Roseville Area Schools

World's Best Workforce

2022-2023 School Year Report & 2023-2024 School Year Plan

New Strategic Plan Establishes District's Long-Term Goals

During 2022-2023, Roseville Area Schools undertook a comprehensive strategic planning process anchored in the district's long-standing commitment to quality teaching and learning, and equity in all we do. The district's final strategic framework was developed over eight months using an equity-centered process and in close collaboration with a wide range of key stakeholders across the area served by the district. Based on the engagement design and workplan, staff, board members, and the strategic planning consultants used an inclusive and participatory process to engage students, families, staff, volunteers, advisory groups, leadership, partners, community organizations, and community members in person, virtually, and via online surveys.

The strategic framework includes the district's vision, mission, long-term goals, and mid-term strategies. These provide critical direction as the district makes policy decisions, refines and updates work plans, shares information, and continues to engage stakeholders to help shape ongoing strategic decisions and actions on behalf of the students, families, and community we serve.

The district's strategic framework is intentionally organized "causally." Working with guidance from stakeholders, the district first developed robust strategies defining what we must do. Then we repeatedly challenged ourselves to identify legitimate results, which became our long-term goals that advance our mission and vision.

· Vision: Our vision describes the inspirational, long-term desired change resulting from our collective work.

· Mission: Our mission is what we do. It is why we exist and provides guidance for our goals and strategies.

· Goals: Goals are the "whys" that drive our work. They resonate well across all stakeholders, remain relevant for 10-15 years, and are both inspirational and aspirational. They are ends, not means, and state what the district is committed to saying will characterize our future.

· Strategies: Strategies are the "whats" that will make our "whys" (goals) happen. They point clearly to action and are expected to be completed over 3-7 years.

Please visit page 3 to see an overview of the final plan. We are proud of this work and look forward to implementing the strategies.

This report includes a summary of progress during the 2022-2023 school year as well as a summary of our World's Best Workforce plan for the 2023-2024 school year.

Roseville Area Schools

MISSION

Excellence, Innovation & Equity in All We Do

Each learner experiences a sense of belonging and a joy of learning, is inspired and prepared to reach their potential, and contributes to our communities.

VISION

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, and physical appearance.

GOALS & KEY STRATEGIES

#1 **Our graduates are prepared to achieve their goals and aspirations.**
- Ensure students are college- and career-ready
- Deliver a challenging, joyful, and safe learning environment
- Deliver innovative, effective practices and systems

#2 **Our learners contribute to an equitable, caring society.**
- Cultivate student engagement and joy in learning
- Support learner resiliency (student social and emotional learning and mental health)
- Amplify student leadership and voice in decision-making
- Prepare learners to be racially and socially responsive

#3 **We are a culturally responsive, inclusive, anti-racist district.**
- Ensure educator commitment to anti-racist practices
- Hire and retain a diverse workforce
- Develop equitable leaders
- Develop a culturally responsive evaluation system
- Build a culture of belonging where all feel welcome, included, and safe

#4 **The community is united behind meeting student needs.**
- Partner with families and the community to support student success
- Build a culture of belonging

#5 **We are financially secure.**
- Cultivate and maintain community trust
- Secure and allocate financial resources to support the district's mission and vision

Eliminating Racial Disparities

Roseville Area Schools is committed to eliminating racial disparities by providing an equitable education to all students. During the 2022-2023 school year, we continued our work of culturally responsive and competent teaching through a lens of critical self-reflection. This included work around equity pedagogy, culturally relevant content, collective knowledge creation, and social justice orientation, the four areas of our Educational Equity Curriculum and Instruction Compass. Below are detailed strategies we implemented during the 2022-2023 school year in an effort to eliminate racial disparities and meet the needs of all students.

2022–2023 Strategies

· Offered equity professional development for all staff (including Raider Support staff)

· Offered Language Essentials for Teachers of Reading and Spelling (LETRS) training for all grades K-4, multilingual learner, and special education staff

· Introduced new elementary English Language Arts curriculum

· Offered Grading for Equity training for all staff grades 7-12

· Offered AVID Elementary training for all staff grades 5-6

· Hosted Coaching for Equity book study for site administrators and for Alternative Teacher Performance Pay System (ATPPS) lead teachers

· Created positive school climates centered around engagement and social and emotional learning (SEL)

· Reduced disproportionality in the identification of Black, Indigenous, People of Color (BIPOC) students for special education services

· Strengthened Multi-Tiered Systems of Support (MTSS)

· Created discipline guidance document to ensure consistency in practices across all schools

· Supported cultural liaisons

· Continued elementary student affinity groups

· Conducted "stay" interviews

· Collaborated on resources to honor Heritage Months

· Implemented restorative practices

· Created SEL and equity student survey

· Created bilingual pathway in academic content areas through graduation

· Continued building high school coursework, graduation pathways, and community college partnerships for all students

· Provided advanced academics and talent development (AATD) for all students

· Created Equity Leadership Advisory Committee

Measuring Progress

Statewide testing for the Minnesota Comprehensive Assessments (MCAs) resumed in spring 2022 after being canceled in spring 2020 and experiencing significantly lowered participation in spring 2021. We are now able to compare our results from school year 2021-2022 to school year 2022-2023 and also gauge our achievement based on our pre-pandemic results from the 2018-2019 school year.

Reading

In 2023, Roseville Area Schools and the statewide average for Minnesota both decreased about 1 percentage point from 2022. Roseville is currently at 48.8%, which is about 7.5 percentage points below our results from 2019. The state reading average is 49.9%, which is almost 10 points below 2019.

We did see positive increases in grades 4, 5, 6, and 8 with grades 6 and 8 performing above the statewide average. From school year 2022-2023, we see reading proficiency decreases for all our student groups by race, except White students, which resulted in an increase of racial disparities for all our student groups. Racial disparities now range from 23 to 42 percentage points. Students with an Individual Educational Program (SIEP) and students who receive educational benefits increased in their reading proficiency over 2022. Central Park, Edgerton, Emmet D. Williams, and Falcon Heights all increased their proficiency and Central Park is above their pre-pandemic level.

