

Agenda  
School Board Work Study Session  
February 7, 2023  
7:00 PM

- |   |    |
|---|----|
| 1. World Language Curriculum Review       | 2  |
| 2. WIN (What I Need) Time and Raider Time | 45 |



# Roseville Area Schools

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

Agenda Item: SS-1

Agenda Topic: World Language Curriculum Review  
Meeting Date: February 7, 2023  
Contact Person: Jake Von De Linde

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## Background:

Jake Von De Linde, director of student achievement; Naida Grussing-Neitzel, associate principal at Roseville Area High School; Kirsten Peterson, French teacher at Roseville Area Middle School; and Kathryn Costello, Spanish teacher at RAHS and RAMS, will present the recommendations and findings from the 7-12 World Language review that took place during the fall of 2019 and spring of 2022.

*This agenda item will be presented in a flipped format, meaning all presentation materials should be reviewed prior to the meeting. Please review the [screencast](#) and attached report and slides. The above-mentioned staff will be present at the meeting for discussion and questions.*

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## Recommendation:

Action Required

Informational – No Board Action Requested



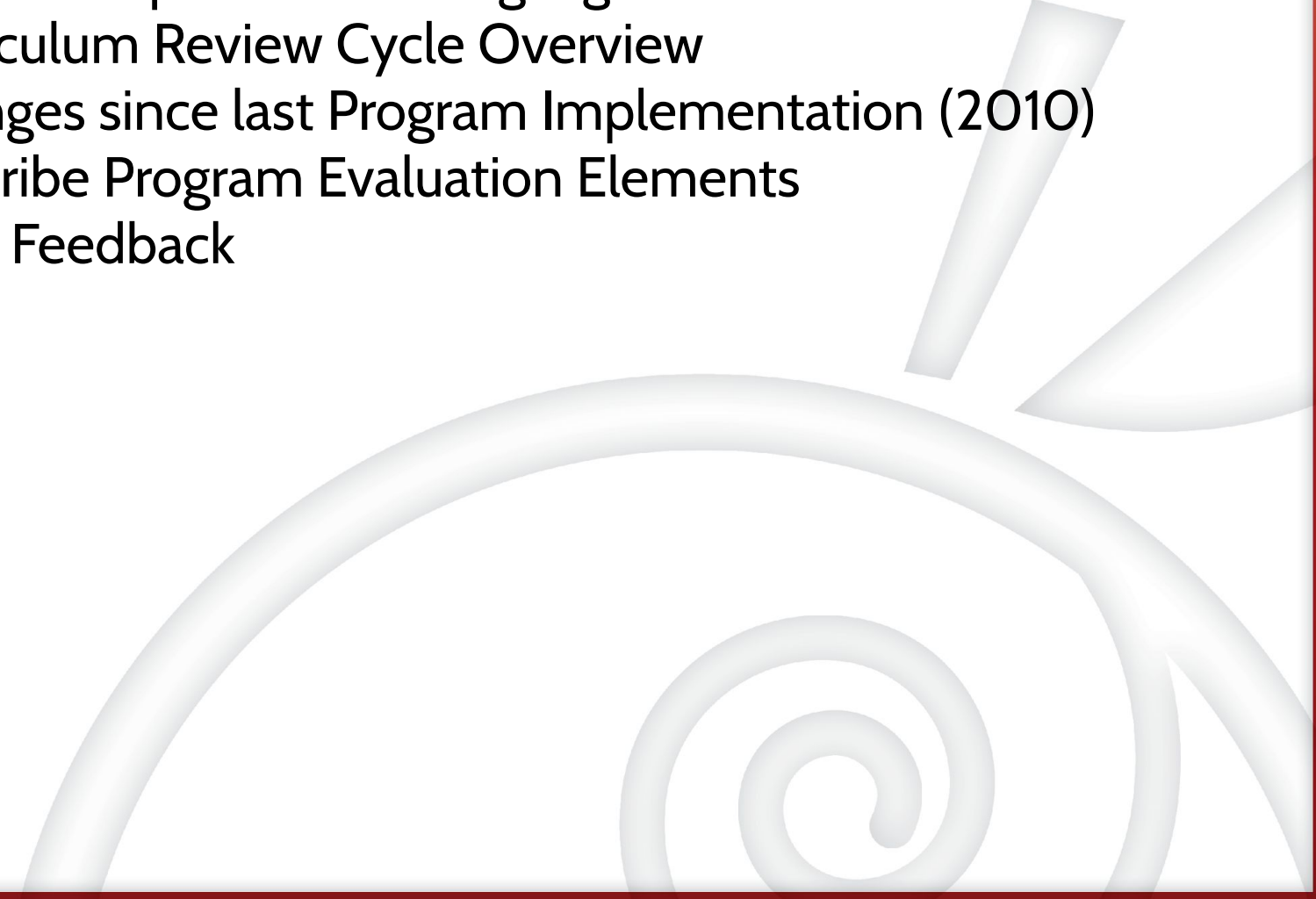
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# 7-12 World Language Curriculum Review

