RICHFIELD
PUBLIC SCHOOLS

Enriching and accelerating learning

Enriqueciendo y acelerando el aprendizaje

Board Study Session
Meeting Agenda
11/2/26

5-5:15 p.m.: Presentation

- What are Vision Cards?
- Draft Look of Vision Cards
- Rubric Measures

5:15-6:15 p.m.: Discussion Rotation Activity
(10 minutes at each table)

- Equitable Academic Outcomes
- Academic Programming
- Student Activities and Community Engagement
- Climate, Well-being and Inclusion
- Staff and Resource Management
- Communication, Community Trust and Enrollment

6:15-6:50 p.m.: Share and Next Steps

- Dinner is provided
- District leadership shares the feedback they received
- Board member opportunity to share with the group
- Next steps

6:50-6:55 p.m.: Group Photo

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Board Study Session

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AGENDA

1. What are Vision Cards?
2. Draft Look of Vision Cards
3. Rubric Measures
4. Discussion Rotation Activity

What are Vision Cards?

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- A way of reporting progress on our strategic plan strategies, goals and actions
- A public accountability system
- A way to remain focused on our top priorities

Each strategic plan area has its own vision card.

Each vision card has three sections:

Section 1: An overview of our current status with each measurement (progress report)

Section 2: A list of key actions that have been implemented to work toward attaining the goals

Section 3: The rubric for assessing progress on each measure

Draft Look of Vision Cards
Section 1: Progress Report

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- Similar look to previous strategic plan.
- New, updated data will be denoted with a symbol (instead of red text).
- Slider and rating scale will remain the same.
- After the baseline year, the progress report section of each vision card will show yearly progress as well as progress over the span of the strategic plan.



Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

Draft Look of Vision Cards
Section 1: Progress Report

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Academics

Academic Programming 2026-32 Goals

Vision
Every student will experience challenging, engaging and relevant learning that empowers them to reach their full potential and graduate prepared to excel in their future endeavors.

Belief Statement
We believe all students can succeed academically when supported through high expectations, responsive instruction, strong relationships and meaningful opportunities to apply their learning in real-world contexts.

Rating Scale
Level -2: Intervention
Level -1: High Concern
Level 0: Baseline
Level 1: Progressing
Level 2: Vision

Key
Measure has updated data

1. We will consistently and effectively implement a curriculum rooted in evidence-based instructional practices and high-leverage teaching strategies.

