



Agenda  
School Board Work Study  
Session  
Tuesday, April 8, 2025  
7:00 PM

1. Curriculum and Program Review System Annual Report  
**Speaker(s):** Jake Von De Linde, Brandon Button, Luli Flores-Hanson, Chris Hester, and Ellis Richardson
2. Harambee Elementary School Planning  
**Speaker(s):** Superintendent Jenny Loeck
3. Process for Superintendent's Evaluation  
**Speaker(s):** Chair Todd Anderson

Agenda Topic: Curriculum and Program Review System Annual Report  
Meeting Date: April 8, 2025  
Contact Person: Jake Von De Linde, Brandon Button, Luli Flores-Hanson, Chris Hester, and Ellis Richardson

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Background:

Jake Von De Linde, executive director of teaching and learning; Brandon Button, equity advancement literacy coordinator; Luli Flores-Hanson, multilingual program administrator; Chris Hester, secondary equity advancement principal on special assignment; and Ellis Richardson, elementary equity advancement teacher on special assignment, will present the Curriculum and Program Review System Annual Report. The annual report was developed to provide an update to the school board on current work in the K-12 curriculum areas and provides guidance for the placement of curriculum areas in the system for the 2025-26 school year.

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Recommendation:

Action Required                       Informational – No Board Action Requested

# Curriculum and Program Review System Annual Report

2024-2025

Level	Curricular Area	Phase of the Curriculum and Program Review System	Summary of Curricular and Program Review Work
K-12	Art	Installation	<p>The K-12 Visual Arts team completed their program review cycle, and has begun installation of the new program design. The Visual Arts Curriculum Review team, consisting of all K-12 visual arts teachers, presented their program design along with their implementation and purchase report to the District Curriculum Advisory Council in May 2023 and to the School Board in June 2023.</p> <p>The new program design begins with this purpose statement: <i>The Roseville visual arts program will amplify student voice, connect students with the broader community, and promote social emotional well-being. In diverse and inclusive learning environments, our artists will become visually literate and be equipped to problem solve, collaborate, think critically, and make art with creativity, compassion, connection, and confidence.</i> The program added one new ceramics course at RAMS and a new course at RAHS to offered in the 2024-25 school year entitled <i>Arts and Advocacy</i>. The team reviewed current and recommended additional opportunities for students to showcase their work with added display cases at the elementary schools and digital portfolios for all secondary sites. As part of the installation phase, licenses for ongoing professional learning and access to current and diverse visual arts curriculum through the Art of Education University was purchased and is utilized on professional learning days and in lessons across the district. Additionally, visual art teachers attended the National Art Educators Association convention in Minneapolis in April 2024. Finally, the elementary building principals reviewed their budget allocations for visual art to create more parity across schools in funding per student in the 2024-2025 school year at the request of the team.</p> <p>Regarding assessment, the elementary teachers created common formative assessments to assess student learning based upon the new standards. These CFA's will be used as teachers provide standards-based grading marks on the updated elementary report cards. Secondary teachers continue to align the new standards and grading through ongoing Grading for Equity professional learning sessions.</p>
9-12	Business and Computer Technology	Sustainable	<p>The business department offered the new course, Cybersecurity this year. They are also set to meet the changes required by the state legislature requiring all students beginning 9th grade in school year 2024-25 and later to take a Personal Finance course in 10th, 11th, or 12th grade. The business department will offer the course, <i>Managing Your Money</i>, to meet the personal finance requirement.</p>
7-12	Family and Consumer	Implementation Plan and Purchase	<p>Our FACS department is finishing up their program evaluation work this year with the purchase and implementation phase. They are in the process of purchasing equipment to update RAMS kitchen spaces, along with RAHS purchasing books and curriculum materials for personal finance, which is a new state requirement for students for graduation. They</p>

	Science (FACS)		will be fulfilling these requirements in Living On Your Own. They have found that their enrollment has increased over the past few years and courses have been well represented by BIPOC students.
K-12	Health	Sustainable	<p>The K-6 Health Curriculum Review has been paused until further notice because of difficulties pulling a team together due to the pandemic and lack of subs. We also feel the need to pause as a significant focus at the elementary level for the next few years will be on our English Language Arts implementation.</p> <p>The 7-12 team selected a curriculum (Goodheart-Willcox) and spent the year articulating curriculum and updating resources such as guest speakers and classroom videos. Through purposeful selection of guest speakers, the health team incorporated another way to include absent narratives and multiple perspectives into the curriculum.</p>
7-12	CTE Career and Technical Education	Program Evaluation	The 7-12 grade Career and Technical Education team began their curriculum review work this year and are in the Program Evaluation phase. They will continue to meet throughout this year to evaluate their current program, review data, collect feedback from stakeholders in the community, search for and discuss new innovations, and complete the equity analysis framework. They will join the school board during a study session to discuss their findings and collect feedback from the board once they have completed their Program Evaluation work.
K-6	Language Arts	Early Implementation	<p>The 2024-2025 academic year has been a productive and transformative period for K-6 English Language Arts (ELA) in our district. We are currently in the early implementation phase of our new curricula, and our approach remains multifaceted and ongoing.</p> <p><b>Curriculum Implementation and Professional Development</b></p> <p>One of our primary goals this year has been to support teachers in gaining confidence and proficiency with the recently adopted reading curricula. As the Board will recall, four new reading curricula were introduced last year. While teachers expressed that these curricula are of high quality, they also indicated a need for additional time to deepen their understanding and refine their instructional practices. In response, the majority of this year's elementary professional development (PD) sessions have been dedicated to ELA, with a focus on maximizing the effective use of curricular materials.</p> <p>In grades K-2, professional development efforts have centered on Foundations, our phonics curriculum. Teachers engaged in training to ensure consistent instructional practices across the district and to adhere to the structured methodology of the program. Foundations is an evidence-based curriculum designed with careful attention to research in literacy, with an emphasis on brain-body connection. For example, Foundations emphasizes precise body positioning during skywriting, which supports the neuromuscular connection in early literacy development.</p> <p>For grades 3-6, professional development has focused on Wit &amp; Wisdom. This year, the emphasis has been on deepening teachers' understanding of the rationale and instructional design of the curriculum. The first year of implementation was a challenge, with many teachers expressing a need to simply keep pace with daily lessons. As a result, this year's training has prioritized the "why" and "how" behind Wit &amp; Wisdom, ensuring that educators grasp the curriculum's structure, including how lessons build upon one another to support students' comprehension of complex texts and overarching thematic questions.</p> <p><b>Instructional Leadership</b></p> <p>Another key objective this year has been to strengthen instructional leadership at the building level. The district has</p>

taken several steps to enhance the capacity of school leaders and instructional coaches so they can effectively support teachers:

1. **Leadership Training:** In the fall, principals, assistant principals, and lead teachers attended a LEAD Wit & Wisdom training led by a curriculum representative. This training provided them with foundational knowledge to better guide teachers in their buildings.
2. **Ongoing Leadership Development:** Regular meetings have been held with instructional leaders, including ATPPS lead teachers, PLC leads, and building administrators. These meetings serve as a platform for professional learning, curriculum discussions, and engagement with the latest literacy research.
3. **Data-Driven Decision-Making:** Following winter reading assessments, meetings were held with principals to analyze student data, identify trends, and develop targeted instructional strategies.
4. **Classroom Visits:** To further support instructional fidelity, classroom visits have been conducted in collaboration with lead teachers and principals to observe curriculum implementation and highlight best practices.

### **Curriculum Enhancements and Equity Initiatives**

The district has also initiated efforts to incorporate Dakota and Anishinaabe texts into the Wit & Wisdom curriculum. A recent grant from the Minneapolis Foundation has provided funding to acquire Indigenous literature, which will first be reviewed by teachers. The goal is to integrate these texts into existing curriculum modules in a meaningful and cohesive manner rather than as standalone additions.

### **READ Act Professional Development**

An essential component of K-6 ELA professional learning this year has been compliance with the Minnesota READ Act. Roseville has been a leader in this area, having enrolled all K-4 classroom teachers, multilingual learner teachers, reading interventionists, and special educators in LETRS (Language Essentials for Teachers of Reading and Spelling) professional development as early as 2021. This year, the final cohort of those teachers is completing their training. In the 2025-2026 academic year, approximately 70 additional elementary teachers—those new to the district since 2022 or teaching grades 5 and 6—will participate in READ Act-mandated professional development.

### **Teacher Leadership and Collaboration**

The success of K-6 ELA this year is in large part due to the dedication of our teacher leaders. A group of grade-level representatives from each building has played a crucial role in guiding curriculum implementation. These representatives serve as key contacts for grade-specific inquiries, collaborate on instructional decisions, and meet in person biannually to address curriculum concerns and share best practices. Their contributions have been instrumental in shaping district-wide practices, including the development of report card guidance, curriculum dashboards, and instructional materials.

