



Roseville Area Schools

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



# World's Best Workforce

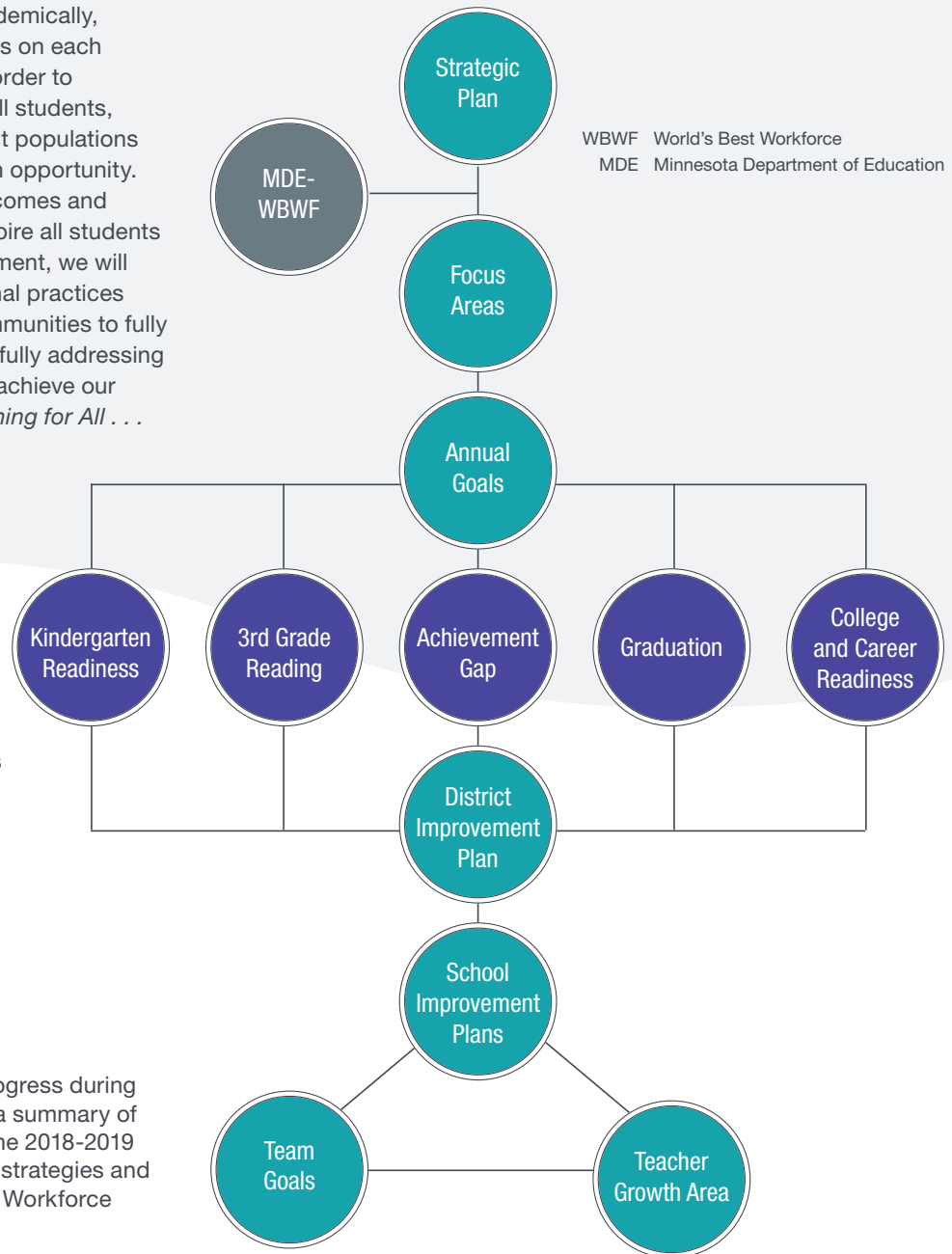
2017-2018 School Year Report  
& 2018-2019 School Year Plan

# Strategic Planning Process

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 (EL) 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 2017-2018 school year as well as a summary of the World's Best Workforce plan for the 2018-2019 school year. We will highlight specific strategies and progress for each of the World's Best Workforce areas.



