



Reimagine Rdale: *Vision 2030 Team*

Meeting 4
April 30, 2025
FAIR School Crystal



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.



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Our 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.*



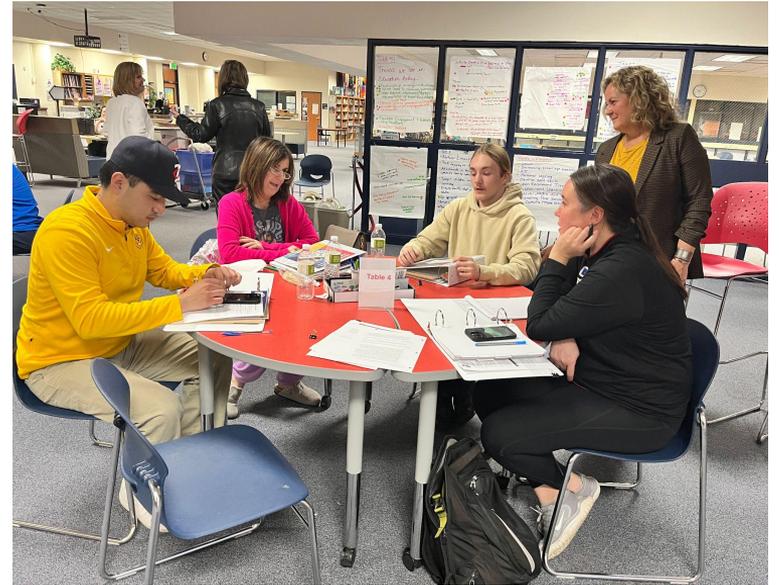
Vision 2030 Team: Purpose

A community group reflective of the diverse makeup of our students and community population will engage in study, learning, and analysis to develop long-term recommendations for district priorities, financial stability, and considerations to reimagine the school district our students want, need, and deserve.



Vision 2030 Team: Norms

- Humor, joy and fun
- Speak your truth
- Have positive intent
- Be flexible in solution seeking
- Stay engaged
- Push one another and stay solution focused
- Use the equity magnifier
- Ensure all voices are heard
- Confidentiality of conversations that are not yet public



Vision 2030 Team: Outcomes

Reimagine Rdale: Vision 2030 Team members will:

- provide input on preliminary enrollment assumptions based on the demographic study data and information to date;
- be informed of the current status of factors which contribute to the physical safety of students and staff;
- be aware of current and future security related improvements that are planned/underway;
- understand the research-based elements of core instruction and apply that research to educational programming and innovation as we define excellence in teaching, excellence in instructional leadership and ultimately the ideal daily student experience;
- continue to increase knowledge about the school district and serve as key communicators of the community engagement process to elevate community voices; and
- connect with and learn from one another to form a high-functioning team.

Role of Vision Team: Shaping Rdale's Future

As we move forward, it's important to stay grounded in our core responsibilities:

- **Academic Programming:** Our core business is teaching and learning! Determine what is most important.
- **Outcomes and Measurements:** Supporting the development of a Portrait of a Graduate and provide input on student success measures.
- **Enrollment Assumptions:** Right-sizing the district for the future.
- **Facilities:** Exploring options for school closures and building needs



Voices in the Room

Voices in the room: What have you **continued to think about or wonder** since our last meeting?





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Follow Up From March

Question and Information Requests



Vision 2030 process update

- Survey: **4,509**
- Staff meetings: **1,207**
- Student meetings: **9,736**
- Community meetings: **446**
- Pop-ups: 912

Total engagements: **16,856**

Over 33% of our 50,000 goal!





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Connecting the Dots

Student Safety

From learning about social-emotional supports in March, to learning about physical safety considerations in April





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Homework

Enrollment Assumptions Activity

Where are you and Why?





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Everyday Safety and Security Tools



Secure Entrances

- All exterior doors are locked during school hours
- iPhone used for positive visual ID before building access is granted
- Door lock is released by an office staff member





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Card Access

Digital card access controls the door lock release for authorized users





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Two-Way Radios

Immediate Communication Between
Staff Members

Enhanced Safety and Coordination

Redundancy in Communication



Raptor Visitor Management

Raptor uses a visitor's first name, last name, and date of birth on the ID scanner to check against:

- Registered sex offender databases in all 50 U.S. states
- Any alerts from custom databases set up by the school or district
- Prints a photo ID for visitors to wear while in the building



Raptor Alert App

Emergency Alert Notifications

- Installed on staff cell phones
- Sends pre-configured alerts securely
- Expedites the call for help
- Instant notifications
- Sends alerts based on location
- Communicate with All Users
- Aligned with the “I Love U Guys” Standard Response Protocol (SRP)



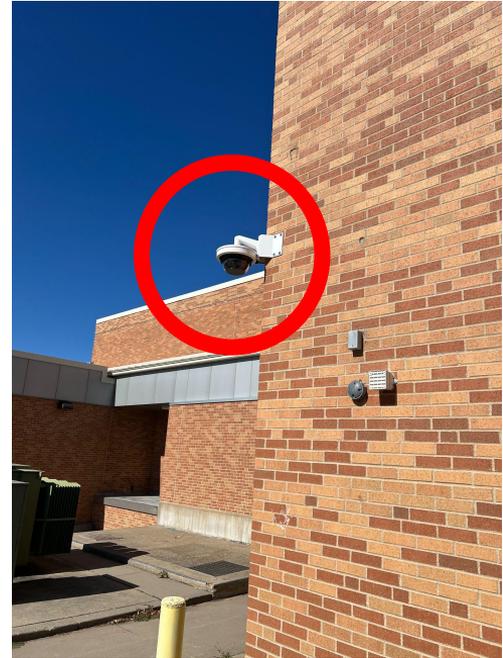
Surveillance Cameras

Enhances Security

- Captures activities inside/outside premises
- Can deter incidents of:
 - Vandalism, theft, acts of violence

Safeguards Students

- Captures footage to help identify potential dangers
 - Unauthorized individuals entering the premises
 - Unauthorized or suspicious activities



Standard Response Protocol (SRP)

Five Specific Actions with Clear, Concise and Repeatable Directions

Standard Response Protocol – Public Address	
Medical Emergency	Hold in your Room or Area. Clear the halls.
Threat Outside	Secure! Get inside. Lock outside doors.
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Tornado	Evacuate to (location) Shelter for Tornado!

