supportive tool for students with three or more referrals out of the classroom. (Goal 3)

EMMET D. WILLIAMS

- School Culture and Professional Learning Communities

— Hold weekly collaborative team meetings to review data from common formative assessments in math and determine next steps in teaching. (Goal 7)

— Provide flexible support as needed during WIN time. (Goal 1)

— Use CGI strategies to increase students' number sense. (Goal 1)

— Use science of reading knowledge to provide more direct instruction in the decoding side of Scarborough's Rope. (Goal 1)

— Provide training in PRESS intervention processes, tools, and strategies to be used during WIN time for reading intervention. (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: #goodhuman; Mind Up; Second Step (CID); monthly school-wide meetings; calming spaces; Zones of Regulation; Responsive Classroom; Positive Behavior Interventions and Supports; and Restorative Practices. (Goal 3)

- Building focus based on comprehensive needs assessment

— Increase sense of belonging through #goodhuman work, student circles, affinity groups, and synchronous schoolwide morning meetings. (Goals 1 & 3)

FALCON HEIGHTS

- School Culture and Professional Learning Communities

— Collaborative teams will implement the professional learning community process in math focused on teaching power standards, using common formative assessments, analyzing the data, and reteaching through WIN time. (Goal 7)

— Use the data analysis protocol with an equity lens. (Goals 1 and 7)

— Continue standards-based instruction including absent narratives/inclusive curriculum

— Seek ways to include more windows, mirrors, and doors in student experiences. (Goal 1)

— Staff will collectively read and discuss anti-racism through book studies to increase staff understanding of cultural responsiveness. (Goal 3)

— Staff and students will use a continuum of activist-advocate-ally to discuss social justice themes. (Goal 3)

- Social Emotional Learning

— Teachers will include SEL lessons and practices (Falcon 4, Zones of Regulation, mindfulness, calming strategies, CASEL standards, Steps to Respect) during morning meetings. (Goal 3)

— Use check-in/check-out process for students needing more support. (Goal 3)

— Work with Falcon Families for Equity and Justice to Host family affinity circles to develop sense of belonging. (Goal 3)

- Building focus based on comprehensive needs assessment

— All staff will use Love and Logic with Calm and Assertive classroom management. (Goal 3)

HARAMBEE

- School Culture and Professional Learning Communities

— Teachers will modify scheduling practices to schedule EL lessons first. (Goal 1)

— Provide training for all teachers regarding English Learners in the Mainstream. (Goal 1)

— 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

— Continue to increase staff knowledge of culturally relevant teaching strategies through the use of Culturally Responsive Teaching and the Brain by Zaretta Hammond. (Goals 1 and 3)

— Develop media center lessons connected to cultures and our community. (Goals 1 and 3)

- Social Emotional Learning

— Develop SEL lessons that honor and center cultural identity (schoolwide provided and teacher-created). (Goal 3)

— Teachers and staff will use the Responsive Classroom and Circle process daily, as a way to strengthen relationships, solve problems, support decision making, celebrate student voice, and communicate. (Goal 3)

- Building focus based on comprehensive needs assessment

  — Principal communication to families will be in multiple forms to increase interactive family engagement, including digital communication, town halls, and direct interaction. (Goal 3)

LITTLE CANADA

- School Culture and Professional Learning Communities

  — Collaborative teams will continue to teach the math power standards, use data analysis protocols to analyze common formative assessments, and provide tiered intervention. (Goal 1 & 7)

- Standards-based instruction including absent narratives/inclusive curriculum

  — Teachers will create school norms for small group reading and math instruction. (Goal 1)

  — Teachers will use the data analysis protocol with an equity lens. (Goal 1)

- Social Emotional Learning

  — Staff will continue to participate in school-wide PBIS training with Cohort 16 of MN PBIS. (Goal 3)

- Building focus based on comprehensive needs assessment

  — Staff will engage in PBIS training to develop a common framework of organized schoolwide approaches for formal teaching, reteaching, and reinforcing school wide expectations. (Goal 3)

PARKVIEW

- School Culture and Professional Learning Communities

  — Bridge to Learning working in CT's. (Goal 7)

