



# Department of Learning & Innovation

## Updates: November 2025

# Roadmap Updates

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# INSTRUCTIONAL ROADMAP SY 25-26



## STRATEGIC DIRECTION

Support student achievement & growth, literacy

## STRUCTURED SUPPORT

Provided by Building Instructional Leadership Teams (BILT)

**One Word that Drives our Work**

**Students**



# RAS BILT



## SEPTEMBER

ISSUE 1

### ALL BILTS

- Reflected on August PD (Floating day, Workshop Week)
- Previewed September and October PLC meetings
- Began plans for 10/15 and 11/3 PD day

### INSTRUCTIONAL INSPIRATION

“When learners are given meaningful choices about how they engage with content, process information, and demonstrate understanding, they develop both confidence and competence.”

– Dr. Catlin Tucker

Questions?

Contact a BILT member, [Kathy Mattson](#) or [Jeff Ridlehoover](#).

### MEETING SNAPSHOTS

## REAMS

- Reflected on Rocket Ready Days
- Clarified fall testing structure along with CBMr expectations
- Discussed remaining School Improvement Plan (SIP) goals
- CKLA check in & PD scheduling
- Next meeting: 10/7

## RMS

- Considered structure for data retreats
- Discussed approach for snapshot of curricular maps
- Reviewed plan for ensuring consistent communication about core beliefs, grading practices
- Next meeting: 10/7

## RHS

- Welcomed Ellie as new member
- Reviewed SIP and one-pager format
- Reflected on 5-12 continuity based on RMS-CES student presentation on core beliefs, grading practices
- Shared MN Report Card perspective
- Discussed laude system
- Next meeting: 10/14



# RAS BILT



## OCTOBER

ISSUE 2

### ALL BILTS

- Discussed building goals
- Reflected on or planned October PD
- Previewed October, November PLC meetings
- Reviewed IXL Implementation expectations and usage checks

### INSTRUCTIONAL INSPIRATION

Great teaching isn't about flashy tricks or the latest artificial intelligence app. It's about being human, social, meaning-centered, and relevant.

AJ Juliani

Questions?

Contact a BILT member, [Kathy Mattson](#) or [Jeff Ridlehoover](#).

### MEETING SNAPSHOTS

## REAMS

- Discussed engagement continuum checks for the elementary setting
- Reflected on CKLA implementation reflection
- Reviewed process of implementing student achievement plans
- Considered additional work needs for this year
- Next meeting: 10/28

## RMS

- Discussed testing messaging
- Calendared a time to review individual goals
- Offered input on revised PLC structure
- Reviewed engagement data collection methods and system process
- Next meeting: 11/3

## RHS

- Reviewed teacher questions
- Discussed grading practices and continuity between RMS and RHS
- Considered process for classroom measurement of engagement and system measurement of engagement
- Established individual goal review process
- Next meeting: 11/18