STANDARD RESPONSE PROTOCOL



HOLD

In your room or area.
Clear the halls.



SECURE

Get inside.
Lock outside doors.



LOCKDOWN

Locks, lights,
out of sight.



EVACUATE

To the announced
location



SHELTER

Using the announced
hazard and strategy.

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Working Dinner

Let's get some food
and learn about
secure facilities
standard operating
procedures



Secure Facilities Standard Operating Procedures (SOPs)



The purpose of this presentation:

To provide an overview of our Facilities' Safety and Security Infrastructure, our current conditions, our current work and our planned work.





Secure Facilities Standard Operating Procedures (SOPs):

The district seeks to enhance the timely and effective response of building occupants and the building's security infrastructure to increase positive outcomes in times of crisis.

- The goal of the Facility and Operations Department's Secure Facilities S.O.P. starts with securing and controlling access to the buildings, and includes comprehensive and critical understanding of how building occupants are trained to respond and how the building's security infrastructure is designed to function in times of crisis.
- A comprehensive understanding of emergency situations should focus on three aspects:
 - Before (preventative action)
 - During (immediate occupant response and building infrastructure functionality)
 - After (recovery measures)

District Objective:

To optimize the safety of staff, students and visitors within district buildings

Our Working Definitions:

- **Safety** is ensuring the wellbeing of people in conjunction with security systems and actions.
- **Security** is systems and actions taken to protect people from potential threats.

Specifically related to Facilities:

- **Facility safety** is developing and implementing procedures and best practices that provide a safer working environment for students, staff and visitors.
- **Facility security** includes enhancing the physical security of a site through various methods such as door access control mechanisms, visitor I.D systems, and building infrastructure and building automation systems programming that work in conjunction with the daily and emergency practices and procedures.



The Role of the Care and Support Teams vs. Facilities Safety and Security

The Care and Support Team

- **Addresses *safety*** as it relates to the social-emotional needs of students, staff, and the school community to both prevent (BEFORE) and to recover from (AFTER) a crisis situation.
- **Addresses *security*** as it relates to developing and improving an individual's ability to respond to and minimize potential harm during a crisis situation.





Focus:

This presentation focuses on:

- Analyzing the current state of the district's safety and security infrastructure
- Identifying the gaps and opportunities for improvement
- Defining current work
- Identifying recommended action steps



Background:

History:

- The Facilities and Operations Department has been diligently working on developing Secure Facilities Standard Operating Procedures (SOPs).
- The process has involved extensive research including best practices, common misperceptions, documentation of facility security data within the district,

Facility security data gathered from existing district facilities:

- Secure Perimeter Assessment
- Lockdown Button Audit
- Safety and Security Checklist

Conclusions from the security data:

- Buildings are “basically secure” at present
- Misperceptions about function of the “lockdown button” are common
- There is a lack of Standard Operating Procedures for security infrastructure
- There is inconsistent training on safety and security practices
- There is inconsistent implementation of safety and security practices



Secure Perimeter Assessment:

The Secure Perimeter Assessment documented existing building perimeter status for each school in the district.

The assessment focused on primary, secondary , and tertiary (maintenance, dock, kitchen, delivery, mechanical, etc...) entrances to the buildings.

- **Primary (main) entrances** to schools were evaluated based on three criteria:
 - Exterior doors are locked and have badge access
 - Interior vestibule doors are locked and have badge access
 - There is a direct connection between the vestibule and office via window or door so a person controls visitors' access into the building
- **Secondary entrances** were evaluated on two criteria
 - Exterior doors are locked and have badge access
 - Vestibule are locked and have badge access
- **Tertiary entrances** were evaluated on two criteria:
 - Exterior doors are locked with badge access
 - Door has other building automation and/or camera coverage

Lockdown Button Audit:

- The lockdown button was pressed and the outcomes were documented at each school
- Lockdown button tests were conducted when school was not in session, and students were not present so as not to avoid inciting panic
- Focus was given to what the “normal” building status was prior to button activation compared to examination of those same systems after the button is pressed.
- A 27 question audit was conducted at each site.
- The audit questions were developed based on anecdotal common perspectives found in the district regarding “what happens when the lockdown button is pressed”.





Safety and Security Checklist:

The nature of the information gathered required that on-site observation occur while school is in session and students are present to represent a realistic snapshot of current school safety and security conditions.

- Individuals school information was gathered relating to demographics, location, risk factors, EOP, instructional spaces, and intruder safeguards
- Based on both current district policy and best practices
- Site behavior was documented with on-site first-hand observation
- The checklist had a possible 691 items to be documented, per site
- First hand observations were recorded regarding the operational function of safety and security systems at each school.



Secure Perimeter Assessment

Findings:

- **Primary Entrances:** 6 of the 19 buildings surveyed have all three components (exterior locked/badged, Vestibule locked and badged, direct connection to main office)
- The remaining 13 buildings lacked criteria #3 for primary entrances - a door or window connection to the administration office
- **Secondary Entrances:** 17 of the 19 buildings lacked interior vestibule doors (locked and badged), and none have the corresponding building automation to control them
- All 19 buildings had secondary exterior doors that were locked
- **Tertiary Entrances** (maintenance, dock, kitchen, delivery, mechanical, etc...): Most lacked the building automation components needed to control the monitored entrance and exit of service workers to the building, prevent doors being propped, etc.