*DCAC Report  
January 9, 2023*

# Agenda

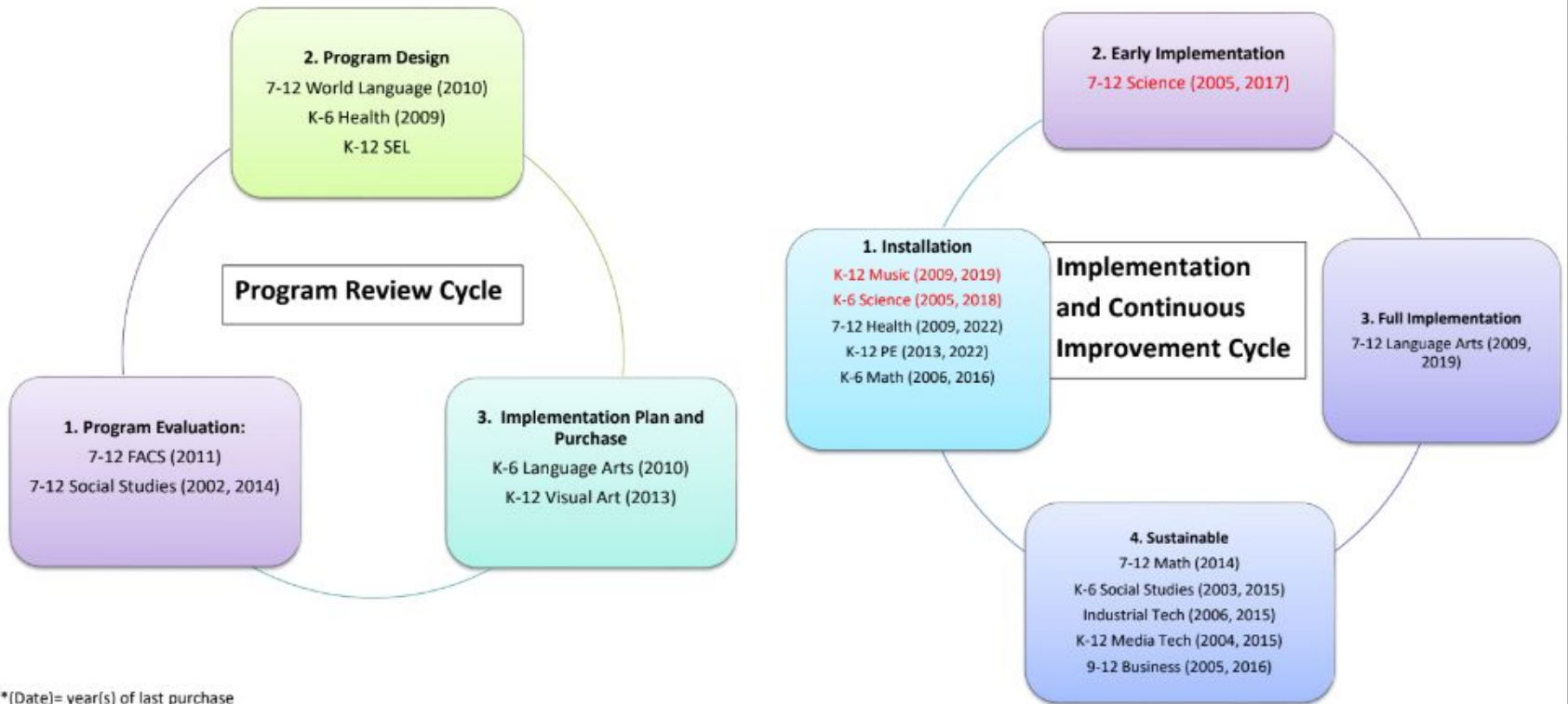
- Membership of World Language Curriculum Review Team
  - Curriculum Review Cycle Overview
  - Changes since last Program Implementation (2010)
  - Describe Program Evaluation Elements
  - Seek Feedback
- 
- A decorative graphic in the bottom right corner of the slide. It consists of a thick, light gray curved line that starts from the bottom left and sweeps upwards and to the right. From the end of this curve, a spiral line winds inward. To the right of the spiral, there are two overlapping, light gray, semi-transparent shapes that resemble stylized leaves or petals, one pointing upwards and the other pointing downwards.

# World Language Curriculum Review Committee

- David Brooks, RAHS Spanish
- Kathryn Costello, RAMS & RAHS Spanish
- Maureen Foreman, District Assessment Coordinator
- Naida Grussing-Neitzel, RAHS Associate Principal
- Suzanne Hegelmeyer, RAHS Spanish
- Simone Johnson, PCS Spanish
- Christa Kurtz-Huber, RAHS Spanish
- Kirsten L. Peterson, RAHS French
- Kirsten M. Peterson, RAMS Spanish
- Roxanne Theilacker, RAMS French
- Jacob Von De Linde, Director of Student Achievement
- Sarah Webb, RAHS Spanish

# Curriculum and Program Review System

2022-2023





# **Background information from last Curriculum Review**

# Changes Since 2010

- Dual Language Immersion (“DLI”) has articulated to RAMS and RAHS through 10th grade in 2022-2023
- Now offer Spanish 4, French 4 and French 5 (higher retention of students)
- Now offer AP Spanish Language and Culture; No longer partner with the University of Minnesota for College in the Schools Spanish
- Now offer World Language Proficiency Certificate Exam in addition to Bilingual Seal of Proficiency Exam for students in their last year of World Language study or in their senior year for multilingual learners (provides college credit at Minnesota State Colleges & Universities)

# Changes Since 2010

- A focus on Comprehensible Input (“CI”) to support authentic language learning production
  - this is an instructional technique that supports language
  - for example, level 1 and 2 students are able to read a developmentally appropriate novella in the target language
- No longer offer Arabic (lack of interest/available teachers) and Spanish for Spanish Speakers (replaced by DLI)



# **Program Evaluation Phase 1**



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# **Element 1: Summarize the Current Program**