# Instructional Roadmap

## Foundational Concepts



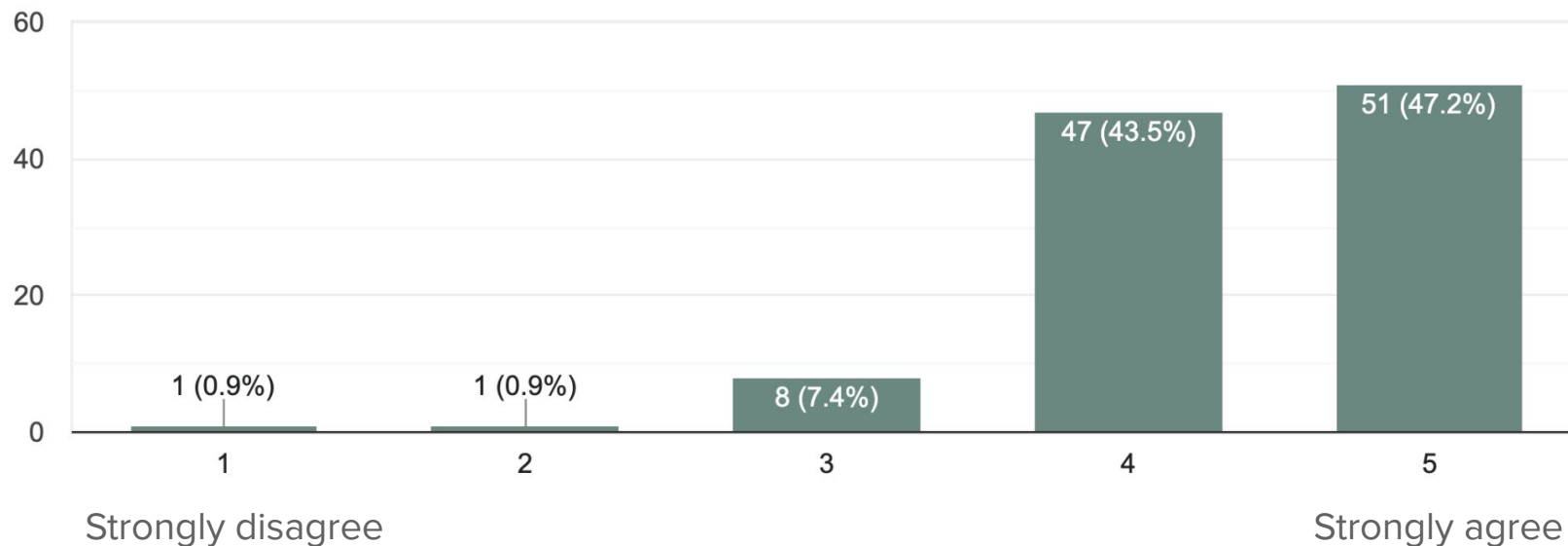
### STRATEGIC DIRECTIONS

Student Achievement & Growth  
Healthy & Supportive Environment  
Culture of Collective Purpose

# PD: Workshop Week

Rate the degree to which you agree with the following statement: Workshop week provided me with information I needed, time with my teams, and time to work on what I needed to work on.

108 responses



## Teacher Voice

- The structure of workshop week is improving each year!
- The video approach with the observation material was well done.
- I think the time was structured very well and purposeful. I thought the time to reflect was well thought out and intentional. We had a good amount of work time throughout the week, which was also nice.



10/15 & 11/3 PD



Individualized plans in alignment with roadmap

Clear purpose, process, product

All PD activities rated over 4.0 / 5.0

Grateful for the PD to come, including the additional days!


# Instructional Design


Core Subjects/Grade Level Classroom Teachers					
	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Instructional Design (K-4)	The teacher <b>does not</b> reach a standard described by any of the descriptors.	Implementation is <b>minimal</b> . Teachers are aware of the instructional goals and objectives along with <b>some</b> of the materials associated with implementing the unit.	Implementation is <b>satisfactory</b> . Teachers are <b>using most of the unit materials</b> to support students in achieving the instructional goals and objectives.	Implementation is strong. Teachers are <b>fully, effectively implementing all unit materials</b> , including assessments. All instruction supports the instructional goals and objectives.	Implementation is <b>exceptional</b> . Teachers are fully, effectively implementing all unit materials. Student data from formative and summative work relative to the instructional goals and objectives is regularly monitored to continuously adjust instruction.
Instructional Design (5-12)	Instruction is not aligned to the standards nor are assessments varied or communicating key info about student achievement and growth.	Instruction is <b>minimally</b> aligned. Assessments are not varied and only communicate <b>some key info</b> about student achievement and growth.	Instruction is <b>adequately</b> aligned. Assessment format varies occasionally and communicates <b>some key info</b> about student achievement and growth.	Instruction is <b>fully</b> aligned. Assessments are thoughtfully and <b>consistently</b> varied, integrate <b>choice</b> , and communicate <b>substantial key info</b> about student achievement and growth.	Instruction is <b>highly</b> aligned throughout the learning process; student achievement is monitored continuously and <b>instruction is adjusted</b> accordingly. Students have <b>meaningful and varied opportunities to show their learning</b> on formative and summative work. Gradebook entries communicate effectively about student achievement and growth.