### **Conclusion**

The advancements in K-6 ELA this year reflect the commitment of our teachers, administrators, and staff to providing high-quality literacy instruction. The district recognizes that literacy is a fundamental social justice issue, and we remain steadfast in our mission to equip all students with the skills necessary to be proficient readers, critical thinkers, and

			<p>engaged citizens in an evolving world. We commend our educators for their dedication to this work and look forward to continued progress in the years ahead.</p>
7-12	Language Arts	Full Implementation	<p><b>Secondary English</b>  The Roseville Secondary English Departments continue to implement innovative approaches to ensure rigorous, equitable, and engaging instruction for all students.  One key initiative this year has been the piloting of an Embedded Honors model in 8th-grade English Language Arts. This effort is designed to expand access to advanced coursework by actively recruiting and supporting historically underserved student groups. Early demographic data from the second trimester—the first full term of implementation—provides insight into the impact of these efforts, reinforcing the department’s commitment to fostering academic excellence and inclusivity.</p> <p>Across all secondary schools, English departments continue their work on <b>Grading for Equity</b>, ensuring that assessment practices are fair, transparent, and aligned with the new Minnesota English Language Arts standards. Teachers are developing and refining rubrics to support rigorous academic expectations while maintaining an emphasis on student growth and mastery. Expanding advanced learning opportunities remains a priority, as providing all students with the ability to engage in challenging coursework strengthens both individual achievement and overall academic success.</p> <p>English Language Arts courses in alternative education settings follow a mixed-grade, thematic structure, aligned with standards from the 10th–12th grade Minnesota state standards. A central focus of these courses is incorporating literature from diverse authors, offering students both mirrors—reflecting their own experiences—and windows—providing perspectives into different lived experiences. Additionally, <b>AVID WICOR</b> (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are embedded into instruction, supporting students in developing strong literacy skills while preparing them for individualized college and career pathways.</p> <p>Collectively, these efforts across the Roseville Secondary English Departments demonstrate a commitment to academic rigor, equity, and student-centered learning. The continued refinement of curriculum, assessment, and instructional strategies ensures that all students have access to high-quality ELA education that prepares them for future success.</p> <p><b>“New” ELA Standards</b>  New Minnesota K-12 English Language Arts Standards were written in 2019-20 and approved by the commissioner. However because of the pandemic the implementation of the new standards has been delayed to the 2025-26 school year. Next year, the 2020 MN ELA standards will be in full implementation, and we will have a new MCA test to reflect this (The MCA-IV).  With these new standards is guidance from MDE that we should shift away from the practice of “Power Standards” and move more toward <b>Bundling Standards</b>. Bundling is the incorporation of multiple related benchmarks into a single unit of study. Within and across content areas, the curriculum can be arranged in bundles so that units of instruction can be built using approaches such as themes, authentic processes, problem-based learning, essential questions, or big ideas. While there are some changes to the standards, MDE has said “we are not reinventing the wheel.” <a href="#">THIS</a> is an excellent document that more clearly defines the shifts from the 2010 ELA Standards to the 2020.</p> <p><b>Professional Development</b></p>

			<p>This year, secondary educators who teach students with IEPs, multilingual learners, and reading intervention courses took part in a reading training called CAREIALL. This professional development was a requirement of the MN READ Act, as they are known as “Phase 1” educators. CAREIALL teaches participants about the science of reading, also known as structured literacy. Participants start by learning the foundational knowledge of how people learn to speak and read. The second half of the course focuses on skills of comprehension such as vocabulary acquisition and language complexity.</p> <p>Next year, there are some remaining Phase 1 staff members at our middle and high schools who will need to take CAREIALL, but this will be a small group.</p> <p>Next year, we will also be getting more guidance from MDE about the professional development offerings for Phase 2 educators, which includes Secondary English teachers. These new Phase 2 PD choices will be more directed toward this group and will focus less on the foundational skills of reading and be more applicable to teaching at the secondary level.</p>
K-6	Mathematics	Program Review	<p>The Roseville Area Schools math team has begun the first phase of the K-6 math program review for the 2024-2025 school year. This initial phase involves a comprehensive analysis of current instructional practices, student achievement data, stakeholder feedback, and research-based best practices in mathematics education. A key focus is aligning our existing curriculum with the newly adopted Minnesota Department of Education math standards, set to take effect in the 2027-2028 school year, and identifying any gaps between the two. Additionally, special attention is being given to integrating the eight new Mathematical Practices into our instructional approach.</p> <p>As part of our commitment to high-quality math instruction, Roseville Area Schools teachers will once again have the opportunity to participate in the Cognitively Guided Instruction (CGI) Summer Institute in 2025. This professional learning experience includes four evening follow-up sessions to deepen understanding and application. To date, 81 K-8 teachers have engaged in CGI training. This student-centered approach to math instruction builds on students’ natural number sense and intuitive problem-solving strategies. Rather than serving as a specific curriculum, CGI equips educators with strategies to listen to students, ask insightful questions, and engage meaningfully with their mathematical thinking—ultimately fostering deeper understanding and growth.</p> <p>Looking ahead, the K-12 math program will enter the program design phase in the fall of 2025, where insights from this review will help shape the future of math instruction in our schools.</p>
7-12	Mathematics	Program Review	<p>The math team is now in the first phase of the program review process. They will examine their current practices, content and data in this first phase. Their work will be to align their curriculum to match the implementation of new standards from the Minnesota Department of Education in an anticipated timeline of the school year 2027-2028. The focus will be around the new 8 Mathematical Practices</p>

K-12	Media Tech	Program Evaluation	<p>The K-12 Media Specialists began their curriculum review work this school year. They are in the Program Evaluation phase defining their current program, discussing data and their new ITEM standards, collecting stakeholder feedback and looking to strengthen their partnership with the Ramsey County Public library system. They will join the school board for a study session to discuss their findings and gather feedback when they complete their Program Evaluation phase.</p> <p>Also notable this year, the collective group of Media Specialists during professional development days throughout this year are working together to weed out books that are no longer relevant or potentially could be culturally harmful for Native American/American Indian students. They are working on their plan to weed books at each of our elementary schools, Parkview, and Roseville Area Middle School during this school year.</p> <p>As a part of our curriculum review process they are also working to revise our Instructional Materials policy to reflect the Library Media Center materials and their process for including materials in our Media Centers.</p>
K-12	Music	Sustainability	<p>K-12 Music is fully implementing their program. Secondary teachers continue to utilize professional learning in Grading for Equity to identify their standards-based goals, write rubrics that demonstrate learning of the standards, and revise their grading to reflect this shift.</p> <p>Elementary music teachers used their professional learning days during the 2024-2025 school year to align their current curriculum to the new standards, share programming and lesson ideas as a collaborative team, and reestablish in-person performances across the district. A continued area of focus for the team during the 2024-25 school year is to continue to use the current curriculum and to bring recordings from the current curriculum into current technology.</p>
K-12	Physical Ed	Sustainability	<p>The Minnesota Department of Education released the official 2018 Minnesota K-12 Academic Standards in Physical Education document in February 2018. The standards are being fully implemented in all Minnesota school districts. Because of their work in curriculum review over the past few years they were able to meet their timeline for implementation of the new standards for Physical Education.</p> <p>The K-6 team met as a department throughout the year to update report card indicators and align curriculum across our district. They also did a book study in culturally relevant teaching practices. The 7-12 team focused their work on standards alignment and grading for equity.</p>
K-6	Science	Early Implementation (due to new standards)	<p>With the 2019 standards, K-6 teachers continue to teach the core models of scientific thinking across the grade levels. K-5 teachers had few shifts to their standards, but 6th grade teachers continue to implement the new content introduced in 2022-2023 (Earth Science) and instructional strategies of the 2019 Minnesota Academic Standards in Science. Teachers utilize four curricular components to teach the standards. These are FOSS/Delta kits, Engineering is Elementary, Computer Science, and Technology Exploration and Makerspace.</p>
7-12	Science	Sustainability	<p>The 7-12 science teams are implementing the new content and instructional strategies of the 2019 Minnesota Academic Standards in Science. Full implementation of those standards was required by this school year.</p> <p>7th grade continued piloting new instructional units aligned to the new standards and will continue their learning and development this spring and summer. 8th grade implemented a new curriculum this year to address the new content (Physical Science) and instructional strategies of the new standards. They have met throughout the year to refine the curriculum and plan additional units. They also had an opportunity to have a full day of professional development with a representative from OpenSciEd. A lot was learned and now all teachers at RAMS AND PCS have the same training and are teaching the same curriculum at the middle level</p>

