



Annual Report

2024-2025

Comprehensive Achievement and
Civic Readiness
Achievement and Integration

Teaching & Learning
Achievement & Integration
November 3, 2025

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.

Presentation Overview



- Robbinsdale Area Schools System of Continuous Improvement
- Comprehensive Achievement and Civic Readiness (CACR) report
- Achievement and Integration (A&I) report
- Strategic Plan in Action; Rdale response to data



System of Continuous Improvement

Shared Leadership Model, Strategic Plan and Operational Plan

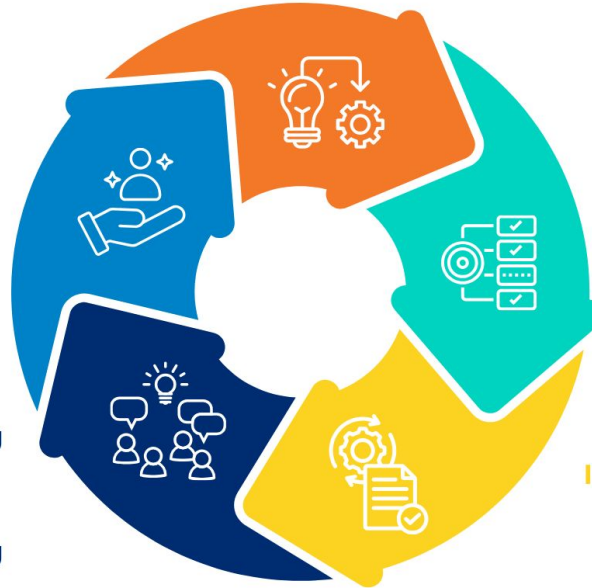
District Continuous Improvement

- (Re)Discover Rdale Strategic Plan
- School Board Goals
- District Priority Work
- District Balanced Scorecard
- Outcomes grounded in equity

**Student-Centered
Personalized Learning**

**Professional Learning
and Development**

**Professional Learning
Communities (PLCs)**



Strategic Themes

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

**Department Continuous
Improvement Plans (DCIPs)**

**School Improvement
Plans (SIPs)**



(RE)DISCOVER RDALE

STRATEGIC PLAN

MISSION

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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

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.

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.



2025-26 PRIORITIES

STRATEGIC PLAN

A Academic Achievement

Enhance cultural relevance of curriculum for students

- Expand the Science of Reading programming through continued staff training and the implementation of a new K-5 English Language Arts curriculum.
- Expand the implementation of Culturally and Linguistically Responsive Teaching to include all non-licensed and K-5 staff.

Enhance an equitable learning system from early childhood to adults

- Implement with fidelity an effective teaching framework focused on student engagement and purpose.

Deepen preparation for life, college and career

- Continue to build and grow RPathways through certifications, programming and student participation in dual credit and concurrent enrollment courses.
- Expand the use of Xello to support middle and high school students in planning.

B Student Engagement and Wellness

Improve student-staff connection

- Maintain the BARR programming strength at two high schools and explore expansion of the program into the middle schools.
- Increase the number of staff trained on the Catalyst framework and explore the expansion of the program into all K-8 sites.
- Continue to implement and strengthen Restorative Practices throughout the district.

Strengthen practices around student, staff, and school safety

- Strengthen systems and structures at the building level supporting student's feeling of social and emotional as well as physical safety.
- Continue to grow a comprehensive crisis management and safety plan.

C Collaboration and Partnerships

Strengthen mutual communication and responsiveness with all stakeholders

- Increase and streamline the cascade of communications to families, staff and our community.

Expand equitable inclusion and influence of student, family, staff, and community voices

- Establish additional events and activities, such as family engagement events, in response to the needs and interests of our stakeholders.
- Elevate the voice of all students, including the impact of the Youth Council and other student leadership groups.

D Staff Investment and Impact

Cultivate the district culture to be inclusive, supportive, and welcoming

- Develop and implement a systemic onboarding process at the district and site level for all employees to improve clarity of roles, success and retention.

Increase consistency and accountability for common district practices

- Develop and implement operating procedures to provide clarity and expectations in standard districtwide practices.