WBWF World's Best Workforce  
MDE Minnesota Department of Education

# Closing the Achievement Gap

Roseville Area Schools is committed to closing the achievement gap by providing an equitable education to all students. During the 2017-2018 school year, we focused on culturally responsive and competent teaching with a lens on including absent narratives into our curriculum. This work was designed around the four areas on the Educational Equity Curriculum and Instruction Compass including: Equity Pedagogy, Culturally Relevant Content, Collective Knowledge Creation, and Social Justice Orientation. We continue to use an equity lens in all we do.

## 2017-2018 Strategies

- Implement year four of Culturally Responsive Competent Teaching-focusing on teacher and administrator professional development and instructional conversations in absent narratives curriculum development
- Promote strategic parent engagement through partnership with community organizations
- 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
- Partner with Equity Alliance MN to bring the voices of students of color and American Indian students into the classroom
- Support success of educators of color through FOCUS meetings to form network of support and professional development to continue to strengthen relationships between educators of color and gain feedback for systemic improvement
- Analyze and address disproportionality in discipline practices
- Develop additional alternatives to suspensions
- Provide professional development for site administrators, teacher leaders, and cultural liaisons in Restorative Justice practices
- Increase parent partnerships with under-represented communities through cultural liaison outreach and bridging culture and language gaps
- Support American Indian student academic success through cultural liaison outreach and culturally specific academic support
- Collaborate with Minnesota Humanities Center to examine the current narratives of students of color and American Indian students
- Develop language progression scope and sequence to measure EL language progress and provide feedback to students and families
- Develop team of eight English Learner

in the Mainstream (ELM) coaches to provide professional development and coaching to mainstream teachers on language instructional strategies to ensure EL student academic success

## Measuring Progress

**READING:** Overall, reading scores for Roseville students showed a slight increase from the previous year, while the statewide scores remained unchanged. Asian, multiracial, and white students all showed increases in scores. However, over the past three years, our achievement gap grew wider: 33%, 34%, 36%. Students who qualify for free or reduced-price (FRP) meals increased proficiency over the previous year and American Indian students, white students, and students with an Individualized Education Program (IEP) performed above the statewide average for their group.

**MATH:** Overall math proficiency scores decreased statewide and for our district. There is a 7.5 percentage point difference between Roseville Area Schools and the statewide average score. Our American Indian, multiracial, and white students showed an increase in scores. However, student scores declined for our other student groups, increasing the racial disparity between white students and students of color. Our achievement gap over the past three years has increased from: 31% to 37%. However, American Indian students and white students performed above the statewide proficiency rate.





### MCA III Proficiency / **READING**

	2016	2017	2018
Hispanic/Latino	34.7%	38.0%	35.8%
American Indian/Alaskan Native	30.0%	58.8%	50%
Asian	45.6%	45.1%	47.2%
Black/African American	35.0%	34.4%	34.8%
White	72.0%	74.0%	77.5%
Two or More Races	46.9%	44.7%	52.1%
English Learner	15.2%	13.5%	13.9%
Students with IEP (SIEP)	31.5%	36.6%	34.2%
Students who qualify for FRP	34.6%	35.4%	37.0%

### MCA III Proficiency / **MATH**

	2016	2017	2018
Hispanic/Latino	34.4%	29.9%	25.4%
American Indian/Alaskan Native	16.0%	33.3%	50.0%
Asian	45.3%	43.5%	42.9%
Black/African American	30.6%	28.1%	26.9%
White	68.4%	69.7%	70.7%
Two or More Races	44.9%	36.1%	40.2%
English Learner	19.7%	19.6%	16.7%
Students with SIEP	31.1%	33.0%	27.37%
Students who qualify for FRP	32.4%	31.2%	28.1%