Math

Roseville Area Schools and the state had small proficiency increases in 2023. Math proficiency is about 37.9%, which is about 7 percentage points below the state and 11 percentage points below our scores from 2019. The state is at 45.5% and has decreased about 10% from 2019. Grades 4, 5, 6, 8, and 11 improved from 2022.

We also saw math achievement increases from 2022 for Black, Hispanic, and Native American students as well as students who receive educational benefits. This resulted in racial disparities decreasing for our Black, Hispanic, and Native American students.

Brimhall, Central Park, Edgerton, Emmet D. Williams, and Falcon Heights all had increases in their math proficiency rates. And just like in reading, Central Park is now performing above their pre-pandemic levels.

MCA III Proficiency/READING

	2019	2020	2021**	2022	2023
Hispanic	34.8%		30.6%	29.9%	28.2%
American Indian/Native American	+		57.1%	69.2%	38.5%
Asian	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%	39.6%
Black	36.6%		31.5%	30.3%	29.9%
White	75.4%		71.2%	69.4%	70.6%
Multiracial	54.3%		54.6%	48.3%	47.7%
Multilingual Learners	14.2%		8.4%	11.1%	10.7%
Students receiving special education services	30.6%		26.1%	25.9%	27.2%
Students who qualify for educational benefits	36.6%		29.6%	29.3%	31.0%

MCA III Proficiency/MATH

	2019	2020	2021**	2022	2023
Hispanic	26.1%		14.9%	17.8%	18.3%
American Indian/Native American	+		28.6%	40.0%	58.3%
Asian	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%	30.6%
Black	28.1%		17.2%	15.5%	19.1%
White	69.0%		52.9%	58.1%	57.6%
Multiracial	45.5%		33.9%	37.5%	37.5%
Multilingual Learners	16.0%		7.6%	10.9%	10.0%
Students receiving special education services	27.1%		19.1%	22.2%	20.0%
Students who qualify for educational benefits	28.3%		16.3%	18.2%	21.2%

Achievement Disparity /READING

	2019	2020	2021**	2022	2023
Hispanic	41%		41%	40%	42%
American Indian/Native American	+		14%	0%	32%
Asian	27%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	29%	26%	31%
Black	39%		40%	39%	41%
Multiracial	21%		17%	21%	23%
Multilingual Learners	50%		52%	46%	46%
Students receiving special education services	30%		32%	29%	25%
Students who qualify for educational benefits	38%		39%	34%	39%

Achievement Disparity /MATH

	2019	2020	2021**	2022	2023
Hispanic	43%		35%	33%	39%
American Indian/Native American	+		24%	18%	No Disparity
Asian	27%	MCA Reading and Math data for 2020 is not available as these tests were canceled due to the COVID-19 pandemic.	23%	27%	27%
Black	41%		36%	43%	39%
Multiracial	23%		19%	21%	20%
Multilingual Learners	39%		34%	32%	34%
Students receiving special education services	26%		20%	18%	21%
Students who qualify for educational benefits	40%		34%	32%	36%

*MCA reading and math data for 2020 is not available as these tests were canceled due to the pandemic.   + Count too small to report

** MCA reading and math data in 2021 is not comparable to other years, based on lowered participation due to the pandemic.

Looking Forward

2023–2024 Strategies

In order to eliminate racial disparities, Roseville Area Schools is engaged in course corrections to better align our system with the needs of our students. This requires a commitment to new learning and the implementation and sustaining of new practices. Strategies implemented during the 2022-2023 school year will continue during the 2023-2024 school year as we work to normalize these practices in our system. The strategies below are at various points of implementation with new strategies in bold.

- Offering equity professional development for all staff (including Raider Support staff)
- Offering LETRS training for all grades K-4, multilingual learner, and special education staff
- Implementing new elementary English Language Arts curriculum
- Offering Grading for Equity training for all staff grades 7-12
- Offering AVID Elementary training for all staff grades 5-6
- Implementing AVID Elementary at all elementary schools
- Hosting Coaching for Equity book study for site administrators and for ATPPS lead teachers
- Creating positive school climates centered around engagement and social and emotional learning (SEL)
- Reducing disproportionality in the identification of BIPOC students for special education services
- Strengthening Multi-Tiered Systems of Support (MTSS)
- Creating discipline guidance document to ensure consistency in practices across all schools
- Applying for non-exclusionary discipline grant
- Supporting cultural liaisons
- Continuing elementary student affinity groups
- Conducting "stay" interviews
- Collaborating on resources to honor Heritage Months
- Implementing restorative practices

Acronym Key

ACRONYM	DEFINITION
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
AVID	Advancement Via Individual Determination
ATPPS	Alternative Teacher Performance Pay System
CASEL	Collaborative for Academic, Social, and Emotional Learning
CFA	Common Formative Assessment
CGI	Cognitively Guided Instruction
CRCT	Culturally Responsive and Competent Teaching
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
DLI	Dual Language Immersion
ECFE	Early Childhood Family Education
ECSE	Early Childhood Special Education
EDW	Emmet D. Williams
EL	English Learners
ELM	English Learners in the Mainstream
FAFSA	Free Application for Federal Student Aid
FAHS	Fairview Alternative High School
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
IEP	Individualized Education Program
IGDI	Individual Growth and Development Indicators
IGDP	Individual Growth and Development Plan
LETRS	Language Essentials for Teachers of Reading and Spelling
MCA	Minnesota Comprehensive Assessments
MCIS-Jr.	Minnesota Career Information System
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
MTSS	Multi-Tiered Systems of Support
OEE	Office of Educational Equity
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
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
SEL	Social Emotional Learning
SIEP	Students with an IEP
SIP	School Improvement Plan
SPED	Special education
STEM	Science, technology, engineering and math
TDE	Teacher Development and Evaluation
TOSA	Teacher on Special Assignment

- Implementing SEL and equity student survey
- Creating bilingual pathway in academic content areas through graduation
- Creating indigenous language course(s)
- Continuing building high school coursework, graduation pathways, and community college partnerships for all students
- Providing advanced academics and talent development for all students
- Creating Equity Leadership Advisory Committee

Kindergarten Readiness

Since 2006, Roseville Area Schools has offered pre-kindergarten programs that follow state standards for early learning. The pre-K program focuses on early literacy development, which leads to reading well by 3rd 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. 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

2022–2023 Strategies

- Continued to support families with the transition from pre-K to kindergarten

- Improved early childhood to kindergarten enrollment process

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

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

- Supported 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

- Increased family engagement and participation in Early Childhood Family Education (ECFE)

Measuring Progress

The Pyramid Model grant project provides the framework for supporting students' social and emotional development by creating the systems for data collections and internal coaching. Pre-K and Early Childhood Special Education (ECSE) teachers attended training on Teaching Pyramid Observation Tool (TPOT), Behavior Incident Report System (BIRS), and practice-based coaching and intervention strategies. Resources and tools that support social/emotional development and intervention plans to provide Tier 1, 2, and 3 learning in pre-K

are available in all classrooms. Second Step weekly lessons in pre-K teach social skills and problem-solving strategies.