# Instructional Design Progress


## REAMS


### How to Teach

 **How to Teach: Integrated**


 **Integrated: Reading**

 **Integrated: Writing**


 **Integrated: Language**

 **Integrated: Speaking and Listening**


### How to Assess


 **How to Assess**


### How to Support


 **How to Support**


### Units


 Unit 1: Timeless Tales: Classic Stories


 Unit 2: Fur, Fins, and Feathers: Animal Classification


 Unit 3: Rhythm and Rhyme: Poetry


 Unit 4: Rise and Fall: Ancient Rome


 Unit 5: Our Solar System and Beyond: Astronomy


 Unit 6: Regions and Cultures: Native Americans

 Unit 7: Novel Study: Charlotte's Web

 Unit 7: Novel Study: Stella Diaz Has Something to Say

 Unit 8: Systems and Senses: The Human Body

 Unit 8: From Glow to Echo: Light and Sound

 Unit 9: From Blues to Bebop: All That Jazz

## RMS-CES & RHS

### Purpose

The purpose of this proposal is to align grading practices 5-12 in alignment with standards of effective instructional practice. This will provide clarity for teachers and consistency for students.

### Process

This process is largely built on existing practices 9-12. It will be expanded 5-12 and then reviewed over the course of 25-26 in order to make revisions. Revisions may include adjusting what's outlined here and/or may expand to include other grade-related topics.

The work will be guided by BILTs.

### Product

A set of guidelines supported by core beliefs about grading.

### Core Beliefs

1. **All** students can learn and grow.
2. Formative and summative assessments are an essential part of the learning process.
  - a. Thoughtful assessment design is
    - i. transparent, aligned, standards-based.
    - ii. flexible, varied.
    - iii. ongoing, consistent.
  - b. Assessments
    - i. communicate about achievement and growth (learning).
    - ii. inform and improve the instructional process.
    - iii. promote reflection.
  - c. Formative assessments are the foundation for effective learning.
  - d. Summative assessments can be a part of formative practice.
3. Learning is a shared responsibility.
  - a. Assessment reflects that shared responsibility.
  - b. Active engagement is required.
  - c. Learning requires
    - i. academic integrity.
    - ii. continuous improvement and reflection.
    - iii. inquiry.
    - iv. hard work.
    - v. ongoing communication.]

Learning Scale data: 2.52/4 (from 10/15)

# IXL Implementation & Usage Checks

## SCHOOL ACHIEVEMENT



THIS YEAR, WE'VE ANSWERED

1 9 8 , 1 4 4

QUESTIONS!

🎯 Aim for 150,000 questions each month!

NOVEMBER



### SKILL PROGRESS SUMMARY

**3,842**  
SKILLS MASTERED

**4,869**  
SKILLS PROFICIENT

**9,025**  
SKILLS PRACTICED

### SKILL PROGRESS SUMMARY

MATH

**2,883**  
SKILLS MASTERED

**3,667**  
SKILLS PROFICIENT

ELA

**959**  
SKILLS MASTERED

**1,202**  
SKILLS PROFICIENT

## **Instructional Design: Teacher Voice**

Excited to try new ideas to introduce a lot of vocab words and implement speaking and listening as an assessment more.

