Richfield PS #4
Case # 68086

Graduation Rate

"Education is the most powerful weapon which you can use to change this world"
Nelson Mandela

Obsan, Edwin, Mohamed, Abdullahi

Parents or guardian involvement in education

- We chose parent involvement in education because it is one of the major problems we face in public schools today and we think this will help students to graduate on time and will increase graduation rate

Parents or guardian involvement in education

- Parents will have a better understanding of the school curriculum and activities and can be more comfortable with the quality of education their child is receiving. They spend more time with their children and become able to communicate better with them.

Parents involvement in education

- Parents are not mostly involved in their child's education . Many researches show that that family engagement in schools improves student achievement. Students whose parents are involved in education earn higher grades have more social skills And children who have more help from their parents have higher rate graduating on time and less stress.

parent -teacher conference at RHS

October 2017 - 1689

December 2017 - 898

March 2018 - 714

May 2018 - 609

As we can see both times the number of parents attending conference goes down

Table 2. Percentage of students in kindergarten through grade 12 whose parents reported participation in school-related activities and mean number of meetings or activities, by selected school, student, and family characteristics: 2015–16—Continued

Characteristic	Number of students in kindergarten through grade 12 (thousands)	Participation in school activities by parent or other household member						
		Attended a general school or PTO/PTA meeting[1]	Attended regularly scheduled parent-teacher conference	Attended a school or class event	Volunteered or served on school committee	Participated in school fundraising	Met with a guidance counselor	Mean number of meetings or activities at child's school
Highest education level of parents/guardians								
Less than high school	5,530	76	70	54	25	29	35	5.0
High school graduate or equivalent	9,986	82	73	69	27	49	31	5.5
Vocational/technical or some college	13,174	90	76	80	39	60	35	7.0
Bachelor's degree	13,789	93	82	87	54	70	32	9.1
Graduate or professional school	8,683	95	84	93	65	73	34	9.9
English spoken at home by parents/guardians[6]								
Both/only parent(s)/guardian(s) speak(s) English	43,115	90	79	82	46	64	34	7.9
One of two parents/guardians speaks English	1,882	86	74	71	38	47	33	6.8
No parent/guardian speaks English	6,165	81	68	62	25	33	30	4.9
Poverty status[7]								
Poor	8,971	81	75	62	27	37	37	5.6
Nonpoor	42,191	90	78	83	47	64	32	7.9

Importance of Parent engagement in school

- Students will have higher achievement and better test scores.
- Students will have higher graduation rates
- Bad behaviors such as smoking, violence and using drugs will decrease as parents involvement increase
- It will build confidence for students to study what they want in their future
- Students will have better attendance at school.
- Parental involvement lifts teacher morale.

