

Work Session will begin 10 minutes after the adjournment of the Business Meeting.

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|---|----|
| 1. Curriculum and Instruction Overview - 60 minutes (<i>Bridget Hall and Matt Pletcher, Directors of Curriculum</i>) | 2 |
| 2. School Board Topics (<i>Newly-Elected School Board Chair</i>) | |
| A. School Board Committee Assignments | 29 |
| B. Proposed Ad Hoc Committee - Board Driven Outreach to Improve and Expand Communication (<i>Helen Bassett, School Board Chair</i>) | 30 |
| 3. Other | |



Curriculum & Instruction Overview

Bridget Hall and Matt Pletcher
Directors of Curriculum & Instruction



Three Pillars Historical Context



Three Pillars



Three Pillars Development and Implementation Timeline

2017-2018 SY	Spring 2018	2018-2019 SY	2019-2020 SY	2020-2021 SY	2021-2022 SY
<p>District initiative inventory</p> <p>Define 'Initiative'</p> <p>Define 'Fully implemented practice/program'</p> <p>Three Pillars Identified:</p> <ul style="list-style-type: none"> Balanced Literacy *MTSS Safe & Civil Schools <p>Foundation: Standards-based Instruction</p>	<p>Three Pillars and 3-Year Implementation plan presentations at all sites</p>	<p>FOCUS: Learning Environment</p> <p>Initial training for all staff</p> <p>Implementation expectations communicated</p>	<p>FOCUS: Increase Cognitive Load</p> <p>Continued training for all staff</p> <p>LETRS training Year 1</p> <p>Shift to Distance Learning March, 2020</p>	<p>FOCUS: Assessment for Learning</p> <p>Continued training for all staff at site level</p> <ul style="list-style-type: none"> Blended Learning <p>*CIA & *CLC reviewed Three Pillars and made recommendations for revision</p> <p>Summer MCP Institute & LETRS</p>	<p>Three Pillars revision feedback loops:</p> <ul style="list-style-type: none"> CIA SAC Principal Cohorts C&I <p style="text-align: right;">5</p>

*MTSS - Multi-tiered System of Supports*LETRS - Language Essentials for Teachers of Reading & Spelling

*CIA - Curriculum & Instruction Advisory

*CLC - Curriculum Leadership Committee

2018-2019

FOCUS: Learning Environment

Standards-based Instruction

- (See Initial Plan for [2016-2018](#))**
- Embedded in the Three Pillars of Focus**

Balanced Literacy:

- Introduce Foundations of Balanced Literacy**
- Implement 6 Elements of Effective Literacy Instruction**
- Introduce Phases of Self Regulation for Learning*

Safe & Civil Schools:

- Onboard instructional leaders in Safe & Civil Schools**
- Introduce foundation of Safe & Civil Schools with licensed staff**
- Implement school-wide & classroom expectations*

Multi-Tiered System of Supports

- Develop District MTSS Handbook**/forms***
- Strengthen Tier I universal core instructional strategies †
- Implement [2018-2019 Assessment Plan](#) (Elem/MS)**
- Develop HS Assessment Plan***

2019-2020

FOCUS: Increase Cognitive Load

Standards-based Instruction

- Embedded in the Three Pillars of Focus**

Balanced Literacy:

- Implement components of Balanced Literacy**
- Increase rigor of 6 Elements of Effective Literacy Instruction through evidence-based engagement strategies*
- Integrate Phases of Self Regulation for Learning***

Safe & Civil Schools:

- Deepen instructional leader understanding of Safe & Civil school**
- Implement CHAMPS with fidelity**
- Analyze behavior and implementation data**

Multi-Tiered System of Supports

- Implement District MTSS Handbook**
- Develop District MTSS forms †
- Refine Tier II - Strategic Intervention*
- Refine Diagnostic and Progress Monitoring practice**
- Develop HS Assessment Plan †

2020-2021

FOCUS: Assessment for Learning

Standards-based Instruction

- Embedded in the Three Pillars of Focus**
- *Identify Priority Standards***
- *Explore Standards-based Grading †*

Balanced Literacy:

- *Utilize formative assessment to guide instruction**
- Assessment for Learning***
- Utilize Proficiency Scales to refine implementation †

