Roseville Area Schools

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

2022 Strategic Plan Final Report
1 December 2022

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1   Introduction

1.1   Overview

The Roseville Area Schools 2022 strategic planning process was anchored in our long-standing commitment to quality teaching and learning, and equity in all we do.

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 process and schedule are summarized in the graphic and below:
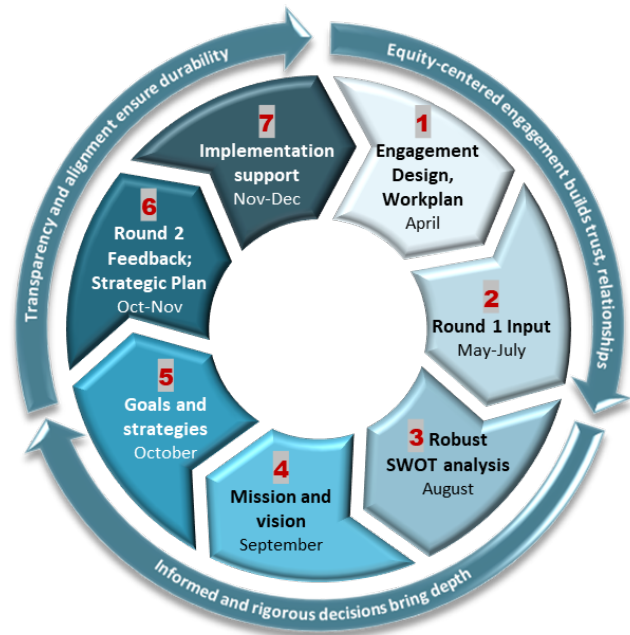
- **April-July 2022:** Gather Round 1 input
- **July-October:** Guided by Round 1 results, complete analyses, draft refined vision and mission, and then draft long-term goals and mid-term strategies
- **October-November:** Gather Round 2 feedback on drafts and use results to finalize the Strategic Plan
- **November-December:** Make changes to align with and advance Strategic Plan implementation and monitoring
- **January-February 2023:** Board review and approval of strategic framework; district development of ongoing workplan

1.2   Contents and Navigation

Section 2 below presents the district's final strategic framework. It 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. 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 workplan, 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.

Section 3 summarizes the strategic planning process; detailed results are on the district's website.

Quotes throughout the document are from stakeholder input. Photos are from the various engagements and are used with permission.

Hopes and dreams:
"Where students want to be here with us. That they feel supported and themselves. That we can help them find their passion and how to navigate the happiness and messiness of life."
-- Staff member

2 Roseville Area Schools Strategic Framework
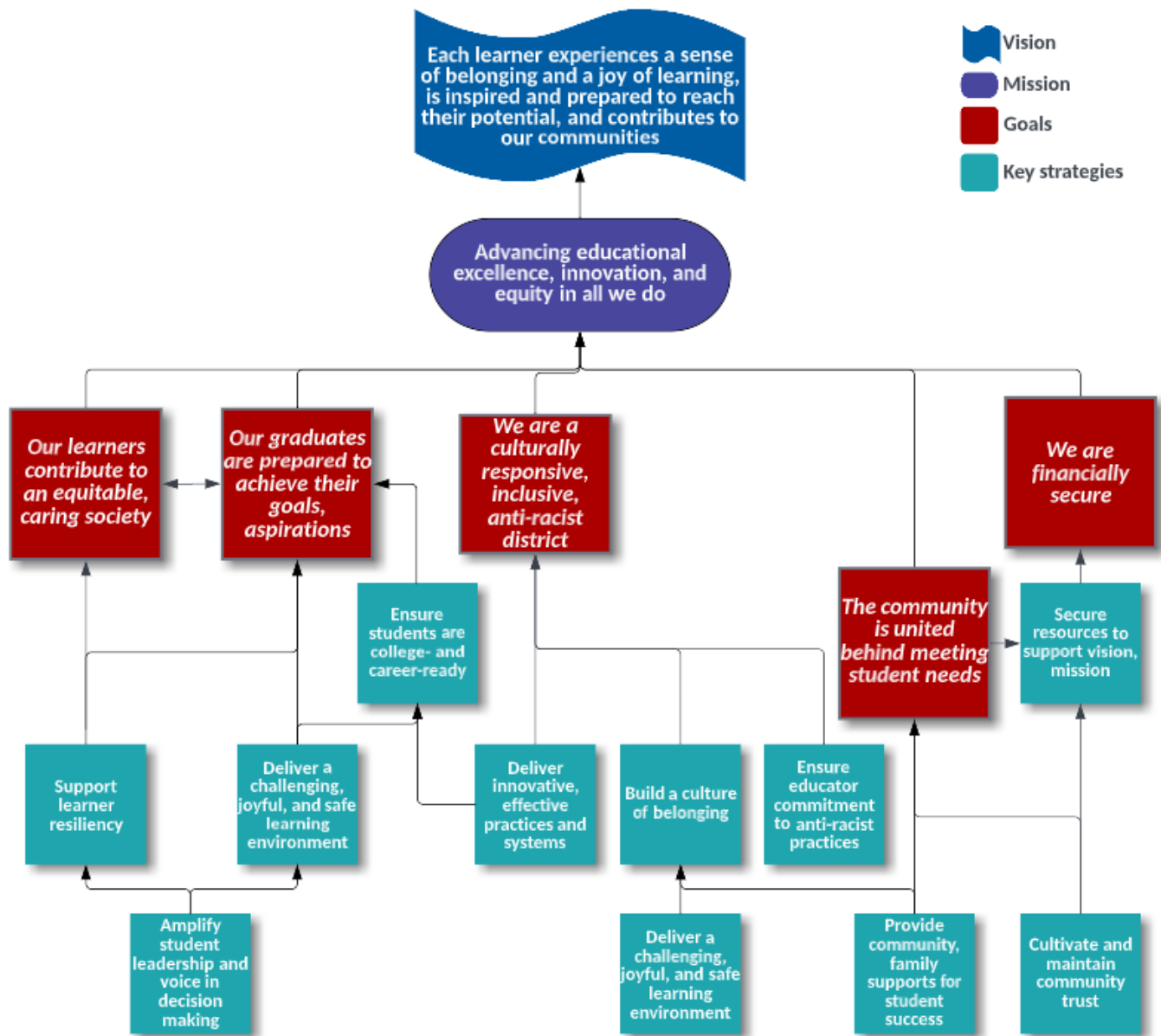
Our strategic framework is intentionally organized "causally." Working with guidance from stakeholders across our district, we first developed robust strategies defining what we must do. Then we repeatedly challenged ourselves to identify legitimate results, which became our long-term goals that advance 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.
- **Tasks/tactics (not shown):** These are the "hows" that advance the strategies to accomplish the goals, and are detailed in our annual workplans.