### Achievement Gap / **MATH**

	2016	2017	2018
Hispanic/Latino	34%	39%	44%
American Indian/Alaskan Native	19%	36%	21%
Asian	23%	26%	28%
Black/African American	38%	42%	44%
Two or More Races	NA	34%	30%
English Learner	38%	36%	39%
SIEP	24%	20%	26%
FRP	38%	37%	41%

### Achievement Gap / **READING**

	2016	2017	2018
Hispanic/Latino	37%	36%	42%
American Indian/Alaskan Native	42%	15%	28%
Asian	26%	29%	30%
Black/African American	37%	40%	43%
Two or More Races	25%	29%	25%
English Learner	47%	49%	51%
SIEP	27%	22%	26%
FRP	39%	39%	38%

## Looking Forward

### 2018-2019 Strategies

- Provide professional development and implement a professional learning community framework K-12 with a focus on student achievement
- Develop a common understanding of core elementary math benchmarks by grade level, along with professional development around using data to inform instruction and deconstructing standards
- Provide equity training for all non-licensed staff
- Provide equity professional development for site administrators during principal meetings
- Focus equity work to support absent/inclusive narratives and commitment to disruption of systemic inequities
- Increase rigor and student engagement by providing professional development focusing on creating positive school climates
- Determine through the Elementary Program Review process equitable scheduling and resource options for elementary buildings for instructional areas such as music, art, physical education, special education, English learners, and intervention in order to minimize the disruption to content learning instruction
- Analyze and reduce disproportionality of students of color in special education
- Analyze and address disproportionality in discipline practices
- Implement district-wide discipline guidance document to building leaders to ensure consistency in practices
- Support American Indian students through cultural liaison outreach and culturally specific academic support
- Expand the Dual Language Immersion program to the middle school level and ensure bilingual developmental pathway into high school in academic content areas

- Increase ELM coaches to 12 coaches and create a systemic model to ensure that the model continues to provide ongoing language professional development and coaching support to mainstream teachers in each building
- Identify PreK bilingual students who qualify for EL services and provide coaching support to PreK teachers and transition support for entrance into EL services in kindergarten
- Develop high school coursework, graduation pathways, and community college partnerships for EL students who graduate from high school and are not career and college ready according to higher education entrance exams

## Acronym Key

ACRONYM	DEFINITION
ABE	Adult Basic Education
ADSIS	Alternative Delivery of Specialized Instructional Services
AP	Advanced Placement
AVID	Advancement Via Individual Determination
CRCT	Culturally Responsive and Competent Teaching
CTE	Career and Technical Education
DCAC	District Curriculum Advisory Committee
ECSE	Early Childhood Special Education
EL	English Learners
ELM	English Learners in the Mainstream
FAHS	Fairview Alternative High School
FAST	Formative Assessment System for Teachers
FOCUS	Future Oriented Collaborative United Support (Group)
FRP	Free and Reduced-Price Meals
IEP	Individualized Education Program
IGDI	Individual Growth and Development Indicators
IGDP	Individual Growth and Development Plan
MCA	Minnesota Comprehensive Assessments
MCIS-Jr.	Minnesota Career Information System
MDE	Minnesota Department of Education
MTAS	Minnesota Tests of Academic Skills
PBIS	Positive Behavior Interventions and Supports
PLC	Professional Learning Community
PLP	Personal Learning Program
PRESS	Path to Reading in School Sites
RAHS	Roseville Area High School
RAMS	Roseville Area Middle School
SIEP	Students with an IEP
SPED	Special education
STEM	Science, technology, engineering, math
TDE	Teacher Development and Evaluation
WBWF	World's Best Workforce
WICOR	Writing, Inquiry, Collaboration, Organization, and Reading

# Kindergarten Readiness

Since 2006, Roseville Area Schools has offered a pre-kindergarten (PreK) programs that follows 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

### 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 young children's social/emotional development
- Continue to improve alignment of PreK and kindergarten programming including benchmarks, assessments and curriculum

The assessments are used to provide interventions and monitor progress in PreK programs.

The Social/Emotional Support Team comprised of early childhood teachers and early childhood coordinators supported students by providing resources and strategies to teachers that support social/emotional development. Intervention plans were developed to provide Tier 1, 2, and 3 learning in PreK classrooms.

