Roseville Area Schools' Strategic Plan and the World's Best Workforce focus the district’s continuous improvement efforts on instruction and achievement for all students. 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 Learner students, 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

This report includes a summary of progress during the 2016-2017 school year as well as a summary of the World’s Best Workforce plan for the 2017-2018 school year. We will highlight specific strategies and progress for each of the World’s Best Workforce areas.
Roseville Area Schools is committed to closing the achievement gap by providing an equitable education for all students. During the 2016-17 school year, we focused on culturally responsive and competent teaching, teacher collaboration, student engagement, and standards-based instruction to address the achievement gap. We continue to use an equity lens in all we do.

2016-2017 Strategies

- Implement year three of Culturally Responsive Competent Teaching
- Implement year two of Equity Coaching Training
- Increase overall rigor, student engagement, and differentiation by offering advanced options coursework in science and English courses at middle level (grades 7-8)
- Expand Parent Academy to all elementary sites and PreK
- Analyze and reduce disproportionality of students of color in special education
- Initiate partnership with National Urban Alliance at Roseville Area Middle School (RAMS) to provide professional development and coaching in the growth mindset and brain-based instructional practices
- Develop additional alternatives to suspensions
- Provide professional development for site administrators and teacher leaders in restorative justice practices
- Support American Indian students through outreach and culturally specific academic support
- Collaborate with Minnesota Humanities Center to examine the current narratives of students of color and American Indian students
- Partner with Equity Alliance MN to bring the voices of students of color and American Indian students in the classroom
- Develop language progression scope and sequence to measure English Learner (EL) students’ language progress and provide feedback for students and families
- Develop recommendations for improved EL student instruction with guidance from a district implementation team

Measuring Progress

READING: Hispanic, American Indian, Asian, and white students all showed increases in scores. Our achievement gap remains unchanged over the last three years. Our achievement gap in reading between white students and students of color over the last three years was 33%, 33%, 34%. Students with an individualized education program (IEP) and students who qualify for free and reduced price (FRP) school meals showed an increase over the previous year. American Indian students, white students, and students with an IEP performed above the state average.

MATH: Overall, Roseville Area Schools and the statewide average decreased from previous year. There is about an 8 percentage point difference between Roseville and the state. Scores for our students of color groups mostly declined. White students show a slight increase over the previous year. The achievement gap between white students and students of color increased. Our achievement gap between white students and students of color over the last three years was 29%, 31%, 34%. Students supported by an IEP went up slightly over the previous year. EL student scores were unchanged. Students who qualify for FRP decreased slightly.
Looking Forward

2017-2018 Strategies

- Develop a rubric that includes reflection and essential questions for teachers to use when planning absent/inclusive narratives lessons
- Include student voice in planning district-wide equity professional development
- Provide equity training for all non-licensed staff
- Provide equity professional development for site administrators during principal meetings
- Restructure professional learning communities (PLCs) to support absent/inclusive narratives lesson planning
- Develop a district-wide PLC template to guide inclusive curriculum planning
- Provide professional development around using data-inform instruction and deconstructing standards to school leadership teams
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates
- Increase overall rigor, student engagement, and differentiation by offering advanced options coursework in science and English courses at middle level (grades 7-8)
- Disaggregate achievement by ethnicity groups in addition to race (e.g., Hmong and Karen vs. Asian)
- Analyze and reduce disproportionality of students of color in special education
- Analyze and address disproportionality in discipline practices
- Develop additional alternatives to suspensions
- Provide professional development for site administrators and teacher leaders in restorative justice practices