2.1 Vision and Mission

The new vision and mission for Roseville Area Schools were guided by input from thousands of stakeholders throughout the district.

2.1.1 Vision

A vision is a desired end state. It is a brief statement describing the clear and inspirational long-term desired change resulting from the district's work.

Vision for Roseville Area Schools: 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.

2.1.2 Mission

A mission is what an organization does. It is a brief statement describing the reason the district exists and is used to help guide decisions about priorities, actions, and responsibilities.

Mission for Roseville Area Schools: Advancing educational excellence, innovation, and equity in all we do.

2.2 Goals and strategies

The full set of long-term goals and mid-term strategies is shown in the strategic framework, along with definitions of each. Below are descriptions of the three key clusters that give the framework further meaning.

> **Hopes and dreams:**
> *"For students to have the space to find and explore their passions and feel prepared to pursue those passions after graduating"*
> *-- High school student*

2.2.1 Learner contributions and preparedness

The district's work to advance these long-term goals and key strategies includes:

- Actively engaging and supporting student mastery through rigorous curriculum, course offerings, and instruction that are culturally responsive, anti-racist, and standards-based
- Expanding opportunities for student voice and leadership, and student impact on decision making
- Providing mental health and social-emotional learning and supports for students, in collaboration with community organizations
- Deepening and expanding staff critical self-reflection, culturally responsive professional development, and educational research
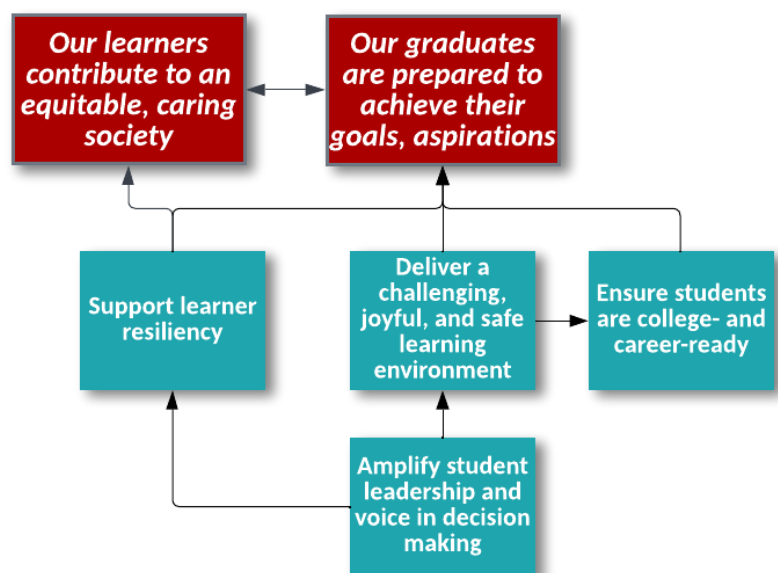
2.2.2 Welcoming and responsive learning environment

