



Achievement and Integration Plan July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: #281 Robbinsdale Area
School District
District Integration Status: Racially Isolated District/
Racially Identifiable School (RI/RIS)
Superintendent: David Engstrom
Phone: 763-504-8012

Email: david_engstrom@rdale.org
Plan submitted by: Beth Tepper
Title: Director of Achievement and Integration
Phone: 763-504-8026.
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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Northport Elementary
2. Meadow Lake Elementary

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. Minneapolis Public Schools RI- Racially Isolated District

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent:
Signature:

Date Signed: Enter date here.

3.21.2023

School Board Chair:
Signature:

Date Signed: Enter date here

3/20/2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ **Date Signed:** 1-30-23

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

American Indian Parent Advisory Committee Members: Yvonne Strong, Cathleen Torres Parisian, Brittany Field, Cathy Estrada, Ashlee Cross, Timothy Isais, Aunnie Kramber

Multidistrict Collaboration Council: RAS: Beth Tepper, Toya Stewart Downey, Tony Patterson, Bridget Hall, Charles Johnson-Nixon, Matt Pletcher, Patrick Burrage, Shalinda Sherrod, Shirrie Jackson, Emilie Levinson, Lana Lindeman, Robert Ware, Cheryl Videen, Sadiq Mohamed, Derek Francis

Meeting Dates

- MDE Meeting with Pam Booker
 - Monday, September 26, 2022
- Multi-District Collaborative Meeting with Minneapolis Public Schools
 - Friday, November 18, 2022
- A&I Leadership Team Meeting
 - Monday, November 21, 2022
- A&I Leadership Team Meeting
 - Thursday, December 1, 2022
- A&I Leadership Team Meeting
 - Monday, December 12, 2022
- A&I Leadership Team Meeting
 - Tuesday, January 17, 2023
- Multi-district Collaborative Meeting with Minneapolis Public Schools
 - Thursday, January 19, 2023
- A&I Leadership Team Meeting
 - Friday, January 20, 2023
- RAS Cabinet Review

- Tuesday, January 24, 2023
- A&I Leadership Team Meeting
 - Monday, January 30, 2023
- American Indian Education Parent Committee
 - Monday, January 30, 2023
- A&I Team Meeting
 - Wednesday, February 1, 2023
- A&I Director Meeting
 - Monday, March 13

Community Collaboration Council for Racially Identifiable School(s):

Shalinda Sherrod, Nancy Froelich, Lisa Barnholdt, Shannon Lacy,

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it’s signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- All third graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Enter one of the following:

- Achievement Disparity
- Integration
- Teacher Equity

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Goal #1: Increase the four-year graduation rate of the protected class students by 5% points from 58.2% for the class of 2021 to 63.2% for the class of 2025

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Strategy Name and # 1.1 Avid Supports

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

AVID’s Mission is to close the opportunity gap by preparing all students for college readiness and success in a global society. AVID levels the playing field for students without a college-going tradition in their families and/or students who are underrepresented on four-year college campuses. AVID is designed to increase overall academic performance, provide success in a rigorous curriculum, and enhance participation in activities at school. AVID helps students become better educated, responsible citizens, and leaders in society. The Achievement and Integration staff will collaborate with AVID teachers throughout the district to implement research-based strategies to increase the graduation rates of Robbinsdale Area School students.

Location of services: Robbinsdale Middle School, Plymouth Middle School, Sandburg, Cooper High School and Armstrong High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Percentage of students that complete the four-year AVID program will graduate in four years	100	100	100
Increase the percentage of 9-12 Hispanic/Latino students enrolled in AVID	20%	22%	25%
Increase the percentage of 9-12 Black or African American Students enrolled in AVID	44%	45%	46%
Increase the number of 9-12 American Indian students enrolled in AVID	1 student	3 students	5 students

Strategy Name and # 1.2 Continue to develop articulated trades & college partnerships

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Career and Technical Education

Robbinsdale Area Schools support Career and Technical Education (CTE) teachers in the areas of Agriculture, Business, Family & Consumer Science, Education, Communications & Technology, Construction, Manufacturing, Medical, Automotive/Transportation, and Work Based Learning. CTE teachers come from a variety of educational backgrounds. CTE teachers are passionate about bringing industry and career experiences to the classroom while teaching the skills necessary to support students toward their post-secondary career goals. CTE teachers are focused on equity, academic achievement, social-emotional learning, career & college readiness, and alignment with the Carl D. Perkins State and Federal goals.