# Summarize the Current Program

- **2022-23 Current World Language Offerings:**
  - World Cultures trimester elective (grade 7 - PCS and RAMS)
  - French 1-5 (grades 8-12 - RAMS and RAHS)
  - Spanish 1-4 (grades 8-12 - PCS, RAMS and RAHS)
  - Advanced Placement (AP) Spanish Language and Culture (RAHS)
  - Dual Spanish/English Language Immersion (DLI) Program  
(\*see next slide for details)

# Summarize the Current Program

- **Dual Language Immersion Program (K-10 presently)**
  - **Little Canada Elementary**
    - Grades K-6, has continued to increase DLI sections
  - **RAMS :**
    - Spanish Language Arts (grades 7 and 8)
    - Science in Spanish (grades 7 and 8)
    - Social Studies in Spanish (grades 7 and 8)
  - **RAHS - Spanish Language Arts (grades 9/10 combined)**
  - **RAHS - AP Spanish Language & Culture (grade 11)**

# Summarize the Current Program

Program Offering	Curriculum used prior to 2022	Current Curriculum 2022-23
Spanish 1-4	Avancemos	(PCS only) Spanish is Fun supplemented with gestures  (RAHS/RAMS) Department revised scope and sequence to incorporate CI resources and strategies <i>no formal curriculum adopted yet</i>
French 1-5	Bien Dit	Stepping Stones (French 1) Bien Dit scope and sequence (French 2-5) with added CI resources and strategies
AP Spanish Language and Culture	–	VHL Temas textbook Temas student workbook

# Summarize the Current Program

## Demographic trends:

- Student enrollment drops after level 2
- Levels 3-5 are less representative of our student population
  - White students overrepresented
  - Black students underrepresented
  - Have seen increases in black student enrollment in level 2 courses

2017-18 to 2021-22	% Black students enrolled in Spanish 2 at RAHS	increased 3%
2017-18 to 2021-22	% Black students enrolled in French 2 at RAHS	increased 7%

# Summarize the Current Program

## Staffing:

PCS Staff Allocations since 2019: .78 FTE for World Cultures / Spanish classes. (1 World Cultures class and 3 Spanish classes per trimester).

RAMS staff allocations since 2019: Presently at 2.8 FTE (including Spanish 1(1.0), French 1 (.4), World Cultures (.6), SLA 7 (.4) and SLA8 (.4).

RAHS staff allocations for the 22/23 school year: Currently RAHS has a 4.33 FTE covering Spanish, French and DLI. This FTE has been in decline over the past few years, even with the addition of a .5 FTE for DLI



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# Element 2: Review Current Student Performance

# Review Current Student Performance

- Common trends in grade data from 2019-2022:
  - The district's focus on equitable grading practices (allowing test retakes, scoring missing work as 50% instead of 0, etc.) resulted in a decrease in D/NM grades among BIPOC students from 2019 to 2022.
  - Students in higher levels (3-AP) of French and Spanish receive higher grades on average.
- Recommendations:
  - Find ways to increase student success and achievement in Level 1 and 2 language classes.
  - Explore research-based strategies and curricula that lead to greater success for BIPOC students.



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# **Element 3: Complete the Educational Equity Analysis Framework**

# Complete the Educational Equity Analysis Framework

Key findings and takeaways:

- The WL courses are open to all students regardless of background or if they receive Special Education services
- Based off of student data from previous years the WL courses benefit students that succeed in “traditional” school settings
- There is a high percentage of BIPOC students enrolled in AVID, Connections, or Academy courses, which then leads to less space in their schedules for WL courses.
- One way we aim to recruit and retain more BIPOC students in our classes is by offering a curriculum which is based increasingly more on Comprehensible Input (CI) strategies.

# Complete the Educational Equity Analysis Framework

## Reflections

- Ideally, moving away from the 5x3 schedule at RAHS would benefit all departments and students
- Have more of a partnership with the AVID, Connections, Career and Technology Education, and Academy programs
- Move towards a more Comprehensible Input method of teaching to increase success at beginning levels and retain our BIPOC students.



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# **Element 4: Solicit Broad Input from Key Stakeholders**

# Element 4: Solicit Broad Input from Stakeholders

- **Key takeaways from family & student survey, taken in early 2020:**
  - Students enjoyed their Spanish and French courses.
  - $\frac{2}{3}$  of the students would recommend their Spanish or French courses to their friends.
  - **Survey was mainly filled out by predominantly English speaking families.**
  - Students had lower confidence with their listening and speaking skills.
  - Nearly half of families stated some dissatisfaction with course offerings.
  - **BIPOC students are under-represented in higher level language classes.**

# Element 4: Solicit Broad Input from Stakeholders

## Reflections

- When students experience success at a beginning level of a language class they are more likely to move on to higher levels.
- What are we doing to help students at beginning levels achieve success (especially our BIPOC students) and create a more holistic curriculum
- Our BIPOC students are underrepresented in our World Language courses.
- Can we change the narrative of “I only need 2 years of a foreign language”



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# **Element 5: Consult External Experts and Review Literature**

# Consult external experts and review literature

- American Council on the Teaching of Foreign Languages
  - Learning should take place in the target language 90% of the time
  - Learners should be actively engaged with the target language
  - Students learn when they hear lots of interesting, somewhat-challenging, spoken language
  - The teacher should support comprehension and production through context and gestures
  - The teacher should elicit talk that increases in fluency, accuracy, and complexity over time