<table>
<thead>
<tr>
<th>MCA III Proficiency / READING</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>37.5%</td>
<td>34.7%</td>
<td>38.0%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>38.9%</td>
<td>30.0%</td>
<td>58.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>44.9%</td>
<td>44.6%</td>
<td>45.0%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>32.5%</td>
<td>34.2%</td>
<td>34.4%</td>
</tr>
<tr>
<td>White</td>
<td>72.9%</td>
<td>72.5%</td>
<td>73.9%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>48.8%</td>
<td>46.9%</td>
<td>44.7%</td>
</tr>
<tr>
<td>English Learner</td>
<td>17.1%</td>
<td>15.2%</td>
<td>13.5%</td>
</tr>
<tr>
<td>Students with IEP</td>
<td>30.2%</td>
<td>31.5%</td>
<td>36.6%</td>
</tr>
<tr>
<td>Students on FRP</td>
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<td>34.6%</td>
<td>35.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MCA III Proficiency / MATH</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>38.0%</td>
<td>34.4%</td>
<td>29.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>28.6%</td>
<td>17.6%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Asian</td>
<td>47.5%</td>
<td>44.5%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>33.2%</td>
<td>29.6%</td>
<td>28.1%</td>
</tr>
<tr>
<td>White</td>
<td>70.1%</td>
<td>68.7%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>42.7%</td>
<td>44.9%</td>
<td>36.1%</td>
</tr>
<tr>
<td>English Learner</td>
<td>23.4%</td>
<td>19.7%</td>
<td>19.6%</td>
</tr>
<tr>
<td>Students with IEP</td>
<td>31.9%</td>
<td>31.1%</td>
<td>33.0%</td>
</tr>
<tr>
<td>Students on FRP</td>
<td>36.1%</td>
<td>32.4%</td>
<td>31.2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Gap / MATH</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>32.1%</td>
<td>34.3%</td>
<td>39.8%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>41.5%</td>
<td>51.1%</td>
<td>36.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>22.6%</td>
<td>24.2%</td>
<td>26.2%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>36.9%</td>
<td>39.1%</td>
<td>41.6%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>27.4%</td>
<td>23.8%</td>
<td>33.6%</td>
</tr>
<tr>
<td>English Learner</td>
<td>37.6%</td>
<td>38.4%</td>
<td>36.4%</td>
</tr>
<tr>
<td>SIEP</td>
<td>26.6%</td>
<td>24.2%</td>
<td>20.4%</td>
</tr>
<tr>
<td>FRP</td>
<td>36.9%</td>
<td>38.2%</td>
<td>37.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Gap / READING</th>
<th>2015</th>
<th>2016</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>35.4%</td>
<td>37.8%</td>
<td>35.9%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>34.0%</td>
<td>42.5%</td>
<td>15.1%</td>
</tr>
<tr>
<td>Asian</td>
<td>28.0%</td>
<td>27.9%</td>
<td>28.9%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>40.4%</td>
<td>38.3%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>24.1%</td>
<td>25.6%</td>
<td>29.2%</td>
</tr>
<tr>
<td>English Learner</td>
<td>39.3%</td>
<td>39.1%</td>
<td>39.3%</td>
</tr>
<tr>
<td>SIEP</td>
<td>29.7%</td>
<td>26.7%</td>
<td>22.2%</td>
</tr>
<tr>
<td>FRP</td>
<td>39.3%</td>
<td>39.1%</td>
<td>39.3%</td>
</tr>
</tbody>
</table>
Kindergarten Readiness

Since 2006, Roseville Area Schools has offered pre-kindergarten (PreK) programs that follow state standards for early learning. The PreK program focuses on early literacy development, which leads to reading well by third grade. Following state standards for early learning, our early childhood teachers use an innovative, theme-based curriculum that includes individualized activities to help all children reach developmental and academic goals. Research has shown education begins long before a child reaches kindergarten. The district’s investment in its PreK learning program creates an environment of success for each of our early learners, closes the achievement gap, and prepares children for continued success.

**Looking Back**

**2016-2017 Strategies**
- Align early childhood, PreK, and kindergarten programming including benchmarks, assessments, and curriculum
- Increase participation in early childhood programs by providing targeted options for culturally and linguistically diverse families
- Expand PreK class options to increase participation
- Communicate kindergarten readiness strategies to all families with young children
- Implement a universal assessment of all incoming kindergarten students
- Explore partnerships with community childcare providers to support early learners
- Improve early childhood special education to kindergarten transitions

**Measuring Progress**

The PreK program analyzed assessments, with benchmarks determined by the PreK - grade 3 alignment team, to measure student progress. This includes vocabulary development, alphabetic knowledge, and number recognition. The assessments are used to provide interventions and monitor progress in PreK programs. There was a 9% increase (over the previous year’s students) in the number of students who met or exceeded the vocabulary benchmark in the spring before kindergarten entry.

Twenty-five PreK class options were offered in 2016-17 and the program continues to show an increase in student participation. These options include bilingual PreK and family literacy PreK classes in collaboration with Adult Basic Education (ABE) and EL for parents to meet the needs of linguistically diverse families. Since the 2013-2014 school year, there has been an increase of 179 students participating in the PreK program.

