



# District Advisory Committee



# Land Acknowledgement

*We acknowledge Robbinsdale Area Schools is located on the homelands of the Dakota and Ojibwe people.*

*We recognize the painful history of genocide and forced assimilation of the Indigenous inhabitants of this land.*

*We honor and respect the many Indigenous peoples who live on and hold sacred these lands, and we stand with members of these Nations to fight injustice in all of its forms.*

*We uphold the preservation of Dakota and Ojibwe languages, land based education, and tribal sovereignty.*

# OUR MISSION

Our mission is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

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**Believe. Belong. Become.**

# Equity Policy

We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices.

## ROBBINSDALE AREA SCHOOLS EQUITY POLICY

Adopted July 9, 2018

*The mission of Robbinsdale Area Schools (RAS) is to inspire and educate all learners to develop their unique potential and positively contribute to their community: See All, Serve All, Support All! The Unified District Vision (UDV) and Board Core Values are embodied by the RAS Equity Definition.*



### Fulfilling the UDV Through Equity

In our work to fulfill the requirements of the World's Best Workforce and live up to our Unified District Vision (UDV), we embrace the following shared values, and adopt them as the framework for our collective efforts to prepare each student to develop their unique potential. We commit to ensuring fairness, equity and inclusion as essential principles of our district, fully integrating those principles into all our governance, leadership, policies, programs, operations and practices. We commit to providing a district-wide culture which:

- Holds high expectations of students and staff, through appreciation of varied teaching and learning styles.
- Allows for individualized and systemic personal development opportunities that support teachers and students.
- Intentionally utilize culturally relevant and responsive curricula, and pathways that widen access to educational opportunities and lifelong success.
- Identify, develop and apply best instructional practices that have demonstrably made a positive difference for students to reduce prevalent and persistent learning outcome gaps.
- Allocate the many financial, capital and human resources of RAS equitably.
- Facilitate equitable access to co-curricular and extra-curricular activities, social services, tutoring, and enrichment opportunities.
- Engage, and collaborate with our families, students, residents, communities, and stakeholders promoting their active involvement as an essential component of the district's responsibility for effective and equitable governance.

The Board has the expectation all district and school site decision makers, teachers, administrators, and other staff will be accountable for building a district-wide culture of equity. The Superintendent is charged to develop a plan with measurable accountability standards and procedures that can be reported transparently to the public.

The equity policy is the lens guiding existing and future policies which impact student learning and resource allocation. Our district's policy development process will utilize insights from the equity policy.

The Equity Policy of Robbinsdale Area Schools will be reviewed annually and approved by the Board.

RAS defines equity as setting the conditions, to the extent possible, to ensure access and opportunity for ALL students, while eliminating gaps in performance based on race, socio-economic status, and language. Discriminatory policies and practices are not tolerated.

RAS is committed to the provision of a barrier-free learning environment. Graduating students ready for careers, skilled trades, and college is our priority. We will actively eliminate district policies, structure, and practices which perpetuate inequities and contribute to disproportionality in access and outcomes.

Recognition of the strengths within our staff and students is an essential core value. These strengths are related to factors such as: race/culture; ethnicity; language; national origin; socioeconomic status; gender; sexual orientation; age; ability; religion; and physical appearance.

To secure this vision, RAS will focus on the individual and unique needs of each student.

### Our UDV has four goals:

1. Implement policies and practices that open pathways to academic excellence for all students.
2. Utilize culturally responsive teaching and personalized learning for all students.
3. Engage family and community members as partners.
4. Engage and empower students by amplifying student voice.



Visit us online at [rdale.org](http://rdale.org)



# STRATEGIC PLAN

## MISSION

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

## DISTRICT VISION



Robbinsdale Area Schools is committed to ensuring **every student** graduates career, articulated skilled trades and college ready.



We believe each student has **limitless possibilities** and we strive to **ignite the potential** in every student.



We expect **high intellectual performance** from all our students.



We are committed to **ensuring an equitable and respectful educational experience** for every student, family and staff member.

## STRATEGIC THEMES

District priority work and goals focused on strategic themes will help achieve our mission for each student.



**Academic Achievement**



**Student Engagement and Wellness**



**Collaboration and Partnerships**



**Staff Investment and Impact**

## PRIORITY OUTCOMES GROUNDED IN EQUITY

- **Improve achievement** for students of color
- All students are **ready for school**
- **Every child** reading at or above grade-level
- Academic and social-emotional growth in **middle grades**
- **Student engagement** in school and learning
- Student **support** from families to learn and achieve
- Clear path and **readiness for career, college and life**

Believe. Belong. Become.



# STRATEGIC PLAN

## 2024-25 PRIORITIES



### Academic Achievement

- Enhance cultural relevance of curriculum for students
- Enhance an equitable learning system from early childhood to adults
- Deepen preparation for life, college and career



### Student Engagement and Wellness

- Improve student-staff connection
- Strengthen practices around student, staff, and school safety



### Collaboration and Partnerships

- Strengthen mutual communication and responsiveness with all stakeholders
- Expand equitable inclusion and influence of student, family, staff, and community voice



### Staff Investment and Impact

- Cultivate the district culture to be inclusive, supportive, and welcoming
- Increase consistency and accountability for common district practices

Believe. Belong. Become.

# Norms

- Keep an Open Mind
- Stay Engaged
- Speak Your Truth
- Feelings:
  - Validate
  - Affirm
  - Build
  - Bridge
- Stay Solution Focused
  - Avoid Shame and Blame
- Have Fun



# Agenda

- District Advisory Committee (DAC) purpose
- WBWF goals review
- Comprehensive Achievement and Civic Readiness
- Achievement and Integration Update
- Curriculum & Instruction Update
- Next meetings

# District Advisory Committee Overview

Each school board must establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards.

