Robbinsdale Academy Highview 25-26 SIP

Mission Statements

District 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.**

School Mission: (If applicable) Dedicated to providing a safe, respectful, supportive environment where each student has the opportunity to develop and apply academic, personal and career skills.

School Information

School Name	Robbinsdale Academy Highview
School Year	2025-26
Principal Name	Robert Ware
Instructional Leadership Team members and roles (SIP Planning Team)	Patrick Burrage - Assistant Principal Sarah Gaustad - TOSA (Reading ILT - Team Kelsey Tidrick (Math), Chad Olsen (English), Dustin Dubotiz (Science), Alyssa Fleming (Social Studies), Melody Chalmers (ESL), Katie Fuller (English), Angie Senger (RVA)

Comprehensive Needs Assessment Summary

Data Sources Reviewed	FASTBridge, MCA, credit attainment, attendance
Key Findings	All students are credit-deficient in the academic and social skills needed to perform as global citizens.
Identified Strengths	• Literacy: Provide educational materials that mirror the population. • Math: Focus on numeracy and real-world mathematical applications • Science: Strong focus on academic vocabulary acquisition • School Climate: Increase in student attendance. Up 79% from previous year

	• Achievement Gap: Reconnect students of color into the school system. Identify primary needs of all students and create an Individualized Learning Plan for each student.
Identified Areas for Improvement	• Literacy: Focus on foundational literacy skills and strategies, comprehension, and content literacy. • Math: Improve both concrete and conceptual math concepts in order to make the subject matter relevant to students. • Science: Few students take the MCA Science assessment. Lack of relevance in the classroom content.. • School Climate: Persistent lagging four-year graduation rates. • Achievement Gap: Increase credit acquisition and academic foundational skills.

Priority Goals

Comprehensive Achievement and Civic Readiness (CACR) *Formerly World's Best Workforce*

MN Dept of Ed	Robbinsdale Area Schools
• All children are ready for school.	• All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
• All racial and economic achievement gaps between students are closed.	• Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.
• All students are ready for career and college.	• The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
• All students graduate from high school.	• Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.

• Prepare students to be lifelong learners.	• Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.

Read Act Goal: Every child can read at or above grade level every year.

Robbinsdale Area Schools MCA Goals-

Reading: Five percent growth
Mathematics: Five percent growth
Science: Five percent growth

Strategic Priorities:

- THEME A: 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
- THEME B: Student Engagement and Wellness
  - Improve student-staff connection
- THEME C: Collaboration and Partnership
  - Strengthen mutual communication and responsiveness with all stakeholders
  - Expand equitable inclusion and influence of student, family, staff, and community voice
- THEME D: Staff Investment and Impact
  - Cultivate the district culture to be inclusive, supportive, and welcoming
  - Increase consistency and accountability for common district practices

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	The percentage of students demonstrating on track for MCA on the aReading test in FastBridge will increase from 3% in Fall '25 to 10% in Spring '26 as measured.	• THEME A: Academic Achievement	• All racial and economic achievement gaps between students are closed

Math	The percentage of students demonstrating on track for MCA on the aMath test in FastBridge will increase from 1% in Fall '25 to 10% in Spring '26 as measured.	• THEME A: Academic Achievement	• All racial and economic achievement gaps between students are closed
Science	By the end of the 2025–2026 school year, 100% of science teachers will implement at least two literacy-based instructional strategies per unit (e.g., close reading of scientific texts, CER writing—Claim, Evidence, Reasoning, vocabulary mapping), resulting in a 10% increase in students' performance on science assessments that include reading comprehension and written response components, as measured by district benchmarks and common formative assessments.	• THEME A: Academic Achievement	• All racial and economic achievement gaps between students are closed
School Climate	Our goal is for every student to feel a genuine sense of belonging and to build a meaningful connection with at least one staff member in the building. We aim for 70% of all students to achieve this by the end of the 2025-26 School Year	• THEME B: Student Engagement and Wellness • THEME C: Collaboration and Partnership	• All students graduate from high school.