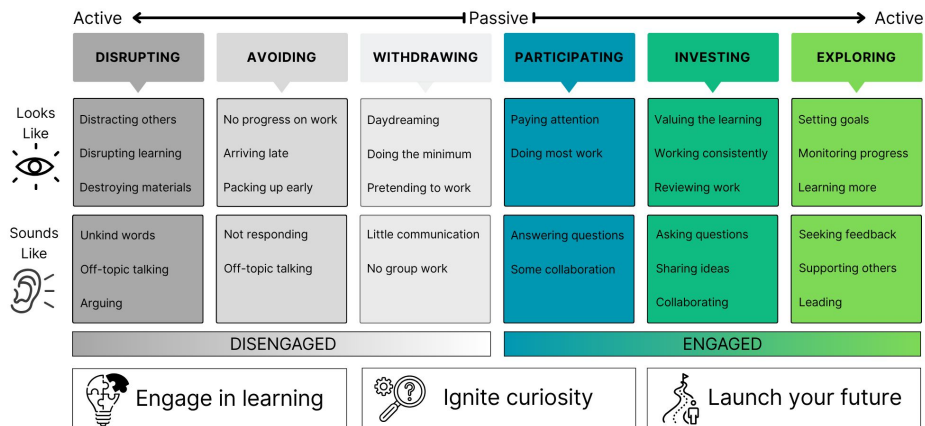
# Engagement Continuum Learning Scale

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Engagement Continuum & Learning Process	The engagement continuum is not referenced or integrated in the learning process.	Teachers use the engagement continuum <b>minimally</b> and the language of engagement informs instruction <b>minimally</b> . There is <b>minimal</b> active engagement in the classroom.	Teachers and students use the engagement continuum <b>adequately</b> and the language of engagement informs instruction and learning <b>adequately</b> . There is a <b>reasonable</b> amount of active engagement in the classroom.	Teachers and students use the engagement continuum <b>consistently</b> in the learning process. Teacher and student reflections on engagement enables thoughtful adjustment in the learning process. There is <b>substantial</b> active engagement in the classroom.	Teachers and students use a common language related to engagement on an <b>ongoing basis</b> in the learning process. That language empowers teachers to <b>strategically support</b> students and enables students to reflect on their engagement so they are empowered to <b>drive their learning as explorers</b> .

# Initial Engagement Data & Analysis



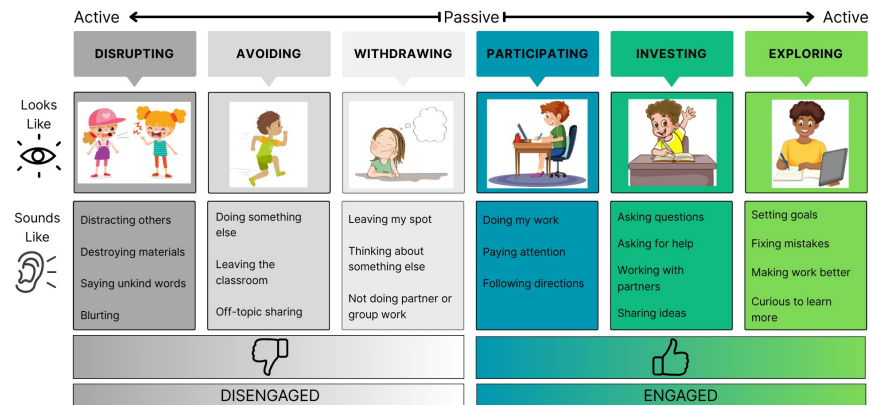
## Engage to Learn



Adapted from Amy Berry (2022)



## Engage to Learn



Adapted from Amy Berry (2022)

Learning Scale data: 2.15/4 (from 10/15)



## **Engagement: Teacher Voice**

I'm just so pleased with the direction we are moving student engagement. I truly believe that is key to helping students want to be here and want to be successful.



# Data-driven Support Learning Scale

	No Evidence	Beginning	Progressing	Mastering	Excelling
	0	1	2	3	4
Data-driven Student Support	There is <b>no evidence</b> that there is a systematic process for adjusting instruction or supporting students using data.	Teachers use data <b>minimally</b> to guide instruction and support students.	Teachers use data <b>adequately</b> to inform instructional decisions, determine instructional strategies, and offer some individualized student support.	Teachers use data <b>consistently</b> to create responsive instruction, implement varied instructional strategies, and robust individualized support.	Teachers have a <b>consistent</b> process and <b>schedule</b> for reviewing data. Data informs meaningful discussions about student engagement and achievement; that discussion informs responsive instruction. Data leads to action plans to support students who are not achieving and growing; those plans lead to intervention.