Twenty-six PreK class options were offered in 2017-18 serving 394 students. The program continues to show an increase in student participation by offering a variety of options including bilingual PreK, evening PreK classes, and family literacy PreK classes in collaboration with Roseville Adult Learning Center to meet the needs of linguistically diverse families.

## Looking Forward

### 2018-2019 Strategies

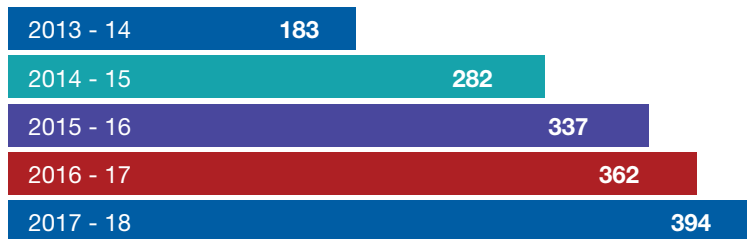
- Implement programs and training to promote partnerships with community early childhood, childcare, and PreK programs to support early learners
- Improve early childhood to kindergarten transition
- The Social/Emotional Support Team will continue to provide support in early childhood programs to encourage growth in young children's social/emotional development
- Continue to improve alignment of PreK and kindergarten programming including benchmarks, assessments, and curriculum
- Implement a pilot project to assess and support EL services in three PreK classrooms
- Increase family engagement and participation in Early Childhood Family Education (ECFE) and PreK classes

## Measuring Progress

In working to explore partnerships with community early childhood, childcare, and PreK programs, a training for early childhood professionals was presented by the Early Childhood and Teaching and Learning Departments. The focus was "Partnering for Young Children's School Success" and drew 56 participants. Math, literacy, and social/emotional goals and indicators of progress as children enter kindergarten were the topics presented.

The PreK program analyzed assessments, with benchmarks determined by the PreK-grade 3 alignment team, to measure students' progress. This includes vocabulary development, alphabetic knowledge, and number knowledge.

### PRE-K ENROLLMENT



ASSESSMENT	BENCHMARK SCORE	% PREK STUDENTS MEETING BENCHMARK
Vocabulary, Oral Language (IGDI)	26	66%
Letter Name Fluency (FAST)	14	68%
Number Naming Fluency (AIMSweb)	10	84%

IGDI: Individual Growth and Development Indicators  
FAST: Formative Assessment System for Teachers

# Reading by 3rd Grade

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

### 2017-2018 Strategies

- Implement the Alternative Delivery of Specialized Instructional Services (ADSIS) 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 grade 3 proficiency rates are based on all accountability tests (MCA and Minnesota Tests of Academic Skills or MTAS).

Overall reading for all grades increased slightly from the previous year (1%), while the state remained even bringing our proficiency rate to about a 3 percentage point difference from the state. In grade 3 students increased 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 graders perform below the state's third-grade reading proficiency rate by about 4 percentage points, although that shows an improvement over the past 3 years.

## Looking Forward

### 2018-2019 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 2018-19, we will:

- Continue the ADSIS grant with these areas of focus:
  - Identify students below grade level reading and provide specific reading interventions based on the 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
- Maintain the number of community volunteer reading tutors in the Inspire Young Readers program
- Continue to offer Reading Corps at qualified sites
- Complete 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
- Expand the Lucy Calkins Units of Study writing program at Central Park
- Focus on writing
- Review our elementary school schedules in all curricular areas to improve our achievement and close opportunity gaps
- Establish aligned collaborative teams focused on the district's Professional Learning Community (PLC) vision

### GRADE 3 / MCA Reading



# 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

### 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
  - Advancement Via Individual Determination (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

## Measuring Progress

Roseville Area Schools' 4-year graduation rate moved from 92% in 2016 to 91.9% in 2017. The district continues to outperform the Minnesota state average of 82.7%. Roseville Area Schools' black, Hispanic and multiracial students outperformed state averages by 14%. The district continues to outperform the Minnesota state average of 82.2%. Almost all of our student groups outperform the state average for the four-year graduation rate with 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