The early childhood programs continue to support families by offering a variety of class options for families with young children. During 2022-2023, we held three Drop In and Play classes each week and these were our most well-attended classes. Park and Play was also a successful event with the goal of outreach to families with young children. These were held at three parks in the community. During summer 2023, we offered daily ECFE classes for eight weeks.

Students' oral language and vocabulary development was supported by teacher training in LETRS and paraprofessional training in strategies to encourage conversation and vocabulary development with students in pre-K. Pre-K students participated in repeated read-alouds connected to the theme with intentional teaching of vocabulary words. Literacy-rich environments and activities provide opportunities for practicing early literacy skills.

To measure students' progress, the pre-K program analyzed assessments with benchmarks determined by the pre-K through grade three alignment team. This includes vocabulary development, phonological awareness, and number knowledge. Assessments are used to inform instruction, provide interventions, and monitor student progress.

Looking Forward

2023–2024 Strategies

- Training paraprofessionals on strategies for supporting students' social and emotional development

- Increasing the number of different locations for ECFE classes to support family engagement and participation

- Supporting students' social and emotional development through Second Step curriculum instruction and Pyramid Model interventions

- Planning, teaching, and supporting students' phonological awareness and skills using LETRS and Heggerty

- In alignment with kindergarten, providing opportunities to practice the skills being taught in all areas of development using purposeful play

- Implementing TS Gold developmental assessment, which provides data on student growth and information to plan interventions through professional learning communities (PLCs)

- Strengthening the process for sharing kindergarten-entry student assessment data from early childhood to kindergarten

2023 END-OF-YEAR DATA

ASSESSMENT	BENCHMARK SCORE	% PRE-K STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (My IGDIs)	11	56%
Rhyming, Phonological Awareness (My IGDIs)	13	48%
Number Naming (My IGDIs)	12	37%

My IGDIs: Individual Growth and Development Indicators

Reading by 3rd Grade

Roseville Area Schools recognizes that by 3rd 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. To increase achievement in reading and narrow the achievement disparities, 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

2022–2023 Strategies

In 2022-2023, we:

- Engaged all grades pre-K-4 teachers, elementary special education teachers, and multilingual learner teachers in training in the science of reading

  — Almost 90 grades K-4 teachers completed the Minnesota Department of Education (MDE)-sponsored LETRS two-year training program.

  — 25 pre-K teachers completed the LETRS for early childhood training program.

  — All elementary administrators and many district leaders completed LETRS for Administrators training.

  — 140 grades K-4 teachers, elementary special education teachers, and multilingual learner teachers completed their first of two years training in LETRS.

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

  — Used Path to Reading in School Sites (PRESS) tight and loose expectations to prevent a PRESS implementation dip

  — Reviewed 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 Tier II literacy interventions using research-based intervention strategies, including LETRS informed practices

- Continued to offer Reading Corps at qualified sites

- Completed the program review, design, and purchase for grades K–6 English language arts curriculum that implements the 2020 Minnesota Academic Standards in English language arts

- Continued use of What I Need (WIN) time to improve 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

Measuring Progress

Roseville Area Schools' grade 3 scores decreased about 6 percentage points from 2022 and the statewide grade 3 scores decreased about 1 percentage point. Grade 3 was the only elementary grade with a decrease in 2023 scores. Statewide and districtwide we continue to see less than half of our students reading proficiently according to the state reading tests. We know this needs to change and are adopting new literacy practices at the elementary level that are tied to the science of reading as well as a new curriculum adoption in this school year. We continue to see literacy as a social justice issue that needs immediate attention.

The data included in the charts below are students' proficiency rates for the previous three years. The following grade 3 proficiency rates include data from all accountability tests MCA and Minnesota Tests of Academic Skills or MTAS).

Looking Forward

GRADE 3 / MCA Reading

2019	2020	2021	2022	2023
47.4%	*	41.9%**	48.0%	42.3%

MCA reading and math data for 2020 is not available as these tests were canceled due to the pandemic.

** *MCA reading and math data in 2021 is not comparable to other years, based on lowered participation due to the pandemic.*

2023–2024 Strategies

We will continue a major training program in the science of reading as well as the adoption of new English language arts curriculum grounded in the science of reading and the 2020 Minnesota Elementary language arts standards. In 2023–2024, we will:

- Implement the new English language and Spanish language arts curriculum that address both decoding skills and comprehension skills. These are:

  — Heggerty (English and Spanish)

  — Fundations for decoding, phonics, and early writing skills for grades K-3

  — Geodes for grades K-2 early comprehension as well as early readable texts

  — Decodable texts for grades K-1

  — Wit and Wisdom for grades K-6 comprehension and knowledge building

  — Caminos for Little Canada's Dual Language Spanish Immersion program for both decoding skills for grades K-2 and comprehension skills for grades K-5

  — Wit and Wisdom for Little Canada's DLSI program with texts and writing in both English and Spanish

- Complete professional development in the form of LETRS training for most grades K-4 classroom teachers, most elementary English language development teachers, and most elementary special education teachers. Newly hired teachers will begin LETRS in the 2024-2025 school year.

- Continue the 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 skill measurement

— Expand Tier II Literacy Interventions using research-based assessment and intervention strategies, including Just Words for students in grades 4-6.