Secure Perimeter Assessment

Conclusion:

- The exterior perimeters of district buildings are secure in that they have basic protections in place; e.g. the perimeter is locked at all times.
- 13 sites do not meet standards for a fully secure perimeter as currently defined by the perimeter assessment criteria

Recommendations include:

- Design and construction of main entrance spaces/entry additions that include all three elements needed to be defined as a fully secure main entrance.
- Identify and install the hardware and software needed to bring secondary and tertiary entrances into compliance with district secure facilities standards.
- Conduct regular staff training on access controls and security procedures

Lockdown Button Audit Findings:

- District staff documented whether or not exterior doors were locked prior to a lockdown event and if that status changed after the button was pressed.
- District staff noted whether or not there was any change to badge access before and after a lockdown event.
- District staff noted whether or not interior doors held open with maglocks (such as fire doors) remained held open after the lockdown button was pressed
- District staff documented whether the following incidents occurred after the lockdown button was pressed:
 - Audible indication of a lockdown (sirens, bells, verbal messaging)
 - Visual indication of a lockdown (strobes, lights flashing, etc.)
 - If any of those incidents occurred, what was the message, frequency, and duration of those incidents.





Lockdown Button Audit:

Conclusion:

- There is no consistent Standard Operating Procedure (S.O.P.) for lockdown button operation across the district.
- In aggregate, the existing lockdown buttons only performed 62% of the user's anticipated functions.

Recommendations include:

- Implementation of Standard Operating Procedures (S.O.P.) for lockdown buttons at each site across the district.
- Identify and install the safety and security infrastructure hardware and software needed for S.O.P.s to be followed with consistency and fidelity
- Train staff on the use and function of the lockdown button

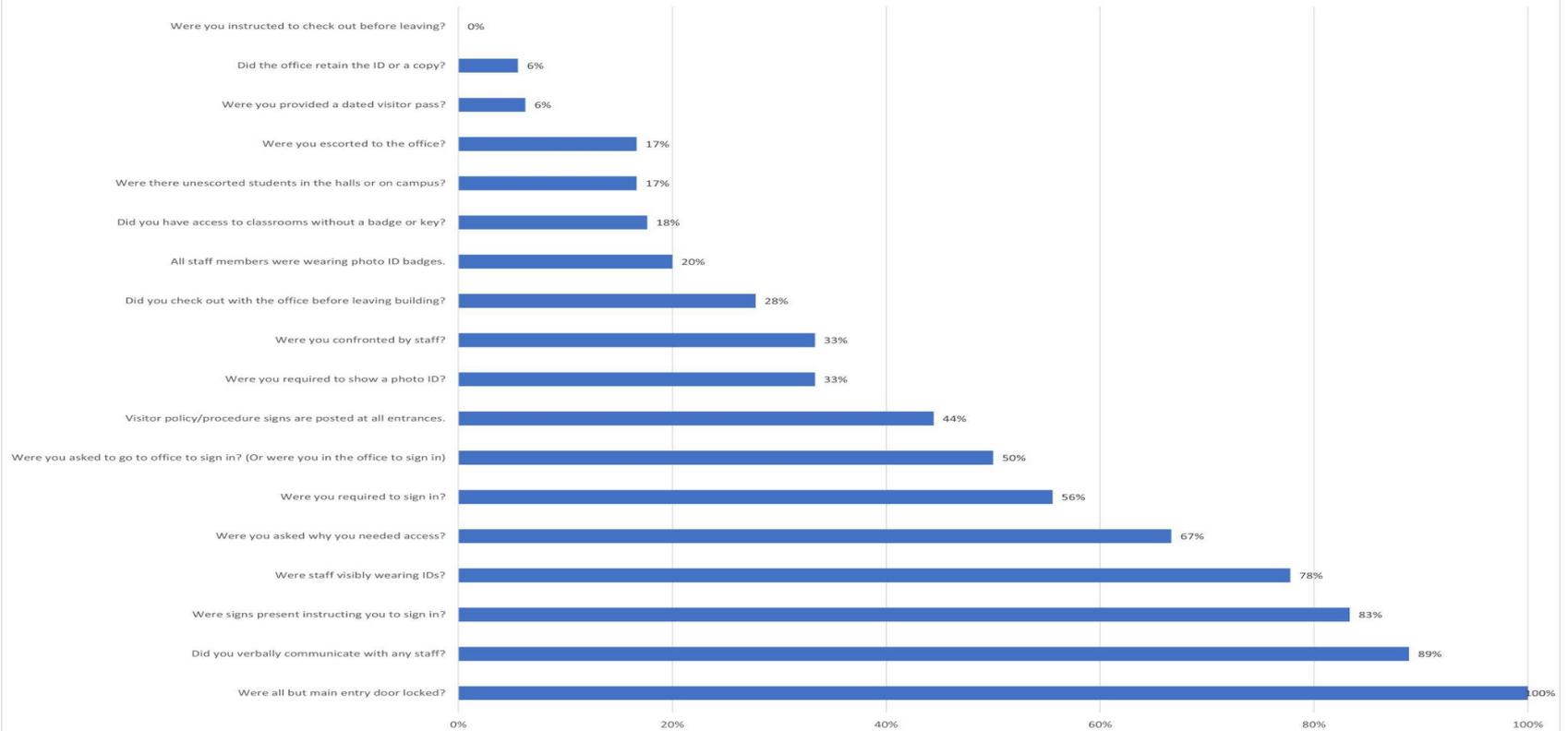
Safety and Security Checklist Findings:

The information gathered in the Safety and Security Checklist documented how an individual's behavior affects the physical security of a site based on whether or not they follow district policies, best practices and response procedures.