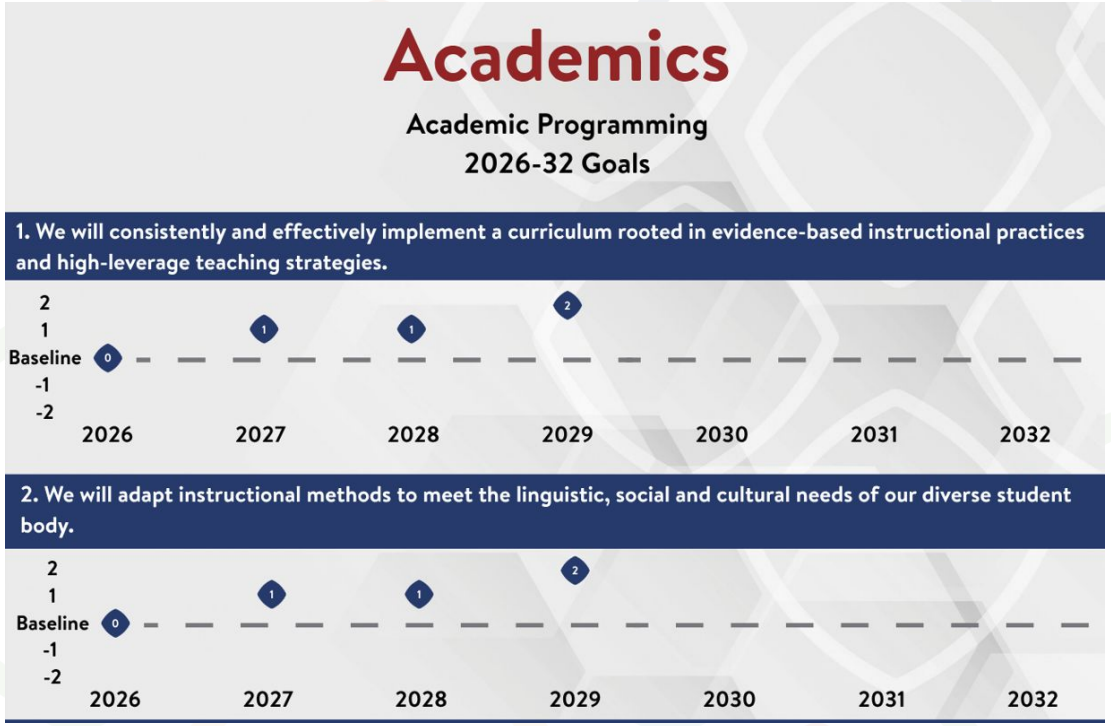
-2 -1 R 1 2

1. Increase the percentage of formally evaluated teachers who are proficient at communicating about the purpose and content of lessons.
2. Increase the percentage of formally evaluated teachers who are proficient at using questioning and discussion techniques.
3. Increase the percentage of formally evaluated teachers who are proficient at engaging students in learning.

2. We will adapt instructional methods to meet the linguistic, social and cultural needs of our diverse student body.

-2 -1 R 1 2

1. Increase the percentage of formally evaluated teachers who are proficient at knowing and valuing their students' unique identities when planning lessons.
2. Increase the number of teacher enrollments in professional development sessions on linguistic, social and cultural diversity.



Discussion Rotation Activity

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Strategic Plan Areas:

- Academics
  - Goals for Equitable Academic Outcomes (Nyembwe)
  - Goals for Academic Programming (Gens)
- Student Activities and Community Engagement (Willhite)
- Climate, Well-being and Inclusion (Gonzalez)
- Staff and Resource Management (Holje)
- Communication, Community Trust and Enrollment (Hrad)

Discussion Rotation Activity

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1. Board members will move to sit with District leaders, one at each of the 6 tables.
2. District leaders will welcome their board member and share an overview of the suggested measures in one area of vision card rubric.
3. Board members will have time to share their feedback on the draft measures.
4. District leaders will take notes.
5. At any time, participants can call on Supt. Unowsky or Cassandra for questions.
6. After 10 minutes, the board members will rotate to the next table.
7. Continue until all board members have visited all 6 tables.

Rubric Measures

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Key questions for board members:

- Which goal is most important to you that we find measurable success?
- What are the most important data points to measure?
- Do these draft measures adequately measure each goal?

Key questions for cabinet members:

- Are we able to pull the data consistently and accurately?
- For each measure, what number would constitute each level of progress?

Draft Vision Card Measures Rubric

Share Out

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1. Board members receive their pre-ordered dinner selections and return to their regular seats.
2. Each district leader takes a turn at the microphone to share out what they heard from the board members.
3. Each board member has time to share any additional feedback or reflections on the process.

Next Steps

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- Management team will review the draft measures.
- Superintendent and team will work on finalizing the measures based on the feedback.
- Draft vision cards and data will be presented in February.
- If needed, further input to revise vision cards will occur, possible to include a board study session in March-April.
- Final vision cards and data will be presented in June.
- If needed, further revisions could still occur after June presentation to ensure strong vision cards for the remainder of the strategic plan.

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Group Photo Time!