Safe & Civil Schools:

- *Strengthen STOIC foundations district-wide**
- *Implement STOIC/CHAMPS for remote learning**
- *Training for staff*
 - ACEs**
 - *Equity & Social Justice* †*

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Refine CHAMPS in the classroom*

- *Adjust responses to behavior and intervention system †*

Multi-Tiered System of Supports

- *Implement Blended Learning in Tier I, II and III †*
- *Implement SEL instruction (2nd Step) K-8***
- *Viewpoint Data Warehouse**
- Refine assessment and data analysis practices †
- Refine Tier III - Intensive Intervention †

OUTCOME:

All educators have the knowledge and tools to use evidence to match students with appropriate instruction and resources and monitor academic and social and emotional growth to ensure a high quality learning experience for all students.

* Initial Implementation
 ** Full Implementation
 *** Realign
 † In Process/Ongoing
Adjustments in italics

2021-2022

FOCUS: Strengthen for the Future

Standards-based Instruction/Depth of Knowledge

- Embedded in the Three Pillars of Focus
- Refine priority standards, units of study, learning targets
- Develop Standards-based grading practices district-wide

Balanced Literacy:

- Strengthen content literacy instructional practices through 6 Elements of Effective Literacy Instruction
- Continue LETRS training/implementation
- Refine assessment for learning

Safe & Civil Schools:

- Strengthen STOIC (Structure, Teach, Observe, Interact positively, Correct fluently) framework district-wide
- Strengthen engagement through Culturally Responsive Teaching
- Continue NEAR Science (Neuroscience, Epigenetics, ACEs and Resilience) training
- Build on Equity and Social Justice training
- Refine Social Emotional Learning implementation

Multi-Tiered System of Supports

- Implement use of District MTSS forms district-wide
- Implement use of Viewpoint Data Warehouse district-wide
- Continue MTSS Handbook implementation
 - Utilize multiple data types to articulate a complete evidence set to support personalized learning
- Refine Tier II - Strategic Intervention/Enrichment
- Refine Diagnostic and Progress Monitoring practice
- Strengthen implementation of Blended Learning instructional model (Tier I, II)

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OUTCOME:

All educators have the knowledge and tools to use evidence to match students with appropriate instruction and resources and monitor academic and social and emotional growth to ensure a high quality learning experience for all students.

2022-2023

FOCUS: Strengthen for the Future

Literacy

- Continue LETRS training/implementation

Culturally and linguistically Responsive Teaching

- Every educator in the Robbinsdale Area Schools establishes and cultivates a community that embraces, values and infuses culturally and linguistically responsive teaching and learning for all students.

Blended Learning

- Virtual mentorship program for teachers
- Modern Classrooms Project site visits

Mathematics

- Implementation of math interventions
- Eight standards of mathematical practice
- Enhanced curricular resource adoption

OUTCOME:

All educators have the knowledge and tools to use evidence to match students with appropriate instruction and resources and monitor academic and social and emotional growth to ensure a high quality learning experience for all students.



Strategic Plan





Priority Outcomes
Grounded in Equity

- All students are ready for school
- Reading proficiency by 3rd grade
- Academic and social-emotional growth in middle grades
- Improve achievement for students of color and lower-income students
- Student engagement in school and learning
- Supported by families to learn and achieve
- Clear path and readiness for career, college, and life