### 2018-2019 Strategies

- Align grades 7-12 alternative programs and credit recovery
  - Expand RAHS Connections program
  - Strengthen RAS Credit Recovery for all students
  - Connect with Adult Basic Education (ABE) and online learning platform
  - Strengthen the connection to special education supports through extended day learning opportunities
- Sustain existing support structures
  - College Possible
  - AVID
  - Quantum Summer Enrichment Program
  - Unity Centers
- Implement newly aligned school handbooks
- Expand and strengthen grades 7-12 PLP program
  - 7-12 working counseling group
  - Implement into existing curriculum

### FOUR-YEAR GRADUATION RATE / All Students

	2013	2014	2015	2016	2017
RAHS	91.1%	91.9%	90.5%	92.0%	91.9%
MN	80.4%	81.4%	82.1%	82.5%	82.7%

### FOUR-YEAR GRADUATION RATES / Class of 2016

	MINNESOTA	ISD623
All Students	82.7%	87%
American Indian/Alaskan Native	50.7%	*
Asian	85.5%	85.9%
Pacific Islander	62.8%	*
Hispanic	66.3%	80.7%
Black	64.8%	78.6%
White	88.1%	91.2%
Two or More Races	71.1%	89.7%
EL	64.7%	69.5%
SIEP	61.2%	65.6%
FRP	69%	77.4%

\* Cell size too small to report



# College and Career Readiness

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

### 2017-2018 Strategies

- Expanded college credit-bearing courses at FAHS including concurrent enrollment, articulated credits, and Advanced Placement (AP) courses
- Increased the number of teachers who are qualified to teach college credit-bearing courses
- Expanded the leadership of our AVID sites and students at RAHS and RAMS by becoming National AVID Demonstration sites
- 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
- 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
- Received the MDE Grow Your Own Grant and offered additional Education Pathway courses

- Established a Mission Transition cohort for EL seniors who needed additional guidance to graduate successfully and make a transition plan to a career or college
- Encouraged EL families to attend 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

### 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 credit or advanced 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

### 2018-2019 Strategies

- Maintain and expand college credit-bearing courses at FAHS and RAHS including concurrent enrollment, articulated credits, and AP courses
  - Expand Education & Construction Trades career pathway
  - Implement 2018 MDE Grow Your Own Grant (four new RAHS/FAHS courses)
- Continue to increase the number of teachers qualified to teach college credit-bearing courses
- Partner with the North Suburban Post Secondary Success Consortium
  - Build career pathways and district partnerships
- 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
- Expand student and family outreach
  - Review current RAHS/RAMS registration guides and career pathway information
  - Build awareness of different college and career options for students and the role a postsecondary credential will play in opening new opportunities

### AP SUMMARY / Roseville Area High School

	2012	2013	2014	2015	2016	2017	2018
Total AP Students	421	432	547	537	636	576	583
Number of Exams	704	768	820	848	893	814	904
Number of AP Students with a 3+ Score	322	349	399	395	431	393	403
Graduating Seniors with a 3+ score	34.3%	35.1%	37.5%	36.1%	36.9%	35.6%	36.2%

### ACT RESULTS

	Total Tested	District 623 AVG Scores	Minnesota AVG Scores
2016	528	20.6	21.1
2017	543	21.1	21.5
2018	539	20.8	21.3

ACT / PERCENT MEETING ALL 4 COLLEGE READINESS BENCHMARKS

	ISD623	MINNESOTA
2016	27%	29%
2017	30%	31%
2018	29%	30%

260%

Improvements to access and equity in college credit classes increased participation by students of color 260% over four years, resulting in 44% of all students of color enrolled in college credit classes.