			Grade 9 Science - Earth and Space is now being taught at RAHHS as a new graduation requirement for grade 9. AP Environmental Science will have a required third trimester course to make sure the students who take AP meet the Earth and Space requirements as well. All teachers who teach this course are licensed in Earth and Space.
K-6	Social Studies	Program Design	<p>During the 2024-2025 school year, the K-6 Social Studies program entered the program design phase, building on extensive work completed in previous stages. A dedicated team of nine K-6 teachers has made significant progress, including developing a purpose statement and program goals to guide the design process. Their work has focused on shaping key components of the new program, such as instructional time, frameworks (practices and strategies), and materials, as well as establishing measurable outcomes to assess program effectiveness. Insights from the program evaluation phase have informed recommendations to ensure alignment with state standards, best practices, and stakeholder feedback.</p> <p>As the team finalizes the program design in the spring of 2025, they remain closely aligned with the updated 2021 Minnesota Social Studies standards, which are built on the College, Career, and Civic Life (C3) Framework. This approach represents a shift from memorizing historical facts and timelines to an inquiry-based model where students explore the interconnectedness of history, geography, civics, economics, and ethnic studies—and how these disciplines influence literacy. To deepen their understanding of this framework, the team collaborated with Brittany Rawson-Haeg, a social studies specialist from the Minnesota Department of Education, during the 2023-2024 school year to explore strategies for bundling standards into meaningful, thematic learning experiences.</p> <p>The team's next step will be to present their phase two findings to the District Curriculum Advisory Council in the fall of 2025.</p>
7-12	Social Studies	Implementation Plan and Purchase	The Minnesota K-12 Academic Social Studies Standards have been adopted, the K-12 academic standards in social studies will be implemented in the 2026-27 school year. We began the Program Evaluation phase in the fall of 2022 and have been working this fall. We finished the program design phase that focused on making sure our work aligns with the new state standards. We are currently in the final phase of purchasing new textbooks and resources for FAHS, PCS, RAHS and RAMS. WE have been intentional in our work to include materials for DLSI that align with the curriculum delivered in English. Our work aligns with the Minnesota Department of Education's timeline for Social Studies standards implementation for 2026-27 school year
7-12	World Languages	Installation	The 7-12 World Language team completed their formal curriculum review phases last year and adapted the program Lingco for Spanish and French. This online program was the most acceptable program that met our World Language learning goals and provided more adaptability than a regular curriculum based textbook. There have been growing pains as the team navigates the Lingco system, the technology required, and areas in Lingco that have not been completed yet. The team continues to meet this year during their Collaboration and Application of learning days to finalize their scope and sequence aligned to their power standards and summative assessments. They continue to meet their implementation goals and have made adaptations based on new learning during implementation this year. The team has been pleased to have alignment in their level 1 courses this year which are offered at three buildings for Spanish (Parkview, RAMS, and RAHS) and two for French (RAMS and RAHS).

K-12	Dual Language Spanish Immersion Program		<p>Students in the DLSI Program at Little Canada continue their learning through the implementation of the new literacy curriculum in both English and Spanish. Students in the DLSI program at Roseville Area Middle School participate in 3 classes ~ Spanish Language Arts, Social Studies and Science.</p> <p>STAMP4 assessment allowed us to review the Spanish Proficiency skills of our 6th, 7th, 8th and 9th grade students. It is affirming to see how the seeds planted by all the different DLSI teachers in elementary and middle school are bringing forth the fruits of their hard work and dedication on behalf of our students as they continue their Spanish language immersion education.</p> <p>This year 9th and 10th grade DLSI students had the opportunity to take Language and Culture and/or World Studies. Juniors had the option to participate in AP Spanish.</p> <p>One of the highlights for this school year is celebrating the graduation of the first group of DLSI Seniors! In addition, we are offering the Proyecto Cumbre/Capstone Project course, offered to Sophomores, Juniors and Seniors. In this course, students apply the learning from all their years in the DLSI program through story writing and the development of a community based project. Students select one of 3 community projects as a way to give back to their community before their High School graduation: Spanish language resources for the Media Center at RAHS, Planning and implementing a Vegetable Garden at RAMS or Voluntary Work in their elementary school, Little Canada.</p>
K-12	Multilingual Learning/ English Language Development Program	Program Evaluation	<p>Two teams embarked in the Program Review and Evaluation for our MLL/ELD program: MLL/ELD Elementary Program Review and MLL/ELD Secondary Program Review. The decision to have two different groups is based on the different instruction foci for each of these two levels.</p> <p>At the elementary level, MLL/ELD teachers continue to review, reflect and share ways in which they can provide evidence-based scaffolds for MLL students to access the district adopted ELA/SLA curriculum. At the secondary level, MLL/ELD teachers review and assess how the different instructional models ~ self-contained, sheltered content and co-teaching ~ provide MLL students access to content area curriculum and other opportunities for learning. This school year we worked on the various components of Phase 1, Element 1 in the Program Review and Evaluation checklist.</p>
K-12	MTSS/ADSIS		<p>After completing the Self-Evaluation of MnMTSS Implementation for District Leadership Teams (SEMI-DLT), Roseville Area Schools identified three priority areas for development: Infrastructure for Continuous Improvement, Multi-Layered Practices and Supports, and Data-Based Decision Making. These focus areas guide our efforts to strengthen MTSS implementation districtwide, ensuring equitable access to academic, behavioral, and social-emotional supports for every student.</p> <p><b>Infrastructure for Continuous Improvement</b> With support from a Minnesota Department of Education grant, the district hired a full-time MnMTSS Coordinator to lead and sustain implementation efforts. This role supports coordination, professional learning, and alignment across school sites. The MTSS District Leadership Team was expanded to include representatives from across the district and meets regularly throughout the year. At the building level, Edgerton, Harambee, and RAMS are completing the MTSS Self-Evaluation (SEMI-SLT) to guide their site-specific implementation plans.</p> <p><b>Multi-Layered Practices and Supports</b> To ensure students receive timely and appropriate support, the district is developing a menu of evidence-based interventions in four key areas: math, literacy, social-emotional learning (SEL), and attendance. Cross-functional teams,</p>

			<p>including academic leads, support staff, and administrators, are refining this resource to provide accessible, tiered options for intervention and enrichment. In response to the Minnesota READ Act, we are also reviewing and refining K–8 reading interventions.</p> <p><b>Data-Based Decision Making</b>  Building data literacy remains a key priority. K–8 staff participated in professional learning focused on accessing and using FastBridge data. Educators and teams at all levels are reflecting on universal screening data to guide decisions and monitor student progress. We have also begun identifying and inventorying existing data sources—academic, behavioral, and social-emotional—to better understand current practices and determine future data needs to support continuous improvement.</p> <p>We continue to receive funding for our Alternative Delivery of Specialized Services program which provides reading, math, and behavior support at the elementary level. We have applied for another two years (2025-26 and 2026-27) of ADSIS funding and will find out if we will receive these funds until May this year.</p>
K-12	Inclusive Curriculum, Absent Narratives		<p>Teachers in Roseville Area Schools have experienced training to develop inclusive, culturally responsive curriculum and to include absented narratives over the past decade. This work is guided by the Roseville <a href="#">Educational Equity Curriculum and Instruction Compass</a> which include these 4 focus areas:</p> <ul style="list-style-type: none"> <li>● Equity Pedagogy</li> <li>● Social Justice Orientation</li> <li>● Collective Knowledge Creation</li> <li>● Culturally Relevant Content (Absent Narratives)</li> </ul> <p>A major responsibility of each curriculum review team is the design of culturally responsive curricular programs that lead to the adoption of culturally responsive, inclusive curriculum. Teams utilize multiple evaluation tools to determine the best option for a new curriculum, but no one curriculum has met the needs for all our students, teachers, and families. When a new curriculum is selected, it can be expected that additional lessons will be created or supplemented by Roseville Area School teachers. An example of this is the adoption of Wit and Wisdom as the K-6 ELA curriculum—with revisions to the modules, lessons, and core texts made by RAS teachers with guidance from the publisher. In this way, each curriculum review cycle ensures that the new curriculum will be culturally responsive and inclusive of absented curricula.</p> <p>In addition, teachers continue to utilize RAS developed lessons and resources about heritage months and culturally significant days including:</p> <ul style="list-style-type: none"> <li>● National Constitution Day</li> <li>● Indigenous People’s Day</li> <li>● Native American Heritage Month</li> <li>● Veteran’s Day</li> <li>● Hispanic Heritage Month</li> <li>● Black History Month</li> <li>● Women’s History Month</li> <li>● Asian American, Native Hawaiian, Pacific Islander Heritage Month</li> <li>● GLBTQ+ Pride Month</li> <li>● Juneteenth</li> </ul>

			Slide decks were available to all teachers, with an expectation that all K-6 teachers would use the materials, and all secondary students would experience the lessons and messaging at times that work best based on the site schedule.
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ROSEVILLE AREA SCHOOLS

**CURRICULUM  
& PROGRAM REVIEW**

*2024-2025 Annual Report*



# District Goals & Key Strategies

1

**Our graduates are prepared to achieve their goals and aspirations.**

- Ensure students are college- and career-ready
- Deliver a challenging, joyful, and safe learning environment
- Deliver innovative, effective practices and systems

2

**Our learners contribute to an equitable, caring society.**

- Cultivate student engagement and joy in learning
- Prepare learners to be racially and socially responsive



# District Goals & Key Strategies

3

**We are a culturally responsive, inclusive, anti-racist district.**

- Build a culture of belonging where all feel welcome, included, and safe

4

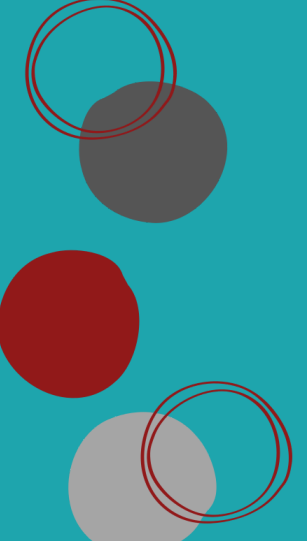
**The community is united behind meeting student needs.**

- Partner with families and the community to support student success

5

**We are financially secure.**

- Secure and allocate resources to support the district's mission and vision success



# Curriculum & Program Review

*2020-2024*

**Spring 2020:** Curriculum review frozen

**2020-2021 School Year:** Limited to virtual October-May

## **2021-2022 School Year**

- Office of Educational Equity established
- MDE delayed implementation: PE, Arts, Science, English Language Arts, Social Studies
- Curriculum meetings both virtual and in-person, significantly limited due to sub shortage