CTE programs and courses are an integral part of RAS Career Pathways and help lead the way to ensure pathways are relevant to our community, high-wage and in-demand and always teaching with the highest industry standard equipment. Through our partnership with local colleges, RAS will continue to develop CTE Courses. The partnership with Hennepin Technical College and Minneapolis Technical & Community College will provide students access to programs that offer college credit courses. College and Career Now is a program that will be offered virtual and in person to middle and high school students. The students that are enrolled in the college courses will be supported by the Achievement and Integration staff. The partnership will also include College for Kids for middle school students. Early exposure to college and the opportunity for experiential learning will open up career pathways for RAS students.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Number of CTE and college credit-bearing courses that students are enrolled in will increase by 10 percentage points	42%	47%	52%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026

Location of services: Robbinsdale Area Middle Schools and High Schools

Strategy Name and # 1.3 Establish Parental and Family engagement opportunities

Type of Strategy: Family engagement initiatives to increase student achievement

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Research on the effects of increased family engagement indicates that parental involvement increases academic achievement and positive outcomes in personal areas such as:

- Higher graduation rates
- Increased satisfaction with school attendance
- the reduction of disciplinary actions such as suspension and detentions

Parent involvement motivates children to learn, increase engagement, leading to higher grades. The level of involvement is crucial in producing a high impact on the student’s performance. The higher the degree of parental involvement, the higher the impact on the child’s academic achievement.

The Achievement and Integration department will work closely with district personnel to provide opportunities and interventions that support parental and family engagement. The opportunities include but are not limited to technology workshops using Infinite Campus and Schoology for parents to track a child’s progress and the facilitation of parent affinity groups. The parent affinity groups will allow parents to engage as partners with the district to improve student achievement and engagement. The parent affinity groups would also encourage parents to engage in school activities. RAS will also provide opportunities for parental and family engagement by hosting several cultural events as well. Those cultural events will include but are not limited to District-wide Round Dance, the coordination of the Black History Month event, and the district-wide Pow-wow.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of Family and Community Engagement Technology Workshops	3 events	5 events	5 events

Location of services: Districtwide

Strategy Name and # 1.4 HBCU/HSI Research Experience

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The HBCU/HSI Research Experience will improve student achievement by exposing students to a culturally relevant curriculum that is engaging and informative. This experience allows. The HBCU/HSI course is taught by the Achievement and Integration team with a teacher assisting to facilitate the discussion. The course is made up of three stages: 1) Students learn about the history of race and the civil rights movement in the United States and the institutions' involvement, 2) Students document their experiences as they travel across the country to historical places and universities and college, 3) Students educate their community about their experiences and seek methods to bring about change in their own lives. Students can earn 1.0 high school elective credit for participating in the course. The HBCU/HSI course is aimed at improving student achievement and reducing racial and economic disparities that prevent academic success.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of students enrolled in the HBCU/HSI Research Experience course	25 Students	30 Students	35 Students
The percentage of students that earn a passing grade for the course	100%	100%	100%

Location of services: Robbinsdale Armstrong, Cooper, and Highview

Strategy Name and # 1.5 Robbinsdale Area Schools and Minneapolis Public Schools will focus on developing an inter-council student leadership team.

Type of Strategy: Innovative and integrated pre-K-12 learning environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Robbinsdale Area School and Minneapolis Public Schools students will come together to develop an inter-district leadership council to develop cross-cultural relationships that lead to collaborative learning opportunities. The inter-district leadership council will begin the planning of student and staff events aimed at amplifying student voice and advocacy. The inter-district leadership council will meet to discuss opportunities that focus on racial equity and student engagement that will improve educational outcomes.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The inter-district council will meet to collaborate	Establish leadership council	2 times	2 times
Students from both districts will join together to collaborate on the design and facilitation of events.	1 event	2 events	2 events

Goal #2: Increase Robbinsdale Area Schools students’ access to the number of racially diverse teachers from 6% in 2022 to 10% in 2026.

Aligns with the WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Strategy Name and # 2.1 Recruitment and retention of effective and diverse teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Robbinsdale Area Schools must establish partnerships with colleges and universities that produce effective and diverse teaching recruits. The Achievement and Integration department in Robbinsdale Area Schools will partner with the Human Resources department to attend recruitment opportunities as well as visit university campuses to establish partnership agreements to bring effective and diverse staff to the school district. We will also explore the option of having a district 281 teacher recruitment fair. In addition, Robbinsdale Area Schools will look to establish a “Grow your Own” initiative. The initiative would provide opportunities for staff and students to build on the skills that they already possess to create a diverse workforce that positively impacts the community.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of licensed staff of color at Robbinsdale Area Schools	6%	8%	10%