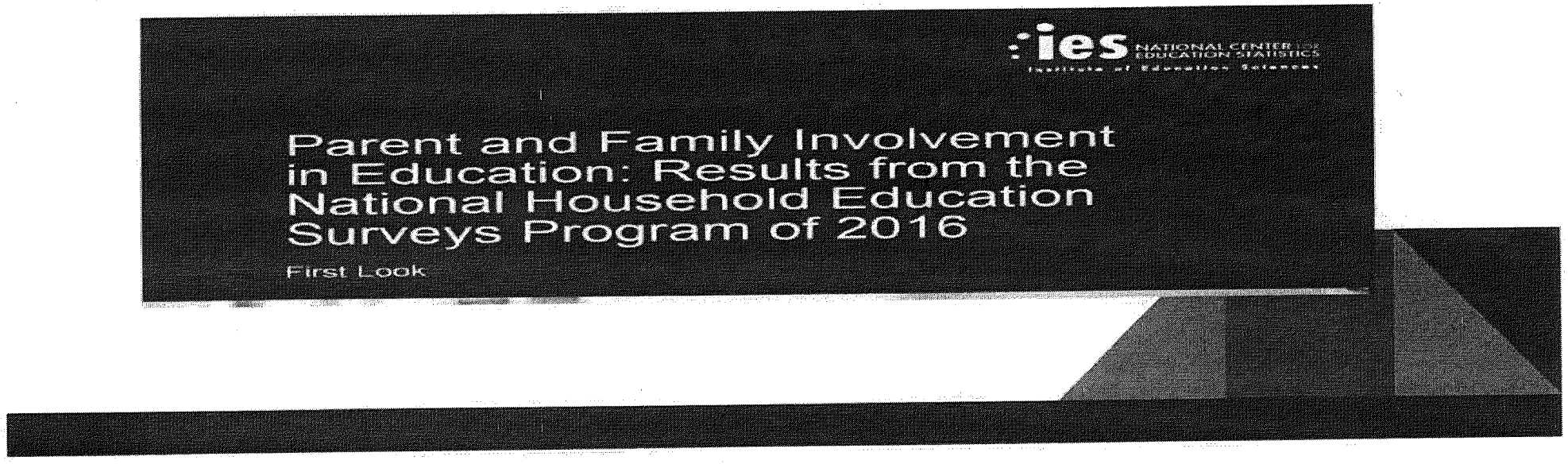
Solution

- Creating parents club at the school, which will allow parents to come together and talk about how to make their children successful.
- Giving busy parents a way to come and talk about their children
- Using technology to connect with parents such as email,mobile apps and mobile text .
- Making teacher and parents conference more accessible for busy parents.
- Communicating with parents about the importance of parent engagement in school

Solution

- Giving busy parents a way to communicate and talk about their children and building bridges between teachers and parents . For example some ways to solve this are the school making effort to communicate with parents using technology, Making social media a key part to communicate Facebook ,Twitter and email are particularly popular in the world and among parents to use and communicate, specially Email is still a good way and timely way to contact parents or in using video calls to connect with parents that are not able to attend parent teacher conference

Credits

- https://www.cdc.gov/healthyyouth/protective/parent_engagement.htm
- https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf
- 

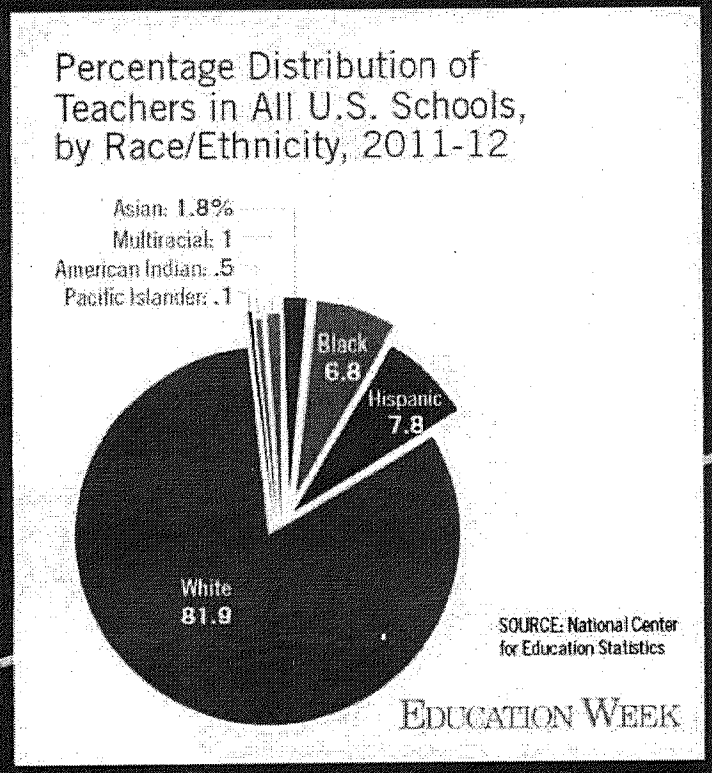
Diversity in Teachers

By: Saida, Isabel, Diana, Karen and Emily

Category Chosen and Why?

- School culture
  - There are not enough teachers of color. The student body has a high level of diversity.