# 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.

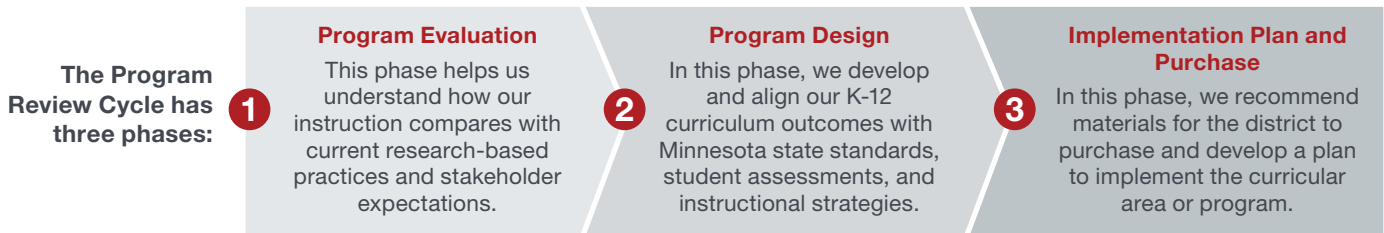
The review system is divided into two cycles:

- 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.
- Minnesota assessments have changed.
- 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 High Schools' metric reports.



## 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:



# 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.

## 2017-2018 DCAC MEMBERS

REPRESENTATIVE	BUILDING	ROLE
Todd Anderson	School Board	School Board Representative
Jake Von De Linde	Districtwide	Director of Teaching & Learning
Katie Johnson	Fairview Alternative High School	Teacher
Chris Krook-Magnuson	Central Park	Parent
Garin Bogenholm	Little Canada	Elementary Admin/Parent
Glynis Hirschberger	Emmet D. Williams	Parent
Scholastica Baker	Edgerton	Parent Representative
Tyrone Brookins	Roseville Area Middle School	RAMS Admin/Parent
Eric Singer	Roseville Area High School	RAHS Admin
Steve Pawelski	Roseville Area High School	Teacher/Parent
Clare Verbeten	Community Member	Former student/ community member
Najah Hayes	Roseville Area High School	Student
Abdi Omer	Harambee/Roseville Area High School	Parent
Amy Toth	Parkview Center School	Parent
Heidi Rohrich	Little Canada/ Roseville Area Middle School	Parent
Jessica Ostendorf	Falcon Heights	Parent

# Staff Development Goals and Findings

## 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. Continue implementation of new elementary math curriculum and instructional practices
  - b. Understand, implement, and reflect on Culturally Responsive and Competent Teaching practices (CRCT)
  - c. Create, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color
  - d. Provide students with effective feedback that improves achievement
2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities
3. Strengthen support for the social and emotional development of students
  - a. Support students through Trauma-Informed Instruction and Social-Emotional Learning
  - 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. Use AVID strategies to support student learning
6. Continue to learn new ways to personalize learning, especially in grades 7–12 1:1 iPad program
7. Improve PLC practices and implementation



### BRIMHALL

- Understand missing perspectives/ inclusive narratives and provide staff time to create and implement inclusive narratives in their daily teaching/instruction (Goal 1)
- Build positive intentional relationships with parents of priority students (Black, Hispanic, SPED, EL) (Goal 2)
- Develop staff “growth mindset” beliefs, behaviors, actions, and strategies for priority students (Goal 1)
- Improve PLC structures to support collective responsibility for increasing student achievement for our priority students (Goal 1 and 7)
- Increase writing as a focus by using resources including Lucy Calkins, LBD, and Write Source (Goal 1)
- Use morning meetings to 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 and 3)

### EDGERTON

- Increase writing as a focus by using Lucy Calkins, specifically implementing formative assessments and feedback in writing (Goal 1 and 8)
- Increase accountable talk and discourse for EL students (Goal 1)
- Provide positive equitable practices training through CRCT and build positive intentional relationships with students using Culturally and Linguistically Responsive Teaching- Dr. Sharroky Hollie (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 2)
- Continue our implementation of PBIS and begin implementation of Restorative Justice circles (Goal 3)

### HARAMBEE

- Understand missing perspectives/inclusive narratives and provide staff time to create and implement inclusive narratives in their daily teaching/instruction (Goal 1)
- Align curriculum and standards in reading and mathematics by identifying gaps and overlaps in materials, standards, and assessments (Goal 1)
- Implement small group instruction in mathematics (Goal 1)
- Increase use of strategies to build student skills in executive function by providing social and emotional learning for all students and using brain-based teaching strategies (Goal 3)
- Build relationships with students and families across cultural differences (Goal 2)