Observed Security Compliance by Type



2023

Safety and Security Checklist:

- **Recommendations include:**

- Continue to develop and refine practices as it relates to care and safety for prevention and recovery from emergency situations
- Continue to provide support and training for prevention, emergency preparedness and recovery for district staff and students
- Implement district-wide Standard Operating Procedures (S.O.P.) for safety and security infrastructure
- Identify and install the safety and security infrastructure hardware and software needed for S.O.P.s to be followed with consistency and fidelity



Methodology:

Researching Case Studies and Best Practices

- Review of latest school safety materials
- Analysis of technology and physical infrastructure components' roles in various emergency response activations
- Understanding various aspects of a “regional response” to an emergency

Engage with entities tasked with providing emergency response

- Discussions with police cohort comprised of law enforcement from all 6 cities the district has facilities in.
- Initiation of Fire response cohort from those same 6 cities in addition to the involvement of the State Fire Marshal's Office.
- Interviews with emergency dispatch at city and county levels
- Review of process and details with professionals tasked with writing national standards for K-12 Safety and Emergency Response. Had standard vetted by experts.





Resources:

Manuals:

- Active Shooter: How to Respond, U.S. Department of Homeland Security
- The Standard Response Protocol K12; Operational Guidance for Schools, Districts, Departments and Agencies, The I Love U Guys” Foundation
- Robbinsdale Area Schools: School Crisis Manual (Revised November 2020), Robbinsdale Area Schools
- Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence, National Threat Assessment Center, United States Secret Service
- K-12 School Security Guide, 3rd Edition, 2022, Cybersecurity & Infrastructure Security Agency
- Guide for Developing High-Quality School Emergency Operations Plans, Federal Emergency Management Agency

Online Resources:

- <https://www.cisa.gov/active-shooter-preparedness>
- <https://www.cisa.gov/publication/active-shooter-pocket-card>
- <https://www.schoolsafety.gov/>
- <http://readyhouston.wpengine.com/suspicious-activity/videos-and-resources/>
- <https://www.cisa.gov/options-consideration-active-shooter-preparedness-video>
- <https://www.youtube.com/watch?v=TeOdxKozra0><https://www.youtube.com/watch?v=TeOdxKozra0>

Myths and Anecdotes:

Myth: Our buildings aren't "secure".

- Our buildings are currently secure. The perimeter is locked at all times.

Myth: Our lockdown buttons "don't work."

- The buttons do whatever they were installed to do, but they were not installed with a common S.O.P. so they operate differently at different sites.

Myth: Our schools would be safer if we just installed "_____".

- There are many suggestions for devices or systems such as metal detectors, building bullet-proof pods, elimination of windows, or arming instructors. Research does not support that these as feasible options, and jumping to simplified solutions without fully understanding the complexities of the problem will not create a safer school.



Where are we at today?

- **Secure Entrances:**

- Our existing buildings are “secure” to a basic standard.
- We plan to bring all buildings into alignment with the 3-factor secure main entrance definition.

- **Cameras:**

- We are wrapping up a multi-year process of converting our analog cameras to digital to improve quality.
- As cameras become obsolete, we are replacing single-lens cameras with multi-lens cameras to increase coverage areas.
- The district is in the process of increasing the server storage capacity dedicated to our camera systems.
- The Safety and Security Team is developing S.O.P. for camera installations, coverage, access, use, and training.
- A camera location and functionality assessment is currently being conducted to identify additional camera coverage needs.



Where are we at today, cont.,

- **Card/Badge Access:**

The ability to control perimeter access and movement throughout the building interior is a critical component of our emergency response plan.

- The district is converting to an encrypted card access/badge system the summer of 2025
- Fall 2025 all staff will receive a new encrypted card access/badge at the start of the school year

- **Public Address (P/A) Systems**

PA systems are critical for notifications for our emergency response plan.

- The Safety and Security Team is currently developing SOPs for district PA systems
- Technology staff are conducting a district-wide audit of our public address systems to identify any gaps in the functionality of our PA systems
- Summer 2025 PA systems will be brought into alignment with the district SOPs for functionality
- Fall 2025 admin staff will be trained on the PA SOPs





Shelter Behind a Locked Door

It is statistically proven that the safest place to be during a violent emergency event is behind a locked door. Not every district building is keyed this way.

Our goal is that every staff member should be able to access any classroom or common space in their building with their key if there is a need to take shelter in an emergency situation.

- Facilities staff are currently auditing the keying structure at every building.
- Locations where door hardware and/or keys need to be changed are being identified.
- Lock hardware and keying changes will be conducted summer 2025.
- New keys will be issued/re-issued to staff at the start of school year 2025/26.

Standard Response Protocol or SRP

We have an excellent emergency response protocol in place.

SRP is used in more than 50,000 schools, districts, departments, agencies, organizations and communities around the world.

It was created through the research-based best practices of school administrators, psychologists, public space safety experts, families, and first responders.

SRP response depends on having operational PA systems and lockdown buttons to for effective response.

Robbinsdale Area Schools EMERGENCY RESPONSE GUIDE



HOLD Medical Emergency/ Individual Crisis

- Move students away from the incident location. Students outside may remain outside.
- Staff should scan and keep hallways clear. Instruction and normal activity may continue unless directed via PA system. Await further instructions.
- Remain at current location until an announcement is made to resume the normally scheduled activities and movement in the building.



LOCKDOWN Threat **INSIDE** the building

- Scan the hallway quickly and move students and others into the nearest room.
- Close and lock all doors. Consider putting objects in front of the door as a barricade.
- Turn off lights, stay out of sight and instruct students to stay quiet, calm and alert.
- No one should leave the room.
- In the event of a fire alarm during a lockdown, do not evacuate.
- Students and Staff: SILENCE cell phones.
- Stay put, pending further instruction. If confronted in a life and death situation, use your judgment to evade, distract or defend with any object available.



SECURE (inside) Threat **OUTSIDE** the building

- Alert and bring all students and staff inside from outside activities (recess, gym, science class, etc.)
- Close and lock exterior windows and doors. Cover exterior windows, if possible.
- Instruction and all normal indoor activity may continue unless otherwise directed.