**Looking Forward**

**2017-2018 Strategies**
- Communicate kindergarten readiness strategies to all families with young children
- Develop a district roadmap that provides families with resources and guidance during early childhood
- Explore partnerships with community early childhood programs and providers to support early learners
- Improve early childhood to kindergarten transition
- Implement a social/emotional support team in early childhood programs to support the social/emotional development of young children
- Continue to improve alignment of PreK and kindergarten programming including benchmarks, assessments, and curriculum

**PRE-K ENROLLMENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>183</td>
</tr>
<tr>
<td>2014-15</td>
<td>282</td>
</tr>
<tr>
<td>2015-16</td>
<td>337</td>
</tr>
<tr>
<td>2016-17</td>
<td>362</td>
</tr>
</tbody>
</table>

**ASSessment**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Benchmark Score</th>
<th>% PreK Students Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary, Oral Language (IGDI)</td>
<td>26</td>
<td>63%</td>
</tr>
<tr>
<td>Letter Name Fluency (FAST)</td>
<td>14</td>
<td>72%</td>
</tr>
<tr>
<td>Number Naming Fluency (AIMSweb)</td>
<td>10</td>
<td>88%</td>
</tr>
</tbody>
</table>

*IGDI: Individual Growth and Development Indicators*  
*FAST: Formative Assessment System for Teachers*
Roseville Area Schools recognizes that by third 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. As part of its aim to increase achievement and narrow the achievement gap, the district has implemented strategies on several fronts to help struggling readers while continuing to stretch the abilities of those who are becoming skilled readers.

Looking Back
2016-2017 Strategies
- Increase the use of research-based interventions that support individual literacy needs
- Flexibly assign Reading Recovery teachers based on student needs including allowing for mid-year site-to-site movement
- Improve PreK instruction in oral language and vocabulary development
- Provide professional development on effective literacy strategies for EL students
- Communicate home-based literacy strategies for culturally and linguistically diverse families
- Provide professional development for EL teachers on academic language production as a foundation for literacy
- Pilot Reading Recovery literacy lessons for students in grades 1-4 and improving literacy instruction for special education and EL teachers
- Increase number of community volunteer reading tutors
- Pilot a balanced literacy framework at Edgerton for consideration for use in multiple elementary sites

Looking Forward
2017-2018 Strategies
As part of our aim to increase achievement and narrow the achievement gap, we will implement strategies on several fronts to help struggling readers while also continuing to stretch the abilities of those who are becoming skilled readers. In 2017-18, we will:
- Implement the Alternative Delivery of Specialized Instructional Services (ADSID) grant with these areas of focus:
  - Identify students below grade level reading and provide specific reading interventions based on the Path to Reading Excellence in School Sites (PRESS) model at every elementary school
  - Provide instruction for small groups and individuals using research-based intervention strategies
  - Monitor progress of students on a weekly basis
- Increase the number of community volunteer reading tutors
- Continue to offer Reading Corps at qualified sites
- Develop a district roadmap that provides families with resources and guidance as their children progress PreK through grade 12
- Continue to improve the alignment of PreK with grades K-3 in the areas of curriculum, instruction, and assessment
- Improve student engagement through classroom observations and provide coaching to teachers on strategies to improve engagement
- Provide professional development and pilot Brief Experimental Analysis (a Tier III reading intervention) in grades K-6
- Continue to pilot a balanced literacy framework at Edgerton for consideration of use in multiple elementary sites
- Implement the Lucy Calkins Units of Study writing program at Central Park

Measuring Progress
Roseville Area Schools analyzed how well our third grade students did on the Minnesota Comprehensive Assessments (MCAs) to monitor progress. These tests measure students’ proficiency rates or the percent of students who meet or exceed state standards. The following third grade proficiency rates are based on all accountability tests (MCAs and Minnesota Test of Academic Skills or MTAS).

Overall, reading for all grades increased slightly from the previous year (1%), while the state remained even. In third grade, students decreased about 1 percentage point from the previous year while there was also a statewide decrease of about 1 percentage point. Overall, the district’s third grade students performed below the state’s third grade reading proficiency rate by about 6 percentage points.

GRADE 3 / MCA Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Proficiency Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>57%</td>
</tr>
<tr>
<td>2016</td>
<td>52.3%</td>
</tr>
<tr>
<td>2017</td>
<td>51%</td>
</tr>
</tbody>
</table>
Graduation

In today’s highly competitive, high-tech world, a high school diploma is critical. While our high school graduation rate is higher than the state average, we have room for improvement.

Looking Back

2016-2017 Strategies

- Implemented recommended changes from the graduation requirements committee to increase opportunities for all students to take advanced and elective courses
- Expanded the Advancement Via Individual Determination (AVID) program to include Fairview Alternative High School (FAHS)
- Studied, developed, and implemented a plan to increase EL student graduation rates
- Sustained existing support structures
  - College Possible
  - AVID
  - Credit Recovery Programs (FAHS, summer school, and ABE)
  - Quantum Summer Enrichment Program

Measuring Progress

Roseville Area Schools showed a gain in our overall four-year graduation rate from 83.7% in 2015 to 86.1% in 2016. The district continues to outperform the Minnesota state average of 82.2%. Our four-year graduation rate trend in the last five years has increased 7.4 percentage points from 2012 to 2016. Almost all of our student groups outperform the state average for the four-year graduation rate, the exception being Asian/Pacific Islander students who are slightly below. Given a longer graduation timeline, we see students show increases in graduation percentages over the four-year rate of 86.1% when looking at our five-year (89.5%) and six-year (88.3%) rates. These rates also outperform the statewide results.