# Data-driven Student Support

## Student Achievement, Engagement Evidence

<b>Testing</b> <ul style="list-style-type: none"> <li>• aMath <ul style="list-style-type: none"> <li>◦</li> </ul> </li> <li>• aReading <ul style="list-style-type: none"> <li>◦</li> </ul> </li> <li>• Other <ul style="list-style-type: none"> <li>◦</li> </ul> </li> </ul>	<b>Class Progress/Grades</b>
<b>Concern Context</b> <input type="checkbox"/> Assessment Results	<b>Concern Context</b> <input type="checkbox"/> Class Progress/Grades
<b>Identify the Barrier</b> <input type="checkbox"/> Academic skills <input type="checkbox"/> Behavior (engagement, effort, motivation)	<b>Identify the Barrier</b> <input type="checkbox"/> Academic skills <input type="checkbox"/> Attendance <input type="checkbox"/> Behavior (engagement, effort, motivation)

## Responsive Action/Records (Systems Level)—completed by Counseling Office

### Student is receiving support through

- ☐ ADSIS (identify: Reading, Math, Behavior)
☐ Speech
- ☐ ML
☐ Title I

Context	Evidence	Responsive Action

## Responsive Action (Classroom Level)—completed by Classroom Teachers

Using the information from the student data landing page as a starting point, begin a responsive action plan to support the student in achievement/growth.		
Context	Evidence	Responsive Action (Instructional Level) What does this look like in your class? <a href="#">Observation to Intervention</a>
SAMPLE ROW English	Disengaged (Withdrawing) ▾  Struggling with a Skill ▾	Struggling with content (reading) <ul style="list-style-type: none"> <li>• Observation: Slow reading, not picking up key points</li> <li>• Int: Audio for reading available</li> <li>• Int: Explicitly teach strategies for navigating the text <ul style="list-style-type: none"> <li>◦ Offering a new notes strategy, monitoring progress &amp; offering new strategies depending on how they work</li> </ul> </li> </ul>
	Indicate level of engagement ▾  What is observed? ▾	<ul style="list-style-type: none"> <li>• Observation:</li> <li>• Int:</li> <li>• Int:</li> </ul>
	Indicate level of engagement ▾  What is observed? ▾	<ul style="list-style-type: none"> <li>• Observation:</li> <li>• Int:</li> <li>• Int:</li> </ul>

Learning Scale data: 2.5/4 (from 10/15)

## **Data-driven Student Support: Teacher Voice**

It was daunting to complete one at first, but once we got into it, we really appreciated the process.

## **Data-driven Student Support: Teacher Voice**

It was so wonderful to have the dedicated time to wrestle with student achievement plans for the first time. We got a lot of kinks worked out, questions answered, and an actual product created from our discussion. Thank you, thank you, thank you!

# MTSS

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# MTSS Updates



## MnMTSS 'Buckets' of Work



Tier 1 Design



Tier 1 Delivery



Tier 2 Design  
and Delivery



Tier 3 Design  
and Delivery

**ML**

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# Multilingual Learner Updates

110+ actively enrolled students (around 8%)

Home Languages (15)

- English
- Uzbeki
- Ukrainian
- Russian
- Spanish
- Somali
- Serbian
- Oromo
- Afan Oromo
- Mina
- Lao
- Khmer (Cambodian)
- Hmong
- French
- Finnish



# Building Goal

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# Building Goal Process

## Plan

- Reviewed data from 24-25
- Generated draft goal
- Reviewed with BILTs

## Do

- Shared goal structure
- Considered questions
- Revised goal

## Study










- Review data
- Identify interventions

## Act


- Implement interventions
- Monitor progress
- Revise approach
- Share successes

# Adjusted Goal Language

By the end of the school year, 25% of students who tested in the “some risk” or “high risk” categories in math and reading will demonstrate growth by either moving into the “low risk” or “some risk” category, or by **meeting or beating their spring predicted score** based on their fall growth report score.