## **2022-2023 School Year**

- More opportunities to meet in-person; however sub shortage still a challenge

## **2023-2025 School Years**

- Similar experiences to pre-pandemic

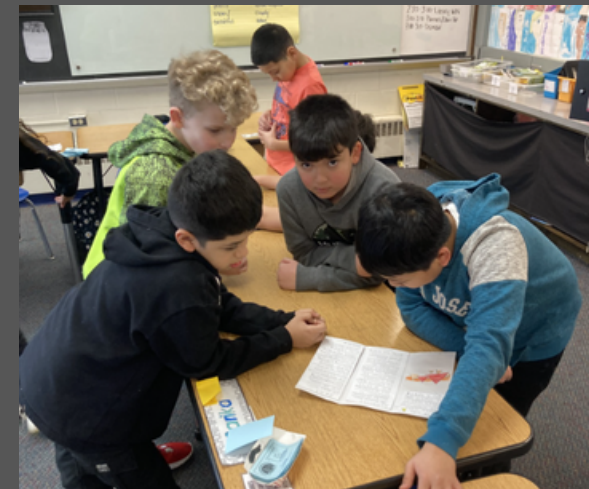
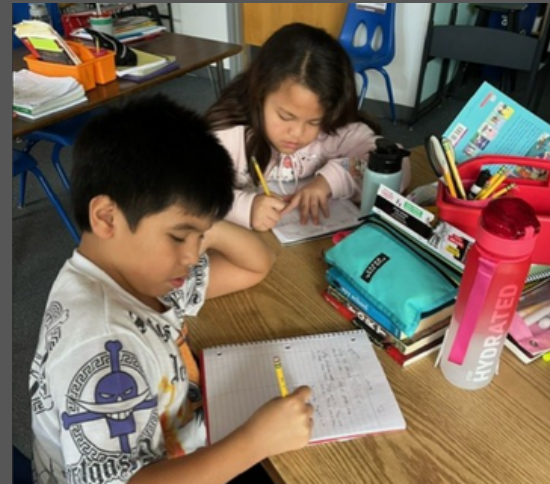
**2024–2025**  
**Curriculum Review Cycle**



# K-6 English Language Arts

## Early Implementation Phase

- Curriculum Implementation
- Instructional Leadership
- Inclusion of Native Texts
- READ Act Professional Development
- Teacher Leader Groups



# 7-12 English Language Arts

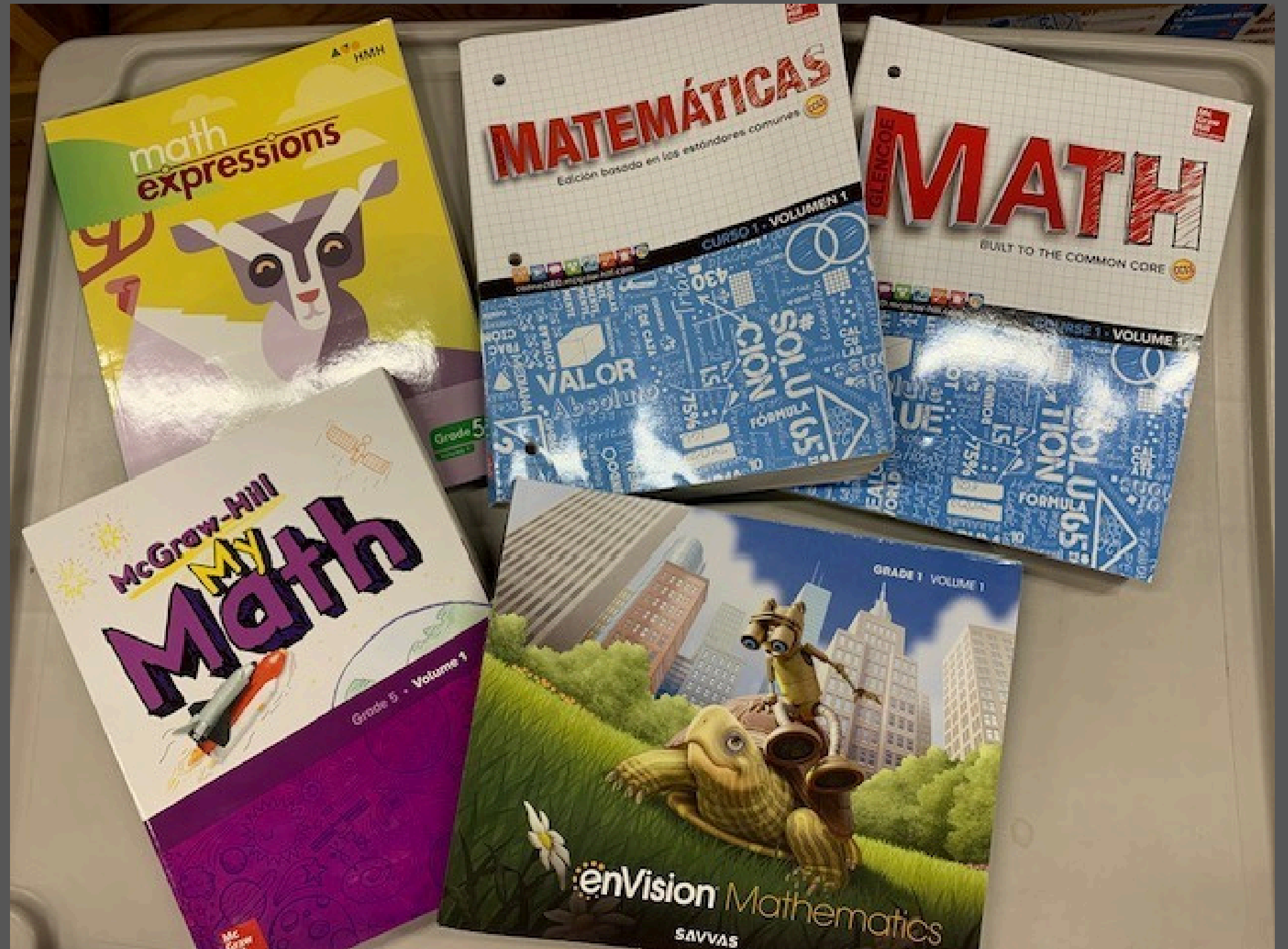
- Secondary English Courses
- “New” ELA standards
- Professional Development



# K-6 Math

## Program Evaluation

- Reviewed data: student grades, student surveys
- Reviewed current literature to inform decision making around our math program.
- Looked at gaps between current curriculum and new standards
- Will present findings fall 2025



COLLEGE, CAREER & CIVIC LIFE  
**C3 FRAMEWORK**  
FOR SOCIAL STUDIES STATE STANDARDS



*Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*

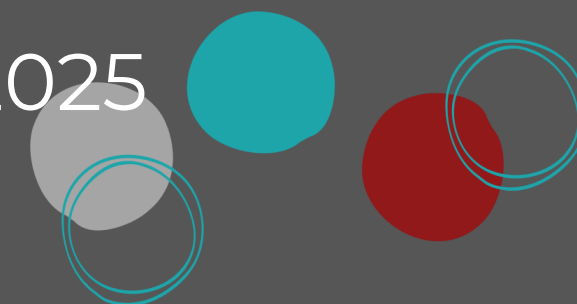
National Council for Social Studies, Silver Spring, MD (2013)

# K-6 Social Studies

## Program Design

### 10 K-6 teachers

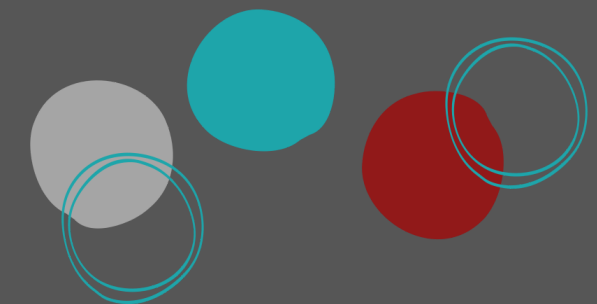
- Presented phase 1 findings fall of 2024.
- Developed purpose statement and goals to ground the design process.
- Created the new program design (instructional time, instructional frameworks (practices/strategies), instructional materials)
- Will present findings fall 2025