Looking Forward

2017-2018 Strategies

- Align grades 7-12 alternative programs with adult education programs
  - Eliminate RAMS Crossroads and implement RAMS reading and math labs
  - Expand RAHS Connections Program
- Conduct a summer school review
  - Strengthen Roseville Area Schools’ credit recovery for all students
- Sustain existing support structures
  - College Possible
  - AVID
  - RAMS and RAHS seeking National Demonstration Status
  - Quantum Summer Enrichment Program
  - Unity Centers
- Align all school handbooks
  - Review existing structures and policies and develop additional alternatives to suspensions with a restorative justice foundation
- Implement the aligned grades 7-12 Personal Learning Plan (PLP) program
  - Pilot the use of Minnesota Career Information System (MCIS-Jr) at RAMS and Parkview Center School as an alternative to Google Drive for PLP milestones
  - Review RAHS and FAHS college and career readiness software options

FOUR-YEAR GRADUATION RATE / All Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Roseville</td>
<td>78.7%</td>
<td>83.1%</td>
<td>83.1%</td>
<td>83.7%</td>
<td>86.1%</td>
</tr>
<tr>
<td>MN</td>
<td>77.6%</td>
<td>79.5%</td>
<td>81.2%</td>
<td>81.9%</td>
<td>82.2%</td>
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</table>

FOUR-YEAR GRADUATION RATES / Class of 2016

<table>
<thead>
<tr>
<th></th>
<th>MINNESOTA</th>
<th>ISD623</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>82.2%</td>
<td>86.1%</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>52.6%</td>
<td>*</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>83.6%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Black, not of Hispanic origin</td>
<td>65.1%</td>
<td>76.3%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>65.3%</td>
<td>78.4%</td>
</tr>
<tr>
<td>White, not of Hispanic origin</td>
<td>87.0%</td>
<td>92.2%</td>
</tr>
<tr>
<td>Students with an IEP (SIEP)</td>
<td>60.8%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Free or Reduced Priced Lunch (FRP)</td>
<td>68.2%</td>
<td>77.9%</td>
</tr>
<tr>
<td>English Learner (LEP)</td>
<td>63.2%</td>
<td>70.8%</td>
</tr>
</tbody>
</table>

* Cell size too small to report
Ensuring students are achieving at high levels is the best preparation for life after high school in an era when the rapid rate of change makes it nearly impossible to predict what the future will be like. In Roseville Area Schools, we have a variety of approaches in place so all students will prepare for their futures after high school.

Looking Back

2016-2017 Strategies

• Expanded college-credit-bearing courses at FAHS including concurrent enrollment, articulated credits, and Advanced Placement (AP) courses
• Increased the number of teachers qualified to teach college-credit-bearing courses
• Expanded the implementation of AVID at the high school and middle school
• Expanded and created partnerships between business, community, and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing, and internships at local businesses
• Communicated college and career readiness options to culturally and linguistically diverse families
• Articulated graduation pathways for EL students who arrive with limited academic and language skills
• Communicated graduation requirements and educational opportunities to culturally and linguistically diverse families
• Monitored EL student progress toward graduation and provide early team-based interventions when student is not achieving

AP SUMMARY / Roseville Area High School

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL AP STUDENTS</th>
<th>NUMBER OF EXAMS</th>
<th>NUMBER OF AP STUDENTS WITH A 3+ SCORE</th>
<th>GRADUATING SENIORS WITH A 3+ SCORE</th>
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</thead>
<tbody>
<tr>
<td>2012</td>
<td>421</td>
<td>704</td>
<td>322</td>
<td>34.3%</td>
</tr>
<tr>
<td>2013</td>
<td>432</td>
<td>768</td>
<td>349</td>
<td>35.1%</td>
</tr>
<tr>
<td>2014</td>
<td>547</td>
<td>820</td>
<td>399</td>
<td>37.5%</td>
</tr>
<tr>
<td>2015</td>
<td>537</td>
<td>848</td>
<td>395</td>
<td>36.1%</td>
</tr>
<tr>
<td>2016</td>
<td>636</td>
<td>893</td>
<td>431</td>
<td>36.9%</td>
</tr>
<tr>
<td>2017</td>
<td>576</td>
<td>814</td>
<td>393</td>
<td>35.6%</td>
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</table>