# Consult external experts and review literature

- Swanson & Abbott, 2015, p. 19
  - Use target language for learning: students and teachers speak, listen, read, write, view, and create in the target language 90% or more during classroom time: comprehensible input, contexts, and interactions
  - Use authentic cultural resources (content by native speakers for native speakers)
  - Use communicative activities: teachers design communication tasks for pairs, small groups, and whole class
  - Teach grammar as a concept, then use in context

# Consult external experts and review literature

- Kramer Moeller & Roberts, 2013
  - The amount of Target Language (TL) input affects learners' target language development
  - The significant use of the target language has been found to increase motivation in students
  - Students must be able to understand and make sense out of what they hear in the target language in order for effective learning to take place
  - The quantity of exposure to the second language is not as important as the quality



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# Element 6: Define gaps between current and national standards

# Define gaps between current curriculum and national standards

- Determine our gaps and create alignment in our Program Review Phase
- Since students do not have year-long language courses at RAHS, there are gaps between typical performance in leveled courses and RAHS courses resulting in students earning lower scores on the AP Exam, World Language Certificate and Bilingual Seal Exam
- Additionally due to the 5x3x2 schedule, students can have a 9 month break in language learning which negatively impacts language acquisition



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# **Element 7: Identify Innovative Courses, Content, or Pedagogy**

# Identify Innovative Courses, Content, or Pedagogy

## Findings:

- Schools of comparable size and demographics offer full-year language courses
  - A student who takes 5 years of two-trimester language in Roseville Area Schools will receive 571 contact hours of Spanish/French
  - A student who takes a 55-minute class for three trimesters (ex: Irondale High School) will receive 756 hours contact hours
- Foreign Language in Elementary School (FLES) programming to start language acquisition early
- Add Accelerated World Language Courses starting in 7th grade

# Identify Innovative Courses, Content, or Pedagogy

## Findings:

- Most districts our size offer 3-5 languages (including heritage language programs)
- Few offer online language courses (if they do it is in a consortium)
- College credit bearing French courses are common
- Many promote the Bilingual/Multilingual Seal



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# Questions, Comments & Feedback



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# Initial Report to the DCAC

## 7-12 World Language

### Formal Review Phase 1: Program Evaluation

January 9, 2023

## EXECUTIVE SUMMARY

### Summary of Previous Phase(s)

The world language team's previous curriculum review was completed in the spring of 2010. Since then, the World Language Department in Roseville Area Schools have gone through some significant changes. The district has developed and articulated a Dual Language Immersion program from Kindergarten through 10th grade (2022-23). The incorporation of the DLI program required the removal of the Spanish for Spanish speakers (Español Para Hispanohablantes) course. We also introduced Arabic as an additional language option but have subsequently removed it as student enrollment and consistent staffing were unsustainable. The department has also increased their use of Comprehensible Input (CI) to create more language rich and engaging practices. We have transitioned away from teaching the University of Minnesota's College in the Schools (CIS) course for Spanish 4 and 5 and have transitioned to Spanish 4 and Advanced Placement Spanish Language and Culture. The World Language department now provides the World Language Proficiency Certificate Exam in addition to the Bilingual Seal of Proficiency Exam for students in their last year of World Language study or in their senior year for multilingual learners (provides college credit at Minnesota State Colleges & Universities).

### Summary of Current Phase Elements

The first phase of curriculum review (Program Evaluation) for the World Language Curriculum Review Team began in the fall of 2019 but was significantly impacted by the COVID-19 pandemic and was paused until the spring of 2022. The group has been able to meet consistently last spring and this year to complete their program evaluation phase. The interruption of their work caused many delays and complications to program evaluation work, however we are now on track and plan to complete the work for the Program Design phase by the end of this school year.

Areas for further consideration and solutions in Program Design include:

- Increasing enrollment in the upper levels of World Language courses, especially in levels 3-5. This also includes solutions for retaining BIPOC students in levels 3-5 of courses, especially black students.
- Challenging the messaging that students only need 2 years of a World Language.
- Identifying options for another language to offer. Comparable high schools in our region offer 3-5 world language options while we currently only offer 2 options and a Dual Language Immersion program. The feasibility of offering an additional world language option will need to be explored.
- Engaging students using Comprehensible input should be used across the district and textbooks/resources should be reflective of this change in practice.
- Developing partnership between the Dual Language Immersion staff and the World Language Department. We will need to continue to find ways to partner and blend the work together, especially at the high school level.
- Aligning curriculum and practices between sites and in our articulation of courses from 7th through 12th grade.
- Developing partnerships with AVID and counselors to support continued course selection and options for students.



**Element 1 ([SB 604: 6.2.1](#))** Current Program Summary (including, but not limited to data collected in regards to: implementation of current program, instructional time, instructional frameworks (practices/strategies), instructional materials, enrollment/participation data, demographic data, [course descriptions](#), major/minor program changes as a result of state changes, program additions or deletions (e.g., development of Sheltered Content program) graduation requirements, course additions/deletions, review of previous program review process recommendations, staff allocations.

#### Summary of Committee Work toward this Element:

As of 2022 our department continues to offer Spanish 1-4 and French 1-4/5 at RAMS, PCS and RAHS. Since 2019 we have let go of Arabic, CIS, and Hispanohablantes classes. The DLI program has increased their kindergarten sections from 2 to 3 groups at Little Canada Elementary. At present the first DLI cohort is now in 10th grade at RAHS. RAHS will continue to offer DLI10 (SLA10) and Advanced Placement (Language and Culture + Spanish Literature) to serve advanced speakers of Spanish.