The district advisory committee must pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults.



# District Advisory Committee Overview

The district advisory committee must provide feedback:

- Rigorous academic standards;
- Student achievement goals and measures;
- District assessments;
- Means to improve students' equitable access to effective and more diverse teachers;
- Strategies to ensure the curriculum is rigorous, accurate, anti racist, culturally sustaining, and reflects the diversity of the student population;
- Strategies to ensure that curriculum and learning and work environments validate, affirm, embrace, and integrate the cultural and community strengths of all racial and ethnic groups;
- Program evaluations.

# What is the World's Best Workforce?

The World's Best Workforce (WBWF) legislation was developed in 2013 (Minnesota Statutes, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports.

School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address five goals:

# What are the five WBWF goals?

1. All children are ready for school.
- ~~2. All third graders can read at grade level.~~
3. All racial and economic achievement gaps between students are closed.
4. All students are ready for career and college.
5. All students graduate from high school.

# WBWF Annual Report & Public Meeting

## Annual Summary Report

- ❖ Legislation requires that districts and charter schools submit an annual summary report to MDE.
- ❖ The annual summary report should provide details about strategies and local progress toward the five WBWF goals.
- ❖ Each year MDE will give districts and charter schools ample notice when annual reports are due.

## Public Meeting

- ❖ Districts and charter schools are required to hold an annual public stakeholder meeting on the progress made toward WBWF's five goals.
- ❖ Public meetings are designed to engage and empower stakeholders (teachers, parents, support staff, students, community residents, etc.) around the strategies and goals districts and charters have or will employ to achieve a WBWF.

# Measuring Progress

Each district and charter school creates its own plan to prepare all students for school and align a standards-based curriculum with classroom instruction, so that students are career- and college-ready at graduation. The success of each plan can be measured locally using, among other possible data sources:

- The Kindergarten Entry Profile or other measures of school readiness.
- State or local assessments.
- Graduation rates.
- College entrance exams.
- Postsecondary outcomes, including employment.

## **WBWF Goal #1: All children are ready for school.**

All students enrolled on the first day of kindergarten have completed screening before the 31<sup>st</sup> day of kindergarten.

## WBWF Goal #3: All racial and economic achievement gaps between students are closed

**Goal:** Working toward a goal of closing the achievement gap by increasing the percentage of Students of Color scoring proficient on Minnesota's standards-based accountability assessments for **reading** (MCA and MTAS), the district will **decrease the difference between Students of Color and White students in regard to the percentage who score at proficient levels by 10 percentage points, from 37.8 in 2023 to 27.8 in 2025.**

Year	% Proficient White Students	% Proficient Students of Color	Difference
2019	68.8%	36.9%	31.9 percentage points
2022	65.6%	30.6%	35.0 percentage points
2023	64.7%	26.9%	37.8 percentage points
2024	---	---	---
2025 Goal	---	---	Goal: 27.8 percentage point difference

## WBWF Goal #4: All students are ready for career and college

**Goal:** Number of CTE and college credit-bearing courses students were enrolled in will **increase by 10 percentage points in 2023.**

**Proposed Goal:** Increase by 10 percentage points from 2023 to 2025 (but report out # of students taking multiple courses, for more clarity).

Increase from 3657 to 4023 total courses taken in 2025.

Number of CTE and college credit-bearing courses students were enrolled in:	2022 (Baseline)	2023 Goal	2023
AP / IB / CTE courses taken (grades 9-12)	2404	2645	2654
PSEO courses taken (grades 9-12)	858	944	1003



## WBWF Goal #5: All students graduate from high school

**Goal:** Working toward a goal of all district students graduating, the percentage of RAS seniors who graduate in four years will **increase from 80.2% in 2020 to 90% in 2030.**



Graduation Rate	2020	2021	2022	2023	2024	Goal 2030
Robbinsdale Area Schools	80.2%	83.1%	84.6%	81.3%	Not reported until Spring 2025	90%





# Comprehensive Achievement and Civic Readiness



# Comprehensive Achievement and Civic Readiness

During the 2024 session, the Minnesota Legislature renamed WBWF to Comprehensive Achievement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through 12 experience as well as preparing them to be active members of their community after graduation. This change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report.

# Comprehensive Achievement and Civic Readiness

CACR plans will address the four WBWF goals above as well as one additional goal:

- Prepare students to be lifelong learners.

Group Discussion:

- What does it mean to be lifelong learners?



# Achievement and Integration Update

Beth Tepper and Tony Patterson



# PURPOSE

The purpose of the *Achievement and Integration for Minnesota* program is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

[Read Minnesota Statutes, section 124D.861.](#) [Read Minnesota Statutes, section 124D.862.](#)

# Achievement and Integration Update

- Orange Shirt Day
- Tribal Nations Education Committee (TNEC) consultation
- Indigenous People's Day recognition
- Parent affinity groups
- Partnership with Minneapolis Public Schools
- American Indian Language tables
- Black History month celebration



# Curriculum & Instruction Update

Matt Pletcher





# Curriculum & Instruction Update

- Implement a new foundational literacy program (Bridge2Read)
- Full implementation of the Next Generation Science Standards aligned to the MCA-IV Science exam
- Curriculum review for K-5 ELA curricular resource
- Adhere to the READ Act legislation - LETRS training
- Prepare for new Social Studies legislative mandates (ethnic studies, personal finance, Holocaust, and genocide of Indigenous Peoples and other genocides)
- RPathways

## Next Meetings

- October 30, 2024 6:00 p.m.
- WBWF public hearing November 4, 2024 6:00 p.m.  
during the School Board Business Meeting
- March 5, 2025 6:00 p.m.
- May 7, 2025 6:00 p.m.

# Thank You