Stage 1 2023

Themes	Objectives	Initiatives
Strategic Theme A Academic Achievement	<ol style="list-style-type: none"> Enhance cultural relevance of curriculum for students Enhance an equitable learning system from early childhood to adults Increase responsiveness to individual student needs Deepen preparation for life, college and career 	<ol style="list-style-type: none"> 1a. Implement culturally responsive teaching and culturally relevant instructional resources 2a. Implement a blended learning instructional framework throughout RAS 2b. Transform grading practices to incorporate standards-based grading 2c. Implement a redesigned middle school model district-wide 3a. Establish classroom systems that productively address student behavior 3b. Personalize curriculum in response to student voice and choice 4a. Increase opportunities for applied career experiences 4b. Integrate career exploration within the PK-12 curriculum 4c. Define the essential characteristics of the future graduate in collaboration with our community, and align learning opportunities for all students
Strategic Theme B Student Engagement and Wellness	<ol style="list-style-type: none"> Improve student-staff connection Increase student access to school opportunities, programs, and activities Increase support for student social, emotional, and mental wellness Strengthen practices around student, staff, and school safety 	<ol style="list-style-type: none"> 1a. Implement a system to ensure every student has a positive relationship with at least one adult at school 1b. Identify and implement student voice at the building and district level 2a. Remove barriers to student access and participation 2b. Create programming and activities that are responsive to parent and student interests and needs 3a. Build staff and student skills and develop resources to provide support and strategies that are responsive to individual needs 3b. Create and develop student wellness spaces in each building 4a. Train staff and students on policies regarding protocols on staff and student interactions
Strategic Theme C Collaboration and Partnerships	<ol style="list-style-type: none"> Strengthen mutual communication and responsiveness with all stakeholders Expand equitable inclusion and influence of student, family, staff, and community voice Maximize our partnership and embrace our diverse community 	<ol style="list-style-type: none"> 1a. Inform and engage stakeholders through targeted and responsive communication 1b. Improve communication with multilingual families, communities - at all levels (classroom, school, district) 2a. Establish practices that increase family and community engagement in reviewing school culture and climate, and providing feedback that leads to improved student outcomes 3a. Develop strategic partnerships that meet the needs of students, staff, and families
Strategic Theme D Staff Investment and Impact	<ol style="list-style-type: none"> Enhance hiring and retention to support student success Foster a districtwide culture that is inclusive, supportive, and welcoming Increase consistency and accountability for common practices 	<ol style="list-style-type: none"> 1a. Enhance the diversity, efficiency and effectiveness of hiring 1b. Create retention practices for all staff to reduce turnover and build a stronger workplace culture 2a. Develop and strengthen onboarding and mentorship programs with each employee group 2b. Establish an employee culture that is anti-racist, welcoming, and grounded in mutual respect for each other 3a. Create a robust evaluation system, with documentation, that includes feedback to strengthen performance of each staff member 3b. Create a common and comprehensive vetting process to align, implement, and evaluate district initiatives



LETRS Training and Implementation Plan

Bridget Hall & Matt Pletcher
Directors of Curriculum & Instruction



Why LETRS (Language Essentials for Teachers of Reading and Spelling)?

Professional development that provides teachers with an understanding of:

- Scientifically based best practices for instructional routines, activities, and approaches
- The relationships among language, reading, and writing
- The components of comprehensive, integrated language and literacy instruction for given grade, age, and ability levels
- Reliable assessments and theoretical models for interpreting individual differences in student achievement
- How to deliver effective instruction through teacher modeling
- How to directly apply LETRS principles and practices to the classroom

Staff Trained in LETRS

Completed Units 1-4: 139 staff prior to 2022-2023

Receiving LETRS training during the 2022-2023 school year: 186 staff

RAS has eight LETRS-certified trainers

Training Plan

Year	Staff Groups
2019-2020 SY	Units 1-8: District Department staff, Elementary Principals/Assistant Principals Units 1-4: K-1 Classroom Teachers, K-1 Special Education, EL District Facilitators: Train 15
2020-2021 SY	Units 5-8: K-1 Classroom Teachers, K-1 Special Education, EL Units 1-4: 2nd grade Classroom Teachers, Special Education, EL Day 1-2: Pre-K Classroom Teachers, Special Education
2021-2022 SY	Units 1-4: 3rd grade Classroom Teachers, Special Education, EL Day 3: Pre-K, K, 1, 2, 3 Classroom Teachers
2022-2023 SY	Units 1-4: K-5th grade Classroom Teachers, Special Education, EL, Middle School Reading
2023-2024 SY	Units 1-4: New (P1/EX1) PreK-5, EL, SpEd teachers, MS Reading
2024-2025 SY	Units 1-4: New (P1/EX1) PreK-5, EL, SpEd teachers, MS Reading

Implementation Plan

Implementation, Monitoring & Support:

- Implementation expectations developed for each unit
- Implementation refinement sessions added to the training plan
- District-level learning walks 2-3 times per year
- Building-level learning walks focused on LETRS implementation
- Individual & small group coaching by request
- LETRS overview session for non-licensed staff
- Onboard overview for new teachers and administrators



Blended Learning/Modern Classrooms Project 3-Year Plan

Bridget Hall & Matt Pletcher
Directors of Curriculum & Instruction



Why blended learning/MCP?

