Strategic Plan 2016-2017
Focus Areas
Adopted September 2016

Roseville Area Schools strives to develop potential in each student. We expect every student to succeed academically, socially, and emotionally and will focus on each student’s potential for excellence. In order to achieve our commitment to prepare all students, we must intentionally focus on student populations experiencing the biggest disparities in opportunity. We do this to prevent inequitable outcomes and racial predictability. In an effort to inspire all students to attain the highest levels of achievement, we will implement evidence-based educational practices and collaborate with families and communities to fully engage students in learning. Successfully addressing the following focus areas will help us achieve our mission of *Quality Teaching and Learning for All . . . Equity in All We Do.*

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

Focus Area 1

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

Strategies

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

Action Steps

Multiple Areas

New
1  Develop and implement a new schedule for the middle level (grades 7-8) to increase instructional time for mathematics, reading, and science - Peter
2  Facilitate implementation of multiple new math programs at all sites from PreK to grade 6 focused on our Minnesota standards and common instructional practices - Jake
3  Increase overall rigor, student engagement, and differentiation by offering Advanced Options coursework in science and English courses at middle level (grades 7-8) - Jake
4  Provide professional development and pilot Brief Experimental Analysis (a Tier III reading intervention) in grades K-6 - Jake
5  Establish a committee to review models and practices used in a Multi-Tiered System Support (MTSS) and then develop MTSS practices in behavior and mathematics - Jake
6 Pilot a balanced literacy framework at Edgerton for consideration of use in multiple elementary sites - *Jake*

7 Develop a plan to increase the identification and participation of underrepresented groups in the Gifted and Talented program, courses of rigor, extracurricular participation, and student leadership - *Jake*

**In Progress**

1 Provide professional development on effective feedback practices, as well as effective professional learning community practices for administrators and teacher leaders - *Peter*
2 Expand the iPad 1:1 initiative through grade 12 - *Jake*
3 Support the academic growth of students in grades 5-8 through the Unity Centers and out-of-school time opportunities - *Karen S*
4 Expand the Dual Language Immersion (DLI) program at Little Canada to grade 4, prepare for expansion to grade 5 in 2017-18, and continue development of middle level DLI program to be implemented in 2019-2020 - *Peter*
5 Plan and implement simplified teacher development and evaluation protocols - *Peter*
6 Monitor student engagement through classroom observations and provide coaching to teachers on strategies to improve engagement - *Peter*

**Students of Color and American Indian Students**

**New**

1 Collaborate with Minnesota Humanities Center to examine the current narratives of students of color and American Indian students - *Juanita*
2 Partner with Equity Alliance MN to bring the voices of students of color and American Indian students into the classroom and the curriculum - *Juanita*
3 Develop a plan to connect with American Indian students and families and to increase culturally specific academic support through our American Indian cultural liaison - *Kristina*
4 Partner with the National Urban Alliance to provide professional development to our middle level teachers on developing a growth mindset and high operational practices - *Juanita*
5 Gather input from members of the Future Oriented Collaborative Support Group (FOCUS) on proposed curriculum materials during curriculum review cycle phases - *Juanita*

**In Progress**

1 Continue professional development for Culturally Responsive Competent Teaching - year three - *Juanita*
2 Implement year two of Equity Coaching professional development training - *Juanita*
3 Continue to provide differentiated professional development for the FOCUS - *Juanita*
4 Provide professional development for Culturally Responsive Competent Equity Training to non-teaching/certified staff - year one - Juanita
5 Continue using the materials review checklist as an equity screener during the Curriculum and Program Review Process - Jake
6 Provide administrators with ongoing equity-focused professional development embedded in regular district meetings and through external providers such as the Institute for Courageous Leadership and the Minnesota Principal Academy - Peter