All three schools have changed their French and Spanish curriculum. We let go of the Spanish *Avancemos* and the French *Bien Dit* textbooks (RAHS French curriculum is still loosely based on *Bien Dit*, with added resources). The French department has adopted the Stepping Stones curriculum at RAMS. The Spanish departments at RAMS and RAHS created newer 8 units adopting the target vocabulary, grammar and skills outcomes of *Avancemos* while incorporating CI strategies. At PCS, the Spanish is Fun curriculum is utilized and supplemented with gestures.

We reviewed demographic trends of students in our courses and find that student enrollment drops after Spanish 2 and the demographics of students in course levels 3-5 are less representative of our student body. We find that typically white students are overrepresented and students of color are typically underrepresented. However we did find that between 2017-18 to 2021-22 the percentage of Black students enrolling in Spanish 2 (RAHS) increased from 7% to 10%. Also, between 2017-18 to 2021-22 the percentage of Black students enrolling in French 2 (RAHS) increased from 10% to 17%.

Staffing allocations have also shifted since our last review, below is a summary of changes from 2019:

- PCS Staff Allocations since 2019: .78 FTE for World Cultures / Spanish classes. (1 World Cultures class and 3 Spanish classes per trimester).
- RAMS staff allocations since 2019: Presently at 2.8 FTE (including Spanish 1(1.0), French 1 (.4), World Cultures (.6), SLA 7 (.4) and SLA8 (.4).
- RAHS staff allocations for the 22/23 school year: Currently RAHS has a 4.33 FTE covering Spanish, French and DLI. This FTE has been in decline over the past few years, even with the addition of a .5 FTE for DLI

#### Resources:

- [World Language Course Descriptions- 2019](#)

- [World Language Enrollment Demographics](#)

**Findings and Recommendations:**

- How do we best merge Spanish Language Arts and Spanish 4 students into AP Spanish Language and Culture courses?
- Provide vertical alignment between all levels
- There has been a lot of change in courses and curriculum, we should put our focus on strengthening what we have presently (putting less focus on more program expansion or change).
- Continue to review the demographics of students in our courses and increase black students in our upper level world language courses.



**Element 2 ([SB 604: 6.2.2](#))** Reviewing current student performance including student-groups (student grades, test performance, graduation, post-secondary readiness measures).

**Summary of Committee Work toward this Element:**

We reviewed grade data from 2019-2022, separated by building and student groups. Committee members analyzed data from their own programs and then discussed the data as a large group to find common trends.

**Findings and Recommendations:**

Key findings:

- There was a decrease in the number of Ds and No Mark (NM) grades among BIPOC students from 2019 to 2022. We believe that the grading policy changes during the pandemic contributed to this (allowing test retakes, scoring missing work as 50% instead of 0, etc.) Continuing these policies aligns with the district’s focus on equitable grading practices.
- Students in higher levels of French and Spanish receive higher grades on average. This makes sense, since students who have been successful in the past would be the ones choosing to continue to the next level. One question for reflection is how to have more Level 1 and 2 students experiencing success and higher levels of achievement.
- We will continue to include and explore research-based strategies and curricula that lead to greater success for BIPOC students.

Resource:

[World Language Data- Grades](#)



### Element 3 ([SB 604: 6.2.3](#)) Complete the Educational Equity Analysis Framework

#### Summary of Committee Work toward this Element:

Based on our meetings in 2019 and student data from previous years, the World Language (WL) dept in Roseville Schools benefits students that historically succeed in a traditional school setting. This includes white students, students who see themselves attending a 4 year school or traveling. The WL options are open to all students regardless of their background or the services they receive. However, there are various factors out of our control that make WL courses more accessible for some groups than others. For example, scheduling issues caused by students being enrolled in AVID, Connections or the Academy programs. A large percentage of students enrolled in these programs are BIPOC students and that creates less room in their schedule for World Language courses.

Since our meetings in 2019 we have adopted a more comprehensible input (CI) based curriculum which allows for more input and conversational output from students.

#### Findings and Recommendations:

Our recommendations are to make content more relevant in vocab, images, and activities to students and to have students represented in the curriculum (not just having European or light skinned speakers). Our other recommendation is to have more of a partnership with AVID, CTE and Connections / Academy departments and counselors so that the scheduling issues can be resolved. In an ideal world the schedule at RAHS would be changed so it wasn't a 3x5 schedule which would solve a lot of problems for our department.



**Element 4 ([SB 604: 6.2.4](#))** Solicit broad input from key stakeholders (i.e., school board, parents, students, staff, post-secondary education, employers).

#### Summary of Committee Work toward this Element:

After reviewing the results of our student and family survey, these are some of the key takeaways:

- Students stated that they enjoyed their Spanish and French courses
- $\frac{2}{3}$  of the students surveyed would recommend their Spanish or French courses to their friends
- Survey was mainly filled out by predominantly English speaking families
- Students suggested that they had lower confidence with their listening and speaking skills
- Nearly half of families stated some dissatisfaction with course offerings (perhaps referring to the absence of German or the discontinuation of Arabic)
- BIPOC students are under-represented in higher level language classes.