Problems



- Nationally only 2% of teachers are Black men.
- White students do not see people of color in leadership roles
- Discrimination
- Less than 25% teachers of color enroll in teacher preparation programs

Solutions

Encourage more students to go into becoming teachers

- Not all of the kids will listen
- Help kids better go into college
  - Not enough help
- Help high schoolers after high school
  - Students don't have support in college

Solutions

- Mentor kids who would be good teachers
  - Encourage and support minorities to become teachers
- Pay for some of their tuition
  - They might want it but can't afford it

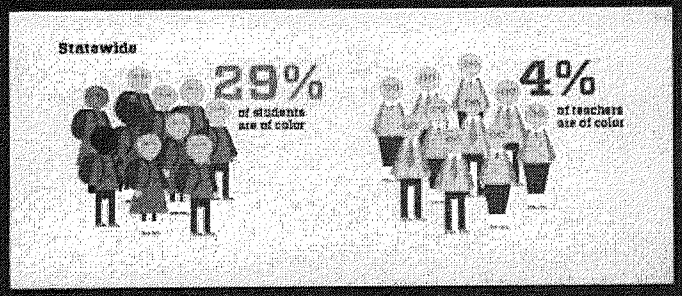
Criteria

- "I want to make it clear, teacher diversity is not just about students of color," King said. "It's important for white students to have teachers of color and see people of color in leadership roles." US News - Major Teacher Diversity Problem

Action Plan

- Have a teacher job fair
- Help pay tuition for minorities who are going into teaching
- Have mentors for students who want to go into teaching

Closing Argument



- They would be able to relate more with the students
  - By kids being rude to teachers others lose interest
- Doesn't just affect us but students of the future

Sources

https://www.theguardian.com/us-news/2017/sep/21/hiring-race-discrimination-african-americans-study

https://www.usnews.com/news/articles/2016-05-06/major-teacher-diversity-problems-in-us-schools

https://e4e.org/what-we-do/policy-solutions/closing-gaps

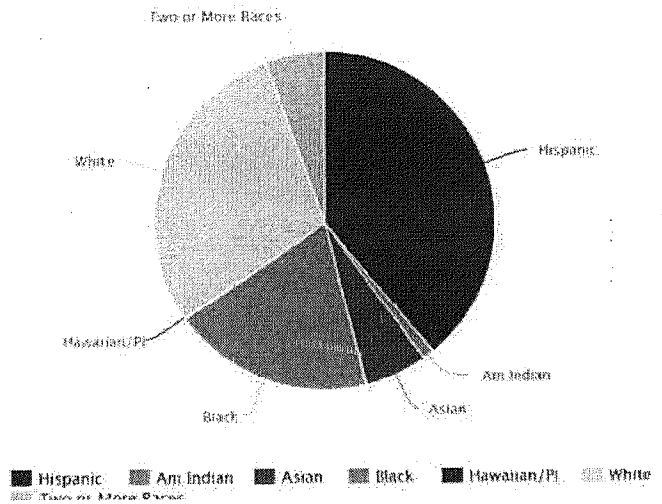
Richfield High-School Improvement Proposal