EVACUATE Threat **INSIDE** the building

- Follow posted evacuation routes, fire exit routes or exit signs to get outside. Choose the safest route.
- Teachers should bring a class roster, if possible when leaving the building.
- Move to the designated meeting areas outside the building, a safe distance away.
- For situations involving hazardous materials, move upwind.
- Once outside at the designated meeting area, teachers should take attendance. Report any missing students to the building administrator immediately.
- Remain in the safe areas until further instruction is given or the event is cleared.



SHELTER Threat **OUTSIDE** the building

- Direct all people to the nearest severe weather shelter or safe area within the building.
- When appropriate, instruct students to "duck and cover" with backs against the wall. Remain in the sheltered areas until further instructions are given or the warning is cleared.

Action Steps:

Implementing Secure Facilities Standard Operating Procedures (SOPs):

- Continue cohort meetings to get feedback on district SOPs
- Conduct targeted Facility Assessments focused on identifying which needed components (hardware and software) are present, which need to be added, and what additional elements need to be taken into account to bring each site up to a common Facilities Safety and Security SOP
- Quantify the remaining scopes of work and arrive at a total district cost to bring all buildings into alignment
- When the needs have been analyzed per building, we will prioritize the work to be done with the funding available.



Implementation:

- Much of this work is contingent on additional funding, as current LTFM funding does not allow for dollars to be spent on some of these features and building components.
- A levy was approved in November 2024 to support this work.
- We estimate that it will take 2-4 years to complete the scope of work, understanding that much of this work would require construction that would take place during summer break. We plan to phase these in over a series of three summers.
- As security projects are completed, staff will be trained on the new SOPs, and drills will be conducted so staff, students, and first responders become familiar with the district's emergency response protocols.





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Walk and Talk

Walking tour of the building to familiarize the team with how the standard applies to an actual structure



Building a New Vision for *Teaching and Learning*

Leaning into
Potential and
Possibility

*Reimagine Rdale:
Vision 2030 Team*





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Teaching and Learning

Overall Goal:

Understanding and contributing to the role of an effective vision for teaching and for instructional leadership that leads to happy, proud, and confident/competent students.



Teaching and Learning

Throughout March, April, and May, you will engage in a cycle of inquiry (prioritize and narrow our focus) around teaching and learning and:

- Understand excellence in teaching and learning
 - **Define and recognize excellent teaching in the classroom**
 - **Define the role of instructional leadership in growing expertise in teaching**
 - **Define and explore the ideal student experience**
 - Explore and learn the key role of assessment and grading in ensuring happy, proud and confident students (May)

Teaching and Learning

- **Identifying and describing the role of teachers (including the teacher union), administrators (school and district), and the board in creating and sustaining an environment of excellence in teaching and instructional leadership that leads to happy, proud, and competent students.**
- Define the measures (impact) for teaching, learning and the student experience

Come to a common definition and vision for...

- Equity
- Teaching and learning
- Student experience
- Instructional Leadership

Rdale: Our Core Business is *Teaching and Learning*

Everything else is in service to our students:

- Teacher Influence Reflection
- **Grounding in Research: Elmore Article**
- **Excellence in Teaching (Effective Instruction): Core Instruction (5D)**
- **Excellence in Instructional Leadership (4D)**
- Academic Visioning and Common Definitions





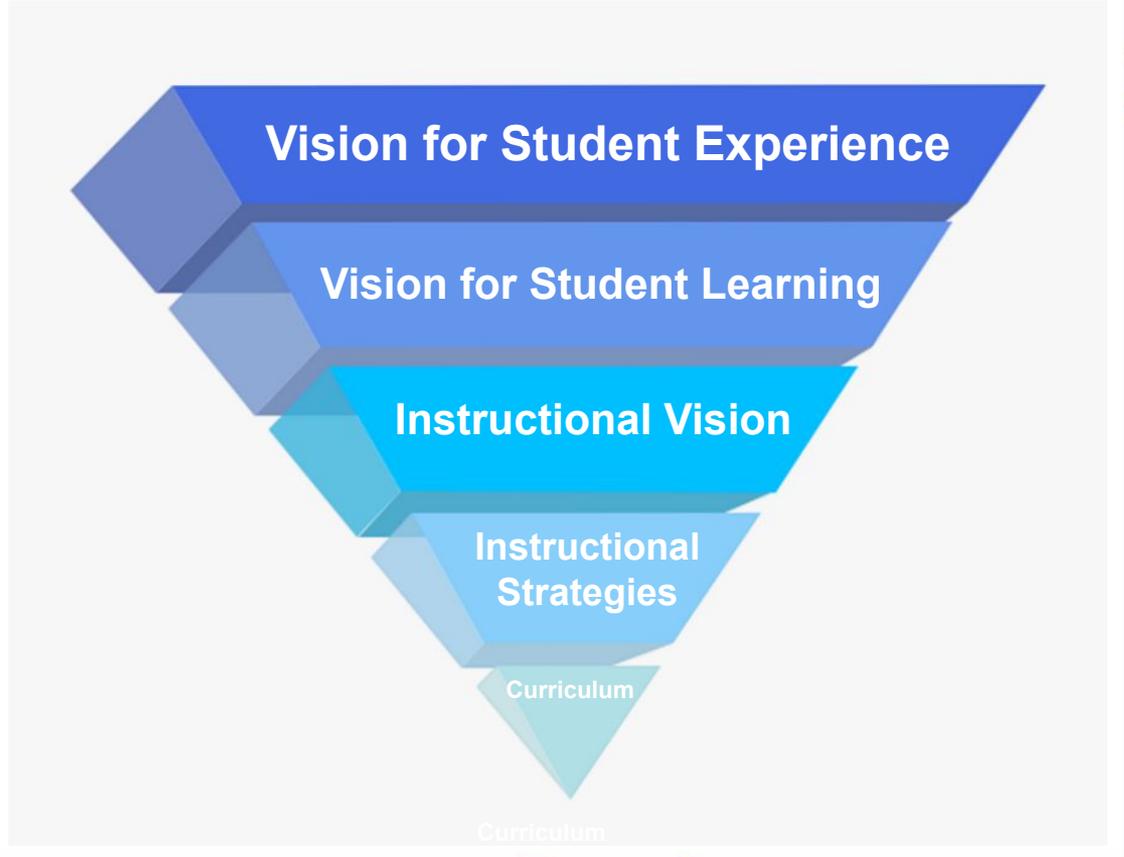
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The Goal: Happy, Proud and Competent Students



Visions:

What guides our work?