Last Updated: July 16, 2025

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Comprehensive Achievement and Civic Readiness (CACR)



Comprehensive Achievement and Civic Readiness (CACR)

Legislation requires districts develop comprehensive, long-term strategic plans that address the following five CACR goals:

- All children are ready for school.
- 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 students are prepared to be lifelong learners.

CACR: School Readiness Goal

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

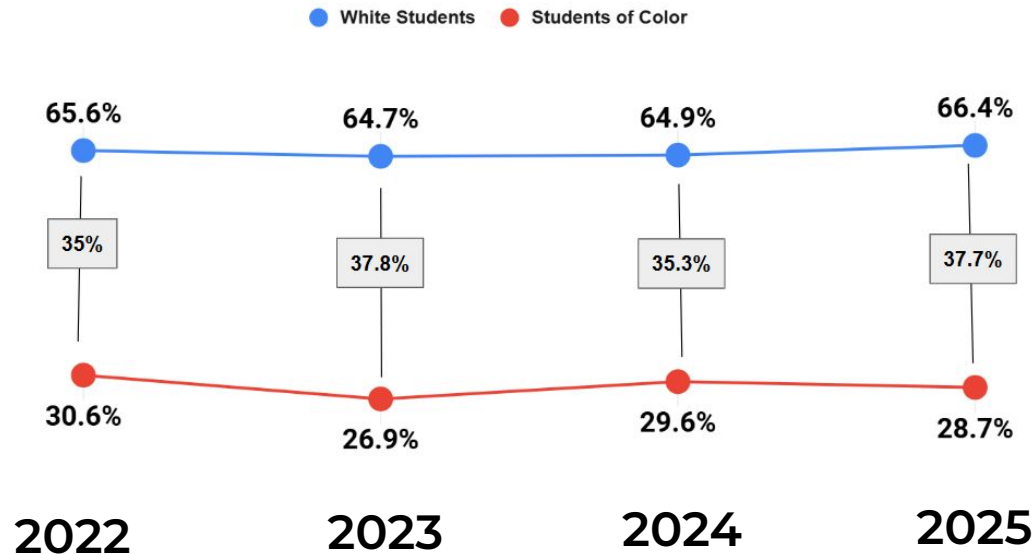


	2022-23	2023-24	2024-25
Number of kindergarten students on first day of school	685	680	700
Number that had not completed screening before first day	101	113	115
Number of screenings completed within 30 days	96	109	109
Number not completed within 30 days	5	4	6
Percent of screening completed by 31st day of kindergarten	99.3%	99.4%	99.1%

CACR: Achievement Gap Closure Goal (Reading MCA Grades 3-8, 10)



Decrease the difference between students of color and white students in regard to percentage who score at proficiency levels by 10 percentage points from 37.8 in 2023 to 27.8 in 2025.