Iris S, Erik L, Minh N, Josmar T, Johnathan M

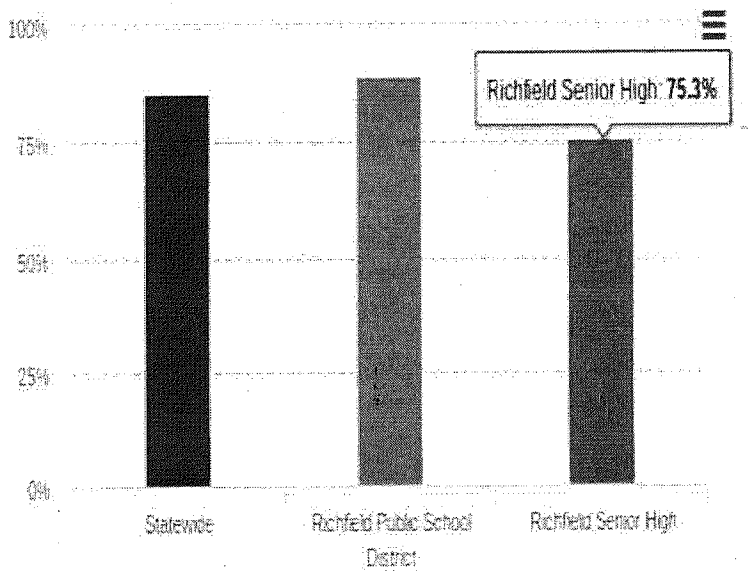
Student Engagement and Proficiency

Problem

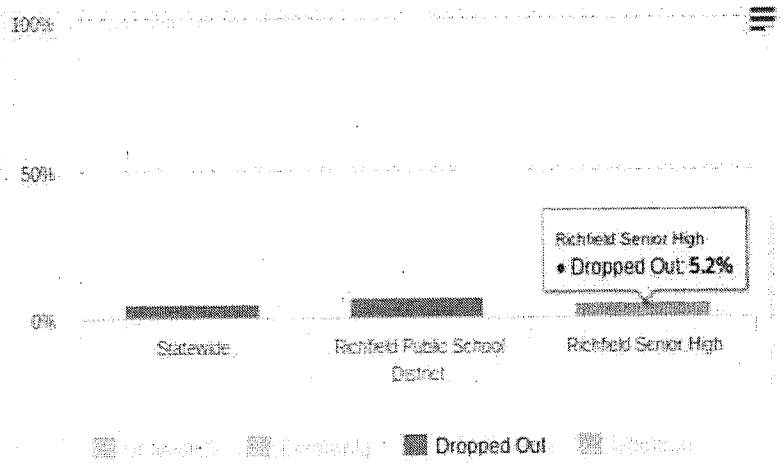
- Classroom
  - Each teacher teaches differently
  - Large class sizes
  - Language barriers
  - Teacher - student relationship
- Students
  - Attendance
  - Readiness
  - Student engagement
  - Attitude



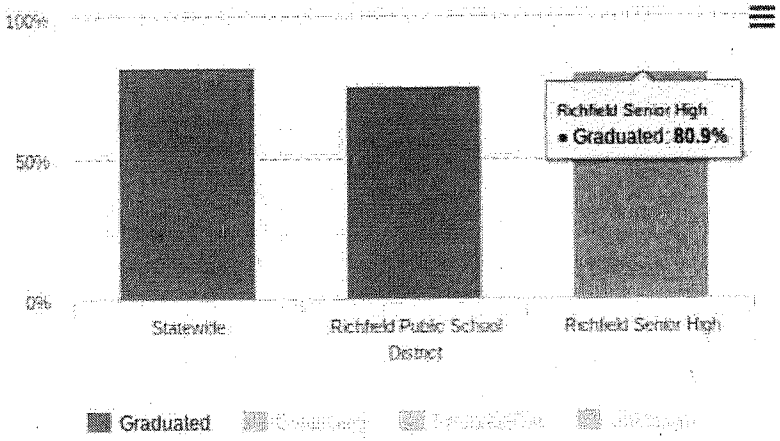
Race/Ethnicity	Count	Percent
Hispanic or Latino	446	39.1%
American Indian or Alaska Native	12	1.1%
Asian	69	6.0%
Black or African American	219	19.2%
Native Hawaiian or Other Pacific Islander	1	0.1%
White	331	29.0%
Two or More Races	64	5.6%
All Students	1,142	100.0%



	Statewide	Richfield Public School District	Richfield Senior High
Consistent Attendance	85.6%	89.1%	75.3%
Count	786,577	3,811	1,101



Demographic	Graduated	Continuing	Dropped Out	Unknown
Statewide	82.7%	8.8%	4.7%	3.9%
	54,843	5,811	3,110	2,566
Richfield Public School District	75.7%	14.0%	6.6%	3.7%
	206	38	18	10
Richfield Senior High	80.9%	11.2%	5.2%	2.8%
	203	28	13	7



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	203	28	13	7

Student Engagement

- Make learning interesting for the students (most students fall asleep due to boredom)
- Have more activities that allow the students to enjoy the class
- Most teachers get very strict on the students making the students dislike the class
- Some teachers give too many assignments at once causing kids to get behind on assignments

Proficiency

- The proficiency rate of Richfield High School students was trending downward by about 5% from 2017 to 2018 according to the Minnesota Report Card.
- In order to combat this problem, classes should be more engaging, so that students would want to learn.