1. Photo will all board members and superintendent
2. Photo with all board members, supt, and student representatives

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VISION CARD 1: EQUITABLE ACADEMIC OUTCOMES		Note: The gap is always calculated as the percentage of students taking the assessment who are BIPOC minus the percentage of students scoring proficient who are BIPOC.							
Goal 1: We will increase our 4-year and 7-year graduation rates and ensure the demographics of graduates align with the overall demographics of Richfield Public Schools.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase RPS 4-year graduation rate to 92%.	88%	89%	90%	91.0%	92%	MDE	2025: 90.7%	Spring (for previous year)
2	Ensure no gap for BIPOC students in the 4-year graduation rate.	Gap of 4%	Gap of 3%	Gap of 2%	Gap of 1%	No gap	MDE	2025: gap of 1%	Spring (for previous year)
3	Increase RPS 7-year graduation rate to 95%.	91%	92%	93%	94%	95%	MDE	2025: 92.6%	Spring (for previous year)
4	Maintain no gap for BIPOC students in the 7-year graduation rate.	Gap of 4%	Gap of 3%	Gap of 2%	Gap of 1%	No gap	MDE	2025: no gap	Spring (for previous year)
Goal 2: We will improve student performance on local assessments while achieving demographic equity in proficiency outcomes.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of PreK students meeting Kindergarten literacy readiness skills as measured by the TS Gold assessment.						eduCLIMBER	25-26 Spring: 83.2%	Spring
2	Ensure the demographics of PreK students meeting Kindergarten literacy readiness skills align to the overall demographics of RPS.						eduCLIMBER	25-26 Spring: Gap of 1% for BIPOC	Spring
3	Increase the percentage of PreK students meeting Kindergarten math readiness skills as measured by the TS Gold assessment.						eduCLIMBER	25-26 Spring: 79%	Spring
4	Ensure the demographics of PreK students meeting Kindergarten math readiness skills align to the overall demographics of RPS.						eduCLIMBER	25-26 Spring: Gap of 4% for BIPOC	Spring
5	Increase the percentage of students in grades K-1 scoring proficient on the Fastbridge earlyReading assessment. (English or Spanish)						eduCLIMBER	26-27 Fall: 47%	Winter, Spring
6	Ensure the demographics of grades K-1 students scoring proficient on the Fastbridge earlyReading assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 18% for BIPOC	Winter, Spring
7	Increase the percentage of students in grades K-1 scoring proficient on the Fastbridge earlyMath assessment.						eduCLIMBER	26-27 Fall: 52.9%	Winter, Spring
8	Ensure the demographics of grades K-1 students scoring proficient on the Fastbridge earlyMath assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 15% for BIPOC	Winter, Spring
9	Increase the percentage of students in grades 2-5 scoring proficient on the Fastbridge aReading assessment.						eduCLIMBER	26-27 Fall: 46.4%	Winter, Spring
10	Ensure the demographics of grades 2-5 students scoring proficient on the Fastbridge aReading assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 19% for BIPOC	Winter, Spring
11	Increase the percentage of students in grades 2-5 scoring proficient on the Fastbridge aMath or NWEA-MAP math assessment.						eduCLIMBER	26-27 Fall: 52%	Winter, Spring
12	Ensure the demographics of grades 2-5 students scoring proficient on the Fastbridge aMath or NWEA-MAP math assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 16% for BIPOC	Winter, Spring
13	Increase the percentage of students in grades 6-8 scoring proficient on the Capti ReadBasix assessment.						eduCLIMBER	26-27 Fall: 75.2%	Winter, Spring
14	Ensure the demographics of grades 6-8 students scoring proficient on the Capti ReadBasix assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 6% for BIPOC	Winter, Spring
15	Increase the percentage of students in grades 6-8 scoring proficient on the Fastbridge aMath assessment.						eduCLIMBER	26-27 Fall: 58.2%	Winter, Spring
16	Ensure the demographics of grades 6-8 students scoring proficient on the Fastbridge aMath assessment align to the overall demographics of RPS.						eduCLIMBER	26-27 Fall: Gap of 3% for BIPOC	Winter, Spring
Goal 3: We will improve student performance on state and national assessments while achieving demographic equity in proficiency outcomes.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of students in grades 3-8 scoring proficient on the MCA reading assessment.						MDE		Spring
2	Ensure the demographics of grades 3-8 students scoring proficient on the MCA reading assessment align to the overall demographics of RPS.						MDE		Spring
3	Increase the percentage of students in grades 3-8 scoring proficient on the MCA math assessment.						MDE		Spring
4	Ensure the demographics of grades 3-8 students scoring proficient on the MCA math assessment align to the overall demographics of RPS.						MDE		Spring
5	Increase the percentage of 11th grade students meeting at least 3 of the 4 college readiness benchmarks on the ACT assessment.						eduCLIMBER		Spring
6	Ensure the demographics of 11th grade students meeting at least 3 of the 4 college readiness bechmarks on the ACT assessment align to the overall demographics of RPS.						eduCLIMBER		Spring
7	Increase the percentage of graduates enrolled in the DLI program, receiving EL services, and/or enrolled in an advanced world language course who earn a seal of biliteracy.						Kasya		Fall (from previous year)
8	Increase the percentage of students receiving EL services meeting growth targets on the WIDA ACCESS assessment.						eduCLIMBER - Kasya?		Fall (from previous year)
9	Increase the percentage of students receiving EL services who exit services each year.						Kasya		End of the year