· Continue to use WIN time to improve student achievement and close opportunity gaps

· Continue collaborative teams at school sites that focus on the district vision of high-functioning professional learning communities. This will focus on the new English Language Arts curriculum and address these questions: *What do I want students to know? How will I know they learned it?*

· Continue to offer Reading Corps at qualified sites

Graduation

In today's highly competitive high-tech world, a high school diploma is critical and can set the foundation for future planning. We continue to look for innovative and supportive ways to assist all students towards graduation.

Looking Back
2022–2023 Strategies

- Adjusted our elective credits at Roseville Area High School (RAHS) due to the pandemic 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 at Roseville Area Middle School (RAMS), RAHS, and Fairview Alternative High School (FAHS)
  — Unity Centers
  — Grade 9-12 college fairs that occur during the school day
  — Grades 7-8 career fair held in the evenings so families could attend
  — College visits
  — Career exploration opportunities
- Strengthened Raider Time at RAHS to provide time during the day for support, social interaction, and activities

- Built 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 post-graduation.)
- Implemented new equitable grading practices 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
- AVID Schoolwide
  — Strengthen RAHS and RAMS through revalidation process for National Demonstration status

Measuring Progress

Roseville Area Schools' four-year graduation rate decreased from 88.0% in 2021 to 85.2% in 2022. Roseville students continue to graduate at a higher rate than the state average of 83.6% and most of our student groups outperformed the state graduation percentages. RAHS and FAHS both decreased from 2021 graduation percentages.

Looking Forward
2023–2024 Strategies

- Continue expanding and strengthening 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.
- Continue building the capacity of college and career knowledge for all students at FAHS in the HOMES (advisory course) (Work-based learning courses provide students with information regarding employment skills and opportunities to expand their opportunities in the workforce.)
- Continue existing support structures
  — AVID Schoolwide
  — Unity Centers
  — Grades 7-12 college fairs
  — College visits
  — Career exploration opportunities
  — College Possible (cohort of 40 students in grades 11-12)

GRADUATION RATES / Class of 2022

	MN	ISD623
All Students	83.6%	85.2%
American Indian/Native American	61.3%	*
Asian	87.2%	89.3%
Hispanic	69.3%	69.7%
Black	73.5%	80.6%
White	88.4%	92.2%
Two or More Races	79.2%	74.1%
Multilingual Learners	65.0%	74.7%
Students with an IEP	65.5%	65.8%
Educational Benefits	71.1%	75.7%

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2022 Graduation Percentage Trend: All Students

	2018	2019	2020	2021	2022
MN	83.2%	83.7%	83.8%	83.3%	83.6%
Roseville Area Schools	87.9%	85.7%	88.1%	88.0%	85.2%
RAHS	92.6%	88.9%	91.4%	91.2%	90.1%
FAHS	37.0%	50.0%	52.3%	53.3%	38.6%

Graduation, continued

- Establishing partnership with the TRIO program through Metro State University for grades 9-10, which is an Upward Bound program providing students from underserved communities access to college through monthly workshops, tutoring, summer programming, ACT prep, and career exploration

- Continue professional development for staff in the areas of assessments, rubrics, and feedback to provide equitable grading practices that are accurate, unbiased, and motivational

- Continue to grow opportunities for credit recovery during the school year

  — Credit Recovery Academy with sessions during fall, winter, and spring breaks

  — Both traditional and online programs

  — Identification of partial credit opportunities

  — Aligning standards for all summer school courses

Career and College Readiness

Being college and career ready opens doors to future opportunities for students and prepares them for life after high school. In Roseville Area Schools, we equip our students with the skills necessary to navigate the future of their choosing.

Looking Back

2022–2023 Strategies

· Continued support of students and families with events including Free Application for Federal Student Aid (FAFSA) Night, college application Zoom meetings, College Application Day, and Family Financial Night

· Continued to provide Armed Services Vocational Aptitude Battery (ASVAB) for grade 10 (career interest results) and ACT prep sessions

· Developed a student mentoring program where AVID and Intro to Urban Education students serve as peer tutors in the media center

· Engaged students with special education services in:

— Practical Assessment Exploration System (PAES) Lab

— RAHS Coffee Shop

— Work experience classes

— Social Skills for Work (combining communication needs with real world work opportunities)
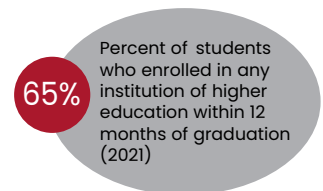
— Partnership with EL and AVID

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

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

· Expanded the use of YouScience so RAHS students can learn from a database of more than 600 career options based on their aptitudes, interests, and where those areas overlap

· Continued to distribute monthly *Career Pathways* newsletter, which features the work at RAHS and seeks to grow community/industry partnerships

· Highlighted careers and post-secondary planning via the career navigator

— Presented to Career Seminar (EL, special education, and general education), AVID classes, and CTE classes

— Met 1:1 with students to explore careers and help students formulate a plan for post-high school

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

· Provided field trips to college options for students

· Hosted guest speakers to promote career pathways of interest to students

· Used WIN time at FAHS to create opportunities for support on FAFSA and college applications

· Implemented FAHS J-term (June Term) to focus on career readiness

· Established ACCUPLACER partnership between FAHS and Inver Hills Community College

Measuring Progress

We continue to promote both career and college readiness. Roseville Area Schools offer a comprehensive Career and Technical Education (CTE) program and college credit-bearing courses that provide students with a wide range of career pathways. We measure our progress in these areas through our student enrollment in CTE

COLLEGE ENROLLMENT

65% Percent of students who enrolled in any institution of higher education within 12 months of graduation (2021)

AP SUMMARY / Roseville Area High School

	2019	2020	2021	2022	2023
Total AP Students	587	521	532	489	586
Number of Exams	858	770	756	678	789
Percent of AP Students with a 3+ score	65%	68%	56%	65%	65%

ACT RESULTS

	2019	2022	2023
Total Tested	497	449	479
Roseville Avg Scores	19.7%	18.9%	18.9%
MN Avg Scores	21.4%	21%	20.8%

NUMBER OF STUDENTS ENTERING THE WORKFORCE

	2017	2018	2019	2020	2021
Education and Health Care and Social Assistance	13	16	*	18	21
Leisure and Hospitality	21	27	16	17	27
Manufacturing	*	*	*	*	12
Professional and Business Services	20	12	*	21	11
Trade, Transportation and Utilities	27	29	35	42	50

*Cell size too small to report

courses as well as college credit-bearing courses and through our student choices after they graduate high school.