Every day, in every classroom, every student will be appropriately challenged and supported. This will happen when:

- Students learn at their own paces, building authentic understanding as they go.
- Teachers adopt instructional practices that meet each student's academic and social-emotional needs.
- Technology facilitates more meaningful human interaction.

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When teachers build Modern Classrooms that use technology to meet every student's needs, our learners develop deeper content mastery and greater self-worth, while our educators become happier and more effective.

What is MCP?

The Modern Classrooms Project (MCP) is a student-centered blended learning, self-paced, mastery-based instructional model.

- Traditional 'one size fits all' lessons are replaced by short (6-9 minute) teacher-created instructional videos focused on content/skills.
 - Videos can be reviewed multiple times as needed.
- Teachers spend class time providing targeted support in differentiated small group and individual instruction.
- Students move through units of study at their own pace with Must Do, Should Do and Aspire to Do assignments.
- Assignments are collaborative and hands-on.
- MCP creates a space for tailored instruction, peer collaboration and student ownership of learning.
- Mastery checks provide evidence of learning at specific checkpoints in the unit
 - Students reach mastery by revision, reassessment and reflection
- Learn more about this research-based instructional model at modernclassrooms.org.

Modern Classrooms Project 3-Year Plan

Phase 1 (SY 21/22 + Summer 2022): Expand across the district

- Enrolled 175 educators with the Virtual Mentorship between June 2021-August 2021
- Create a cohort of Robbinsdale teachers in becoming Distinguished Modern Classroom Educators (DMCE)

Phase 2 (SY 22/23 + Summer 2023): Deepen internal expertise

- Support a cohort of Robbinsdale teachers in becoming MCP mentors
- Co-lead virtual implementer discussions with Robbinsdale teacher leaders
- Provide site visits, with leadership, to support the development of systems that support effective implementation
- Enrolled 75 educators with the Virtual Mentorship between September June 2022-August 2022

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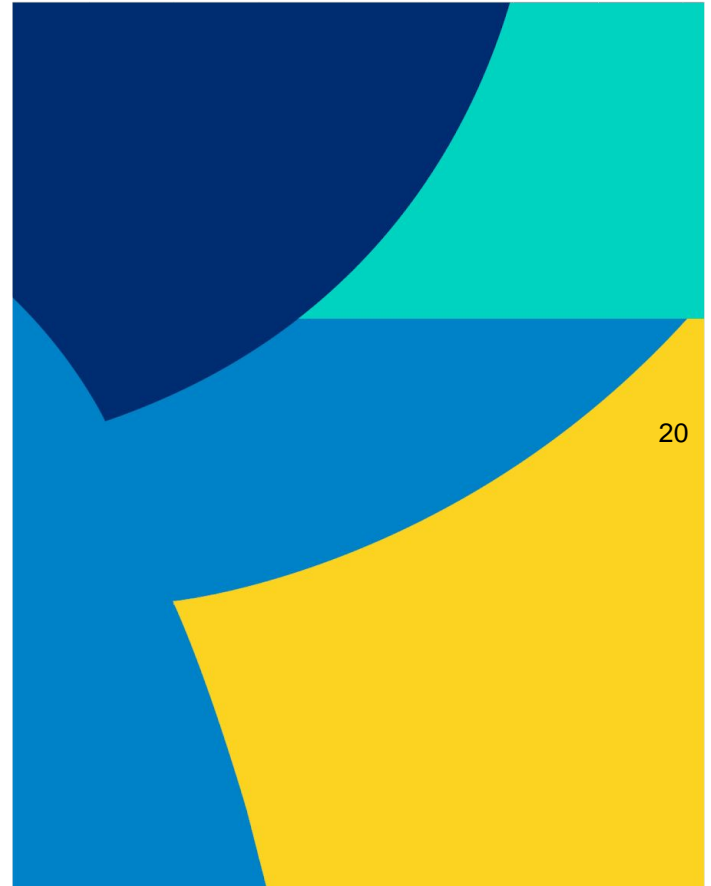
Phase 3 (SY 23/24 + Summer 2024): Support self-sustaining systems

- Co-conduct observations, with Robbinsdale teachers leaders, to provide feedback to implementers
- Develop onboarding process to ensure new staff are trained in key elements of the model
- Empower 100+ educators with the Virtual Mentorship between June 2023-August 2024



Culturally & Linguistically Responsive Teaching 3-Year Plan

Bridget Hall & Matt Pletcher
Directors of Curriculum & Instruction



Why Implement Culturally and Linguistically Responsive Teaching?