VISION CARD 2: ACADEMIC PROGRAMMING									
Goal 1: We will consistently and effectively implement a curriculum rooted in evidence-based instructional practices and high-leverage teaching strategies.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of formally evaluated teachers who are proficient at communicating about the purpose and content of lessons (Domain 3a).						Frontline Evaluations	25-26: 90%	End of Year
2	Increase the percentage of formally evaluated teachers who are proficient at using questioning and discussion techniques (Domain 3b).						Frontline Evaluations	25-26: 58%	End of Year
3	Increase the percentage of formally evaluated teachers who are proficient at engaging students in learning (Domain 3c).						Frontline Evaluations	25-26: 86%	End of Year
Goal 2: We will adapt instructional methods to meet the linguistic, social and cultural needs of our diverse student body.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of formally evaluated teachers who are proficient at knowing and valuing their students' unique identities when planning lessons (Domain 1b).						Frontline Evaluations	25-26: 99%	End of Year
2	Increase the number of teacher enrollments in professional development sessions on linguistic, social and cultural diversity. (American Indian History & Culture; Cultural Competency - American Indian, Individuals with disabilities, Religious diversity, Language diversity, Gender identity, Sexual orientation; ELL)						Frontline PD	25-26: 613 enrollments	End of Year
Goal 3: We will implement equitable and anti-racist teaching practices to ensure that historically marginalized students thrive academically.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of formally evaluated teachers who are proficient at cultivating respectful and affirming classroom environments (Domain 2a).						Frontline Evaluations	25-26: 97%	End of Year
2	Increase the number of teacher enrollments in professional development sessions on equity and anti-racism. (Cultural competency - Racial/cultural/socio, Systemic racism)						Frontline PD	25-26: 171 enrollments	End of Year
Goal 4: We will differentiate instruction to support all learners and address individualized needs.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of formally evaluated teachers who are proficient at using assessment data to improve student learning (Domain 3d).						Frontline Evaluations	25-26: 80%	End of Year
2	Increase the percentage of formally evaluated teachers who are proficient at responding flexibly to student needs (Domain 3e).						Frontline Evaluations	25-26: 94%	End of Year
3	Increase the percentage of students receiving academic intervention services who are on track toward meeting personalized achievement goals.						eduCLIMBER		End of Semester
Goal 5: We will support the multilingualism of our PreK-12+ students by delivering high-level academic language support.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the number of students who attempt an assessment to earn a seal of biliteracy.						Kasya		End of the year
2	Increase the percentage of 7-12th grade enrolled in at least one dual language immersion or world language course.						Ibelizet & Kasya		End of Semester
3	Ensure that the demographics of students enrolled in at least one DLI or world language course align to the overall demographics of RPS.						Ibelizet & Kasya		End of Semester
Goal 6: We will provide broad access to career pathway opportunities by increasing student participation in meaningful career exploration experiences, work skills development, college-credit-bearing courses, and postsecondary experiences.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of high school students enrolled in at least one college-credit-bearing course, including AP, CIS, & PSEO courses.						Ibelizet		End of Semester
2	Ensure that the demographics of students enrolled in at least one college-credit-bearing course align to the overall demographics of RPS.						Ibelizet		End of Semester
3	Increase the percentage of high school students enrolled in at least one career exploration experience, including internships, work-based learning courses, technical college enrollment, and CTE courses.						Ibelizet & Kasya		End of Semester
4	Ensure that the demographics of students enrolled in at least one career exploration experience align to the overall demographics of RPS.						Ibelizet & Kasya		End of Semester