### 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

- Employ number talks 3-5 times per week for teachers teaching mathematics (Goal 1)
- Continue to improve writing instruction and increase student writing as reported in the end-of-the-year reflections (Goal 1)
- Decrease the overall referrals for black and Hispanic students (Goal 3)

### RAMS

- Understand missing perspectives/inclusive narratives and provide staff time to create and implement inclusive narratives in their daily teaching/instruction (Goals 1 and 7)
- Continue to implement AVID/WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) instructional strategies with an emphasis on critical reading and collaborative study groups (Goals 1, 4, and 5)
- Use AVID/WICOR instructional strategies through use of Socratic Seminars/Philosophical chairs, Cornell Focused Note-taking/Learning Logs/Quickwrites and Reflections, and WICOR Poster Lesson Close (Goals 1, 4, and 5)
- Use Restorative Practices to engage students, families, and staff members to build and maintain positive relationships (Goals 2 and 3)

### RAHS

- Increase effectiveness of PLCs by adding absent narratives into their curriculum while utilizing the Equity Curriculum and Instruction Compass. Also look at assessments and how they are written to include the absent narrative (Goal 1 and 7)
- Fully implement the use of iPads/technology as a vehicle to increase student engagement—Year 3 (Goal 6)
- Increase family outreach opportunities through home visits and community gatherings (Goal 2)
- Develop and implement an Individual Growth and Development Indicators (IGDI) focused on Domain 5 in order to improve relationship-building with students of color and using AVID strategies to have culturally relevant teaching strategies (Year 3) (Goal 3)
- Fully implement AVID and attain AVID National Demonstration Status (Goal 5)
- Build capacity for our Restorative Justice program with addition of behavior specialists (Goal 3)

### FAHS

- Increase engagement in all classrooms through the use of WICOR strategies including Costa's Level of Questions and Cornell Notes (Goal 5)
- Communicate with families to share positives and/or concerns about a student's progress in classes. Each staff member will make at least 21 contacts every trimester (Goal 2)
- Implement Growth Mindset Techniques in classes (Restorative Justice and Top 20 Teens) (Goal 3)

### ECSE

- Use PLC questions to focus and align instruction to student needs (Goal 1 and 7)
- Provide specific, timely feedback aligned with learning targets ("I can" statements) (Goal 1)
- Contact all families of Early Childhood Special Education (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. Continue implementation of new elementary math curriculum and instructional practices (Elementary principals report that the math instruction needs to continue to improve as shown by our MCA scores.)
  - b. Understand, implement, and reflect on CRCT practices
  - c. Create, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color (Staff development surveys showed high levels of commitment to Culturally Responsive Teaching practices and the relevance of our focus on absent narratives/inclusive curriculum.)
  - d. Provide students with effective feedback that improves achievement (Sites report increased use of and need for improved common formative assessments for teacher collaborative teams.)
2. Improve communication and genuine engagement with families and communities, especially with our underrepresented communities (District staff and sites continue to work towards positive interactions between schools and home. Staff report an increase in positive phone calls/messages home for their underrepresented students.)
3. Strengthen support for the social and emotional development of students
  - a. Support students through Trauma-Informed Instruction and Social-Emotional Learning (Sites have been identified to pilot Social-Emotional Learning practices in 2018-19 and standards have been identified at the state and district level.)
  - b. Continue to develop a positive climate in schools by using PBIS and Restorative Practices
4. Expand support for college and career readiness (Courses that offer college credit and CTE courses continue to expand as opportunities for our students. Concurrent enrollment courses increased from 6 to 11.)
5. Use AVID strategies to support student learning (RAHS and RAMS were identified as National Demonstration Schools for their use of AVID strategies schoolwide.)
6. Continue to learn new ways to personalize learning, especially in grades 7–12 (RAHS implemented iPads for students in grades 11-12 and teachers report increased use and comfort with the technology.)
7. Improve PLC practices and implementation (All sites had at least one teacher team pilot refine PLC practices and all sites had representation attend the PLC Institute training in June 2018. This is preparing for implementation of refined PLC practices for school year 2019-20.)