**English Learners**

**New**

1. Administer English language screening K-12 at the Central Enrollment Office - Kristina
2. Develop language progression scope and sequence to measure English Learners’ language progress and provide feedback to students and families - Kristina
3. Review current sheltered content programming for English Learners to determine additional curriculum and instruction support - Kristina
4. Provide professional development on emergent literacy practices for teachers of Students with Limited or Interrupted Formal Schooling (SLIFE) - Kristina
5. Provide early childhood to adult professional development on English Learner differentiation strategies - Kristina

**In Progress**

1. Develop recommendations for improved English Learner instruction with guidance from a District Implementation Team (DIT) - Kristina
2. Provide professional development and support for general education and English Learner teachers on effective language development strategies - Kristina
3. Provide multilingual and multicultural support for students and families through our cultural liaison team attendance at conferences, special events, and special education meetings - Kristina

**Students Receiving Special Education Services**

**New**

1. Review and evaluate K-12 special education co-teaching options for the purpose of determining future direction - Karen F
2. Pilot Reading Recovery Literacy Lessons for students in grades 1-4 and improving literacy instruction for special education and EL teachers - Jake
3. Form a mathematics and literacy committee of special educators to generate recommendations for developing district processes for creating standards-based IEPs and related decision-making processes, identify curriculum for replacement programming and the progress monitoring tools
necessary for gauging student progress. The year one work will begin at the elementary level and will include all settings - Karen F

In Progress
1 Monitor and revise implementation plan to restructure special education leadership in order to reallocate greater support directly to the schools - Karen F

PreKindergarten Learners

New
1 Develop a plan to increase participation of underserved families across the district in PreK and ECFE classes including opportunities for parent/child interaction time while attending ABE/EL programming - Karen S

In Progress
1 Explore expansion of PreK to each elementary site, allowing more all-day, every-day options for families - Karen S
2 Increase effectiveness of IGDI and FAST assessments used in PreK classrooms to plan curriculum and literacy interventions - Jake
3 Continue to improve the alignment of PreK with grades K-3 in the areas of curriculum, instruction, and assessment through the work of the PreK-Grade 3 Task Force - Karen S
4 Continue full implementation of a universal assessment of all incoming kindergarten students - Karen S

FOCUS AREA 2

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

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

Action Steps

New
1. Increase and enhance partnerships with community PreK and childcare services and programs for the purpose of improving kindergarten readiness - Karen S
2. Conduct a review of existing partnerships and connections with community organizations, services, and programs (2017-18) - Karen S
3. Develop a plan to genuinely engage with families and the broader community including developing additional opportunities to meet families outside of school settings - Peter
4. Participate in the advocacy work of the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota to increase the racial, cultural, and linguistic diversity in the teaching force - Juanita
5. Clarify the strategic role of communications by implementing consistent communication processes across all schools and programs and reinforcing district brand standards - Carrie
6. Implement a district communications committee to build pathways for effective feedback and evaluation of district communication-related work - Carrie
7. Integrate the district’s Equity Vision throughout communication efforts by engaging with community partners and working with the district’s cultural liaisons - Carrie
8. Explore opportunities to leverage new communication methods as means to more effectively communicate with underrepresented communities - Carrie
9. Develop a district roadmap that provides families with resources and guidance as their children progress PreK through grade 12 - Jake
10. Host language and culturally specific family meetings to increase network connections among families and cultural liaisons - Kristina

In Progress
1. Increase board member participation in community and school events - Aldo
2. Create a comprehensive system to communicate with families around:
   • PreK and kindergarten readiness strategies,
   • Home-based literacy strategies for culturally and linguistically diverse families
   • Student learning and activities in classroom
   • Opportunities and techniques for families to support student learning - Carrie
3. Increase access to district and school information by providing interpreters and translations in multiple languages including Karen, Hmong, Somali, Spanish, and Nepali - Kristina
4. Expand Parent Academy to all elementary sites and PreK - Juanita
5 Increase number of community volunteer reading tutors - Karen S
6 Review and revise the plan to recruit, hire, and retain staff of color and American Indian staff members - Juanita
7 Provide additional individualized coaching for staff members of color - Peter