ACT RESULTS

<table>
<thead>
<tr>
<th>Year</th>
<th>TOTAL TESTED</th>
<th>DISTRICT 623 AVG SCORES</th>
<th>MINNESOTA AVG SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>528</td>
<td>20.6</td>
<td>21.1</td>
</tr>
<tr>
<td>2017</td>
<td>543</td>
<td>21.1</td>
<td>21.5</td>
</tr>
</tbody>
</table>

ACT / PERCENT MEETING ALL 4 COLLEGE READINESS BENCHMARKS

<table>
<thead>
<tr>
<th>Year</th>
<th>ISD623</th>
<th>MINNESOTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>27%</td>
<td>29%</td>
</tr>
<tr>
<td>2017</td>
<td>30%</td>
<td>31%</td>
</tr>
</tbody>
</table>

A Mission Transition cohort was established for EL seniors who needed additional guidance to graduate successfully and make a transition plan to a career or college
EL families attended the Mission Transition academic options event to learn about programs and opportunities for graduates needing additional academic English and literacy support to successfully transition to a career or college setting

75% of Roseville students enrolled in two-year or four-year college any time during the first year after graduation.

Measuring Progress

Enrollment in college-credit bearing courses and data from ACT and National Student Clearinghouse assists the district in monitoring progress in this area. AP scores show how well students performed on the AP exam and their achievement in a college-level course. Colleges often grant college credit or advanced course placement for scores of 3, 4, and 5.

The ACT’s benchmark scores project a student’s readiness for college-level courses and the chances of a student earning a C or higher in corresponding college courses.
Looking Forward

2017-2018 Strategies

- Maintain and expand college-credit-bearing courses at FAHS and RAHS including concurrent enrollment, articulated credits, and AP courses
  - Three new CTE concurrent courses—Medical Terminology, Adobe Photoshop, Adobe Illustrator—launched at RAHS with St. Paul College through a part of Office of Higher Education grant
- Continue to increase the amount of teachers qualified to teach college-credit-bearing courses
- Continue to develop partnerships between business leaders, community partners, and Roseville Area Schools to provide students with opportunities for apprenticeships, job shadowing, and internships at local businesses
  - Launch work-experience course elective options for general education students at RAHS
  - Continue to provide work-experience opportunities for students at RAHS and FAHS

STUDENT & FAMILY OUTREACH

- Provide opportunities to meet with students and their families to discuss college and career readiness benchmarks and updates

STUDENTS

- Maintain importance of MCA 8 reading and consideration provided to enroll in concurrent enrollment
- Maintain importance of MCA 10 reading as a college-ready measure in lieu of the Accuplacer required for some concurrent enrollment courses
- Increase awareness of work-experience opportunities for students completing their graduation requirements and having elective course options

FAMILIES

- Emphasize importance of making progress towards reading and math goals in elementary and middle school, which could result in options to explore different college-level courses and work-experience opportunities

- Awareness of math sequence 7-12 and recommendation that college-ready students taking the ACT or SAT should be enrolled in Pre-Calculus course as an 11th grade student; thereby allowing the student an introduction to rigorous concepts provided in Pre-Calculus content and an opportunity to score higher on these 4-year college ready assessments
- Awareness of college-credit-bearing options and how students can partake in these options
  - Articulation agreements and residency requirements
  - Concurrent Enrollment and College in the Schools (CIS) options
  - AP and exam preparation
  - Project Lead the Way (PLTW) and exam preparation
- Awareness of different college and career options for students and the role postsecondary credential will play in opening new opportunities
  - For over 90% of all Minnesota careers, students will need some type of postsecondary credential, diploma, or degree
  - Apprenticeships and dual-training options
  - Difference in preparing for private and public 4-year programs
  - Deferred Action for Childhood Arrivals (DACA) and the Dream Act
Instruction and Curriculum Review Process

Roseville Area Schools uses its Curriculum and Program Review System to review curricular/program areas and to provide continuous improvement for teaching and learning in the district. As part of the review process, we gather input from a variety of stakeholders including the staff, administration, school board, and community. The process is flexible, enabling the district to respond to the many rapidly changing areas in education such as alignment with standards, technology, and new ideas as they relate to 21st Century learning.

The review system is divided into two cycles:

1. A formal Program Review Cycle
2. An Implementation and Continuous Improvement Cycle

Program Review

The Program Review Cycle is made up of curricular areas and programs needing a formal review for one or more of the following reasons:

- They are not meeting their intended outcomes.
- Minnesota standards have been revised.
- There’s been a change in Minnesota assessments.
- It’s been nine years since their last program review.
- The curricular or program materials are outdated.
- They haven’t met performance goals according to Roseville Area Schools’ metric reports.