The district's work to advance this long-term goal and key strategies includes:

- Collaboratively building a welcoming, inclusive, and safe culture for staff, families, students, and community
- Explicitly supporting equity-centered, intentional, and high-quality staff recruitment, hiring, and retention that reflect student demographics
- Staying current on educational research, best practices, and innovation; providing professional development to move those learnings into our work; and shaping equity-centered and anti-racist systems, structures, and policies
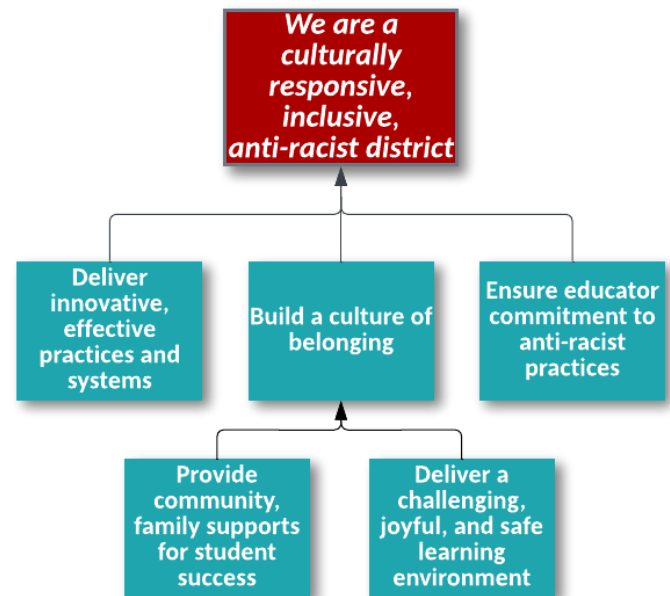
2.2.3 Community support and financial security

The district's work to advance these long-term goals and key strategies includes:

- Partnering with all families, with an emphasis on those who are underserved
- Communicating, engaging, and collaborating with community, businesses, public agencies, and nonprofit organizations
- Managing resources transparently and responsibly
- Aligning and allocating resources and advocacy with key priorities
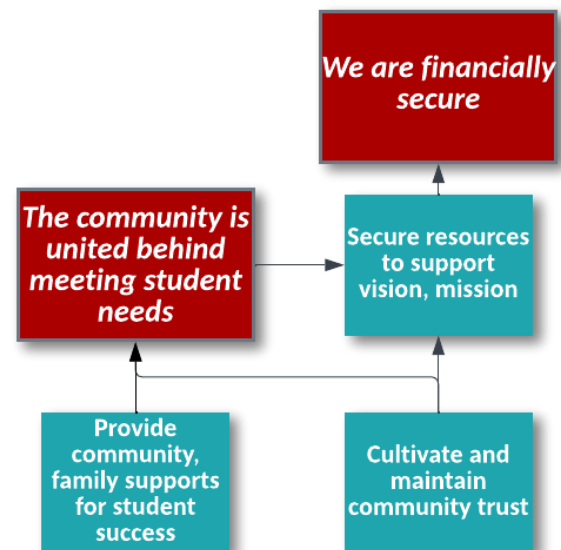
3 Strategic Planning Process Summary

The overall strategic planning process is shown in the graphic and described with the timeline below.

- **April-July 2022:** Gather Round 1 input
- **July-October:** Guided by Round 1 results, complete analyses, draft refined vision and mission, and then draft long-term goals and mid-term strategies
- **October-November:** Gather Round 2 feedback on drafts and use results to finalize the Strategic Plan
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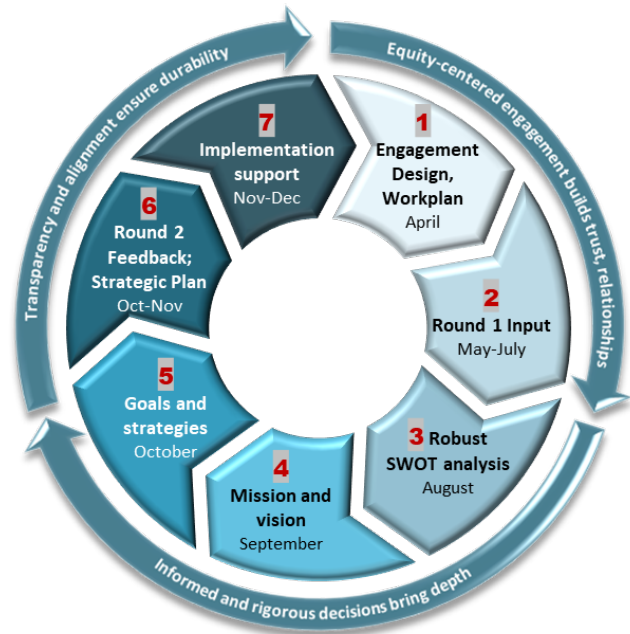
The remainder of this section summarizes the work of each step. Detailed results are on the district's website.