**FOCUS AREA 3**

Strengthen support for the social and emotional development of students

**Strategies**

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

**Action Steps**

**New**
1 Expand mentoring program to include community members - Karen S
2 Develop plan to improve transitions between school levels incorporating input from students, community, and staff (2017-18) - Jake
3 Provide professional development on Trauma-Informed Instruction to administrators and teacher leaders - Karen F
4 Initiate the development of standards and benchmarks for social-emotional learning that includes district values as identified in our strategic plan - Karen F

**In Progress**
1 Increase support structures for social and emotional development and learning including both professional development and coaching to school licensed and non-licensed team members - Karen F
2 Provide professional development and implement strategies for site administrators and teacher leaders in Restorative Justice practices - Karen F
3 Review existing structures and policies and develop additional alternatives to suspensions - Karen F
4 Enhance transition processes for students in special education (2017-18) - Karen F
5 Expand out-of-school time programming in order to provide student opportunities to strengthen social skills - Karen S
6 Select social emotional curricular materials for use within schools aligned to standards and benchmarks - Karen F
7 Conduct a monthly analysis of suspension and referral data to determine trends and develop targeted interventions - *Peter*

8 Review district policies and practices to ensure that the basic rights of all students are upheld, in particular, underserved populations - *Aldo*

**FOCUS AREA 4**

Expand support for college and career readiness

**Strategies**

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

**Action Steps**

**New**

1 Establish a work-based learning committee to develop a plan that provides students with opportunities to participate in internships, apprenticeships, and job shadowing while earning credit towards graduation - *Jake*

2 Develop a plan to increase the number of teachers qualified to teach college credit bearing courses - *Jake*

3 Implement and evaluate the effectiveness of the Quantum summer program, a week-long course intended to boost students’ readiness and self-confidence around Advanced Placement courses - *Karen S*

4 Expand mentoring program to include community members - *Karen S*

5 Implement the approved recommendations from the Graduation Requirements Committee - *Jake*

6 Develop a process to identify first-generation college-bound students and support their college and career readiness - *Jake*

7 Develop a plan to teach students college and career planning skills earlier, beginning in elementary school (2017-18 or later) - *Jake*

**In Progress**

1 Develop a plan to communicate graduation pathways and opportunities to all families with a focus on culturally and linguistically diverse families through targeted outreach - *Kristina*
2. Expand the Concurrent Enrollment program - Jake
3. Implement the aligned grades 7-12 Personal Learning Plan program - Jake
4. Study, develop, and implement a plan to increase English Learner graduation rates - Kristina
5. Expand opportunities for students to learn about and experience careers by participating in programs such as: Best Prep, Construct for Tomorrow, Workforce Solutions, and Junior Achievement - Jake
6. Continue support of certification programs through Northeast Metro 916 - Jake
7. Provide students the opportunity to earn college credits by earning the world language or bilingual seal with an emphasis on EL and AVID student participation - Kristina
8. Expand college credit-bearing courses at Fairview Alternative High School including concurrent enrollment, articulated credits, and Advanced Placement courses - Jake
9. Communicate college and career readiness options to culturally and linguistically diverse families - Kristina
10. Expand job-training opportunities for Adult Basic Education students in high need areas such as technology, medicine, education, and language interpretation - Kristina

**FOCUS AREA 5**

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

**Strategies**

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

**Action Steps**

New
1. Conduct a facilities study to determine how the facilities should be improved to meet the needs of the learners of today and develop a long-range master facilities plan - Shari

In Progress
1. Secure sufficient resources to achieve our mission and objectives - Shari
2. Address the forecasted operating budget deficit and align the budget resources with the goals set forth in the strategic plan - Shari
3. Improve the overall budget process to increase focus on academic results and outcomes and also on the transparency of spending choices - Shari
Support the work of the RAS Foundation to raise funds for innovative projects in the schools (e.g., FAB Lab) - Karen S