Every educator in the Robbinsdale Area Schools establishes and cultivates a community that embraces, values and infuses culturally and linguistically responsive teaching and learning for all students.

When we implement culturally and linguistically responsive instructional programs, strategies, policies and practices, then we will create meaningful, equitable outcomes that embrace diversity, academic rigor, and relevant learning opportunities and foster strong relationships amongst all stakeholders that lead to academic success for all RAS scholars.

CLRT 2022-2023

Who:	Training:	Implementation & Coaching:
<ul style="list-style-type: none"> ● Learning Leaders, including Fine Arts & Media ● Administrators ● District Leaders ● C&I, A&I, Technology, Student Services reps ● Classroom Teachers from each site to create a cadre of 5-10 people 	<ul style="list-style-type: none"> ● Culturally & Linguistically Responsive Teaching (Sharroky Hollie) <ul style="list-style-type: none"> ○ Focus on Culture (full day August 10) ○ CLR Classroom Management (half day August 11) ○ CLRT Jumpstart Workshop (half day August 11) ● Administrators engage in ‘How to be a Culturally Responsive Leader’ (mid-year) ● Training for newly added cadre members will include: ● Asynchronous CLRT Foundations (Five - 1 hour virtual sessions) ● Synchronous Jump Start (Two - 75 min. sessions) 	<ul style="list-style-type: none"> ● Two District Cohorts to be established ● Binder Study to be implemented before Instructional Support Development Coaching starts (<i>School Leader, Lead Communicator, Binder Study Facilitator and ISD Teacher Cadre 5-10</i>) ● Learning Leaders/Cadre Members focus on implementing in their classroom ● 3 coaching sessions for each Learning Leader/Cadre Members throughout the school year ● 2 sub days/Learning Leader/Cadre Members to support implementation & learning ● Administrators participate in 1:1 mentorship with Dr. Sharroky Hollie

CLRT 2023-2024

Who:	Training:	Implementation & Coaching:
<ul style="list-style-type: none"> ● All licensed/non-licensed teaching staff ● New administrators ● New district leaders ● YEAR 1 Cadre/ Administrators/ District 	<ul style="list-style-type: none"> ● Throughout 23-24 SY: <ul style="list-style-type: none"> ○ For all staff: Focus on Culture Lite (half day) ○ For new staff: CLRT Classroom Management and CLRT Jumpstart Workshop ● Learning Leaders/Year 1 Cadre participate in specific workshops by choice: <ul style="list-style-type: none"> ○ Academic Literacy ○ Academic Vocabulary ○ Academic Language ○ CLR Refresher/Booster 	<ul style="list-style-type: none"> ● New implementers participate in coaching from CLRT staff ● Learning Leaders/Cadre Members focus on implementing in their classroom ● 3 coaching sessions for each Learning Leader/Cadre Members throughout the school year ● Binder Study to be implemented before Instructional Support Development Coaching starts led by Year 1 Cohort Members (<i>School Leader, Lead Communicator, Binder Study Facilitator and ISD Teacher Cadre 5-10</i>) ● Administrators participate in leadership discussions ● Two District Cohorts to be established phase 2 (Year 1, 2) ● Learning Walks for Year 1 Cohorts