3.1 Engagement Design, Workplan

These engagement design decisions in spring 2022 guided stakeholder outreach and the inclusive, intentional engagements in Round 1 to gather input and in and Round 2 to gather feedback on drafts.

Steering Committee: The strategic planning process was guided by the steering committee members listed below.

- Carrie Ardito, Communications Director
- Mary Bussman, Principal
- Rose Chu, Board member
- Kitty Gogins, Board member
- Jenny Loeck, Superintendent
- Sandra Nambangi, Superintendent Intern
- Florence Odegard, Title Programs Administrator
- Mechelle Tessem, Executive Assistant to the Superintendent

> **Hopes and dreams:**
> *"All students feel supported in their learning and their social-emotional well-being…"*
> *-- Family member*

As the process progressed, the following also contributed significantly to the final process and content:
- ++++ need these names and correct titles – people who helped so much with goal-strategy mapping, etc.
- Niceta Thomas – Director of Student Services
- Delon Smith – Director of Equity & Innovation
- Cyndi Arneson – Director of Community Education
- Angie Woods – Equity Advancement Administrator
- Carrie Ardito – Director of Communications

Level of Engagement: Roseville Area Schools is committed to collaborating with key stakeholders in each aspect of the planning process, including developing options and deciding on the preferred direction. Our promise to our stakeholders is that we will look to you for advice and innovation in formulating solutions, and incorporate your advice and recommendations into the decisions to the maximum extent possible.

Engagement Objectives: We are committed to the following objectives to guide our stakeholder engagement:
- Anchor our strategic planning engagement in equity
- Conduct engagements with cultural humility and an appreciation for the depth and breadth of stakeholder contributions
- Deepen relationships between the district and key stakeholders
- Meaningfully engage a racially and culturally diverse range of key stakeholders
- Gather diverse perspectives from our key stakeholders
- Strengthen mutually beneficial collaborations on behalf of students and families
- Provide stakeholders with essential background information and context about the school district's work, commitment to equity, and this strategic planning effort
- Ensure engagement opportunities and formats are welcoming, respectful, culturally appropriate, accessible, and safe for stakeholders
- Offer multiple opportunities and formats for key stakeholders to contribute

> **Hopes and dreams:**
> *"Students see and experience learning that connects with who they are, how they learn, what they want to become"*
> *-- Board member or administrator*

3.2 Round 1 Engagement

Round 1 input from key stakeholders was gathered, compiled, and analyzed between July and mid-October 2022.

3.2.1   Questions

The input questions included some basic demographics and the following five narrative questions:
- Roseville Area Schools is committed to high student success and ensuring an equitable and respectful learning environment for everyone. What are we doing now that it is important to keep and build on?
- What are your hopes and dreams for students in Roseville Area Schools?
- Imagine all students feel like they belong and are supported to be successful... What would need to change in Roseville Area Schools to achieve that?
- How could Roseville Area Schools and the community work together to support student success?
- Feel free to use the space below to add other ideas on key priorities for Roseville Area Schools.

3.2.2   Tools and Techniques

The district communicated with key stakeholder groups directly and through district, partner, and community media. To support the district's commitment to elevating underrepresented voices, staff, board members, and volunteers reached out directly to selected stakeholder groups to host, organize, or support in-person or virtual engagement sessions. The online survey contained identical questions and was a backup option for these groups, and the primary option for all other stakeholders. The district also hosted community-wide engagement sessions in July, one in person and one virtual.

3.2.3   Participation

Over 2,000 stakeholders responded to one or more of the narrative questions, contributing nearly 12,000 ideas to help shape the district's strategic direction.

- **Online surveys:**
  - English-language online survey: 1,035 answered one or more of the narrative questions listed above.
  - Spanish-language online survey: 18 answered one or more of the narrative questions listed above.

- **In-person or virtual sessions:** Approximately 45 small-group sessions were organized and facilitated by staff and school board members for key stakeholder groups whose voices we committed to elevating. A few of the identified groups chose to contribute online as a group or individually and are not listed separately here. As shown below, over 1,000 people participated.