Resource:

[ORID Protocol for Survey Data Discussions](#)

#### Findings and Recommendations:

Reflections:

- Students experiencing success in lower levels of foreign language classes are more likely to choose to move on to higher levels of foreign language classes.
- Do our *Grading for Equity* grading practices lead to more success for our students in the foreign language classroom, specifically for our BIPOC students?
- Can we incorporate various modes of teaching that lead to success for BIPOC students based on research?
- Can we change the narrative that “two years of a foreign language is all you need and then you’re done”?
- How do we make our language classes more holistic?
- How do we help students to feel more confident with their grasp of the language?
- How does our desire to make our classes more holistic and help students feel more confident translate to our assessments?



**Element 5** [\(SB 604: 6.2.5\)](#) Consult external subject area experts and review current literature.

**Summary of Committee Work toward this Element:**

Throughout our work on our curriculum review we have talked about a variety of teaching strategies. In the past few years we have adapted both the French 1 and Spanish 1 curriculum to be more based in Comprehensible Input (CI) strategies. At Parkview Spanish has been adapted to include more gestures based off of Simone’s research. As a department we have continued to research and read articles about CI and have a discussion about how this best serves students and the community. We also created a Literature Review document (see resource below) and have continued to read articles that help to shape our practice.

Resource:

[MWL Lit Review Document](#)

**Findings and Recommendations:**

We have found that CI strategies are research based and follow the natural order of learning a language. We have continued our discussion about what CI looks like while incorporating traditional grammar teaching. Our main concern is while CI does appear to be where we want our department to go, our concern is how it will prepare students for AP classes / tests and College level language classes.

Our recommendation is to continue conversations about how to best serve students when it comes to AP / College preparedness, possibly even with college professors. We know that our curriculum needs to be changed to reflect the current times and current trends in teaching. We need structure and an end goal within the curriculum. There are curriculums that are based in CI strategies that would help us to bring in CI strategies and provide the structure we need without reinventing the wheel.



**Element 6** ([SB 604: 6.2.6](#)) Define gaps between current curriculum and current state and national standards.

**Summary of Committee Work toward this Element:**

The Minnesota Department of Education does not adopt standards for World Language so our department uses the World-Readiness Standards for Learning Languages developed by the American Council on the Teaching of Foreign Languages (ACTFL). We will be exploring the gaps between our current practices and aligning our instruction and curriculum to the ACTFL standards in our Program Design phase.

<https://www.actfl.org/>

**Findings and Recommendations:**

We will complete this work in Phase 2: Program Design.



**Element 7 ([SB 604: 6.2.7](#))** Identify innovative courses, content, or pedagogy not currently used in Roseville Area Schools.

**Summary of Committee Work toward this Element:**

The committee reviewed and discussed comparable and competitive district's world language programs.

**Resource:**

[Element 7: WL Program Evaluation Report](#)

**Findings and Recommendations:**

- All comparable schools offer full-year language courses
- Most comparable schools have between 3-5 languages offered (including heritage programs as their own language)
- Few schools offer online language courses, and those that do are involved in a consortium
- Many schools offer French courses that bear college credit
- Many schools promote the Bilingual/Multilingual Seal



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Agenda Item: SS-2

Agenda Topic: What I Need (WIN) Time and Raider Time  
Meeting Date: February 7, 2023  
Contact Person: Jake Von De Linde

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## Background:

Jake Von De Linde, director of student achievement; Laura Freer, principal at Fairview Alternative High School; Chris Hester, principal at Roseville Area High School; Jen Wilson, principal at Emmet D. Williams Elementary School; and Naida Grussing-Neitzel, associate principal at RAHS, will share information about What I Need (WIN) time and how it is implemented at various schools.

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## Recommendation:

Action Required

Informational – No Board Action Requested

# What I Need Time (WIN) Information

School Board  
February 7, 2023



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# Presentation Overview

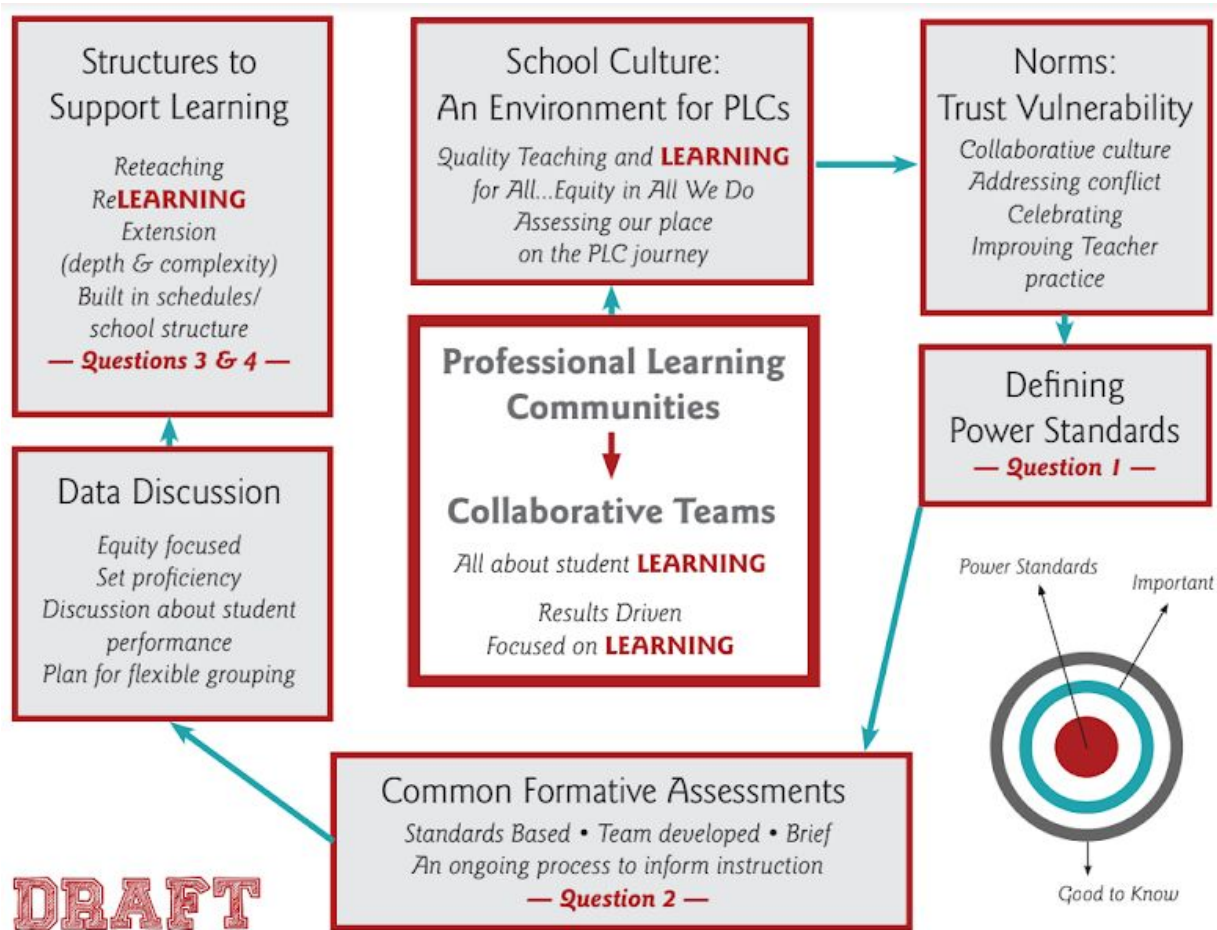
- District Overview and Introduction
- FAHS WIN Time
- RAHS Raider Time
- EDW WIN Time
- Questions and Discussion