VISION CARD 3: STUDENT ACTIVITIES AND COMMUNITY ENGAGEMENT									
Goal 1: We will maintain and/or increase student participation and the variety of offerings in extracurricular and cocurricular activities, while ensuring demographically representative participation overall.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of elementary students participating in at least one extracurricular activity through targeted services, Beacons or Richfield Community Education.						Abby D, Kasya		End of School Year
2	Ensure the demographics of elementary students who participate in at least one extracurricular activity align to the overall demographics of RPS.						Abby D, Kasya		End of School Year
3	Increase the percentage of secondary students participating in at least one extracurricular activity through targeted services, Beacons or competitive activities.						Kasya, Stephanie N		End of School Year
4	Ensure the demographics of secondary students who participate in at least one extracurricular activity align to the overall demographics of RPS.						Kasya, Stephanie N		End of School Year
5	Maintain or increase the number of extracurricular offerings available at the elementary level. (Include targeted services, Beacons, Community Ed, school-based clubs)						Abby D, Kasya, elementary principals		End of School Year
6	Maintain or increase the number of extracurricular offerings available at the secondary level. (Include targeted services, Beacons, competitive activities, school-based clubs, theatre)						Stephanie N, Kasya, secondary principals		End of School Year
Goal 2: We will ensure that all students can achieve a sense of belonging, deepen relationships, and cultivate leadership and teamwork skills through activities.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of students in grades 4-12 who participate in extracurricular activities who report a strong sense of belonging to their school community.						School Climate Survey		Spring
2	Increase the percentage of students participating in competitive activities who agree that their participation increased their leadership and teamwork skills.						Activites Survey/ Stephanie N		3x per year (or combined spring)
3	Increase the number of students who participate in the annual TriMetro Student Leadership Seminar.						TJ		Fall
Goal 3: We will maintain and/or increase community member participation in events and activities, while ensuring demographically representative participation.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of students whose family members attend parent-teacher conferences, open houses and information nights.						Family Engagement Event Form		
2	Ensure the demographics of students whose family members attend events align to the overall demographics of RPS.						Family Engagement Event Form		
3	Increase the number of individual tickets sold/provided to spectators of competitive activities and performing arts events. (right now we are not tracking cash sales)						Stephanie N		
4	Increase the number of season passes sold/provided to spectators of competitive activities.						Stephanie N		