Students
- Brimhall Elementary, grade 5-6 students (18)
- Central Park Elementary, grade 5-6 students (16)
- Edgerton Elementary, grade 5-6 students including multilingual students (~30)
- E. D. Williams, grade 5-6 students (14)
- Falcon Heights Elementary, grade 5-6 students (12)
- Harambee Elementary, including multilingual learners, grade 5-6 students (14)
- Little Canada Elementary including multilingual learners, grade 5-6 students (14)
- Parkview Elementary, grade 5-6 students (18)
- Roseville Area Middle School unity center students (24)
- Fairview Alternative High School students (60)
- Roseville Area High School
  - Advancement via Individual Determination (AVID) students (~280)
  - High School Athlete Leadership Council (~15)

- Student affinity groups: Hmong, Latino, Black (60)
- Student Attendance Matters students (12)
- Student Council (20)
- Dual language immersion students, Spanish-English (included with Latinx affinity group)
- Superintendent's Student Advisory Council (20)

Families, staff, committees
- Black/Indigenous/people of color (BIPOC) staff (97)
- BIPOC staff affinity group (37)
- Board members and administrators (~20)
- Cultural liaison staff (11)
- District Curriculum Advisory Committee (7)
- Falcon Families for Equity and Justice (4)
- Karen-speaking families (25)
- LGBTQ staff affinity group (8)
- Principals and supervisors (~40)

- Professional Development Advisory Committee (20)
- Spanish-speaking families (~16)
- Special Education Advisory Council (8)

Partner organizations and community, including adult learners
- Community (open), virtual and in person (18)
- Do Good Roseville (8)
- Elders in the adult education program (25)
- Optimist Club (10)
- Roseville Area League of Women Voters (5)
- Roseville Area Schools Foundation (6)
- Local elected officials: City councilmembers, mayors, and city managers, county commissioners, and state legislators, as well as district leadership, from the communities served by Roseville Area Schools (8)

3.2.4   Results

The Round 1 engagement results Analysis and the detailed Compilation are available on the district's strategic planning web page here. The following key themes emerged, and Round 1 engagement results drive the rest of the strategic planning process:

What to keep and build on
- Equity, diversity, and inclusion
- Excellence, choice, and supports
- Welcoming, positive, and safe school communities

Hopes and dreams for students
- Academic achievement, opportunities, enrichment, and choices – with the academic and social-emotional supports students need to be successful
    - Equity and inclusion in the curriculum, staffing, and decisions
    - Welcoming, inclusive, respectful, safe, and healthy school cultures, spaces, and facilities
- Students who are confident, happy, emotionally healthy, and love learning
- Graduates who are prepared for college and careers, with strong life and social skills, and to become contributing and responsible community members

Changes to support belonging and success
- Welcoming, respectful, appreciative learning environments that value students, families, staff, and community contributions to student success
- Inclusive, equitable, rigorous, and flexible educational and social-emotional content and methods, along with the systems and structures needed for them to be effective
- Comprehensive, effective, and innovative supports to ensure all students are successful, provided by staff who are ready, able, and willing to provide them

Community collaboration to support success
- Build understanding, awareness, and support
- Extend learning or enrichment opportunities
- Advance common priorities, initiatives, challenges

3.3 Comprehensive SWOT Analysis

Contributions to the SWOT analysis in late August 2022 were informed by Round 1 engagement results and the significant and substantive knowledge of the participants, who included district leadership, steering committee members, and multiple external stakeholders with solid knowledge of education issues. All were provided with background information along with SWOT instructions and examples, and invited to contribute their ideas asynchronously to common worksheets over approximately one week. Of those, 17 internal and external key stakeholders contributed a wide variety of insightful ideas and information that provided important guidance for this strategic planning process.

Steering committee members further organized the ideas by category, refined the content to resolve duplicates and similar issues, and clarified language as needed. They then scored the ideas as follows:
● Internal conditions (strengths and weaknesses) by current performance and importance
● External opportunities by impact and probability
● External threats by impact and probability

Based on those scores, the results were "mapped" onto the formats shown, providing strong guidance on where the district should – or should not – focus its strategic efforts.