CACR: Ready for College and Career



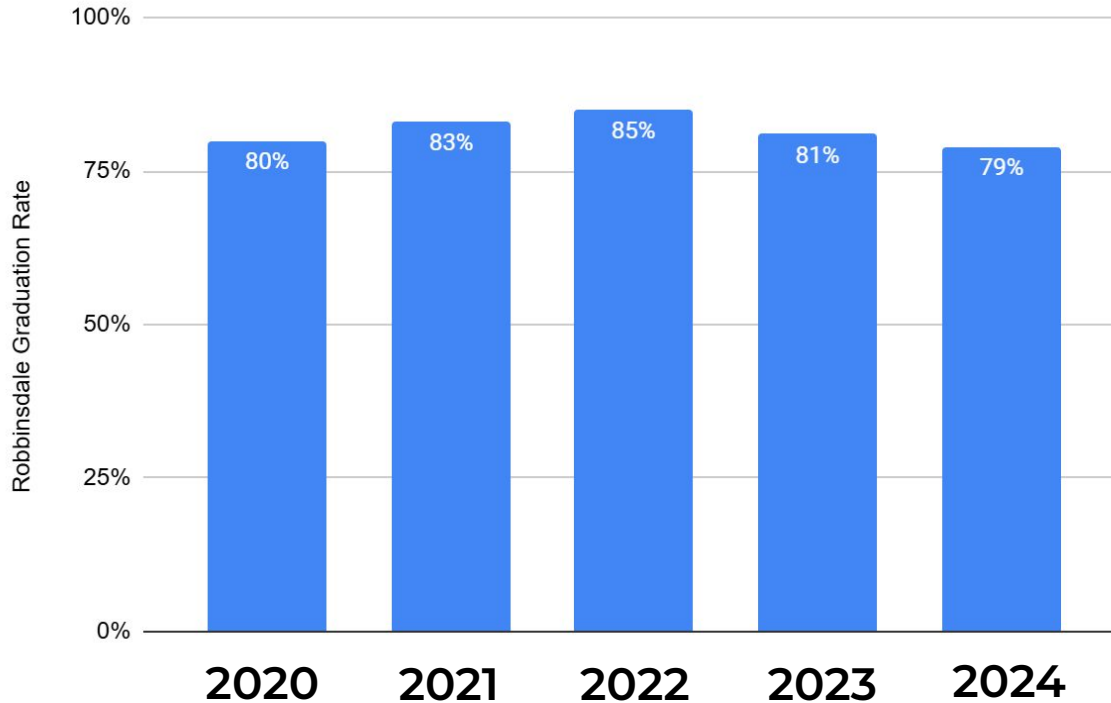
Number of Career Technical Education (CTE) and college credit-bearing courses students were enrolled in will increase by 10 percentage points from 2023-2024 to 2024-2025.

	2023-24	2024-25
CTE and college-credit bearing courses (AP, IB, Concurrent, CIS)	4,039	4,592 (+13.7%)
PSEO Semester courses	1264	1128 (-10.8%)
Total	5,303	5,720 (+7.9%)

CACR: All Students Graduate



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.



CACR: Lifelong Learning

Goal: By the end of the 2025–26 school year, 100% of students in grades 6–12 will engage in at least one documented learning experience, such as project-based learning, goal setting, career exploration, or reflective practice, that supports the development of lifelong learning skills (two-year goal 2024-2026).

2024 - 2025

**Project Planning and
Xello software purchase**



Achievement and Integration (A & I)



Achievement and Integration (A&I)



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.

Achievement and Integration (A&I)

Racially Isolated District



Robbinsdale Area Schools is identified as a racially isolated district by the Minnesota Department of Education because has a higher proportion of "protected-class" students (or students of color) compared to our adjoining districts.

Achievement and Integration (A&I)