# K-6 Science

## Early Implementation

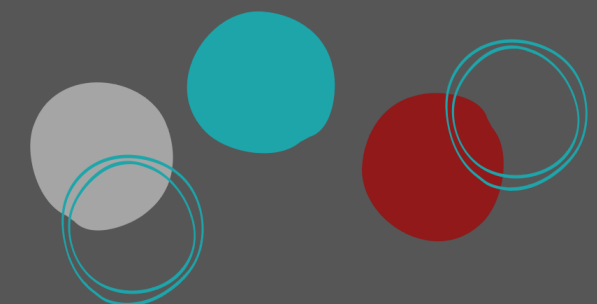
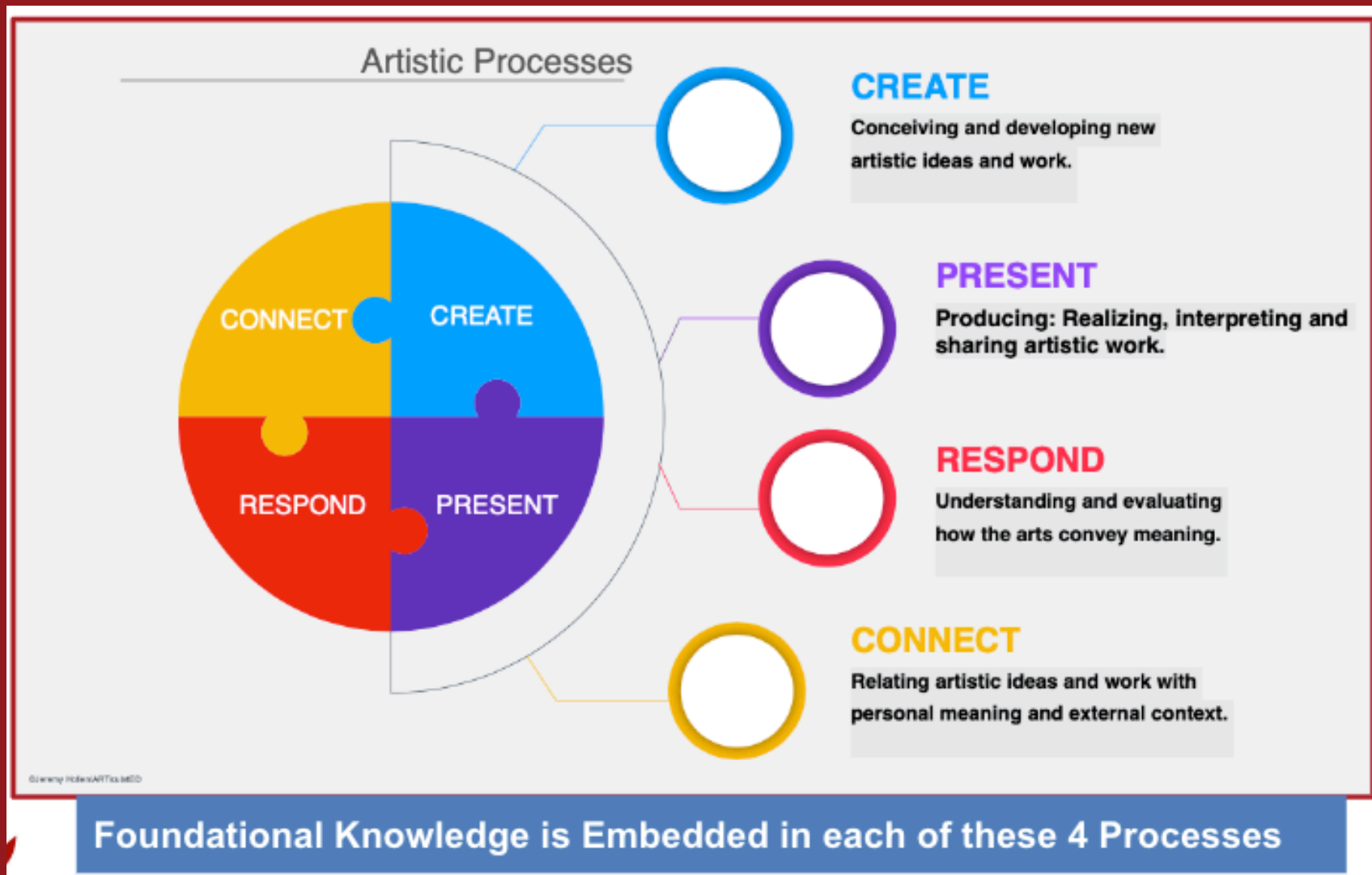
- **2019 Standards:** Shifts impacted grade 6 teaching Earth Science
- **Core models of scientific thinking**
- **Curricular tools:** FOSS/Delta kits, Engineering is Elementary, Computer Science, Technology Exploration and Makerspace

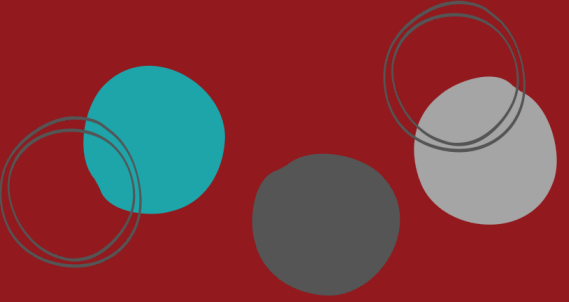


# K-12 Visual Arts

## Installation Phase

- New courses
- Ceramics at RAMS
- Arts and Advocacy in 2024-2025 at RAHS
- Display and digital showcases
- Professional development
- Elementary Common Formative Assessments





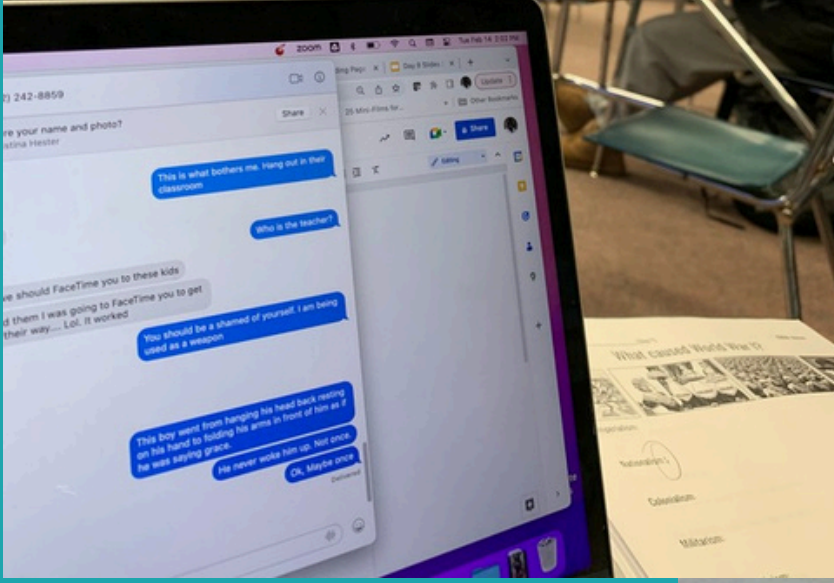
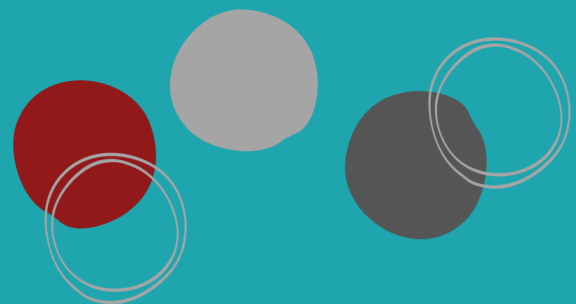
# Grades 7-12