  — Weekly Ct's focused on reading growth K-8. (Goal 7)

- Standards-based instruction including absent narratives/inclusive curriculum

  — Rubrics noting standards on assignments. (Goal 6 & 7)

  — Grade 5 PD around absented narrative. (Goal 1)

  — Educators will use PRESS and math interventions at K – 6, special education and EL. Identify and utilize strategies for use across content areas

at the middle school level. (Goal 1 & 7)

  — Implement intervention times with specific rounds in grades 1-6 Semester 1 and K-9 Semester 2. (Goal 1 & 7)

- Social Emotional Learning

  — Anti-racist practices and social emotional instruction and competencies. (Goal 1 & 3)

  — Increase SEL specialists time in elementary to include K, 1, 2, 3 focused on CASEL. (Goal 1 & 3)

  — PBIS. (Goal 1 & 3)

RAMS

- School Culture and Professional Learning Communities

  — Collaborative teams (PLCs) will use power standards and common formative assessments to engage in the DuFour questions to increase student learning. (Goal 7)

  — Collaborative teams will incorporate AVID WICOR strategies with a focus on reading and writing strategies to include scaffolds for all levels; implemented during school-wide WIN Time. (Goal 5 & 7)

  — Increase community engagement. (Goal 2)

- Standards-based instruction including absent narratives/inclusive curriculum

  — Educators will incorporate Collective Knowledge Creation into their instruction aligned with AVID foundation. (Goal 1 & 2)

- Social Emotional Learning

  — Use restorative practices as part of culture building across the entire school. (Goal 3)

  — Delivery of SEL curriculum through STAR. (Goal 3)

- Building focus based on comprehensive needs assessment.

  — WICOR Strategies with emphasis on: (Goal 5)

    ° 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)

  — Collaboration around common power standards and common assessment (supporting Dufour questions 1 and 2) housed in the RAHS Curriculum Hub. (Goal 7)

  — Standards-based instruction including absent narratives/inclusive curriculum. (Goal 1)

- Social Emotional Learning

  — Mini-school assistance teams, behavioral interventionists and mentoring. (Goal 3)

  — Building focus based on comprehensive needs assessment

  — Culturally Responsive and Competent Teaching and AVID through Professional Learning and career pathways with emphasis on: (Goal 1, 4 & 5)

    ° Collaborative study groups

    ° Digital organization

    ° Focused note taking

    ° PLC culture

FAHS

- School Culture and Professional Learning Communities

  — Grading for Equity learning. (Goal 7)

  — WICOR discussions in content areas. (Goal 1, 4 & 7)

  — Unpacking the standards. (Goal1 & 7)

- Standards-based instruction including absent narratives/inclusive curriculum

  — Focus on multicultural learning/ celebrations of individuals each month. (Goal 1)

  — Culturally Responsive Teaching Strategies (Goal 1)

  — Absent narratives within our curriculum. (Goal 1&3)

- Social Emotional Learning

  — HOMES classes provide the following for students: SEL topics, circle discussions, post secondary planning. (Goal 3)

- 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 5)

— School culture. (Goal 1&3)

EARLY CHILDHOOD (ECSE/PRE–K/ECFE)

- School Culture & Professional Learning Communities

— Collaborative planning of family engagement events, along with increased partnership with educational teams at A pétu Té a Education Center. (Goal 2 & 3).

— Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with Early Childhood Indicators of Progress (ECIPs). (Goal 1)

- Standards-based instruction including absent narratives/inclusive classroom

— Flexible and collaborative teaching grounded in culturally responsive instruction and aligned with Early Childhood Indicators of Progress (ECIPs). (Goal 1)

- Social-Emotional Learning

— Data informed instruction using common formative assessments and curriculum-based assessments three times per year .(Goal 1 & 3)

— Intentional instruction in social-emotional learning aligned with the Pyramid Model. (Goal 1 & 3)

Findings (PD Pathways, Professional Development Calendar, PDAC agendas)

Professional development offered during the 2021-2022 school year supported the implementation of each school's improvement plans as described above as well as the seven focus areas of the Roseville Area Schools strategic plan. Findings from each of these focus areas is described below.