Action Plan Details – Goal: Literacy	
Evidence-Based Practice #1	Robbinsdale Academy Highview will focus on explicit direct instruction to meet individual student needs in literacy. **Addressing this Root Cause:** Students being received at Robbinsdale Academy Highview are below grade level reading standards based on district and state standards. This is due to poor foundational skills in previous grades and a lack of intervention in the areas of reading literacy. **Goal:** The percentage of students demonstrating on track for MCA on the aReading test in FastBridge will increase from 3% in Fall '25 to 10% in Spring '26 as measured.
Strategy	Direct Instruction - Explicit Academic Vocabulary Instruction
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Lexia & Fastbridge
Evidence of success	Fastbridge Testing at the end of each cycle & Data Dives
Resources Needed	Lexia Powerup & Educlimber, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & ReadAct & Fastbridge Analysis
Timeline	All Year - Walk-throughs- every 8 weeks, data review at staff meetings
Person/Team Responsible	ILT Team & Administration Team
Evidence-Based Practice #2	Utilize culturally responsive resources and vocabulary discussion protocols.
Strategy	
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Lexia & Fastbridge
Evidence of success	Fastbridge Testing at the end of each cycle & Data Dives, artifact analysis
Resources Needed	Educlimber, PLC agendas, CLRT binders, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & ReadAct & FastBridge Analysis
Timeline	All Year - Walk-throughs- every 8 weeks, data review at staff meetings
Person/Team Responsible	ILT Team & Administration Team

How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	**Wraparound support services:** Provide access to counselors, mental health professionals, and academic advisors familiar with Native student needs. • PD for teachers & staff to educate on how to serve our American Indian Students. • 1:1 Meetings with students & partnering with parents • Collaborate with American Indian advocate for teacher, student, and family support

Action Plan Details – Goal: Math	
Evidence-Based Practice #1	Robbinsdale Academy Highview will focus on improving classroom instruction and intervention practices by strengthening Math teaching through mathematical discourse across all grades. Students receiving services at Robbinsdale Academy Highview are below grade level in math, based on district and state standards. This is due to poor foundational skills in mathematics from previous grades. **Goal:** The percentage of students demonstrating on track for MCA on the aMath test in FastBridge will increase from 1% in Fall '25 to 10% in Spring '26 as measured.
Strategy	Direct Instruction - Explicit Academic Mathematical Vocabulary
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Fastbridge 3 times a year, Analysis of individual credit completion as identified on the student progress overview tracking sheet.
Evidence of success	Fastbridge Testing at the end of each cycle & Data Dives
Resources Needed	Educlimber & Fastbridge, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & FastBridge analysis. A strong focus on mathematical rigor and the implementation of the 2022 Math state standards.
Timeline	All Year: Individual meetings with teachers and admin once a cycle to monitor progress and credits earned based on the course outline.
Person/Team Responsible	ILT Team & Administration Team

Evidence-Based Practice #2	Robbinsdale Academy Highview will focus on improving classroom instruction and intervention practices by strengthening Math teaching through mathematical discourse across all grades.
Strategy	Utilize culturally responsive resources and vocabulary discussion protocols to support numeracy.
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Fastbridge 3 times a year, Analysis of individual credit completion as identified on the student progress overview tracking sheet.
Evidence of success	Fastbridge Testing at the end of each cycle & Data Dives
Resources Needed	Educlimber & Fastbridge, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & FastBridge analysis. A strong focus on mathematical rigor and the implementation of the 2022 Math state standards.
Timeline	All Year: Individual meetings with teachers and admin once a cycle to monitor progress and credits earned based on the course outline.
Person/Team Responsible	ILT Team & Administration Team
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	**Wraparound support services:** Provide access to counselors, mental health professionals, and academic advisors familiar with Native student needs. ● PD for teachers & staff to educate how to serve our American Indian Students. ● 1:1 Meetings with students & partnering with parents ● Collaborate with American Indian advocate for teacher, student, and family support