The Program Review Cycle has three phases:

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

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

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

Implementation and Continuous Improvement

The Implementation and Continuous Improvement Cycle is an ongoing process of evaluating how well a program is being implemented and determining whether the program is meeting intended outcomes.

This cycle has four phases:

- INSTALLATION
- EARLY IMPLEMENTATION
- FULL IMPLEMENTATION
- SUSTAINABLE
District Curriculum Advisory Committee

Through the District Curriculum Advisory Committee (DCAC), Roseville Area Schools ensures active community involvement in all phases of planning and improving curriculum and instruction. The committee acts as a forum for dialogue and recommends to the school board rigorous academic standards, student achievement goals and measures, assessments, and curriculum evaluations.

Advisory committee membership reflects the community and the diversity of the district to the extent possible. Members include representatives of our teachers, families, support staff, students, community residents, administrative staff, and the school board.

The DCAC is consulted after each phase of the Program Review Cycle. The advisory council or the school board may also request a Curricular/Program Review Team to give a work update throughout the process.

At the end of Phase 3—Implementation Plan and Purchase, an in-depth report is made to DCAC and to the school board for approval on their consent agenda. Detailing the work accomplished in the Program Review Cycle, the report describes the program design, curricular/program purchases, implementation plan, and expected curricular/program outcomes.

We assign curricular areas and programs to a cycle and phase each year based on their outcomes. Also, an annual report is presented to the district’s principals, DCAC, and school board. This report details the curriculum and program work accomplished in the past year, current efforts, and anticipated outcomes.

2016-2017 DCAC Members

<table>
<thead>
<tr>
<th>REPRESENTATIVE</th>
<th>BUILDING</th>
<th>ROLE</th>
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</thead>
<tbody>
<tr>
<td>Frank Shaw</td>
<td>School Board</td>
<td>School Board Member</td>
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<tr>
<td>Jake Von De Linde</td>
<td>FV-EDC</td>
<td>Teaching &amp; Learning</td>
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<tr>
<td>Katie Johnson</td>
<td>FAHS</td>
<td>Teacher</td>
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<tr>
<td>Chris Krook-Magnuson</td>
<td>CP</td>
<td>Parent</td>
</tr>
<tr>
<td>Kathy Griebel</td>
<td>HAR</td>
<td>Principal (Elementary)</td>
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<td></td>
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<td>Representative CP</td>
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<tr>
<td>Glynis Hinschberger</td>
<td>EDW</td>
<td>Parent</td>
</tr>
<tr>
<td>Scholastica Baker</td>
<td>EDG/RAHS</td>
<td>Parent Representative EDC</td>
</tr>
<tr>
<td>Cedric Fuller</td>
<td>RAMS</td>
<td>Admin Rep Sec RAMS</td>
</tr>
<tr>
<td>Anne Barnes</td>
<td>RAHS/AVID</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jonathan Friedman</td>
<td>RAHS</td>
<td>Teacher</td>
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<tr>
<td>Amy Nguyen</td>
<td>RAHS</td>
<td>Student</td>
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<tr>
<td>Hajo Jaafaru</td>
<td>RAHS</td>
<td>Student</td>
</tr>
<tr>
<td>Sally Layde</td>
<td>PCS/RAHS</td>
<td>Parent</td>
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<tr>
<td>Abdi Omer</td>
<td>Harambee/RAHS</td>
<td>Parent</td>
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<tr>
<td>Jennifer Stucker</td>
<td>RAMS/RAHS</td>
<td>Parent</td>
</tr>
<tr>
<td>Amy Toth</td>
<td>PCS</td>
<td>Parent (Elementary)</td>
</tr>
<tr>
<td>Heidi Rohrich</td>
<td>LC/RAHS</td>
<td>Parent</td>
</tr>
<tr>
<td>Angie McGaster-Woods</td>
<td>FH/RAHS</td>
<td>Parent/RAHS Admin</td>
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Goals

**DISTRICT FOCUS AREAS AND PROFESSIONAL DEVELOPMENT SUPPORT**

1. Improve instruction for our students of color, American Indian students, EL students, students receiving special education services, and PreK learners
   a. Implement new elementary math curriculum and instructional practices
   b. Understand, implement, and reflect on CRCT practices (This work is supported by staff members who are participating in equity coaching training.)
   c. Provide students with effective feedback that improves achievement
   d. Achieve full implementation of FAST and PRESS

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
   b. Continue to develop a positive climate in schools by using Positive Behavior Interventions and Supports (PBIS) and restorative practices

4. Expand support for college and career readiness

5. Continue to learn new ways to personalize learning, especially in the grades 7–10 1:1 iPad program

6. Improve PLC practices and implementation

7. Continue to increase instructional clarity by communicating learning targets and increasing the use of formative assessments