We continue to see more students entering into the workforce after graduation, especially in the trades and manufacturing, and we see fewer students enrolling in college since the pandemic. We believe that these indicators are impacted by the pandemic and the many career options that we are preparing students for after graduation.

Our ACT composite score remained even with the 2022 administration at 18.9. ACT testing was canceled in spring 2020. In 2021, testing was significantly impacted by low student participation due to the pandemic.

The number of students participating in Advanced Placement (AP) courses increased to pre-pandemic levels and the percent of students who receive a 3 or higher on their AP test remains consistent.

Looking Forward
2023–2024 Strategies

- Career navigator and new career and college coordinator collaborating to plan, coordinate, and implement career/college readiness opportunities for RAHS students

- Career navigator supporting career exploration that does not require a 4-year degree including:

  — Interest and aptitude inventories, employment opportunities, job shadows, guest speakers, and field trips to area employers

- Career and college coordinator providing support and resources for students who are planning to attend college

- RAHS Career and College Center staff assisting students with college applications, FAFSA applications, scholarships, finding job opportunities, and exploring trades and other hands-on careers

- Introducing new digital signage at RAHS called NextGrad, which provides RAHS students with information about the military and higher education

- Developing the Education Pathway focused on students of color to pursue a career in education through a Grow Your Own Grant

- Developing a Career and College Readiness webpage for students and families that will provide access to explore and learn about all opportunities available along with how to access the opportunities

- Providing a wider variety of field trip opportunities for students to explore careers, meet business/industry professionals, tour 2-year and 4-year colleges

- Continuing to build partnerships with community employers and Career Pathway growth for manufacturing through the Youth Skills Training grant. Objectives include hosting guest speakers in engineering/manufacturing classes, field trips to local manufacturers, targeted recruiting for classes in the Engineering/Manufacturing Pathway (focused on underrepresented students), paid opportunities for students to attend Summer Manufacturing Camp at Saint Paul College, and increasing paid summer

internships for students interested in the field of manufacturing

- Continuing partnerships with area businesses and employers, targeting in-demand career fields with livable wage jobs that also have opportunities for growth including McGough Construction, Buerkle Automotive, Warners Stellian, Oberg Roofing, Navy Island, ACR Homes, RosePointe Senior Living, and Total Tool

- Opportunities at FAHS include:

  — Promoting post-secondary career options via field trips and guest speakers

  — Providing students with a clear focus on careers via OJT (On the Job Training)

  — Continuing Accuplacer partnership with Inver Hill Community College

  — Partnering with South Washington County ALC with a focus on AVID strategies that will provide support as students plan for post-secondary options

  — Educating families om evolving post-secondary plans for their students throughout the year

  — Supporting all students going on to post-secondary opportunities

  — Introducing YouScience, a program that offers brain games to assess student aptitudes

Instruction and Curriculum Review Process

Roseville Area Schools uses its curriculum and program review system to review curricular areas and programs to provide continuous improvement for teaching and learning in the district.

The process enables the district to respond to changing areas in education such as alignment with standards, technology, and new ideas as they relate to 21st century learning. As part of the review process, we gather input from a variety of stakeholders including staff, students, administration, school board, and community.

The process was significantly impacted by the pandemic and substitute teacher shortages 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. In the following school years, we have been able to engage in curriculum review but continue to be impacted by the shortage of substitute teachers.

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.

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. Advisory committee membership reflects the community and the diversity of the district and represents teachers, families, students, community residents, administrators and the school board.

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. The DCAC is consulted after each phase of the program review cycle.

ADVISORY COMMITTEE MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Office of Educational Equity	District Administrator/Co-chair
Lindsay Most	Office of Educational Equity	Administrative Assistant
Heather Holbrook	Community Member	Community Representative
Greg Ueland	Roseville Area High School	Secondary Teacher Representative
Nur Nur	Central Park	Parent
Lee Thao	Roseville Area High School	Secondary Administrator
Subashi Stendahl	Parkview	Parent
Halimo Hassan	Emmet D. Williams	Parent
Michelle Keleny	Little Canada DLI	Parent
Candace Stewart	Little Canada Neighborhood	Parent
Aaron Komo	Community Member	Community Member
Maijue Lochungvu	Roseville Area High School	Parent
Winter Falkowskis	Roseville Area High School	Student
Tsimnuj Lee	Roseville Area High School	Student
Aaliyah Bougie	Roseville Area Middle School	Student/Co-chair
Ahmed Ahmed	Roseville Area Middle School	Student
Arianna Jahnke	Roseville Area Middle School	Student/Co-chair
Mushtak Ahmed	Roseville Area Middle School	Student
Beth Behnke	Falcon Heights	Elementary Administrator

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. Provide equitable opportunities to learn to read and write through professional learning with Language Essentials for Teachers of Reading and Spelling (LETRS)

  b. Embed the understanding, implementation, and reflection of culturally responsive and competent teaching (CRCT) practices in all areas of work

  c. Create, refine, and implement culturally relevant curriculum and supports 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 and equitable feedback that improves achievement, use the framework of Grading for Equity to align secondary teachers' curriculum with state standards, and measure student learning based on those standards

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 (SEL)

  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.

  • Use Advancement Via Individual Determination (AVID) strategies to support secondary student learning

  • Assemble and train AVID Elementary leadership teams and train grades 5-6 teachers in AVID Elementary strategies

5. Use AVID strategies to support student learning.

Goals with Strategies from School Improvement Plans

Each school site prepared a School Improvement Plan (SIP) that addressed goals identified by each site's data analysis that also aligned to the focus areas of the strategic plan. The goals and key strategies to meet those goals of each site's SIP are summarized below. The elementary schools focused on three key areas: 1) literacy and professional learning communities, 2) social emotional learning, and 3) a site-specific goal.