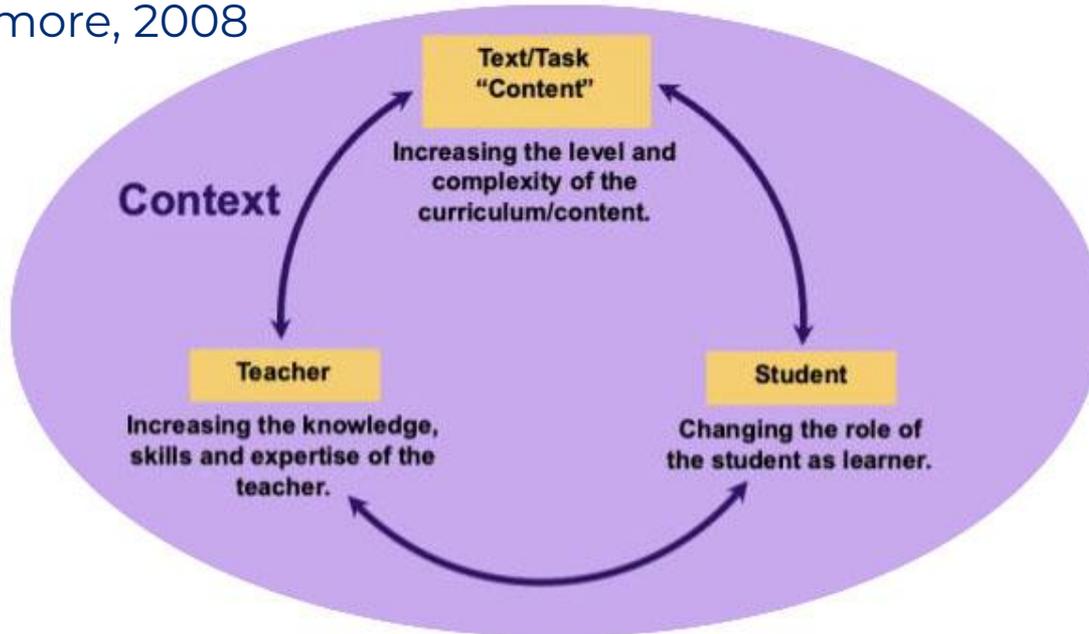




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Improving the Instructional Core

Richard F. Elmore, 2008



John Hattie's Research

John Hattie's meta-analysis research, primarily synthesized in his "Visible Learning" (also 2008) works, provides significant insights about student efficacy and instructional practices. Here are the key findings:

Regarding student efficacy:

1. Self-reported grades/Student expectations - This has one of the highest effect sizes (around 1.44) in Hattie's research. When students can accurately predict their performance, it demonstrates self-awareness of their abilities and learning needs.
2. Self-efficacy - With an effect size of approximately 0.92, students' beliefs about their capacity to succeed strongly influences their academic outcomes.
3. Student agency - Giving students voice and choice in their learning (effect size around 0.6) significantly impacts achievement.

John Hattie's Research

For instructional practices with high impact:

1. Feedback - Providing timely, specific feedback has an effect size of about 0.70, making it one of the most powerful instructional interventions.
2. Teacher clarity - Clear learning intentions, success criteria, and structured lessons (effect size ~0.75) significantly influence student achievement.
3. Teacher-student relationships - Strong, positive relationships (effect size ~0.72) create environments where students feel safe to make mistakes and learn.
4. Formative evaluation - Regular checking for understanding during instruction (effect size ~0.90) allows teachers to adjust teaching based on student needs.
5. Metacognitive strategies - Teaching students to think about their thinking (effect size ~0.69) helps them become self-regulated learners.

John Hattie's Research

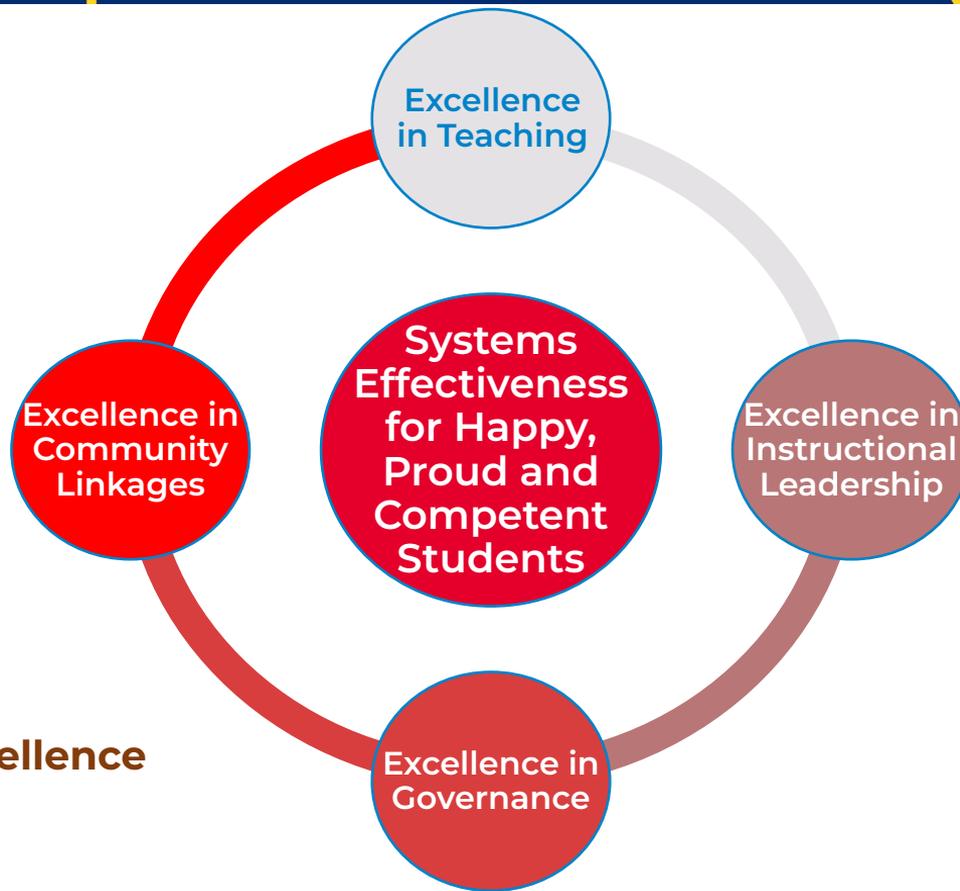
Hattie's work emphasizes that the most effective instructional approaches activate students as owners of their learning and position teachers as evaluators of their impact.