Action Plan Details – Goal: Science	
Evidence-Based Practice #1	Robbinsdale Academy Highview will focus on explicit direct instruction to meet individual student needs in literacy within science courses. **Goal:** By the end of the 2025–2026 school year, 100% of science teachers will implement at least two literacy-based instructional strategies per unit (e.g., close reading of scientific texts, CER writing—Claim, Evidence, Reasoning, vocabulary mapping), resulting in a 10% increase in students' performance on

	science assessments that include reading comprehension and written response components, as measured by district benchmarks and common formative assessments.
Strategy	Direct Instruction - Explicit Science Academic Vocabulary acquisition
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Credits Earned Based on Each Cycle
Evidence of success	Credits Earned in Science Courses
Resources Needed	Educlimber, Progress tracking form, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & FastBridge
Timeline	All Year: Individual meetings with teachers and admin once a cycle to monitor progress and credits earned based on the course outline.
Person/Team Responsible	ILT Team & Administration Team
Evidence-Based Practice #2	
Strategy	Utilize culturally responsive resources and vocabulary discussion protocols to support science standards.
Progress Monitoring Plan	ILT & Administration WalkThroughs/ Data Collection from Credits Earned Based on Each Cycle
Evidence of success	Credits Earned in Science Courses
Resources Needed	Educlimber, Progress tracking form, Instructional Coach
Professional Development Needs	PD Geared Towards - Direct Instruction & 2020 Minnesota Science Standards
Timeline	All Year: Individual meetings with teachers and admin once a cycle to monitor progress and credits earned based on the course outline.
Person/Team Responsible	ILT Team & Administration Team
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	**Wraparound support services:** Provide access to counselors, mental health professionals, and academic advisors familiar with Native student needs. • PD for teachers & staff to educate how to serve our American Indian Students. • 1:1 Meetings with students & partnering with parents

	• Collaborate with American Indian advocate for teacher, student, and family support

Action Plan Details – Goal: School Climate	
Evidence-Based Practice #1	At Robbinsdale Academy – At Highview, our goal is for every student to feel a genuine sense of belonging and to build a meaningful connection with at least one staff member in the building. We aim for all students to report a strong sense of belonging by the end of the 2025-26 School Year
Strategy	Students will meet daily with an adult staff member to build positive relationships with staff and students.
Progress Monitoring Plan	Students check in daily through advisory, with high oversight for students who have been identified in the MTSS process.
Evidence of success	Student Voice, Exit Surveys, Daily check-ins,
Resources Needed	Surveys, professional development around building and strengthening relationships, the social-emotional team (Counselor and Social Worker), and an Instructional Coach
Professional Development Needs	PD Geared towards Customer Service & Building Lasting Connections with Students & Parents, Catalyst professional learning
Timeline	All year, through staff meetings, the MTSS process, and weekly PLC meetings
Person/Team Responsible	ILT Team & Administration Team & All Staff
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	**Wraparound support services:** Provide access to counselors, mental health professionals, and academic advisors familiar with Native student needs. • PD for teachers & staff to educate how to serve our American Indian Students. • 1:1 Meetings with students & partnering with parents • Student Surveys • Collaborate with American Indian advocate for teacher, student, and family support

Family Engagement Plan

(Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)

Link your Family Engagement Plan here. Family Engagement Plan for Highview

1. Open House
2. Enrollment Meetings
3. Exit Meetings
4. Student & Parent Teacher Conferences
5. Newsletter
6. TV Screens with Updates
7. MTSS
8. Highview Minds

Specific Engagement Plan for *American Indian Families & Communities*

1. *1:1 Meeting with Jei Weekly with administration*
2. *Enrollment Meetings*
3. *Exit Meetings*
4. *Open House with Check-In from administration*
5. *Conferences with Check-In from administration*