Conclusion/Plan

- Make students want to go to school
- Team bonding exercises
- Different teaching techniques for different students
- Decline Dropout rate by putting students in certain classes that they enjoy/easier classes
- Rise attendance rate by helping students get on time providing more transportation options that aren't costly

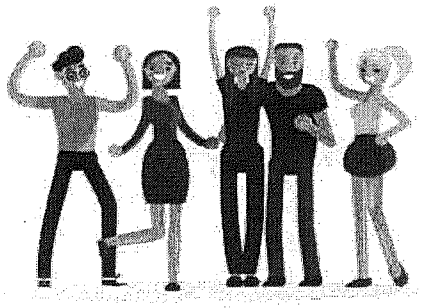
College Readiness-
Academic Skills

Problem

- Students are unaware of college readiness programs/ classes until it's too late to join.
- College classes are only made available to Juniors/Seniors
- AP/ CIS Classes are only open to those who are "ready" for it

Academic Skills

- Important skills for college are learned in CIS/AP classes.
- Not teaching college skills to students; that can lead them behind and let them struggle more in college.



Action Plan to fix the issue

- More college readiness starting from 9th grade
- We can get more challenges
- Advisory giving us more support on college plans

- Give AP/ CIS Classes to more students
- Start a college plan by 9th grade
- Open up college readiness programs/ classes to more students

Thank you!

Sources

http://rc.education.state.mn.us/#mySchool/orgId--10280035000__p--1

Welcome RPS Student Engagement Specialists!

September 6, 2018

7B

Introduction

Christina Gonzalez, LICSW
Director of Student Support Services

Norms/Protocols

Come prepared to learn/teach

Take care of yourself and others

Understand the importance of both intent and impact

Embrace attempts at humor

Welcome

Please share…

Table Tents

- Upper left: Hobbies
- Upper right: Music Genres
- Lower left: Favorite Foods
- Lower right: Loved Ones (Those closest to you)
- Three words to describe your first days in your school

Richfield Public Schools
inspires* and *empowers
each individual to
learn, grow, and *excel*.

Who Are Our Students?

4400 Students

72% students of color

- 40% Latino/Hispanic
- 17% Black
- 8% Multiracial
- 6% Asian
- 1% American Indian/Alaskan

27% of our learners are currently receiving ELL services

65% meet criteria for free and reduced lunch

CONTENTS

In Richfield our approach is...
Integrated and Interdisciplinary

How did YOU and WE get here?

District commitment to serving students

District commitment to reducing behaviors that lead to suspensions

District commitment to providing tangible supports to student and staff

Strategic Plan 2020

Strategy 1: We will provide challenging, relevant and engaging educational opportunities for all students that will increase learning

Strategy 2: We will positively promote Richfield Public Schools

Strategy 3: We will provide a welcoming, healthy, supportive, safe, and caring environment

Strategy 4: We will acquire and align human, financial, operational and technology resources to maximize organizational goals

Centered on the whole child.
Working as one district.

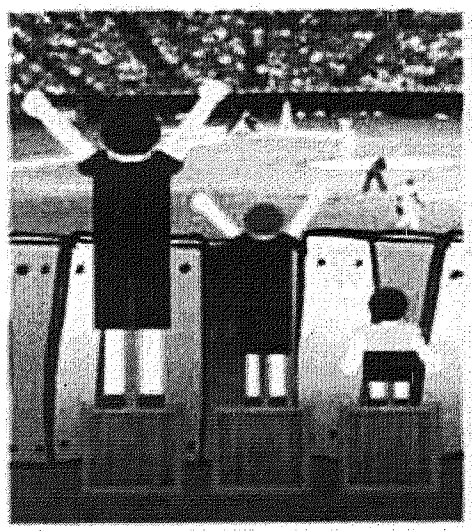
Turn and Talk

Which of the following strategies align with the work you will be doing in schools?