### DISTRICT PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

SCHOOL	TEACHER	GRADE LEVEL/SUBJECT/ROLE
Brimhall	Sheila McCormick	6th grade and ATPPS
Central Park	Berri Reiser	Interventionist
Edgerton	Stacey Whitwood	2nd grade
Emmet D	Freya Koester	4th grade
Falcon Heights	Teri Eiswald	Art
Little Canada	Amanda Schroeder	
Heidi Wheelock	2nd grade	EL
Parkview	Kristin Schmid	Grade 7/8
RAMS	Lisa Lindquist	ATPPS
RAMS	Tana Bogenholm	AVID
RAHS	Anne Barnes	AVID
RAHS	Rozzie Obando	Media Specialist/Tech Integration
FAHS	Katie Johnson	EL
ECSE	Kirsten Hawkes	Speech/Language and ATPPS
EDW	Mathew Cochrane	Non-licensed staff
Community	Erin Cronin	
Brad Zenner	Parents of Roseville Area Schools' students	
	Jake Von De Linde	Administrators
	Kathy Griebel	
	Penny Bidne	

# 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

## 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

- 98% report positive impact (95% in 2017)

### STUDENT LEARNING GOAL(S)

- 95% report positive impact (95% in 2017)

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

- 93% report positive impact (94% 2017)

### PEER OBSERVATIONS

- Lead Teacher Observations
  - 91% report positive impact (96% in 2017)
- Teacher Observer Observations
  - 95% report positive impact (94% in 2017)

### ADMINISTRATOR OBSERVATIONS

- Informal Administrator Observations
  - 86% report positive impact (87% in 2017)
- Formal Administrator Observations
  - 95% report positive impact

## Effectiveness— Student Achievement

### SITE GOALS WERE BASED ON THE FOLLOWING AREAS: READING OR MATH

- Four out of 12 sites made site goal (four out of 12 in 2017)

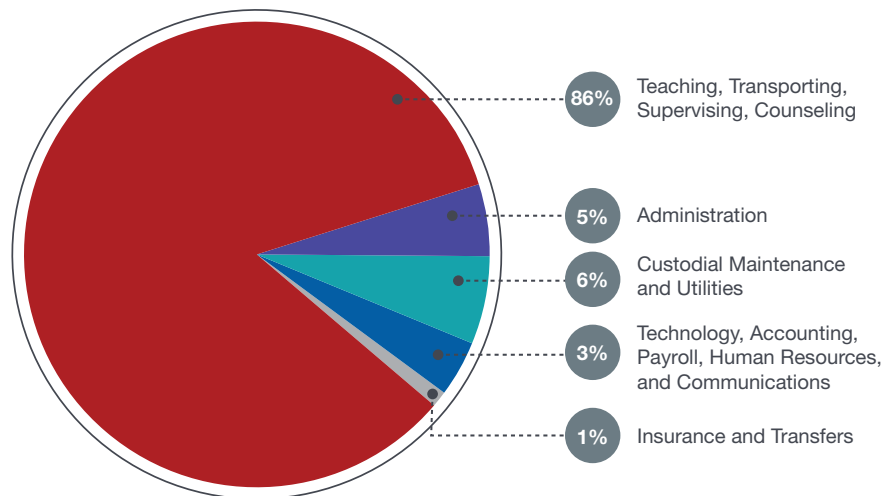
### TEAM GOALS

- Majority aligned to site goals
- 86% of staff met their team goal (79% in 2017)

## Recommendations

- Ongoing support for leaders (lead teachers and administrators)
- Implement PLCs with fidelity with the goal of increasing the positive impact that the work is having on teacher practice and student growth
- Continue to align ATPPS/TDE with district initiatives
- Site-based responses to results and feedback

## FUND EXPENDITURES





## Roseville Area Schools

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

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