BRIMHALL

· Literacy and Professional Learning Communities

— All teachers will meet in their collaborative teams weekly, reviewing LETRS data to then respond to the four questions of PLCs. (Goals 1 & 5)

— All teachers will develop skills through peer observations and collaborative team discussion in the use of small group reading instruction. (Goals 1 & 5)

· Social Emotional Learning

— All staff will review and use common commitments to employ Zones of Regulation, Buddy Rooms, and Morning Circles with common language to support students' belonging.

(Goals 1 & 3)

— Staff will participate in Restorative Practices training. (Goal 3)

Site Specific Goal: Increase Attendance

— The attendance team will meet regularly to guide students, staff, and families to increase school attendance through increase family education and support, schoolwide celebrations, and frequent monitoring. (Goals 2 & 3)

CENTRAL PARK

· Literacy and Professional Learning Communities

— Collaborative teams will use the LETRS Bridges to Practice to monitor student learning with science of reading strategies to increase fluency. (Goals 1 & 5)

— Staff will expand student access to supplemental instruction materials via decodable books and other resources that align with the Science of Reading. (Goal 1)

· Social Emotional Learning

— Staff will implement the use of SAEBRS/mySAEBRS to assess student needs in mental health supports. (Goal 3)

— Staff will use weekly targeted student surveys to assess student SEL, academic, and attendance concerns. (Goal 3)

— Staff will review and renew implementation of Zones of Regulation, PBIS, and Multi-tiered Systems of Supports (MTSS) for staff and students. (Goal 3)

· Site-specific goal: Increase student achievement in math

— Student voice will be amplified through implementation of Cognitively Guided Instruction (CGI) strategies and knowledge co-creation. (Goal 1)

— Collaborative teams will develop and consistently monitor standards-based learning goals in mathematics, analyzing common formative assessments and planning lessons informed by the data. (Goals 1 & 5)

Staff Development Goals and Findings, continued

EDGERTON

- Literacy and Professional Learning Communities
  - Collaborative teams will use the LETRS Bridges to Practice to monitor student learning with science of reading strategies to increase fluency. (Goals 1 & 5)
  - Students will engage in targeted fluency intervention groups to increase fluency. (Goal 1)
- Social Emotional Learning.
  - Staff will be trained in restorative practices to use with students. (Goal 3)
  - Staff will employ PBIS by reviewing behavior expectations and incentivizing positive behavior through Eagle tickets and prizes. (Goal 3)
- Site-specific goal: Increase student achievement in math
  - Teachers will receive ongoing CGI training and implement strategies and concepts into daily lessons with students, with a focus on developing number sense. (Goal 1)
  - Staff will implement English Learner in the Mainstream (ELM) strategies to support MLL students' academic math vocabulary and skills. (Goal 1)
  - Staff will use CFAs within the framework of PLCs to assess student learning and plan for continued teaching or re-teaching of concepts. (Goals 1 & 5)

EMMET D. WILLIAMS

- Literacy and Professional Learning Communities
  - Staff will shift practices away from guided reading to the Science of Reading. (Goal 1)
  - Staff will use WIN time to support fluency and comprehension as needed. (Goal 1)
  - Staff will systematically implement PRESS Tier 2 interventions as needed. (Goal 1)
- Social Emotional Learning and Attendance
  - Staff will increase communication to all stakeholders regarding the importance of regular attendance at school. (Goals 2 & 3)

- Staff will use visual representation and celebrations of attendance goals. (Goals 2 & 3)
- Staff will use #Good Human, Second Step, and Mind Up curriculum to teach positive social and emotional learning. (Goal 3)
- Staff will engage student and staff restorative circles to increase positive SEL. (Goal 3)
- Site Goal: Increase Math Achievement
  - Collaborative Teams will focus discussions on questions 3 and 4 for math in grades 5 and 6. (Goal 5)
  - Staff will use CGI strategies to develop number sense. (Goal 1)
  - Staff will use WIN time to support students who need additional time. (Goal 1)

FALCON HEIGHTS

- Literacy and Professional Learning Communities
  - Collaborative teams will use the LETRS Bridges to Practice to assess student learning while learning new strategies in the Science of Reading. (Goals 1 & 5)
  - Staff will continue to use PRESS interventions with students needing Tier 2 support. (Goal 1)
- 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)
  - Teachers and staff will employ CRCT strategies. (Goals 1 & 3)
  - Staff will build school culture and community by engaging Falcon Families, all-school assemblies, Clubhouse Parade, Reading Buddies, and field trips. (Goal 3)
- Site Goal: Increase Math Achievement
  - Teachers will use CGI strategies to increase number sense and student voice in math classes. (Goal 1)
  - Staff will provide WIN time for students who need additional math support. (Goal 1)

- Staff will use Mix and Math 360 to support student learning. (Goal 1)

HARAMBEE

- Literacy and Professional Learning Communities
  - Grades K-4, SpEd, MLL teachers, and instructional coaches will be trained in LETRS to increase knowledge in the Science of Reading. (Goal 1)
  - Collaborative teams will use the LETRS Bridges to Practice to assess student learning while learning new strategies in the Science of Reading. (Goals 1 & 5)
  - All staff will be exposed to AVID strategies. (Goal 1)
  - Staff will continue the use of Thinking Maps during literacy instruction. (Goal 1)
- Social Emotional Learning
  - Staff will develop SEL lessons based on CASEL and MN SEL standards. (Goal 3)
  - Staff will use the house system to build community, encourage positive behavior, increase attendance, and celebrate positive outcomes. (Goal 3)
- Site Goal: Increase Math Achievement
  - Staff will continue to use CFAs to monitor student learning and adjust instruction. (Goal 1)
  - Staff will pilot CGI strategies in grade 3. (Goal 1)
  - Staff will complete fidelity checks with Tier 1 math instruction. (Goal 1)

LITTLE CANADA

- Literacy and Professional Learning Communities
  - Grades K-4, SpEd, MLL teachers, and instructional coaches will be trained in LETRS to increase knowledge in the Science of Reading. (Goal 1)
  - Collaborative teams will use the LETRS Bridges to Practice to assess student learning while learning new strategies in the science of reading. (Goals 1 & 5)