VISION CARD 4: CLIMATE, WELL-BEING AND INCLUSION									
Goal 1: We will cultivate a multicultural, inclusive community that values and elevates diversity.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Maintain or increase the number of cultural-themed events offered across the district.						Principals		Spring
2	Increase the percentage of students whose family members attend cultural-themed events.						Family Engagement Event Form		
3	Ensure the demographics of students whose family members attend cultural-themed events align to the overall demographics of RPS.						Family Engagement Event Form		
4	Maintain or increase the number of participants in parent/guardian affinity groups (such as IPAC, RLFA)						Jackie/Sam/ Milissa/Christina		End of the Year
Goal 2: We will implement proactive, equity-centered support systems to ensure that positive social and emotional growth is the standard for all students.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Maintain or decrease the total number of behavior-related office referrals per semester.						eduCLIMBER	25-26 Semester 2: 405 referrals (0.1 referrals per student)	Winter, Spring
2	Ensure the demographics of students receiving office referrals align to the overal demographics of RPS.						eduCLIMBER	Gap of 15%	Winter, Spring
3	Increase the percentage of students receiving behavior intervention services who are on track toward meeting interventional goals.						eduCLIMBER		End of Semester
4	Increase the percentage of students identified as at risk through the SAEBRS/mySAEBRS screener who participate in an SEL group or behavior intervention.						eduCLIMBER		Winter
Goal 3: We will provide students with comprehensive resources and supports that promote mental and physical well-being, ensuring they feel safe, supported, and ready to attend, engage and succeed in their learning.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Decrease the percentage of students meeting the threshold for chronic absence concerns.						eduCLIMBER - Justin?		End of Semester
2	Increase the percentage of students who feel safe, supported, and ready to learn most days.						Student Climate Survey		Spring
3	Maintain or increase utilization of the Richfield Health Resource Center.						Jackie	2025: 1,382 visits	End of calendar year
Goal 4: We will cultivate a collaborative, supportive and safe work environment where staff feel valued and engaged.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Decrease the percentage of staff using unpaid time off after exhausting their available leave.						Frontline/HR Helpdesk Ticket		End of the year
2	Increase the percentage of staff who report a collaborative, supportive and safe work environment.						Annual Staff Survey		Spring
Goal 5: We will empower family and community members to contribute to an inclusive school community.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the number of family and community members who volunteer in the schools. (Number of active volunteers over the year)						Principals and directors		End of the year
2	Increase the number of family and community member participants in PTO groups and district advisory committees.						Principals and directors		End of the year

VISION CARD 5: STAFF AND RESOURCE MANAGEMENT									
Goal 1: We will steward our community's financial resources with transparency, accountability and equity to support sustainable operations while providing high-quality staff, programs and student opportunities.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Maintain class size averages at 25 students per elementary class, 28 students per middle school class, and 30 students per high school class or lower.	Averages are 27 at elementary, 30 at middle, 32 at high	Averages are 26 elementary, 29 at middle, 31 at high	Baseline averages set at 25 at elementary, 28 at middle, 30 at high	Averages are 24 at elementary, 27 at middle, 29 at high	Averages are 23 at elementary, 26 at middle, 28 at high	WWAIE Report	2025 class size averages: 22 at elementary, 23 at middle, 25 at high	Winter
2	Eliminate negative findings on annual audits.						Audit Report	2025: 1 minor audit finding	Winter
3	Maintain fund balance amounts within the target ranges established by board policy.						Revised Budget		Spring
Goal 2: We will attract, develop, support and retain a diverse, highly effective workforce through equitable hiring, sustainable working conditions and meaningful professional learning.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Decrease the percentage of staff members who voluntarily leave RPS per year. (denominator is total number in staffing report)						HR	2025-2026: 76 staff members voluntarily left RPS	Spring
2	Maintain or increase the percentage of RPS staff new hires who are black, Indigenous and/or people of color.						HR	2025-2026: 30% of new hires are BIPOC	Winter
3	Increase the percentage of RPS staff who are black, Indigenous and/or people of color.						HR	2025-26: 28% of staff are BIPOC	Winter
4	Increase the percentage of licensed staff who report overall satisfaction with district PD offerings. (Score of 4 or higher?)						eduCLIMBER		Spring
Goal 3: We will maintain safe, welcoming, accessible and sustainable learning environments that reflect and support the Richfield community by responsibly stewarding facilities and enhancing security and inclusion.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Decrease the number of findings on annual mock OSHA inspections.						Bob/Faith	25-26: 8 findings	Spring
2	Increase the percentage of facilities helpdesk tickets that are resolved within a week.						Limble (Bob)	2025: 44.5%	Calendar Year
3	Increase the percentage of staff who report that district buildings are safe, welcoming and accessible.						Annual Staff Survey		Spring
4	Increase the percentage of families who report that district buildings are safe, welcoming and accessible.						Annual Parent/Guardian Survey		Spring
5	Sustainability measure....B3 benchmarking stars or trash/recycling/composting audit of effectiveness						Bob?		
6	Security measure...maintain 100% of outside doors locked as appropriate based on daily door checks (or that all door checks are occurring daily)						Limble (Bob)?		
Goal 4: We will provide every student access to nutritious food that reflects the multitude of cultural identities in the Richfield Public Schools community and supports student learning, overall health and well-being.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of students participating in school lunch in November each year.						Michael/Cassi		Winter
2	Increase the percentage of students participating in school lunch in April each year.						Michael/Cassi		Spring
3	Increase the percentage of students who are satisfied with school meals overall.						Student Climate Survey		Spring
4	Ensure the demographics of the students who are satisfied with school meals align to the overall demographics of RPS.						Student Climate Survey		Spring
Goal 5: We will provide equitable, secure and future-ready technology systems that enhance learning, strengthen communication and support responsible, age-appropriate and innovative use of digital tools and AI.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of families who report satisfaction with their students' technology tools.						Annual Parent/Guardian Survey		Spring
2	Increase the percentage of staff who demonstrate safe use of technology as measured by phishing tests.						Justin		Annual
Goal 6: We will provide safe, equitable and reliable transportation systems that remove barriers to learning and participation.									
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of students living within the RPS boundaries who receive District transportation.						Ernest/Jennifer	2025-2026: 2,244 students	End of Year
2	Increase the percentage of families who report that their student's experience walking or biking to school is overall positive.						SRTS survey	2025-26: 58%	End of calendar year