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# Professional Learning Communities: RAS Vision



# What is WIN Time?

What I Need (WIN)

- What I Need Time (WIN)
  - Structured time within the school day to provide extension, intervention, or reteaching for students
  - Known by other names within the district (Brain Space, Raider Time, etc.)
  - Approximately 30-45 minutes depending on grade level
  - Tied to collaborative teams around questions 3 and 4:
    - How do we respond if a student doesn't learn or already knows it?
  - Based on common formative assessments and other data



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# What is WIN Time?

What I Need (WIN)

- Purpose of WIN Time:
  - Ensure we are meeting our students needs by:
    - Teaching power standards/benchmarks
    - Using formative assessments that are aligned to the power standards
    - Identify students' needs for further extension, intervention, or reteaching
- Established Loose and Tights at elementary level as part of elementary program review
- Based on learning from Solution Tree/Professional Learning Community professional development



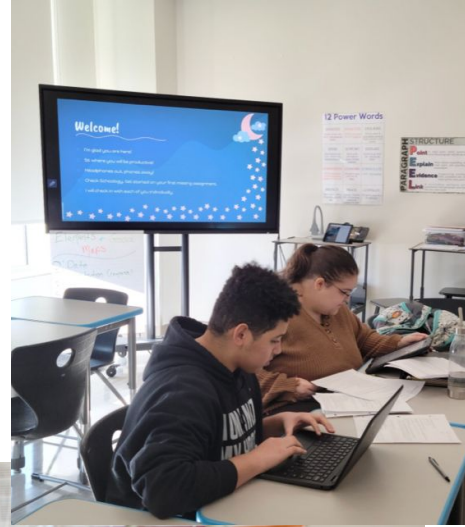
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# FAHS WIN Time Information

An opportunity to:

- Reteach concepts to students
- Work on group projects with peers
- Practice executive functioning skills related to organization and time management
- Post secondary planning time
- Support to students in order for them to work towards their graduation plan.



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# Resources Used for WIN Time



Details Tasks Notifications

FAHS WIN Thu Dec 15  
Excludes: No excludes Edit

Send Notifications Absence Report View Summary Student View

TEACHER SESSIONS

8 All      2 Not Started      0 In Progress      2 Finalized      4 Completed      0 No Session

Show 25  Email  +Teacher  More Options

Teacher	Location	Name	Students	
Laura Freer			0	<a href="#">View</a>
Maureen Kieger	A212	English Support	0	<a href="#">View</a>
Ms. Loge			0	<a href="#">View</a>
Megan Martin	A216	Ms Martin Academic Suppor...	2	<a href="#">View</a>
Ms. Tuoci	A214	Tuoci's Study Hall	8	<a href="#">View</a>
Megan Jester	A218	Jester academic session	2	<a href="#">View</a>
Benjamin Keefer	A209	Keefer WIN Time	9	<a href="#">View</a>
Madison Critchley	Classroom	English & AVID Help	12	<a href="#">View</a>

Showing 1 to 8 of 8

FAHS / WIN Reflection

Name: \_\_\_\_\_ Date: \_\_\_\_\_

First, check your email. Are you requested by a teacher for their session?

No       Yes, requested by: \_\_\_\_\_

Next, check Schoology. Use the gradebook in Schoology for each class to fill out the information below.

Class	Total Points	%	List of Missing Assignments
HOMES			

Based on the information above, select your WIN session for today:

Sessions:

My Plan: List what you will do/accomplish during this session. Use one of the following sentence starters.

- I will start \_\_\_\_\_ this session.
- I will get the \_\_\_\_\_ done this session.