The research suggests that when teachers see learning through their students' eyes and students see themselves as their own teachers, the greatest impacts on learning occur.

What's particularly interesting is how Hattie's findings complement Elmore's instructional core framework by highlighting specific high-impact practices within each component of the core.



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**Operational Excellence
Embedded**

Educational Excellence

Write down three things that describe:

- **What does excellence in teaching look like?**
- **What is excellence in instructional leadership?**
- **What is excellence in governance?**
- **What is excellence in community linkages?**



Strategic priorities

- Academic Achievement
- Student Engagement and Wellness
- Collaboration and Partnerships
- Staff Investment and Impact



 (RE)DISCOVER RDALE

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.

- A** Academic Achievement
- B** Student Engagement and Wellness
- C** Collaboration and Partnerships
- D** 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.

Pathway to our priorities

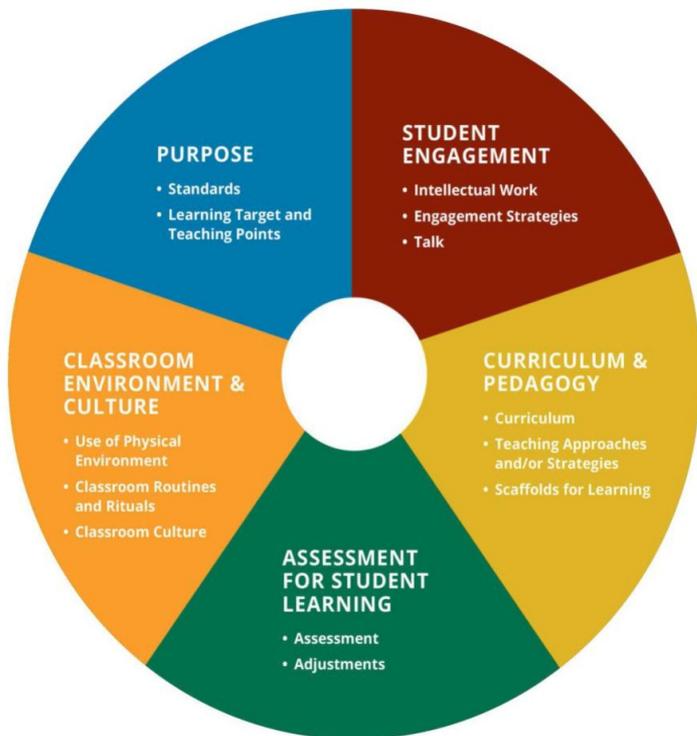


Adapted from the Center for Educational



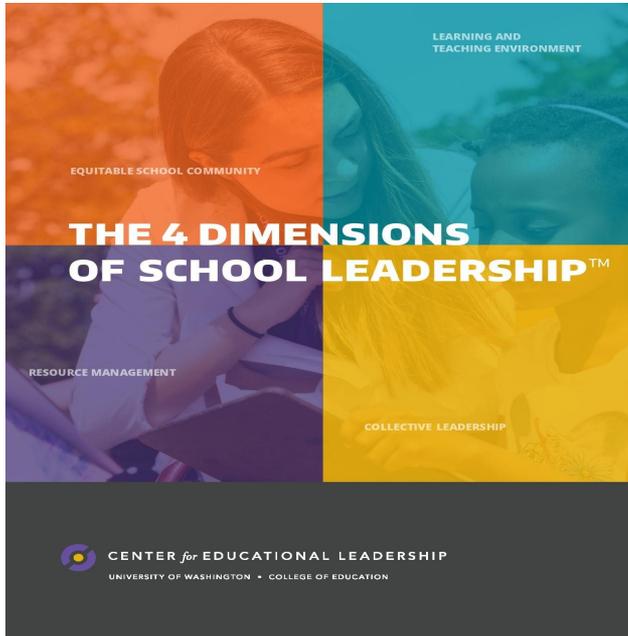
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5 Dimensions of Teaching/Learning



[5 Dimensions of Teaching and Learning \(PDF\)](#)

4 Dimensions of Leadership



- Equitable School Community
- Learning and Teaching Environment
- Resource Management
- Collective Leadership

[4 Dimensions of School Leadership \(PDF\)](#)



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Initial Engagement Findings

Primary Students: What is most important for you to learn about / participate in at school? (select up to 5)	683	
Math	512	75%
Physical Education	345	51%
Science	335	49%
Reading/literacy	332	49%
Music	315	46%
Writing	266	39%
Visual Arts (painting, drawing, sculpture)	224	33%
Technology related skills	167	24%
Social-emotional skills	153	22%
Theater / Performing arts (Drama)	116	17%
Career Pathways	107	16%
Social Studies / Civics / History	101	15%