VISION CARD 6: COMMUNICATION, COMMUNITY TRUST AND ENROLLMENT										
Goal 1: We will welcome, engage and inform families of district and school happenings through aligned, timely and high-quality communications.										
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of families who report that district communications are aligned, timely and high-quality.						Annual Parent/Guardian Survey		Spring
2	Increase the percentage of families who report that school communications are aligned, timely and high-quality.						Annual Parent/Guardian Survey		Spring
Goal 2: We will support, engage and inform staff of district and school happenings through aligned, timely and effective communications.										
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of staff who report that district communications are supportive and engaging and inform them in a timely manner.						Annual Staff Survey		Spring
2	Increase the percentage of staff who report that district communications have provided them with an understanding of District values and priorities for the current school year.						Annual Staff Survey		Spring
Goal 3: We will have a positive reputation in the whole community as a highly effective and welcoming school system.										
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the percentage of families who report that RPS has a positive reputation in the community.						Annual Parent/Guardian Survey	25-26: 94%	Spring
2	Increase the percentage of families of newly enrolled students who report that RPS has a positive reputation in the community.						Annual New Family Survey	96.20%	Fall
Goal 4: We will increase new student enrollment through district and school marketing, communication and welcoming initiatives.										
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Increase the number of new students enrolling in RPS each year. OR Increase the 5-year average number of new student enrollments in RPS.						Laura	5-year average from 2021-2025: 466.8 new student enrollments	Fall
2	Increase the RPS enrollment market share percentage.						WWAIE report	2025-2026: 62%	Winter
Goal 5: We will increase student enrollment retention through consistent district and school communication, positive student experiences and family engagement efforts.										
Item	**Measure**	**Level -2**	**Level -1**	**Baseline**	**Level 1**	**Level 2**	**Data Source**	**Current Data**	**When is Data Available?**
1	Decrease the overall percentage of students who leave RPS each year (not including graduates). (Students from prior year Oct 1 count who are not present in current year Oct 1 count)						Laura		Winter
2	Decrease the percentage of students who leave RPS between PreK and Kindergarten.						Laura		Winter
3	Decrease the percentage of students who leave RPS between Grade 5 and Grade 6.						Laura		Winter
4	Decrease the percentage of students who leave RPS between Grade 8 and Grade 9.						Laura		Winter