SWOT results, combined with Round 1 engagement results, shaped the vision and mission efforts, and in turn leveraged deep participant knowledge to drive the goal-strategy work.
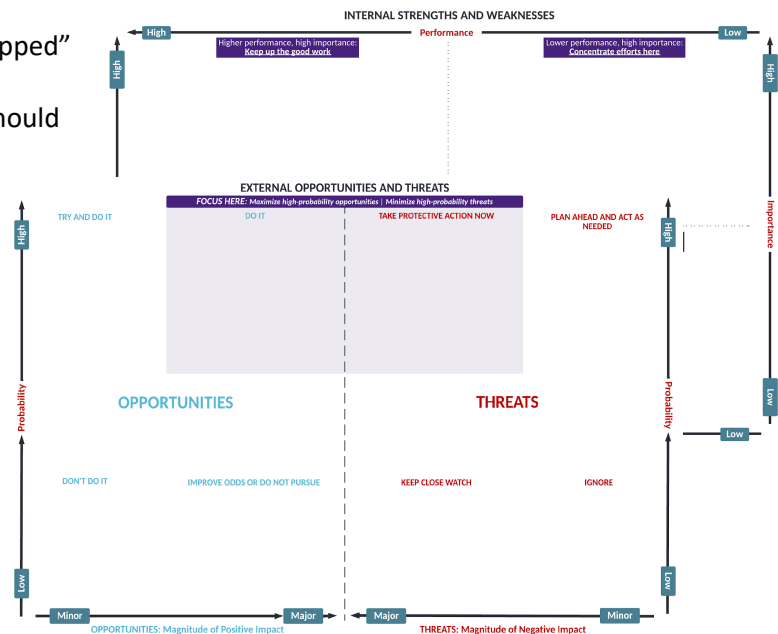
3.4 Vision and Mission

Board members and staff leadership convened in mid-September 2022 to work on refining the district's mission statement and decide whether to create a broader vision statement.

Starting content. The work began from the following that were current as of the workshop date:
- Equity vision: Roseville Area Schools is committed to ensuring an equitable and respectful learning environment for every student, family, and staff member regardless of: race, gender, gender identity, sexual orientation, socioeconomic status, ability, home or first language, religion, national origin, age, physical appearance.
- Mission: Quality Teaching and Learning for All….Equity in All We Do

Guidance. Participants were provided with the following guidance:
- Vision definition (desired end state): A brief statement describing the clear and inspirational long-term desired change resulting from an organization or program's work. The best visions are inspirational, clear, memorable, and concise.
- Mission definition (what you do): A brief statement describing the reason an organization or program exists and used to help guide decisions about priorities, actions, and responsibilities… Good mission statements should be clear, memorable, and concise.

Draft results. The workshop yielded following alternatives that were moved forward for stakeholder feedback in Round 2:
- Vision alternatives:
  - Our learners are prepared to pursue their dreams, contribute to our global community, and continue their lifelong learning.
  - Each Roseville Area Schools learner leaves our district as a confident and authentic lifelong learner, ready for college and careers, and prepared to be an exceptional contributor to our global community.

  - Each learner experiences a sense of belonging and a joy of learning, and is inspired to reach their potential. They are prepared to pursue their dreams, contribute to our global community, and continue their lifelong learning.

- Mission alternatives:
  - Every learner, every leader, every culture, every identity, every ambition is educated, encouraged, supported, and celebrated every day. What are your questions or concerns?
  - Advancing excellence, innovation, and equity in all we do. What do you like about this vision option?
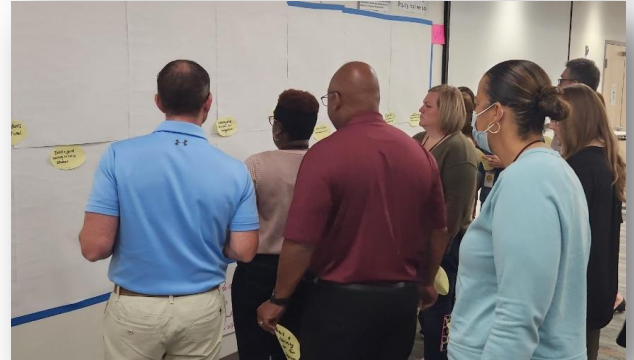
3.5 Goals and Key Strategies

Board members and staff leadership convened in early October 2022 to develop long-term goals and mid-term strategies for the district. This work was shaped by Round 1 input, SWOT results, and the draft mission and vision.

The work on goals and strategies was organized "causally." With guidance from stakeholders across our district, participants first developed robust strategies defining what the district must do. They then repeatedly challenged themselves to identify legitimate results, which became the long-term goals that advance the mission and vision.
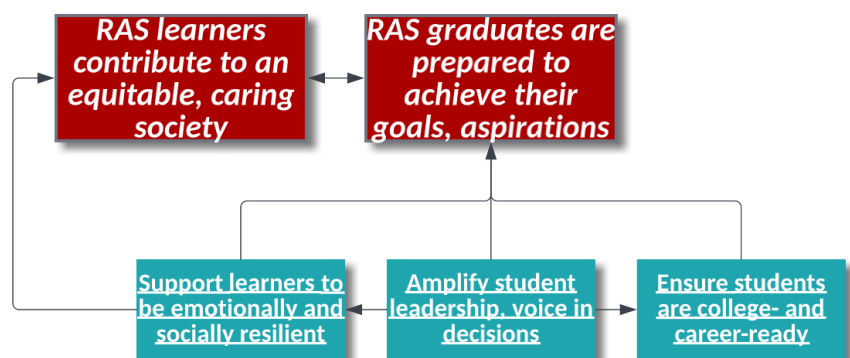