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 2021 – 2022 school year, WIN time was reinstated at each of the elementary schools with the return to in-person learning. RAMS created WIN time within their course structures, and RAHS and FAHS shifted their schedules to create WIN time for high school students. At elementary sites, interventions during WIN time were prepared and provided as a result of grade level collaborative teams' analysis of common formative assessments to determine groups for reteaching and extending learning. This strategy was used to accelerate student learning, especially in math.

b. To support interventions during WIN time, all elementary staff were trained in the use of PRESS interventions and progress monitoring. PRESS interventions were extended to our Spanish speaking students in the Dual Language Immersion program as our district piloted the PRESS-Spanish program for the University of Minnesota.

c. District-wide staff development focused on understanding, implementing and reflecting on Culturally Responsive and Competent Teaching practices. The emphasis for the school year for all staff members was continuous critical self-reflection. Specific training included a table-top exercise regarding absented narratives of early colonization of what is now called the United States as well as a guidance document regarding the N Word. Additionally, schools extended this learning with site specific book studies and local staff development regarding culturally responsive pedagogy–not what we teach, but how we teach it.

d. Since the 2020-2021 school year, 70 K-8 teachers have been trained in Cognitively Guided Instruction. Cognitively Guided Instruction (CGI) is a student centered approach to teaching math. It starts with what your students already know and builds on their natural number sense and intuitive approaches to problem solving. Rather than a math program or curriculum, CGI is a way of listening to students asking smart questions, and engaging with their thinking— all with the goal of uncovering and expanding every student's mathematical understanding. These teachers met quarterly in extended learning sessions to discuss implementation, deepen their skills, and craft common lessons together.

2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities. Carrie and Mary
District staff and sites continue to work towards positive interactions between schools and families. Staff used multiple efforts to foster relationships between with families such as quarterly family events, town hall meetings in person or via zoom, weekly newsletters, Facebook groups, texting, communication in multiple languages, personal invitations to families, incorporating family voice, printing elementary report cards in Spanish and English, and ensuring families have access to the curriculum and learning goals. SeeSaw was utilized as the elementary platform to communicate with families. Secondary students utilized Schoology, with family access and communication as part of the platform. In addition, cultural liaisons provided support to families, especially African American and Native American families, and families who speak Spanish, Hmong, Buthanese/Nepalese, Karen, and Somali

3. Strengthen support for the social and emotional development of students Niceta

a. Every site had an SEL focus as a part of their school improvement plan (SIP) during the 2020 – 2021 school year. The most common thread was the SEL power standards and lessons to teach about emotions, how to respond to those emotions, and how to care for yourself and others in the process.

b. Due to COVID-19 and the strain on individual mental health, each school had a response team that met weekly to monitor attendance and any social or behavioral concerns reported by students, teachers, or families.

c. Many schools also continued to develop a positive climate by using Positive Behavioral Interventions and Supports, Responsive Classroom, and restorative practices.

d. 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. During distance learning, students could work in break-out rooms or visit teachers during online office hours.

e. Many schools provided restorative circles and check-ins for students after the murder of George Floyd and the subsequent trial of the police officer as part of their SEL support.

f. All of the above work will continue during the 2021 – 2022 school year, with some schools piloting the revised Second Step curriculum and SEL coordinators in each building to provide direct instruction in SEL self-management strategies.

g. Specific staff development featured inclusive language and actions for LGBTQ+ youth, families, and staff. This training was offered to all staff and helped to created inclusive and safe environments for all our LGBTQ+ students, staff, and community members.

4. 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.

5. Use AVID strategies to support student learning.

FAHS, RAHS and RAMS continue to be identified as Schools of Distinction for their use of AVID strategies schoolwide.

6. Grading for Equity

Secondary schools continue to work towards creating an equitable grading system based on 3 principles found in Feldman's Grading for Equity: a system for grading that is accurate, bias-resistant, and motivational.

7. Improve PLC practices and implementation.

Staff development to support the implementation of professional learning communities included training in equity-centered data analysis protocols. Elementary teachers utilized a common spreadsheet tool to record, track, and analyze student learning as demonstrated by common formative assessments. The data analysis protocols deepened staff learning in the second question of the Professional Learning Communities process: "How will we know students learned?"

PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	TEACHER	GRADE LEVEL/SUBJECT/ROLE
Office of Educational Equity	Angie Woods	Secondary Program Administrator
RAHS	Anne Barnes	AVID
Central Park	Berri Reiser	Interventionist
Falcon Heights	Beth Behnke	Principal
ABE	Betsy Gedatus-Garcia	EL Coordinator
EDW	Brandon Button	Intervention
EM-R	Dan Beck	Union Representative/Parkview
Falcon Heights	Emily Wendlandt	Grade 4/5 and Intervention
District Wide	Florence Odegard	Title 1/ATPPS/TDE Administrator
Parkview	Heidi Wheelock	EL
Office of Educational Equity	Jake Von De Linde	Director of Student Achievement
Pre-K	Janina Haug	Early Childhood Instructional Support Manager
RAMS	Jill Bue	Teacher
Parent	John Stuart	RAMS Parent
RAHS	Jonathan Friedman	Math and PLC Lead Teacher
ECSE	Kirsten Hawkes	Speech/Language and ATPPS
FAHS	Laura Tucci	Teacher
Brimhall	Lorna Plana	Intervention and ATPPS
Office of Educational Equity	Mary Bussman	Elementary Program Administrator
District Wide	Melissa Sonnek	Assistant Superintendent
Out of School Time	Molly Flynn	Community Education Supervisor
Little Canada	Myriam Castro-Franco	DLI Grade 3/4
Harambee	Nasreen Fynewever	Principal
District Wide	Rebecca Wade	Special Education TOSA
Edgerton	Stacey Whitwood	2nd grade
RAMS	Tana Bogenholm	AVID
RAHS	Tess Ormseth	English Language Arts/CRCT Lead
Out of School Time	Tom Krueger	Community Education Supervisor
Office of Educational Equity	Trina Hira	Advanced Academics and Talent Development
District Wide	Tyler Small	School Social Worker
Office of Educational Equity	Yeng Chang	Technology Integration/Online School TOSA

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

Short Term Allowable Modifications due to the Pandemic

• Variable pay modification

— Team goal

— Site goal

+ Focus on quality instructional practices

Information for the ATPPS annual report was gathered from the following sources:

• End of year Lead Teacher survey

• Staff end of year survey

• Site program review

• Student outcomes

Impact

Professional Learning Communities (PLCs)

Staff responses to the following question: To what extent did each of these processes and activities impact your professional growth and student outcomes?

• Analyzing common formative assessments.

— 89% Report positive impact

• Using frequent assessment data to create, monitor, and adjust intervention and extension groups.

— 94% Report positive impact

• Planning interventions and extensions based on analyzed assessments.

— 94% Report positive impact

• Adjusting interventions and extensions based on analyzed assessments.

— 92% Report positive impact on professional growth

— 92% Report positive impact on student learning outcomes

Effectiveness – Student Achievement

• Team goals (student goals)

• 80% of staff met their team goal

— 74% in 2021

— No data for 2020

— 84% in 2019

— 85% in 2018

Areas for Improvement

• Based on site program reviews and surveys

• Improvements to What I Need Time (WIN)/Raider Time/ Brain Space

• More time for staff to collaborate

• Some staff requesting more administrator presence in the classroom and during collaborative team meetings

• Make PLC processes work for non-classroom teachers

• Fewer initiatives

Recommendations

• Continue to provide professional development to Lead Teachers and Principals that is grounded in equity/culturally responsive teaching practices

• Continue to revisit collaborative team structure and expectations for non-classroom teachers

• Improve logistics for intervention/extension time - secondary level

• Increase collaboration time

• Focus on

— LETRS (Language Essentials for Teachers of Reading and Spelling)

— Grading for Equity

— PLC Questions 3 and 4 especially at the secondary level with regard to structure and logistics

FUND EXPENDITURES

85% Teaching, Transporting, Supervising, and Counseling

7% Custodial, Maintenance, and Utilities

5% Administration

3% Technology, Accounting, Payroll, Human Resources, and Communications