



2021-22 Roosevelt Report to the School Board



December 20, 2021



Vision

Every learner will be seen for who they are inclusive of: race, national origin, home language, sex, gender, sexual orientation, disability, age, or religion. MAPS learners will experience a school environment that builds their voice and agency. Learners and families will be seen and heard. MAPS will assure that each learner has the skills to enter society with a joy for learning, a positive vision for the future and the ability to navigate the world with hope, dignity and their multiple talents.

Mission

Mankato Area Public Schools (MAPS) is committed to working together equitably, with families and communities, so that each learner has the knowledge and skills to be a successful and contributing citizen in a diverse global society.



MAPS Strategic Directions

Strategic Direction:

- A. Improving learning and development for ALL students
- B. Strengthening our welcoming, connecting, and partnership
- C. Improving student readiness for living options after graduation
- D. Optimizing our management of all types of resources
- E. Developing our staff's capacity, skills and accountability

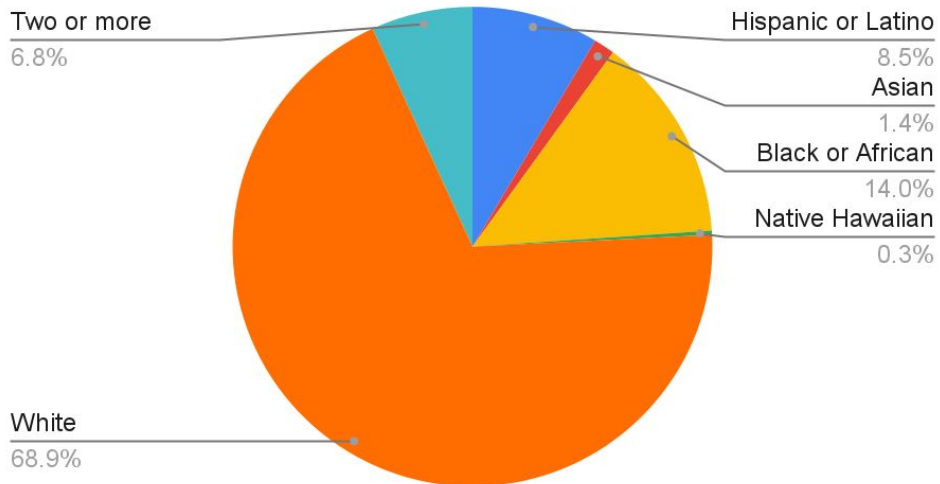
MAPS will reach its mission and vision when:

- 1. Each student is ready for kindergarten.
- 2. Each student is reading well by 3rd grade.
- 3. All achievement gaps are closed.
- 4. All students are college and career ready by graduation.
- 5. All students graduate.
- 6. Each student, family, and staff member feels safe, is welcome, and is treated with dignity and respect.



Roosevelt Elementary Demographics

Roosevelt Demographics



Race /Ethnicity	Count	Percent
Hispanic or Latino	30	8.5%
Asian	5	1.4%
Black or African American	49	13.9%
Native Hawaiian or Other Pacific Islander	1	0.3%
White	242	69.1%
Two or more races	24	6.8%
All Students	353	100.0%





Our VisionCard Down & In

Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: Responsive to the needs of all readers ACTIVITIES: 1. Balanced Literacy refresh and Science of Reading learning 2. Monthly collaborations 3. Essential elements within each component of Balanced Literacy assessed 4. MTSS structure	A1: Kindergarten Literacy A2: Read Well by 3rd Grade A3: Student Performance on Local or State Assessments A4: 4 Year Graduation Rate E1: All staff participation in job embedded professional development E3: Ongoing coaching and support for implementation of professional learning	Fall '21 DIBELS data: - 28% of K students at, or above, K Fall Benchmark (District 32%) - 41% of K-2 students at, or above, Fall Benchmark (District 47%) - 59% of 3-5 students at, or above, Fall Benchmark (District 61%)



Our VisionCard Down & In

Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: High Functioning Collaborative Teams ACTIVITIES: 1. Collaborative team self-assessments given 3 times a year 2. Weekly collaborative team meetings 3. RLT discussion of action plan 4. Use of 4 corollary questions to guide the work; recorded on collaborative team action plans 5. Equity guided questions embedded in our collaborative team conversations	A1: Kindergarten Literacy A2: Read Well by 3rd Grade A3: Student Performance on Local or State Assessments A4: 4 Year Graduation Rate E3: Ongoing coaching and support for implementation of professional learning	PLC Critical Issues for Team Consideration Self-Assessment – Fall data – 6.5/10 Collaborative teams meeting weekly and following the framework Equity guiding questions utilized and embedded in the process



Our VisionCard Down & In

Building VisionCard Goal	District VisionCard Alignment	Current Data
Initiative: Implementation of core SEL curriculum ACTIVITIES: 1. All teams will incorporate Second Step into their action plans 2. Main lesson is taught weekly 3. At least 2 follow up activities implemented throughout the week	A4: 4 Year Graduation Rate A6: Suspension Disparities B1: Student Satisfaction B2: Family Satisfaction B3: Staff Satisfaction B4: Attendance Rates B6: School Culture E3: Ongoing coaching and support for implementation of professional learning	Greater than 90% of classrooms implemented SEL curriculum – Unit 1 complete (empathy), Unit 2 started



Supporting the SEL of our Students

- **Implementation of core SEL instruction at all grade levels (Second Step)**
- **Continued focus on proactive measures to teach and reteach expected behaviors**
- **Recess time supervised by classroom teachers**
- **Utilizing Student Success Coach to allow teachers to support SEL needs in real time**
- **Use of classroom and individual restorative practices**



Our Commitment to an Equitable School Experience

“Equity has been part of many collaborative conversations this year, and I believe this is because our leadership team values this work and has given our staff time and space to discuss our privilege, and also bias/obstacles that we see in our building. We have a set of equity lens guiding questions that we use to guide discussions in many areas. On our reading committee, discussing these questions led us to change our approach to making our building a literacy-rich environment. Changing norms and systems to increase equity is an ongoing and evolving goal, but we have taken some action steps in the right direction and I hope we'll continue to do so!” - Staff survey response



Student Success/Celebration

- So many celebrations!
- Being back in school!
 - Fall Festival/Open House
 - Joyful readers
 - Rollerskating!
 - Walk-A-Thon
 - ALPS Course
 - And the list goes on!



Staff Success/Celebration





Thank you for your leadership!