**BRIMHALL ELEMENTARY SCHOOL**

- Improve PLC structures to support collective responsibility for increasing student achievement for our black, Hispanic, and special education students (Goal 1 & 6)
- Improve the effectiveness of student academic and behavioral feedback (Goal 1 & 3)
- Increase communication and collaboration with families in our community (Goal 2)
- Understand and support the social and emotional development of our students (Goal 3)

**CENTRAL PARK**

- Provide equitable STEM learning opportunities through collaborative goal setting and engagement (Goal 1)
- Restructure PLCs to focus on learning using John Hattie’s 8 Mindframes (Goal 6)
- Provide positive equitable practices training through CRCT (Goal 1 & 3)

**EDGERTON**

- Increase positive phone calls home each month (Goal 2)
- Increase staff mentoring to students (Goal 3)
- Implement the PRESS vocabulary intervention (Goal 1)
- Provide learning targets in core reading and math instruction and have evidence of assessment and feedback (Goal 7)
- Use Math Talks and academic language to support students math learning (Goal 1)
EMMET D. WILLIAMS
- Increase teachers’ instructional comfort and use of the new math curriculum (Goal 1)
- Improve student learning through literacy coaching and literacy lessons training (Goal 1)
- Support Hispanic students to increase MCA proficiency in reading (PRESS for EL) and math (Math Talks) (Goal 1)
- Reduce referrals on the playground by implementing restorative justice practices and supporting students through mentoring (Goal 3)
- Decrease office referrals by increasing positive relationships with black students (Goal 3)

FALCON HEIGHTS
- Implement a “family” model of advisory instruction, across our K-6 student body. Each student will belong to one, multi-age family and will meet monthly in small groups with an adult to enhance social/emotional learning (Goal 3)
- Provide Equity Coaching for all staff and continue CRCT work (Goal 1)
- Continue positive contacts with our families of color to gather feedback, support their students, and create a positive school culture (Goal 3)
- Continue our implementation of PBIS and begin implementation of restorative justice circles (Goal 3)

HARAMBEE
- Increase and refine use of effective feedback (Goal 1)
- Improve proficiency by creating a productive learning environment and reducing discipline referrals through increased use of trauma-informed instructional practices (Goal 3)
- Increase and refine use of culturally responsive and competent teaching strategies (Goal 1)

LITTLE CANADA
- Improve instructional clarity through learning targets focused on differentiation (Goal 7)
- Increase focus on formative assessment through exit slips (Goal 1)
- Fully implement the Steps to Respect and 2nd Steps curricula and begin to implement restorative practices (Goal 3)
- Improve family engagement by standardizing classroom newsletters, providing listening sessions with families of color, reforming fall conferences, piloting home visits, and extending communication efforts (Goal 2)

PARKVIEW
- Introduce/Implement writing: K (Writers Workshop), grades 1-2 (Lucy Calkins), and grades 3-8 (Step up to Writing) (Goal 1)
- Implement Math Talks (Goal 1)
- Continue to focus on building relationships and the implementation of PBIS. Reduce office referrals for our black boys and boys serviced in special education (Goal 3)
- Implement E-Stem (Year 2) (Goal 5)

RAMS
- Continue to implement AVID/WICOR instructional strategies through use of Socratic Seminars / Philosophical chairs, Cornell Focused Note-taking/ Learning Logs/Quickwrites and Reflections, Active Reading: Critical Reading Strategies, and WICOR Poster Lesson Close (Goal 1 and 4)
- Use restorative practices to engage students, families, and staff members to build and maintain positive relationships (Goal 3)

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)
- Use PLC questions to focus and align instructional practice to student need (Goal 1 & 6)
- Provide specific, timely feedback aligned with learning targets (“I can” statements) (Goal 7)
- Contact all families of ECSE students of color to provide positive contact each month from an IEP team member (Goal 2)
Findings

1. Improve instruction for our students of color, American Indian students, EL students, students receiving special education services, and PreK learners
   a. Implement new elementary math curriculum and instructional practices (Elementary principals report that the math environment in classrooms has shifted noticeably with students having a different experience in how they learn and experience math in the classroom.)
   b. Understand, implement, and reflect on CRCT practices (This work is supported by staff members who are participating in equity coaching training. Staff development surveys showed high levels of commitment to CRCT practices and relevance of this professional development.)
   c. Provide students with effective feedback that improves achievement (Principals report there has been an increase in the use of formative assessments and effective feedback to students.)
   d. Achieve full implementation of FAST and PRESS (Sites report full implementation of this system.)

2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities (There will be continued site and district work on this element in 2017-18.)