Time Remaining??

Look over your binder. Are there papers you need to turn in? Are all the papers in the right section for the class? Do you have supplies you need for your classes?

Begin working on missing work.

Initials of HOMES Teacher after discussion: \_\_\_\_\_

# How has this impacted student learning?

- Exploration of new opportunities
- Allows students the opportunity to collaborate with other students about school work.
- An extra scoop of support that is built into their day, not before or after school.
- Feel the benefit of small group instruction to ask questions of staff.
- Increase of 1:1 time with students to determine if a student needs more support within our school.
- Use of WIN Time as a SAT intervention
- Allows staff to use data from a WIN Time in our team meeting to discuss interventions for students.



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# RAHS Raider Time Information

Raider Time is Monday, Tuesday, Thursday and Friday from 2:10-2:40pm

## ***Started with...***

- Student Voice
- Return to Better
- Teacher Voice / PLC Lead (Teacher Leader) Voice
- Natural next step of our PLC work
- Visited other schools
- Researched online flexible scheduler
- Stakeholder Feedback



# RAHS Raider Time Information

## ***Based in...***

- Flexible Academic Intervention (linked to student learning, formative assessments and PLCs)
- Student Choice
- Personalized Learning
- Communication to students and caregivers when Teacher requests

## ***Expanded to...***

- Hall passes
- Flex Spaces (prayer, SPED resource, media center)
- Reunification Procedures



# RAHS Raider Time Information

*How students spend their time...a snapshot of the last week at RAHS:*

- **Academic Intervention:** Help Session, Retakes, Relearning, Individual and Small group support, Sectionals for Music, Woods Lab, SPED Case Management Check-ins
- **Clubs:** Nepali, Latino, BSU, GSA/Queer, K'nyaw, Anime, Hack, Ukelele, Peb Haiv, Quiz Bowl, Math Team, Girls in STEM, Coding, DECA, Prom Committee, Powerlifting, Ultimate Frisbee, ACE (Architecture, Construction, Engineering), Philosophy, Theater Games, eSports
- **Social Emotional:** Yoga, Guided Meditation, Coloring, Board Games, Therapy & Counselor Appointments, AVID Mentee/Mentor, SEL groups, Volunteering, Soccer, Volleyball, Basketball, Quiet space



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# RAHS Raider Time Information

## *Students say...*

- Supports my mental health
- Stress free ½ hour to my school day
- I can get help from my teacher before the school bus leaves
- Allows me to do retakes during the day
- Chance to form community
- Grow relationships with Teachers
- Get help you need without going out of your way (its easy)
- 1:1 Teacher time
- Time to see friends (a lot don't have classes with friends)
- More options this year... I love basketball



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# EDW WIN Time Information

- **40 minute instructional block of time when students get what they need** - typically in literacy or math - built into the [building schedule](#)
- High level of **staff support** (4-8 educators per grade level)
  - Classroom teachers
  - Special education teachers
  - EL teacher
  - Trained general education paraprofessionals



# EDW WIN Time Information

- Student intervention and / or extension group based on **data** ([sample](#))
  - Screening data
    - aReading, aMath, MCA, ACCESS
  - Progress monitoring data
    - CBMR, PRESS monitoring skills
  - Observation data
  - Classroom formative assessments
  
- Data review and changing / **flexible grouping** every 6-8 weeks



# EDW WIN Time Information

**2nd grade example** → 65 students

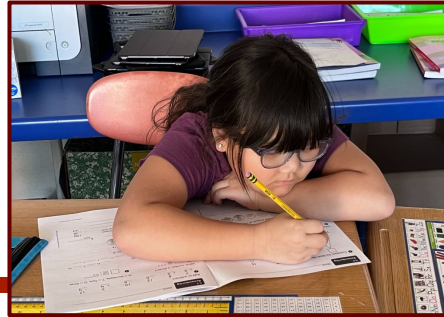
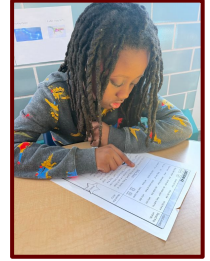
- 2 students working on blending sounds (PRESS intervention) with one paraprofessional
- 7 students working on sound isolation / IEP goals with one special education teacher / one special education paraprofessional
- 3 students in phoneme segmentation (PRESS intervention) with paraprofessional
- 10 students working on sound manipulation (WTW / Sounds to Spelling) with classroom teacher
- 8 students working on fluency (Readers Theatre) with general education paraprofessional
- 25-30 students in “extension” with classroom teacher and paraprofessional - currently doing a comic strip writing unit



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# EDW WIN Time Information



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# EDW WIN Time Information

## Feedback from families

“In very little time, I noticed **huge gains in reading fluency**.”

“He got the **target support** he needed to reach grade level reading.”

“The group really **helped improve my child’s reading**. There is a drastic difference from the start of the school year. With the prior 2 school years being so impacted by Covid this small group attention was needed.”

“I think the program is **strong and greatly benefited my child**. Without it he would not have gained the skills necessary to be reading at grade level.”



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# EDW WIN Time Information

High rate of staff buy in - 68% strongly agree and 32% somewhat agree that our efforts in this area are “beneficial”  
(trimester feedback, staff survey, 2022)

61% of students proficient in Reading and 58% in Math (MCAs, 2022)  
79% of K-6 students are low risk / college pathway in aReading (winter, 2023)  
78% of gr 2-6 students are low risk / college pathway in aMath (winter, 2023)



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# Questions and Discussion



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