- **Vision:** Our vision describes the inspirational, long-term desired change resulting from our collective work.
- **Mission:** Our mission is what we do. It is why we exist and provides guidance for our goals and strategies.
- **Goals:** Goals are the "whys" that drive our work. They resonate well 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.
- **Tasks/tactics (not shown):** These are the "hows" that advance the strategies to accomplish the goals, and are detailed in our annual workplans.

Draft results for the goal-strategy <u>clusters</u> shown below were included for feedback in Round 2.

3.5.1 Cluster 1: Learner contributions and preparedness:

- Providing mental health and social-emotional learning and supports for students in collaboration with community organizations
- Expanding opportunities for student voice and leadership, and their impact on decisions
- Actively engaging and supporting student mastery through rigorous curriculum, course offerings, and instruction that are culturally responsive, anti-racist, and standards-based
- Supporting this work by deepening and expanding critical self-reflection, culturally responsive professional development, and educational research

3.5.2 Cluster 2: Welcoming and supportive learning environment

The work to advance this long-term goal and key strategies includes:

- Staying current on education research, best practices, and innovation; providing professional development to move those learnin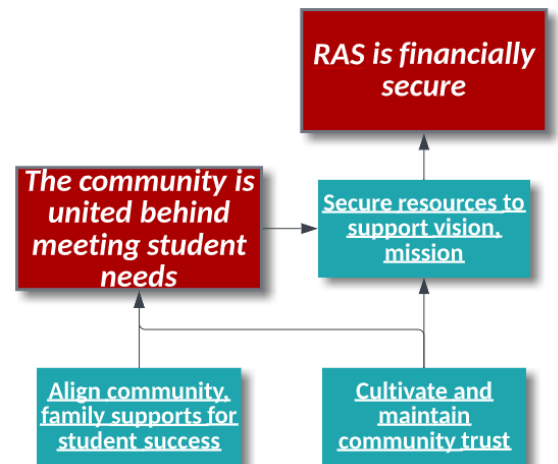gs into our work; and helping shape equity-centered and anti-racist systems, structures, and policies in the state and nationally

RAS is a culturally responsive, inclusive, anti-racist district

- Deliver innovative, effective practices and systems
- Ensure educator commitment to anti-racist practices
- Build a culture of belonging

- Explicitly supporting equity-centered and intentional staff recruitment, hiring, and retention that reflect student demographics
- Collaboratively building a welcoming, inclusive, and safe culture for staff, families, students, and community through outreach, communication, engagement, and support

3.5.3 Cluster 3: Community supported and financially secure district

The work to advance these long-term goals and key strategies includes:

- Communicating, engaging, and collaborating with families, community, businesses, and agencies
- Partnering with families, with an emphasis on those who are underserved
- Aligning and allocating resources and advocacy with key priorities
- Managing resources transparently and responsibly

RAS is financially secure

The community is united behind meeting student needs

- Secure resources to support vision, mission
- Align community, family supports for student success
- Cultivate and maintain community trust

3.6 Round 2 Feedback on Draft Vision, Mission, Goals, and Strategies

District staff and board members gathered feedback from late October through mid-November 2022 from students, families, staff, and community members at in-person sessions and virtual sessions, and via an online survey with the same content and questions. This feedback shaped decisions on the final vision, mission, goals, and key strategies that are detailed in the district's new strategic framework.

In-person sessions. Approximately 135 stakeholders provided feedback:
- Multiple language-specific groups at the November 1 State of the District event, including Hmong, African American, Karen, Native American, Nepali, Somali, Spanish, and English (75 participants)
- Superintendent's Community Advisory Committee (25)
- Local elected officials group; membership includes City councilmembers, mayors, and city managers, county commissioners, and state legislators, as well as district leadership, from the communities served by Roseville Area Schools (5)
- Superintendent's Student Advisory Council (10)
- AVID students at Roseville Area High School (20)
- BIPOC staff affinity group (10)

Online and virtual sessions: 112 stakeholders provided feedback.

3.6.1 Vision

Three versions emerged from Round 1 input:
- Our learners are prepared to pursue their dreams, contribute to our global community, and continue their lifelong learning.
- Each Roseville Area Schools learner leaves our district as a confident and authentic lifelong learner, ready for college and careers, and prepared to be an exceptional contributor to our global community.
- Each learner experiences a sense of belonging and a joy of learning, and is inspired to reach their potential. They are prepared to pursue their dreams, contribute to our global community, and continue their lifelong learning.