# Family and Consumer Science

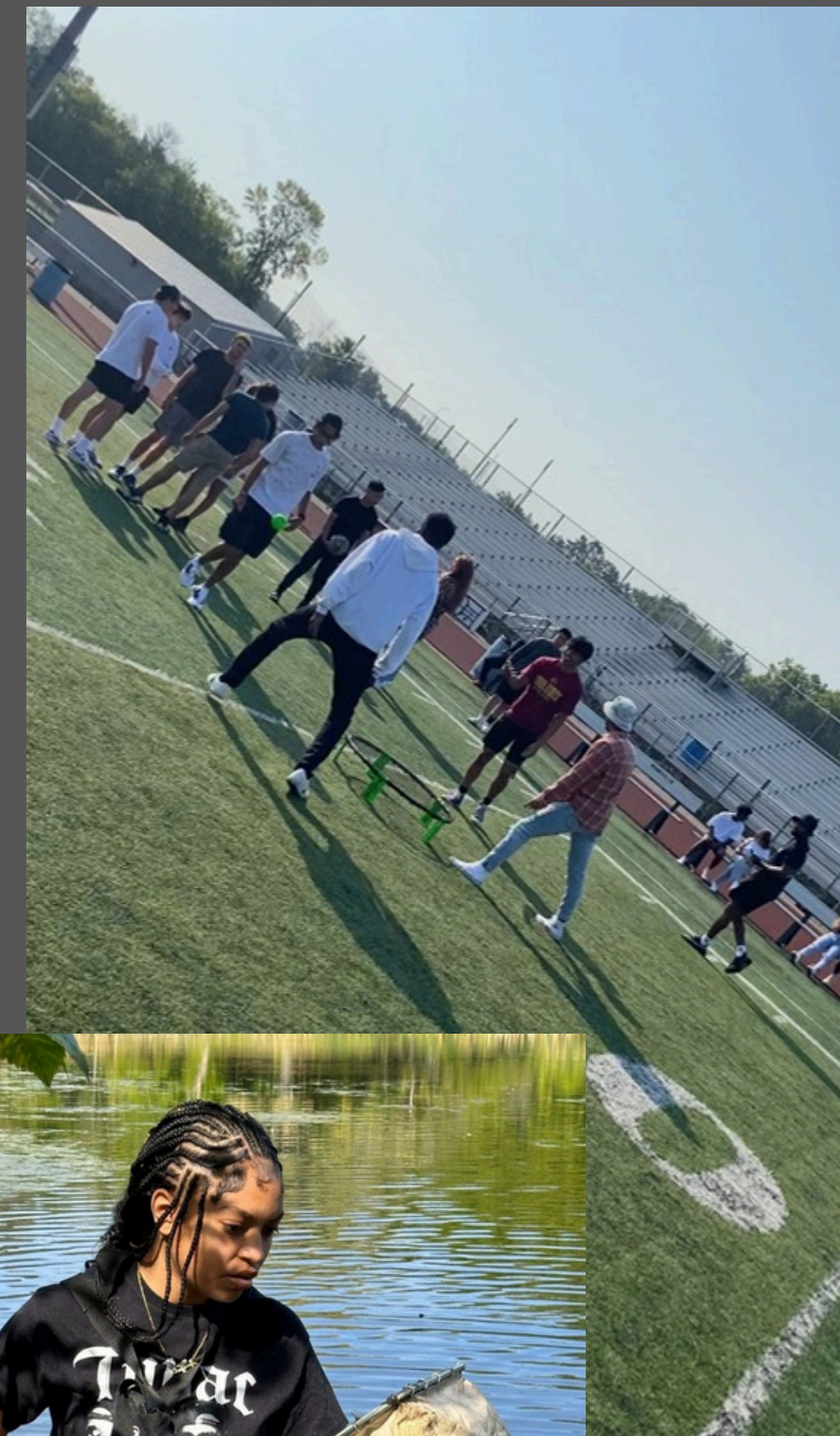
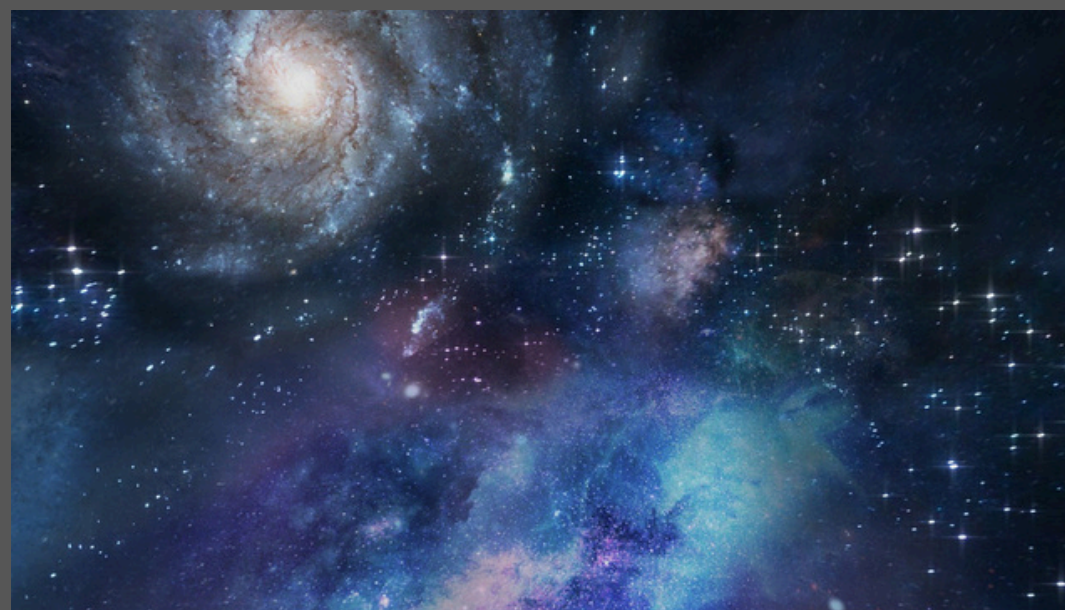




# Grades 7-12 Social Studies



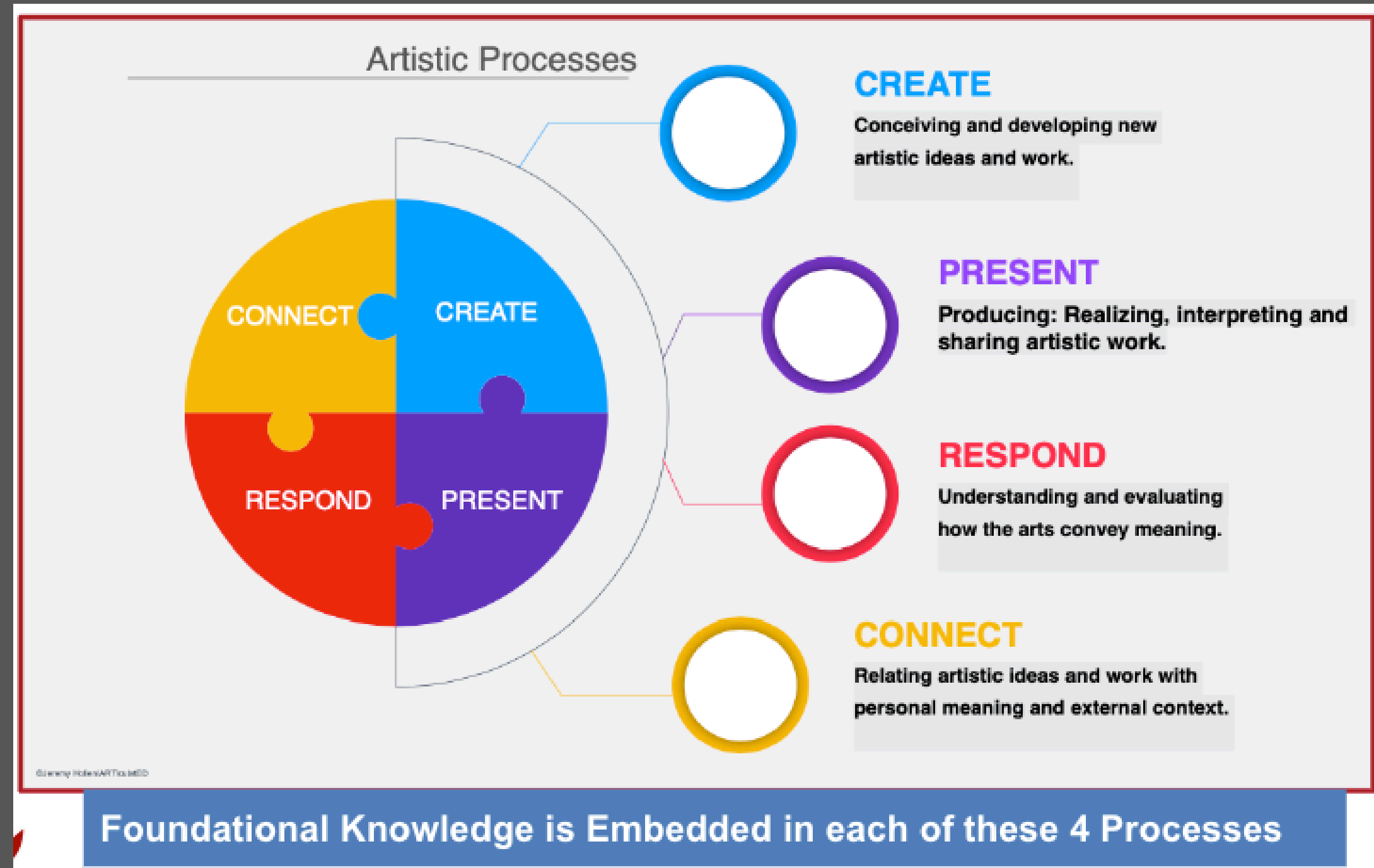
# K-12 PE, 7-12 Health, 7-12 Science, K-12 Music



# K-12 Music

## Early Implementation

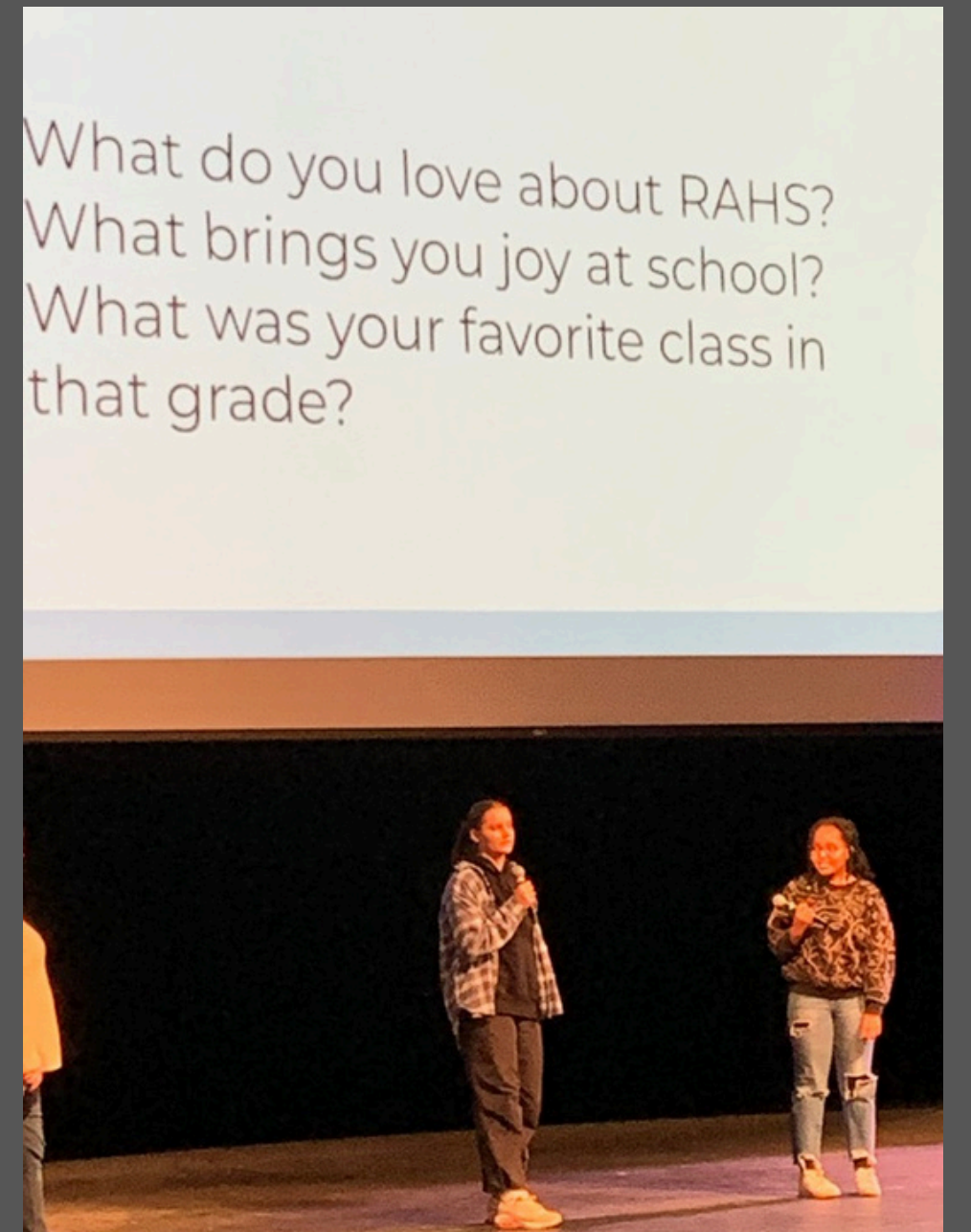
- Grading for Equity
- Aligning to new standards
- Elementary technology alignment