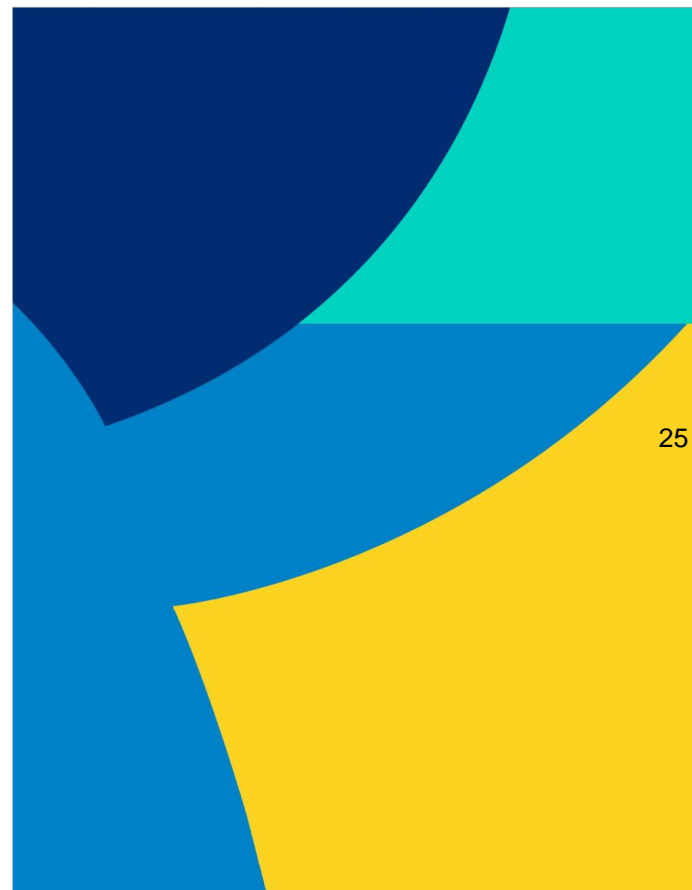
CLRT 2024-2025

Who:	Training:	Implementation & Coaching:
<ul style="list-style-type: none"> ● All New Teachers/Non licensed teaching staff ● YEAR 1 Cadre/Admin/District Leaders ● Year 2 Cadre/Admin/District Leaders 	<ul style="list-style-type: none"> ● Prior to Workshop Week 24 - 25 SY: <ul style="list-style-type: none"> ○ Focus on Culture Lite (half day) ○ CLRT Classroom Management and CLRT Jumpstart Workshop ● Year 2 Cadre 24-25 SY: <ul style="list-style-type: none"> ○ Learning Leaders/Year 2 Cadre participate in specific workshops by choice: <ul style="list-style-type: none"> ■ Academic Literacy ■ Academic Vocabulary ■ Academic Language ■ CLR Refresher/Booster ● Original YEAR 1 Cadre Members (22-23 SY) Participate in specific workshops by choice 	<ul style="list-style-type: none"> ● New implementers participate in coaching from CLRT staff ● Learning Leaders/Cadre Members focus on implementing in their classroom ● 3 coaching sessions for each Learning Leader/Cadre Members throughout the school year 24 ● Binder Study to be implemented before Instructional Support Development Coaching starts led by Year 2 Cohort Members (<i>School Leader, Lead Communicator, Binder Study Facilitator and ISD Teacher Cadre 5-10</i>) ● Administrators participate in leadership discussions ● Two District Cohorts to be established phase 2 (Year 1, 2) ● Learning Walks for Year 1 and 2 Cohorts



Mathematics

Bridget Hall & Matt Pletcher
Directors of Curriculum & Instruction



Why Mathematics?

District-wide MCA results have declined for several years.

The COVID-19 pandemic impacted mathematics instruction at all levels, with a reduction in proficiency levels on the MCAs from 37.8 percent in 2018 to 25.5 percent in 2022.

RAS adopted new curricular resources at all levels during the 2021-2022 school year and were unable to fully train staff due to professional development restrictions from the publishers.

Historical Context

2019-2020	Theory of Action implementation at the secondary level
2020-2021	Curriculum review
2021-2022	Curricular resource adoption
2022-2023	Enhanced resource professional development MTSS Tier II & III standardized interventions

Mathematics

- Implementation of math interventions within the MTSS process
- Enhanced curricular resource adoption and professional development
- Adoption of the Theory to Action Eight Standards of Mathematical Practice
 - Make sense of problems and persevere in solving them.
 - Reason abstractly and quantitatively.
 - Construct viable arguments and critique the reasoning of others.
 - Model with mathematics.
 - Use appropriate tools strategically.
 - Attend to precision.
 - Look for and make use of structure.
 - Look for and express regularity in repeated reasoning.