Racially Identifiable Schools

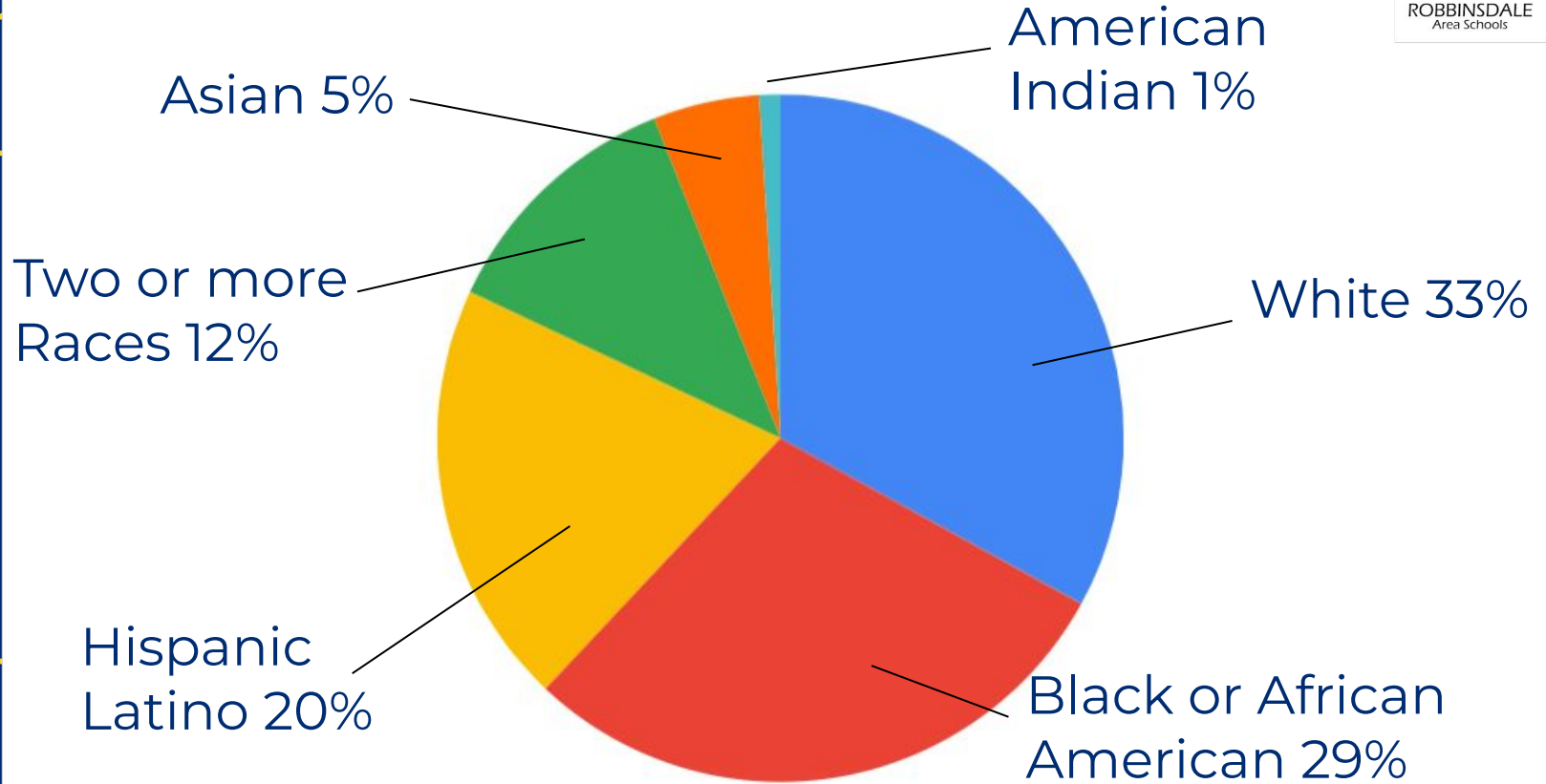


Racially identifiable school means a school where the percent of protected class students in a school is more than 20 percentage points above the percent of protected class students (or students of color) in the entire district for the grades served by that school.

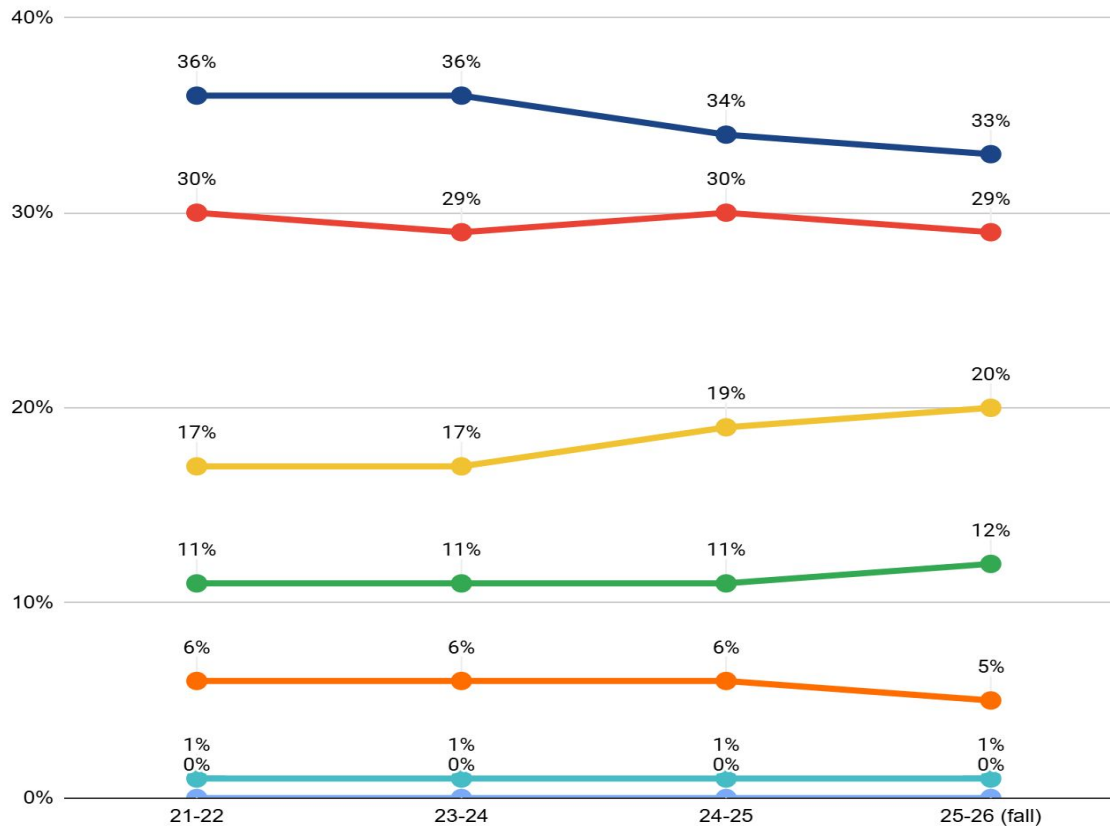
Racially Identifiable Schools in RAS:

- Meadow Lake Elementary School
- Northport Elementary School

Demographics 2025-26



Historical Demographics



- White
- Black or African American
- Hispanic/Latino
- Two or More races
- Asian
- American Indian
- Native Hawaiian or Pacific Islander

A&I Goal: Licensed Staff of Color



Increase Robbinsdale Area Schools students' access to the number of racially diverse teachers from 6% in 2022 to 10% in 2026.

Percent of Licensed Staff	2021-2022	2022-2023	2023-2024	2024-2025	Goal 2025-2026
Staff of Color	6%	6%	7.38%	7.55%	10%

A&I Goal: Protected Class Achievement



Robbinsdale Area Schools will increase the percentage of students scoring at proficient levels on state accountability (MCA) reading assessments of the protected class students by 5% points from 30.6% in 2022 to 35.6% in 2026.

% Proficient	2022	2023	2024	2025	Goal 2026
Protected Class students	30.6%	26.9%	29.6%	28.7%	35.6%



A&I Goal: Graduation Rates of Protected Classes

Increase the four-year graduation rate of the protected class students by 5 percentage points from 78.9 percent for the class of 2021 to 83.9 percent for the class of 2026.



Four-Year Graduation Rate	21-22	22-23	23-24	24-25	2025-26
Protected Class students	78.9%	82.2%	77.2%	75.4%*	83.9%



*MDE Reported Data for Prior Year**

A&I Goal: Protected Class Achievement in Racially Identifiable Schools

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 percentage points by 2026.

Protected Class students % Proficient	2022	2023	2024	2025	Goal 2026
Northport	26.9%	21.7%	25.4%	31.0%	31.9%
Meadow Lake	28.7%	31.6%	28.0%	21.6%	33.7%

A&I Goal: Pursue Racial Integration



Increase participation in **integrated** summer intra-district programming at Northport and Meadow Lake

	2023-24	2024-25
Number Student Participants	125	110
Number of Applicants	150	175
Number of Schools	11	14
Percent of students participating from RI Schools	20%	31%
Magnet participation	67%	52%



Strategic Plan in Action

Robbinsdale Area Schools
Response to Data





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Strategic themes

Response to the data



A. Academic Achievement

- Science of Reading professional learning
- Implementation of K-5 Wit & Wisdom literacy curriculum
- K-3 Bridge2Read and 4-5 Functional Morphology foundational literacy skills curriculum
- Culturally & Linguistically Responsive Teaching
- Xello college & career readiness software exposure 6-12
- Math and Reading Interventions
- AVID reading strategies



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Strategic themes

Response to the data

B. Student Engagement and Wellness

- Building Assets Reducing Risks (BARR): Intensive attendance and grade monitoring for 9th grade students
- Catalyst framework professional learning and application of strategies
- Restorative Practices
- Social and emotional curriculum and training including Second Step, Sandy Hook Promise, and “I Love You Guys”



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Questions, Comments?