- Social Emotional Learning
  — Staff will use the PBIS framework with expectations for behavior posted throughout the building, a behavior flow chart, and identified parameters for office disciplinary referrals. (Goal 3)

  — Staff will monitor ODRs and provide early intervention for students needing additional support. (Goal 3)

  — Staff will use Responsive Classroom strategies of morning meeting with administration and student support staff joining. (Goal 3)

  — Teachers will be trained to review data through an anti-racist lens. (Goal 3)

- Site Goal: Increase Math Achievement Through Effective Collaborative Teaming
  — Collaborative teams will continue to teach the math power standards, use data analysis protocols to analyze common formative assessments, and provide tiered intervention. (Goals 1 & 5)

  — Site-wide planning and communication for collaborative teams with lead teachers and building principal will be increased. (Goals 1 & 5)

  — Staff will use a cycle of learning for each CT to address the Science of Reading, CGI/Number Talks, and Story Circles. (Goals 1 & 5)

  — Staff will incorporate guided math instruction in small groups. (Goal 1)

PARKVIEW

- Literacy and Professional Learning Communities
  — 5th and 6th grade will use writing, organization via Cornell Notes, and Reading strategies to increase literacy. (Goal 1 & 4)

  — Staff will provide LETRS Bridge to practice elements: folders, forms, and discussion prompts. (Goal 1)

  — 5th and 6th Grade utilization of writing, organization via Cornell Notes, and Reading strategies to increase literacy (Goals 1 and 5)

  — 7th and 8th grade will code 50% or more summative work into Mastery Tab to provide alignment with student work to specific power standards expected by

end of year. (Goal 5)

  — The monthly "Spotlight on LETRS" resource will be distributed to K-8. (Goal 2)

- Social Emotional Learning
  — Staff will review our WHY and WHAT of PBIS with students in classrooms through monthly announcement themes, slide decks, and staff meetings. (Goal 3 and 5)

  — Parkview Center will continue to review and critically reflect on the individual data that contributes to the climate and culture. This will be done by licensed and student success staff members who will answer guiding questions and use critical self-reflection when analyzing office discipline referrals. (Goal 3 and 5)

  — Grades K-2 classroom teachers will review SEL standards that are directly linked to PBIS and procedures. Grades 3-8 will review the standards to remind and energize their students. (Goal 1 & 3)

- Site Goal: Mathematics
  — Teachers will focus on intentionally developing mathematical computation proficiency in our students. (Goal 1)

RAMS

- School Culture and SEL
  — Staff will implement PBIS strategies to bring attention to students who are meeting expectations. Staff will use consistent language/expectations and check for success. (Goal 3)

- Literacy Proficiency
  — Staff will use: AVID WICOR strategies with a focus on Reading and Writing Strategies; PLC time for DuFour's questions 3 and 4 (including scaffolds for all levels); and school-wide WIN Time. (Goal 1 & 5)

- Site Goal: Mathematics Achievement
  — We will decrease the achievement gap percentage for students' proficiency on the MCA math test between our BIPOC students and White students by focusing on Grading for Equity while using Moby Max and sharing success with families. (Goal 1, 2 & 5)

RAHS

- School Culture and SEL
  — We will decrease the gap between Black and White students who feel supported by an adult by having at least once monthly community-building, relationship-building, mindfulness activity with students (add to ATPPS Professional Focus action steps). (Goal 3 & 5)

  — Staff will hold at least one monthly accountability, relationship-building, gratitude, community-building activity with peers/staff (add to ATPPS Professional Focus action steps). (Goal 3)

  — Motivational speaker (Joe Davis) will present to staff and students during Raider Day during the first week of school to set community tone and expectations. (Goal 3)

- Literacy
  — Staff will use the AVID Critical Reading Process: pre-reading (why are you reading what you are reading?), interacting with the text (marking the text, writing in the margins, summarizing), and extending beyond the text (cause and effect, inferences, conclusions). (Goal 1 & 4)

  — Staff will use WICOR Strategies within Mastery Tab for clear understanding and expectations. (Goal 1 & 4)

- Achievement Goal
  — Staff will use more consistent grading practices, rubrics, and use of mastery tab with students/families(students will know what proficiency looks like) for Questions 1, 2, 3, 4 (standards to interventions). (Goal 1, 2 & 5)

FAHS

- School Culture and Social Emotional Learning
  — Perception survey will show 80% of FAHS staff and students will report they enjoy coming to school due to having 1:1 meetings with administration three times a year, student discussion meetings two times per month, and admin advisory meetings two times per trimester. (Goal 3)

- Gap Reduction

  — Staff will use Grading for Equity professional development to increase the usage of WICOR strategies and to use them in WIN time. (Goal 1, 4 & 5)

- Achievement

  — Staff will use WICOR strategies for power words, setting a purpose and marking a text, along with AVID advisory curriculum, coupled with WIN Time to help FAHS students improve their Accuplacer scores. (Goal 1, 4 & 5)

EARLY CHILDHOOD (ECSE/PRE-K/ECFE)

- School Culture and Social-Emotional Learning

  — Staff will collaboratively plan family engagement events. (Goal 2)

  — Staff will partner with other programs at Anpétu Téča Education Center to provide relevant family activities. (Goals 1 & 2)

  — Staff will provide intentional instruction in SEL aligned with the Pyramid Model. (Goal 3)

- Professional Learning Communities

  — Staff will provide flexible and collaborative instruction through CRCT and aligned with early childhood intervention plans. (Goal 1)

  — Collaborative Teams will focus discussions on PLC questions 3 and 4. (Goal 5)

- Site Goal: Increase student learning to meet goals of the eight power components of TS Gold

  — Staff will use collaborative team time to review CFAs and TS Gold/HELP assessments and plan further instruction. (Goals 3 & 5)

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

Professional development offered during the 2022-2023 school year supported the implementation of each school's improvement plans as well as the five focus areas of the Roseville Area Schools strategic plan. Findings from each of these focus areas are described below.

Focus Area: Improve instruction for our students of color, American Indian students, English learners, students receiving special education services and pre-K learners

1. During the 2022-2023 school year, RAMS continued WIN time within their class periods. Both RAHS and FAHS continued to offer WIN/Raider Time for high school students.