3. Strengthen support for the social and emotional development of students (Our data shows we need to continue to build positive relationships with our students while also monitoring our behavior referrals and suspension data and changing practices.)
   a. Support students through trauma-informed instruction
   b. Continue to develop a positive climate in schools by using PBIS and restorative practices

4. Expand support for college and career readiness (Teachers continue to develop and implement courses at the high school level for students to pursue college and career pathways.)

5. Continue to learn new ways to personalize learning, especially in the 7th–10th grade 1:1 iPad program (Using 1:1 technology continues to become standard practice in our secondary schools.)

6. Improve PLC practices and implementation (All teaching staff are assigned and meet as a PLC.)

7. Continue to increase instructional clarity by communicating learning targets and increasing the use of formative assessments (Clearly communicating learning targets is now standard practice in all schools.)

DISTRICT PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

The purpose of the professional development advisory committee is to provide input on the district and site professional development plans and the evaluation of the site plans. The following people served on the committee in 2016-17:

<table>
<thead>
<tr>
<th>Name</th>
<th>Role/Position</th>
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<tbody>
<tr>
<td>Berri Reiser</td>
<td>Central Park interventionist</td>
</tr>
<tr>
<td>Stacey Whitwood</td>
<td>Edgerton 2nd grade teacher</td>
</tr>
<tr>
<td>Freya Koester</td>
<td>Emmet D. Williams 4th grade teacher</td>
</tr>
<tr>
<td>Teri Eswald</td>
<td>Falcon Heights art teacher</td>
</tr>
<tr>
<td>Amanda Schroeder</td>
<td>Little Canada 2nd grade teacher</td>
</tr>
<tr>
<td>Heidi Wheelock</td>
<td>Little Canada EL teacher</td>
</tr>
<tr>
<td>Lisa Lindquist</td>
<td>RAMS lead teacher</td>
</tr>
<tr>
<td>Tana Bogenholm</td>
<td>RAMS AVID site coordinator and teacher</td>
</tr>
<tr>
<td>Anne Barnes</td>
<td>RAHS AVID site coordinator and teacher</td>
</tr>
<tr>
<td>Rozzie Obando</td>
<td>RAHS media specialist/tech integration</td>
</tr>
<tr>
<td>Yeng Chang</td>
<td>RAHS tech integration/social studies</td>
</tr>
<tr>
<td>Katie Johnson</td>
<td>FAHS EL teacher</td>
</tr>
<tr>
<td>Kirsten Hawkes</td>
<td>ECSE speech-language pathologist and lead teacher</td>
</tr>
<tr>
<td>Mathew Cochrane</td>
<td>Emmet D. Williams paraprofessional</td>
</tr>
<tr>
<td>Marquita Stephens</td>
<td>Community education engagement specialist</td>
</tr>
<tr>
<td>Brenda Burnside</td>
<td>RAMS restore room supervisor</td>
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<tr>
<td>Erin Cronin</td>
<td>Parent</td>
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<tr>
<td>Brad Zener</td>
<td>Parent</td>
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<tr>
<td>Jake Von De Linde</td>
<td>Assistant director of teaching and learning</td>
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<tr>
<td>Kathy Griebel</td>
<td>Harambee Elementary principal</td>
</tr>
<tr>
<td>Penny Bidne</td>
<td>Brimhall Elementary principal</td>
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<tr>
<td>Juanita Hoskins</td>
<td>Director of educational equity</td>
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ATPPS Report and Budget

Implementation and Effectiveness

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

- Site program review
- Staff survey
- Teacher development and evaluation (TDE) oversight committee
- Student outcomes

Effectiveness—Student Achievement

SITE GOALS
- Based on the following areas: reading, math, or language growth (for EL students)

TEAM GOALS
- Majority aligned to site goals
- 79% of staff met their team goal

Impact

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

TEACHER GROWTH AREA
- 95% report positive impact (89% in 2016)

STUDENT LEARNING GOAL(S)
- 95% report positive impact (87-89% in 2016)

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

PROFESSIONAL LEARNING COMMUNITY (PLC) TEAMS
- 94% report positive impact (92% in 2016)

PEER OBSERVATIONS
- 94-96% report positive impact (89-92% in 2016)

INFORMAL ADMINISTRATOR OBSERVATIONS
- 87% report positive impact (85% in 2016)

Recommendations

- Increase the positive impact the work is having on teacher practice and student growth
- Refine work to further align the impact with the intent
- Ongoing support for leaders (lead teachers and administrators)
- Integrate improvement efforts
- Site-based responses to feedback and results

FUND EXPENDITURES

- 86% Teaching, Transporting, Supervising, Counseling
- 5% Administration
- 6% Custodial Maintenance and Utilities
- 4% Technology, Accounting, Payroll, Human Resources, and Communications
- 1% Insurance and Transfers