Approved: 1-9-2023

<https://rdaleorg.finalsite.com/community/committees-volunteer-opportunities>

<https://resources.finalsite.net/images/v1602686865/rdaleorg/oacnubrc2nfmueirgvzz/CommitteeFrameworkChart.pdf>

2023 SCHOOL BOARD COMMITTEE ASSIGNMENTS

Note: All committees have some date variables due to holidays and other calendar concerns.

Board Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
Community Connect	2nd Tuesday, 5:30 p.m., every other month	Greta Evans-Becker, Kim Holmes	Sharon Brooks Green	
Finance Advisory Council (FAC)	Quarterly (4-6 meetings/year)	John Vento	Caroline Long	Per bylaws, Treasurer is Council member
<u>OPEB Advisory</u>	Quarterly (3-4 meetings/year)	Helen Bassett		
Governance Policy Committee		ReNae Bowman, Sharon Brooks Green, John Vento		TBD by Board based on district policy review cycle
In District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
Fine Arts Committee	Quarterly	Helen Bassett, Kim Holmes		29
Community Ed Advisory (CEAC)	4th Monday, 5:00 p.m.	Kim Holmes	Sharon Brooks Green	
Systems Accountability Committee	Monthly	Helen Bassett, Greta Evans-Becker		
District 281 Partnership	3rd Tuesday, 7:30 a.m.	ReNae Bowman, Sharon Brooks Green		One hour - virtual meeting
Government Advisory Council (GAC)	TBD			
Interschool Council (ISC)	2nd Wednesday, 9:30 a.m.	Kim Holmes, Caroline Long		
Legislative Action Coalition (LAC)	3rd Tuesday, 5:30 p.m.		Sharon Brooks Green	
Redesign Family Service Collaborative	3rd Tuesday, 6:30 p.m.	John Vento	Sharon Brooks Green	
Special Ed Advisory (SEAC)	Quarterly, Monday, varies	Caroline Long		Generally third Monday
Student Advisory to the Board (SABE)	Thursday, varies, 6:00 p.m.	ReNae Bowman, Sharon Brooks Green, Kim Holmes		Runs through Community Ed
RFT Teacher of the Year & EA of the Year	TBD, Spring only	ReNae Bowman (EA) John Vento (Teacher)		
Out-of-District Committees	Meeting Info	Representative(s)	Alternate(s)	Notes
AMSD	1st Friday, 7:30 a.m.	Helen Bassett		
Brooklyn Bridge Alliance	Quarterly, Wednesday, 3 p.m.	Caroline Long	Sharon Brooks Green	
District 287	2nd & 4th Thursday, evening	ReNae Bowman		2 year term (2021-2023) \$4000.00 stipend annually
Non-Meeting Committee				
MDE TNEC Representative	October	Greta Evans-Becker		Supt. and Board Chair
MSBA Education		Helen Bassett		
MSBA Delegate Assembly	December			Application late summer
MSHSL Armstrong		Sharon Brooks Green		
MSHSL Cooper		Helen Bassett		
NSBA				



To: Robbinsdale Area Schools Board
From: Helen Bassett, Board Chair
Date: January 9, 2023
Re: Draft Proposed Ad Hoc Committee - Board Driven Outreach to Improve and Expand Communication

Rationale

During the last several years the school board has heard concerns raised by the public and certain board directors about the need to improve board driven interactions with the public. In particular it is noted that the District has not attracted nor retained significant involvement in the schools by parents of color, or other underserved populations served by the Robbinsdale School District.

The approach of establishing an ad hoc committee mirrors action the board took which led to the establishment of the Community Connection Committee, establishing an Ad Hoc Committee to review and consider potential actions or steps the board might take to improve this situation, I propose a board committee to determine the best way forward to broaden the outreach efforts toward parents and the greater community. Minnesota Statutes 331.

Goal

To establish an Ad Hoc Board Committee to improve interaction between the school board, community residents and with special emphasis on segments of the community outreach and communications efforts that more closely align with our students and designated affinity groups within the district.