Location of services: Districtwide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Goal #3: RAS will increase the percentage of students scoring at proficient levels on state accountability reading assessments of the protected class students by 5% points from 30.6% in 2022 to 35.6% in 2026

Aligns with WBWF area: All Students graduate from high school

Goal type: Achievement Disparity

Strategy Name and # 3.1 MTSS Interventions, SEL Support and Learning Opportunities

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input checked="" type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Multi-Tiered System of Support is identifying the level of learning students will need from core, Tier 1, to additional small group identified support with Tier 2, and specialized and individualized support with Tier 3. These are both accelerated interventions and enrichment extensions to support students and what they need to be successful in meeting their foundational learning. The intervention is necessary to help students with additional academic support, and character education and to build cultural awareness. The School Climate and Culture specialist position, which is a part of the Achievement and Integration Department, will be critical in improving student performance. The Achievement and Integration staff will engage students in literacy circles at the elementary and secondary levels. The literacy circles would provide students in the protected class with literature that promotes cultural awareness to positively impact state reading assessments. In addition to literacy circles, the Achievement and Integration team will work closely with building leadership to promote social and emotional learning (SEL) opportunities for students. Those opportunities will include cultural affinity groups for students and student-led leadership groups. The groups that are led by the Achievement and Integration staff will give students the opportunity to gain knowledge to succeed in their classes. Research has proven that the SEL curriculum leads to beneficial outcomes related to social and emotional skills, attitudes about self, and school. RAS will also evaluate and update instructional resources so that they are inclusive to all students racially, culturally, and linguistically.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the reading proficiency of protected class students	30.6	33.6	35.6%

Location of services: Districtwide

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

The Achievement and Integration plan will focus our efforts on protected class students, closing gaps the gaps in achievement through researched based programming and professional development that will help staff positively impact students in our organization. District leadership will work in a conscious manner to eliminate duplicate programs and align strategies with our new strategic plan.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Northport and Meadow Lake will increase the percentage of students scoring at proficient levels on state accountability reading assessments of the protected class students by 5% points by 2026

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # 1.1 Summer Programming Opportunities

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Meadow Lake and Northport students will have the opportunity to come together and engage in an extended learning opportunity in the summer. Students who participate in the summer programming will have the opportunity to connect with other students in the CDF Freedom Schools. The CDF Freedom Schools program enhances children's motivation to read and encourages them to feel good about learning. Freedom School students will engage in a research-based, multicultural Integrated Reading Curriculum that is aimed to positively impact reading achievement and addresses

summer learning loss. RAS will specifically recruit students from Northport and Meadow Lake to take part in this summer learning opportunity.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the MCA Reading Scores of Northport protected class students	28%	31%	33%
Increase the MCA Reading Scores of Meadow Lake protected class students	26%	29%	31%

Location of services: FAIR Crystal

RIS Goal # 2 Increase Robbinsdale Area Schools students’ access to the number of racially diverse teachers from 6% in 2022 to 10% in 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed

Goal type: Teacher Equity

Strategy # 2.1 Schoolwide Professional Development Activities

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Robbinsdale Area Schools will continue to work on developing more culturally responsive schools. Ongoing professional development opportunities allow for staff to develop the tools needed to engage students more effectively. Staff members will coordinate and present professional development workshops through the district’s Curriculum and Instruction and Achievement and integration teams. The collaboration between those two departments will allow for staff at Meadow Lake and Northport to engage in professional development around culturally and linguistically responsive teaching.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of licensed staff of color at Robbinsdale Area Schools	6%	8%	10%

Location of services: Districtwide

RIS Goal # 3 Integrated intra-district programming

Aligns with WBWF area: All racial and economic achievement gaps between students are closed

Goal type: Integration

Strategy #3.1 Integrated Intra-District Collaboration

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

* If you choose this, complete the Integrated Learning Environments section below Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Provides school enrollment choices. |
| | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |

Increases graduation rates.

Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Students at Meadow Lake and Northport will have the opportunity to attend events and participate in intra-district activities with students from non-RIS. Achievement and Integration staff will work collaboratively with building administrators at non-RIS to help plan and facilitate the learning at these events.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase the number of intra-district activities and events at Meadow Lake	baseline data	Increase by 2 from 2024	Increase by 1 from 2025
Increase the number of intra-district activities and events at Northport	baseline data	Increase by 2 from 2024	Increase by 1 from 2025
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). The Achievement and Integration plan will focus our efforts on protected class students, closing gaps in achievement through researched based programming and professional development that will help staff positively impact students in our organization. District leadership will work in a conscious manner to eliminate duplicate programs and align strategies with our new strategic plan.