Observed		Predicted Score
Fall Score	Winter Score	
 528		 531
 473		 491
 456		 487

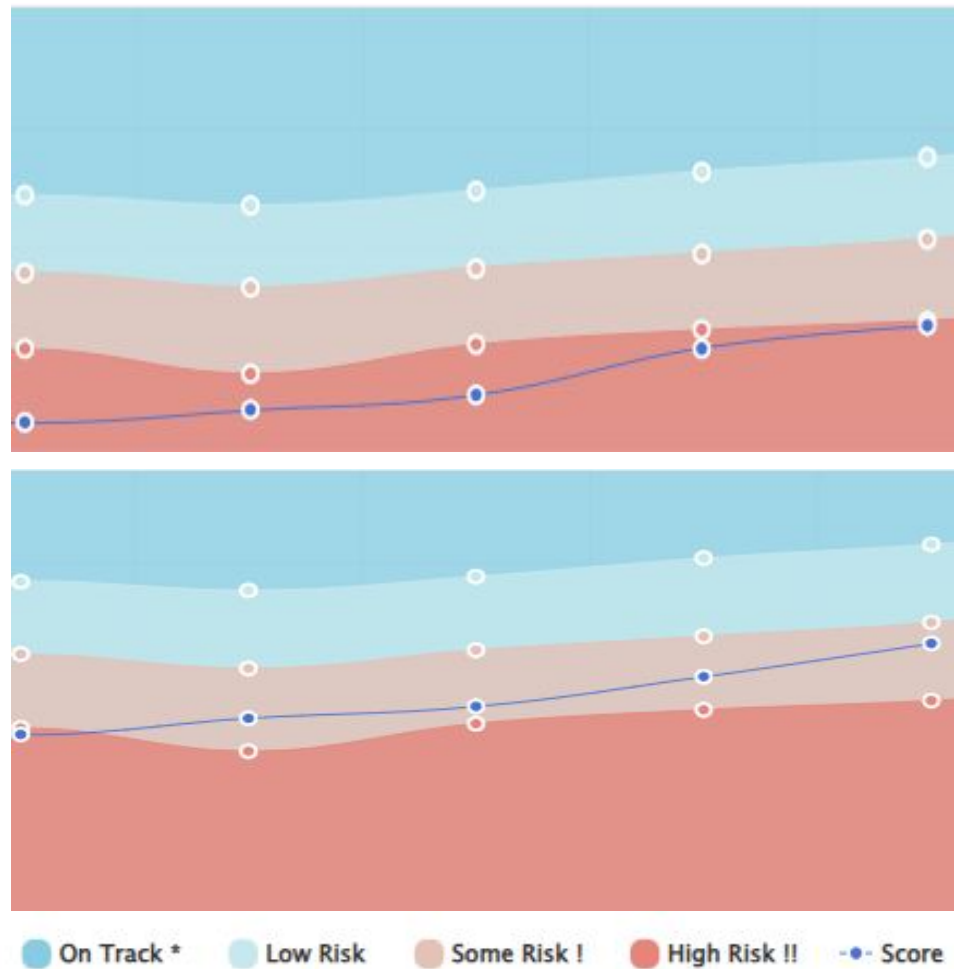
  

High Risk	➡	Some Risk	➡	Low Risk	➡	On Track 
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We are focused on individual student growth.

# Keep in Mind

- This is one measure.
- Strong growth within a risk level can happen.
- Many variables affect achievement.