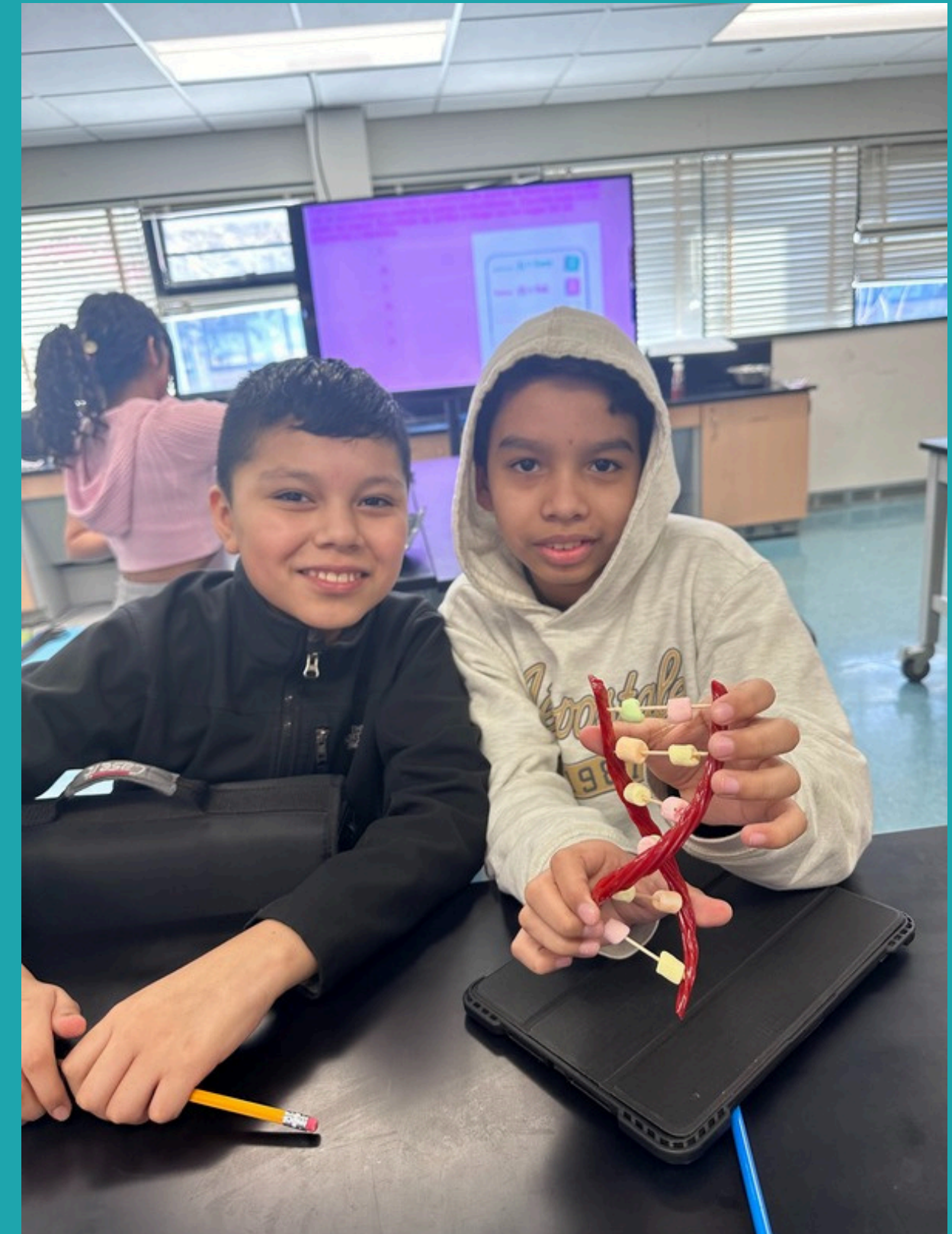
# Pre-K-Grade 12 Social Emotional Learning



What do you love about RAHS?  
What brings you joy at school?  
What was your favorite class in that grade?



# Dual Language Spanish Immersion K-12



# Elementary

- Continuous implementation of literacy curriculum in both Spanish and English
- Implementing translanguaging and bridging work using updated language allocation model
- Stamp4 Spanish language proficiency assessment (6<sup>th</sup> grade)

# Middle School and High School

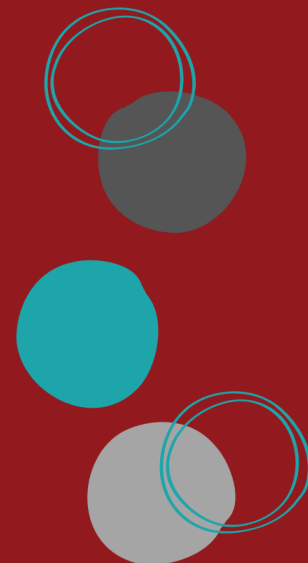
- Stamp4 Spanish language proficiency assessment
- Science, Social Studies and Language and Culture courses for 7<sup>th</sup> and 8<sup>th</sup> graders
- Additional DLSI courses offered at the High School: World Studies and Captstone Project
- First group of DLSI students graduating this year



# English Language Development Program

- **MLL strategies PD for ECFE and ECSE educators**
- **Focus on reading, sheltered content and co-teaching strategies**
- **MLL strategies PD for instructional leaders and principals**
- **Program Review and Evaluation at the Elementary and Secondary levels ~ Phase 1**