Secondary Students: What is most important for you to learn about / participate in at school? (select up to 5)	1719	
Math	962	56%
Science	799	46%
Career Pathways	672	39%
Reading/literacy	669	39%
Physical Education	651	38%
Social-emotional skills	632	37%
Visual Arts (painting, drawing, sculpture)	544	32%
Music	515	30%
Technology related skills	430	25%
Writing	425	25%
Social Studies / Civics / History	414	24%
Theater / Performing arts (Drama)	240	14%

Staff: Which of the following are the most important to a PreK-12 public education? (select up to 5)	540	
Reading/literacy	471	87%
Math	372	69%
Social Studies / Civics / History	339	63%
Music	179	33%
Science	175	32%
Social-emotional skills	171	32%
Writing	170	31%
Career Pathways	164	30%
Technology related skills	156	29%
Physical Education	109	20%
Visual Arts (painting, drawing, sculpture)	84	16%
Theater / Performing arts (Drama)	45	8%

Parents: Which of the following are the most important to a PreK-12 public education? (select up to 5)	829	
Reading/literacy	702	85%
Math	566	68%
Social-emotional skills	429	52%
Science	423	51%
Music	320	39%
Social Studies / Civics / History	257	31%
Technology related skills	254	31%
Writing	247	30%
Career Pathways	196	24%
Visual Arts (painting, drawing, sculpture)	168	20%
Physical Education	165	20%
Theater / Performing arts (Drama)	117	14%

Community: Which of the following are the most important to a PreK-12 public education? (select up to 5)	638	
Reading/literacy	549	86%
Math	442	69%
Science	343	54%
Social-emotional skills	267	42%
Social Studies / Civics / History	249	39%
Writing	222	35%
Technology related skills	218	34%
Career Pathways	196	31%
Music	177	28%
Physical Education	115	18%
Visual Arts (painting, drawing, sculpture)	68	11%
Theater / Performing arts (Drama)	43	7%



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Improving the Instructional Core through 5D of Teaching and Learning





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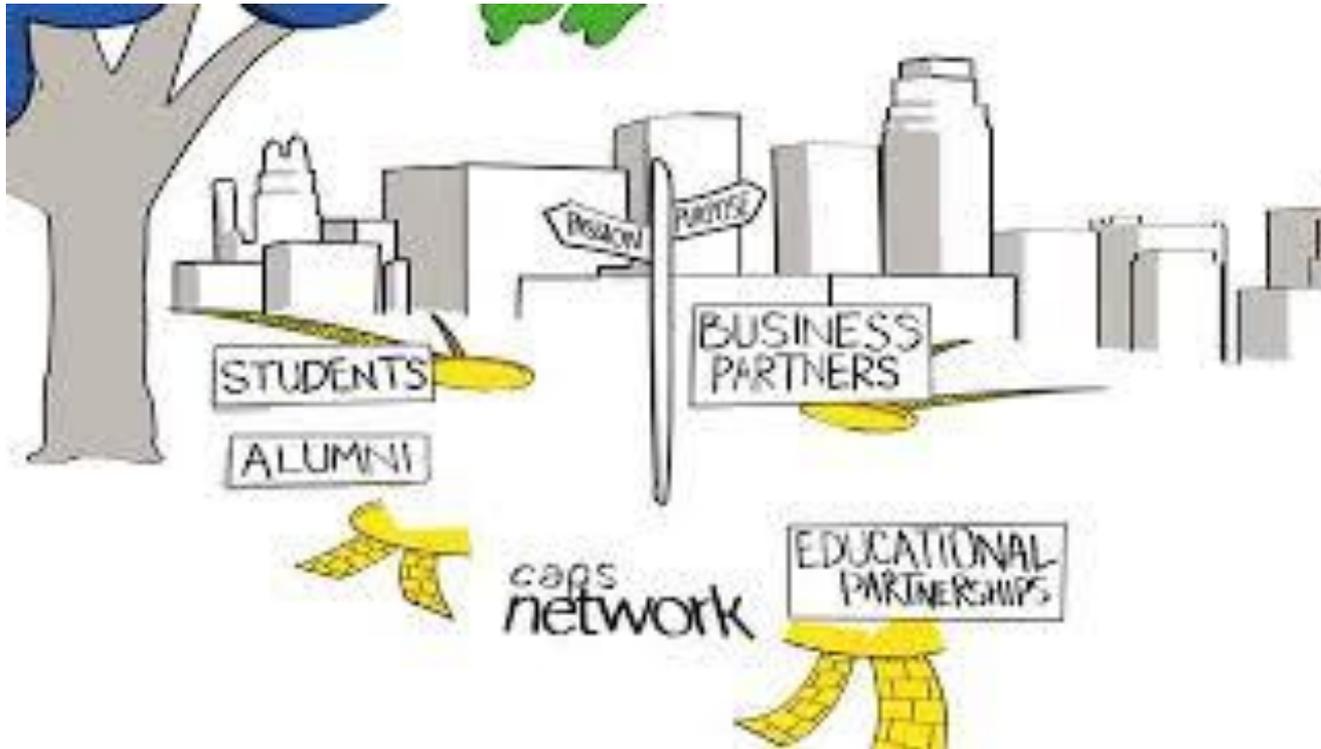
Examples of “What We Have Heard” Features: Improving the Instructional Core through 5D of Teaching and Learning

Activity: After each “feature” record what you noticed regarding the purpose (the why), student engagement, and/or classroom environment.



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Blue Valley CAPS





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VANTAGE





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Alpha School





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Outdoor Learning





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Flexible Environment





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Burnsville High School





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Language Immersion





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PLSAS ESTEM



AT PRIOR LAKE-SAVAGE AREA SCHOOLS, WE PRIDE



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Design For Health and Well-being





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Key messages and Closure Activity



Go to: [Menti.com](https://www.menti.com)

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Thank You