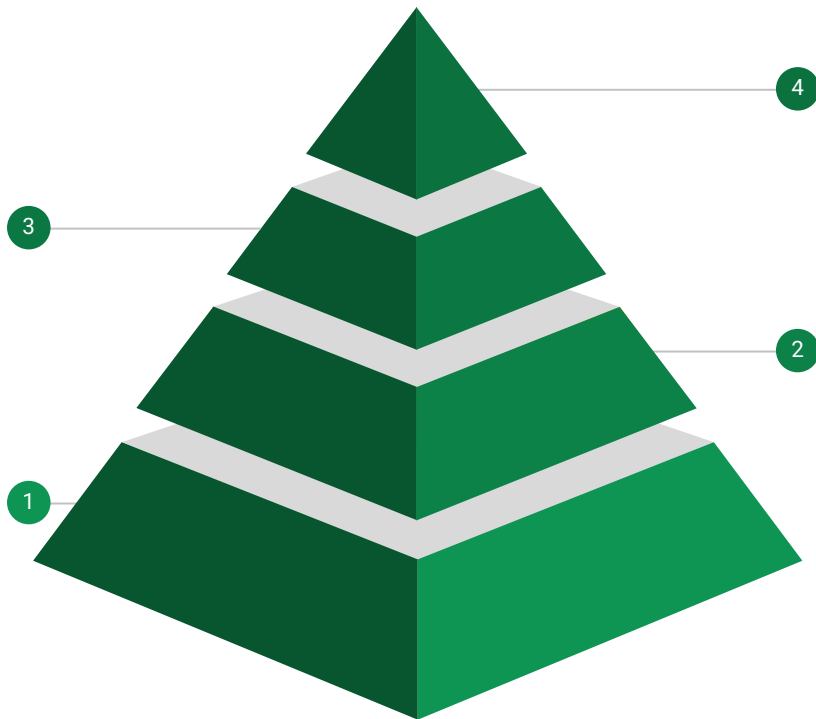
# Building Goal → Interventions → Achievement

## Implementation

Support students with evidence-based interventions.

## Data

Build understanding about students through multiple forms of achievement data and classroom connection.



## Achievement and Growth

Monitor progress and adjust as needed. Share successes. Collaborate on revisions.

## Intervention

Fit individualized interventions to the student. Apply in classroom context.

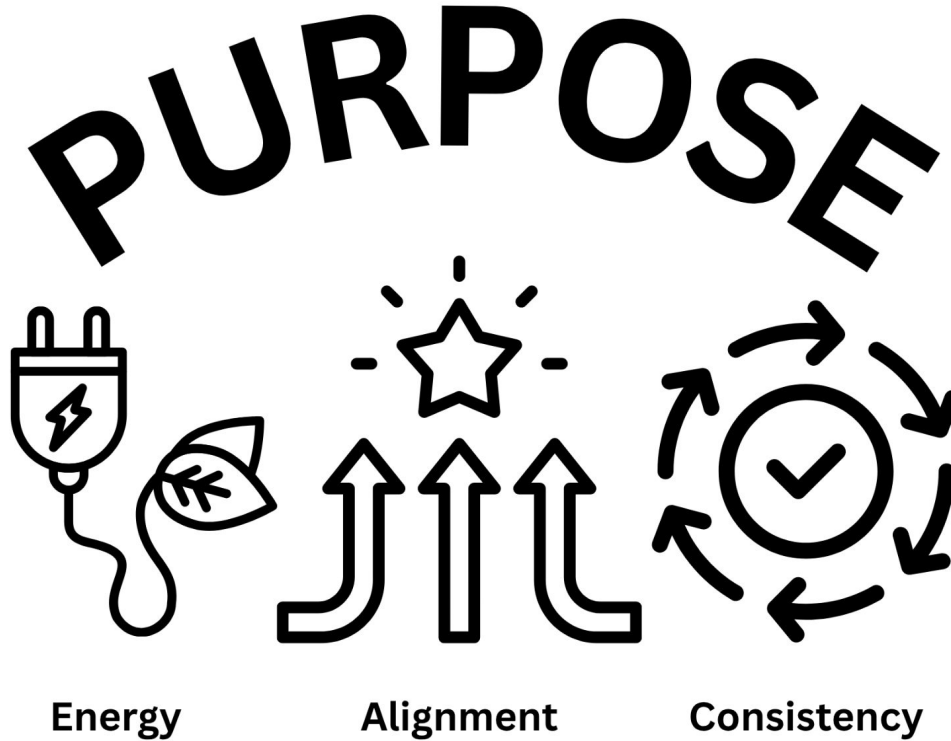
Clear **purpose**. Clear **process** which relies on inquiry, consistency, support. Clear **product**.

## ***The Culture Code: The Secrets of Highly Successful Groups***

“While successful culture can look and feel like magic, the truth is that it’s not. Culture is a set of living relationships working toward a shared goal. It’s not something you are. It’s something you do.”

Daniel Coyle

# What We Do





# Questions





# Thank you!