# Grades 7-12 Career and Technical Education Grades 9-12 Business and Computer Technology



### All Business & Computer Tech Courses

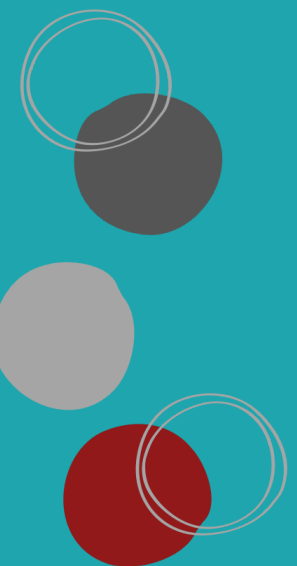
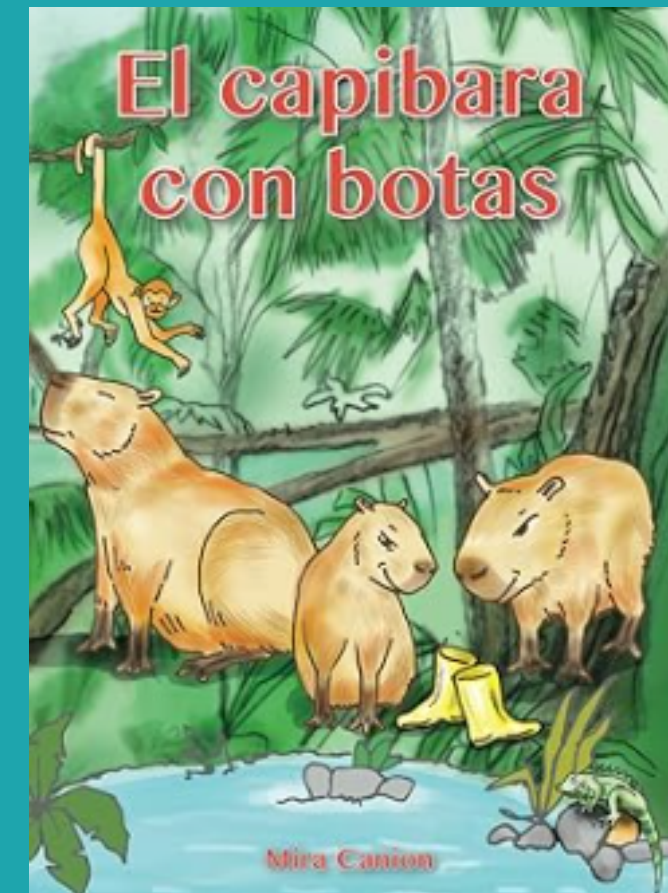
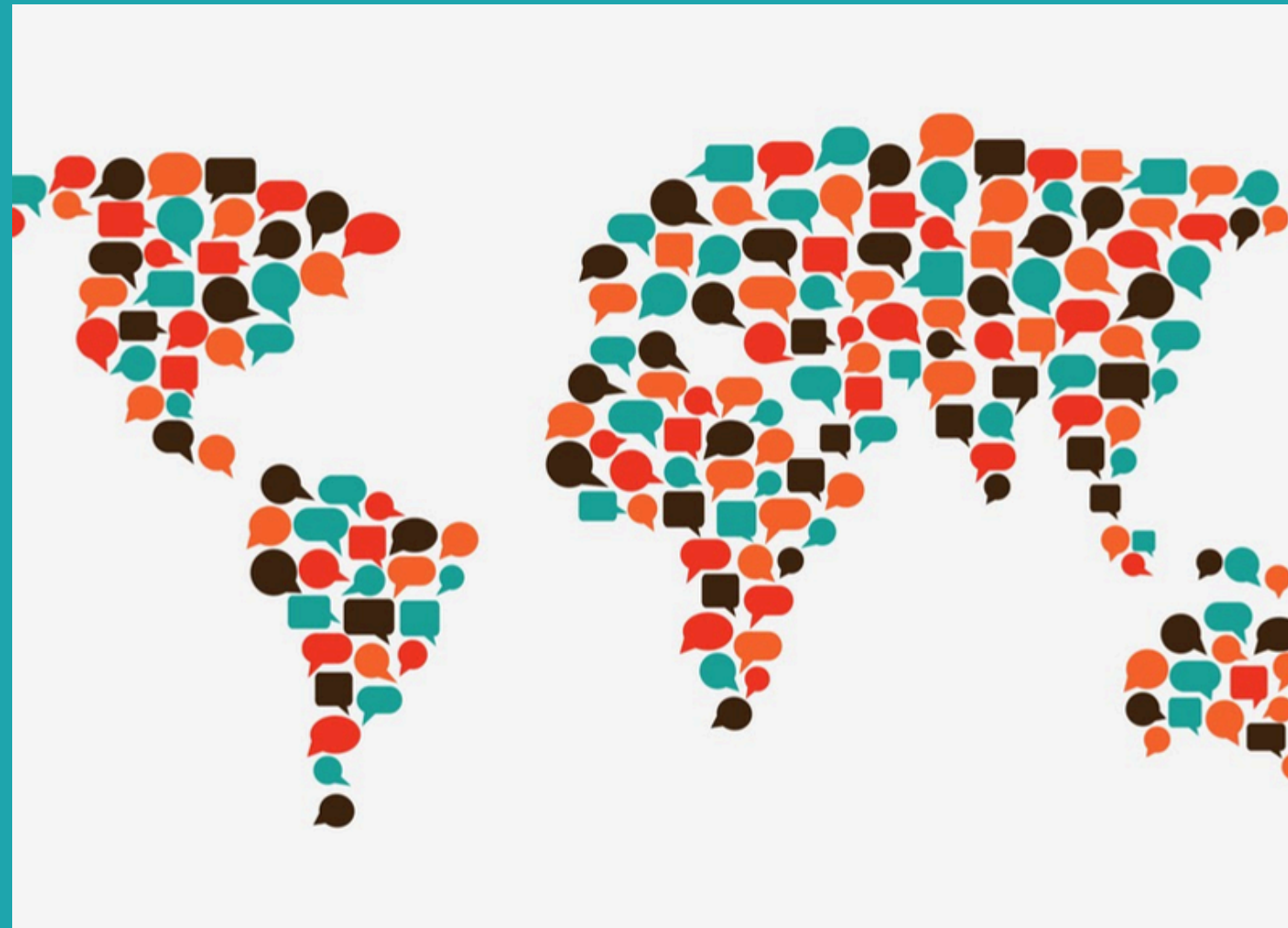
Intro to Computer Science 9-12	Managing Your Money *fulfills graduation requirement 10-12	Marketing & Management 9-12
Website Design 9-12	Managing Your Money Online *fulfills graduation requirement 10-12	Sports & Entertainment Marketing 9-12
AP Computer Science Principles 10-12	Investments 9-12	DECA & Entrepreneurship 10-12
AP Computer Science A (Java) 10-12	Cybersecurity 10-12	Accounting 10-12
Keyboarding and Microsoft Office 9-12		Computer Fundamentals 9-12

Click on the classes to go a more detailed description

# K-12 Media Technology

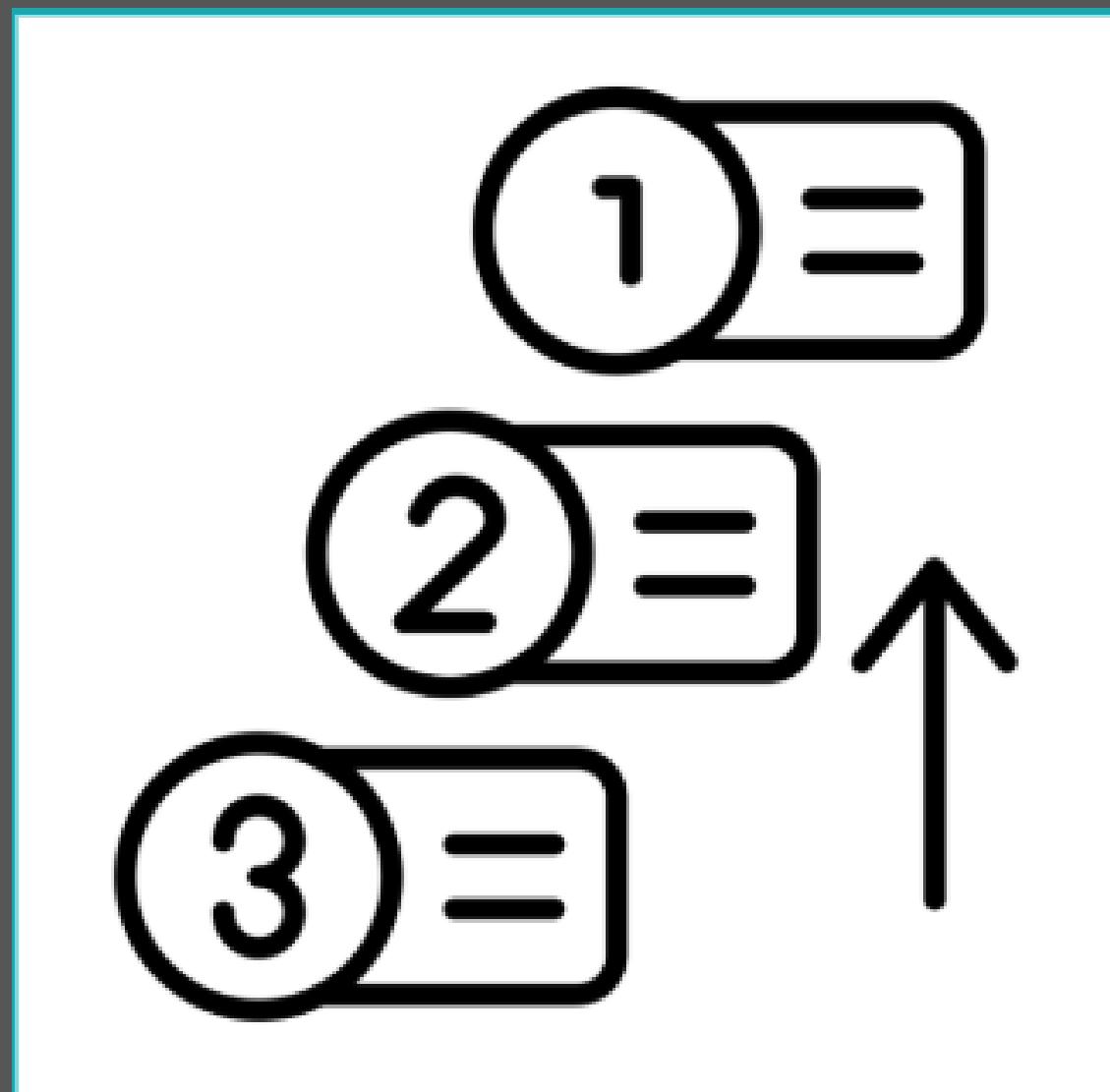


# 7-12 World Language



# Multi-Tiered Systems of Support

Priority Areas for MnMTSS  
2024-2026



Infrastructure to Support  
Continuous Improvement

Multi-Layered Practices and  
Supports

Data-Based Decision Making



# Discussion & Questions



Agenda Topic: Harambee Elementary School Planning  
Meeting Date: April 8, 2025  
Contact Person: Superintendent Jenny Loeck

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Background:

Superintendent Jenny Loeck will present a recommendation to transition Harambee Elementary School from a year-round calendar to a nine-month calendar, starting with the 2026-2027 school year.

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Recommendation:

Action Required

Informational – No Board Action Requested

Agenda Topic: Process for Superintendent's Evaluation  
Meeting Date: April 8, 2025  
Contact Person: Chair Todd Anderson

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Background:

The board will discuss the process for the superintendent's annual performance evaluation.

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Recommendation:

Action Required

Informational – No Board Action Requested