Stakeholders were provided with the following definition and questions for the vision options (in whole or part):
- Vision definition (desired end state): A brief statement describing the clear and inspirational long-term desired change resulting from an organization's work.
- What do you like about this vision option?
- What are your questions or concerns?

3.6.2 Mission

Two versions emerged from Round 1 input:
- Every learner, every leader, every culture, every identity, every ambition is educated, encouraged, supported, and celebrated every day.
- Advancing excellence, innovation, and equity in all we do.

Stakeholders were provided with the following definition and questions for the mission options:
- Mission definition (what you do): A brief statement describing the reason an organization exists; helps guide decisions about priorities, actions, and responsibilities.

- What do you like about this mission option?
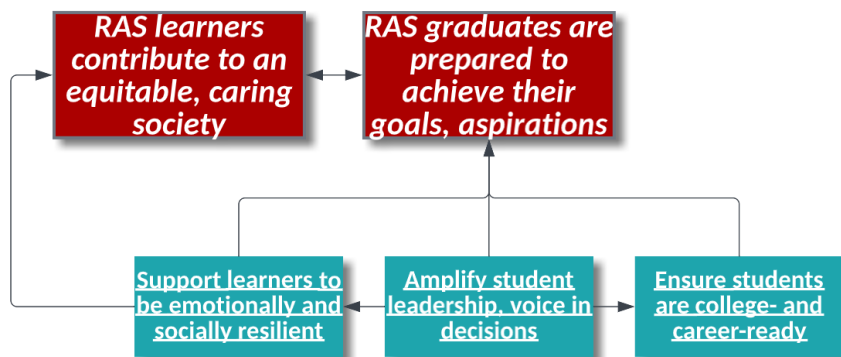- What are your questions or concerns?

3.6.3   Goal-strategy clusters

Two questions were asked for goal-strategy clusters shown below:
- In what ways do these goals and key strategies inspire you about Roseville Area Schools?
- What's unclear or confusing, and how could it be improved?

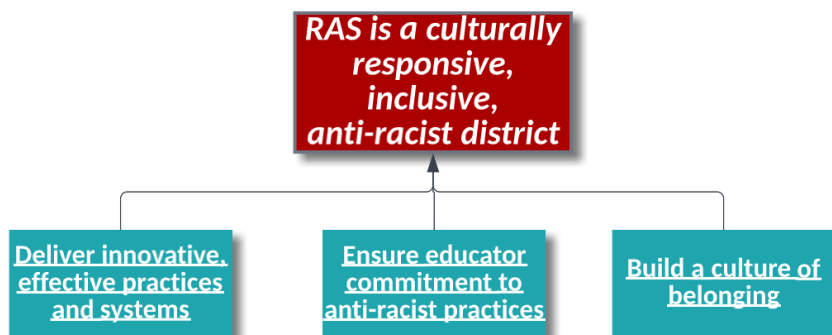**Cluster 1: Learner contributions and preparedness:**

- Providing mental health and social-emotional learning and supports for students in collaboration with community organizations
- Expanding opportunities for student voice and leadership, and their impact on decisions
- Actively engaging and supporting student mastery through rigorous curriculum, course offerings, and instruction that are culturally responsive, anti-racist, and standards-based
- Supporting this work by deepening and expanding critical self-reflection, culturally responsive professional development, and educational research

RAS learners contribute to an equitable, caring society

RAS graduates are prepared to achieve their goals, aspirations

Support learners to be emotionally and socially resilient

Amplify student leadership, voice in decisions

Ensure students are college- and career-ready

Cluster 2: Welcoming and supportive learning environment

The work to advance this long-term goal and key strategies includes:
- Staying current on education research, best practices, and innovation; providing professional development to move those learnings into our work; and helping shape equity-centered and anti-racist systems, structures, and policies in the state and nationally

RAS is a culturally responsive, inclusive, anti-racist district

Deliver innovative, effective practices and systems

Ensure educator commitment to anti-racist practices

Build a culture of belonging

- Explicitly supporting equity-centered and intentional staff recruitment, hiring, and retention that reflect student demographics
- Collaboratively building a welcoming, inclusive, and safe culture for staff, families, students, and community through outreach, communication, engagement, and support

Cluster 3: Community supported and financially secure district

The work to advance these long-term goals and key strategies includes:

- Communicating, engaging, and collaborating with families, community, businesses, and agencies
- Partnering with families, with an emphasis on those who are underserved
- Aligning and allocating resources and advocacy with key priorities
- Managing resources transparently and responsibly