2. During the 2022-2023 school year, all grades Pre-K-4 teachers, elementary special education teachers, and multilingual learner teachers began or completed their LETRS training in the Science of Reading.

   a. Nearly 90 grades K-6, MLL, and special education teachers completed the Minnesota Department of Education sponsored LETRS two-year training program.

   b. 25 Pre-K teachers completed the LETRS for Early Childhood training program.

   c. All elementary administrators and many district leaders completed LETRS for administrators training.

   d. 140 grades K-4 teachers, elementary special education teachers, and MLL teachers completed their first of two years training in LETRS.

3. District-wide staff development focused on understanding, implementing, and reflecting on CRCT practices. The emphasis for the school year for all staff members was continuous critical self-reflection.

4. Since the 2020-2021 school year, 70 K-8 teachers have been trained in CGI. CGI is a student-centered approach to teaching math. It starts with what 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.

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

District, school, and program staff are focused on expanding opportunities for families to learn more about and to engage more frequently in their student's educational experiences. From a communications perspective, the district and schools have transitioned to a website provider and newsletter format that are translatable in a wide variety of languages. In addition, the district is streamlining the distribution of information so families know when and how they will receive information from the schools and the school district. At the same time, the district is examining how families who do not speak English as their primary home language receive their school and district information and exploring opportunities to improve information delivery.

In terms of relationship development, which is viewed as key to family engagement, district and school staff employ multiple efforts to foster relationships with families including quarterly family events, Facebook groups, personal invitations to families, increased family voice in decision-making, translate elementary report cards, and more. SeeSaw is used as the elementary platform to communicate with families about student progress and daily news while Schoology is used at the secondary level. In addition, Roseville Area Schools cultural liaisons provide a valuable support link for our families especially African American and Native American families, and families who speak Bhutanese/Nepali, Hmong, Karen, Somali, and Spanish.

Focus Area: Strengthen support for the social and emotional development of students

1. Every site had an SEL focus as a part of their school improvement plan (SIP) during the 2022-2023 school year.

2. RAHS and FAHS developed, administered, and used data from student perception surveys to respond to students' needs regarding mental health and belonging.

3. Most schools continued to develop a positive climate by using Core Values (RAHS), Positive Behavioral Interventions and Supports, Responsive Classroom, and restorative practices. Many schools incorporated elements of social and emotional learning such as the Zones of Regulation (to support students in regulating emotions) and creating calming spaces.

4. To increase skills in cultural responsiveness, Raider Support Staff attended three professional learning sessions with the Office of Educational Equity.

Focus Area: 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.

Focus Area: Use AVID strategies to support student learning

RAHS and RAMS were revalidated as National Demonstration School for utilizing AVID Instructional Framework schoolwide. AVID Elementary will begin implementation in grades 5 and 6 at elementary schools in the fall of 2023. Therefore, during the 2022-2023 school year, administrators were trained at the AVID Summer Institute; AVID Site Leads were selected and trained; and building AVID Site Teams were formed.

Focus Area: Grading for Equity

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

Focus Area: 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 used a common spreadsheet tool to record, track, and analyze student learning as demonstrated by common formative assessments at their sites. The data analysis protocols deepened staff learning in the second question of the PLC process: "How will we know students learned?" and informed planning for the next steps in teaching.

PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

NAME	SITE	ROLE
Betsy Gedatus-Garcia	ABE	EL Coordinator
Lorna Plana	Brimhall	Intervention and ATPPS
Ryan Vernosh	Brimhall	Principal
Berri Reiser	Central Park	Interventionist
Mike Schroeder	District Wide	MTSS/ATPPS/TDE Administrator
Melissa Sonnek	District Wide	Assistant Supt
Rebecca Wade	District Wide	SPED TOSA
Tyler Small	District Wide	School Social Worker
Kirsten Hawkes	ECSE	Speech/Language and ATPPS
Stacey Whitwood	Edgerton	2nd grade
Brandon Button	EDW	Intervention
Dan Beck	EM-R	Union Representative/Parkview
Laura Tucci	FAHS	Teacher
Emily Wendlandt	Falcon Heights	Grade 4/5 and Intervention
Nathan Meyer	Harambee	Principal
Myriam Castro-Franco	Little Canada	DLI Grade 3/4
Angie Woods	Office of Educational Equity	Secondary Program Administrator
Jake Von De Linde	Office of Educational Equity	Dir of Student Achievement
Mary Bussman	Office of Educational Equity	Elementary Program Administrator
Trina Hira	Office of Educational Equity	Advanced Academics and Talent Dev't
Yeng Chang	Office of Educational Equity	Tech Integration/Online School
Molly Flynn	Out of School Time	Community Education Supervisor
Tom Krueger	Out of School Time	Community Education Supervisor
Heidi Wheelock	Parkview	MLL
Janina Haug	Pre-K	Early Childhood Instructional Support Manager
Anne Barnes	RAHS	AVID
Greg Uelland	RAHS	AVID 11

ATPPS Report

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

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.

— 93% report positive impact

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

— 95% report positive impact

· Planning interventions and extensions based on analyzed assessments.

— 96% report positive impact

· Adjusting interventions and extensions based on analyzed assessments.

— 95% report positive impact on professional growth

— 92% report positive impact on student learning outcomes

Effectiveness – Student Achievement

· Team goals (student goals)

· 78.9% of staff met their team goal

— 80% in 2022

— 74% in 2021

— No data for 2020

— 84% in 2019

— 85% in 2018

Areas for Improvement

Based on site program reviews and surveys

· Interventions and extensions

· Monitor literacy data

· Provide time for lead teachers to coach

· Improve Tier 1 practices

· Attend to staff morale

Recommendations

· Continue to provide professional development to lead teachers and principals that is grounded in the *Coaching for Equity* book study

· Provide time to focus on rubrics at the secondary level

· Literacy focus at the elementary level (ELA rollout and LETRS)

· PLC questions 1 and 2 at the elementary level

· PLC questions 3 and 4 at the secondary level

Budget

FUND EXPENDITURES

84% Teaching, Transporting, Supervising, and Counseling

6% Custodial, Maintenance, and Utilities

5% Administration

4% Technology, Accounting, Payroll, Human Resources, and Communications