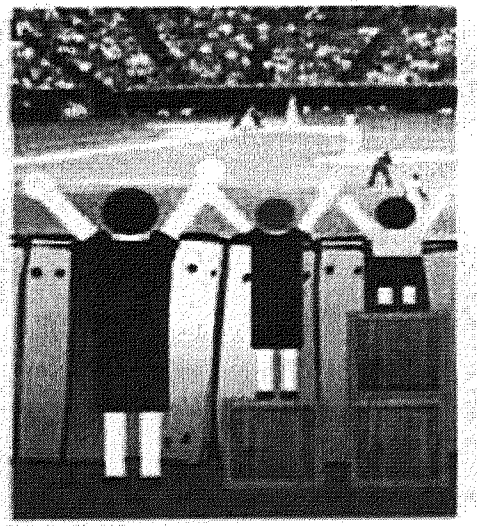
Plan to share out.

Focus on Equity

EQUALITY VERSUS EQUITY



In the first image, it is assumed that everyone will benefit from the same supports. They are being treated equally.



In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

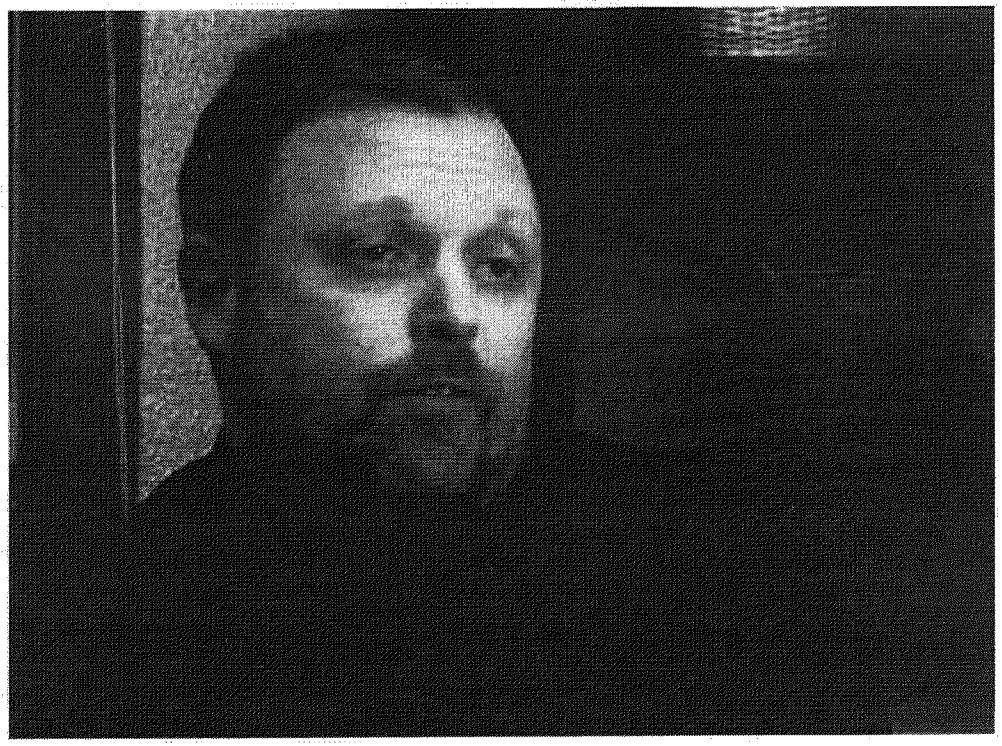
In the third image, all three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Turn and Talk

What does this image mean to you?

How do you see your role improving equitable experiences and outcomes for ALL students?

Tim Wise - White in America



Consider...

How does this resonate to you in your multiple identities?

What lived experiences do you bring that create connections to this work?

What lived experiences do you bring that provide you with privilege and protection?

How will you ensure you receive support, guidance and direction around this?

Share with an elbow partner...

What feels comfortable and relevant.

Our Goal

Move from safe spaces to BRAVE spaces

Article Review

1. With a partner, review the two articles on brave spaces
2. Identify two key takeaways from the articles
3. Plan to share out with the group

Action Commitments

Identify 1-2 action commitments related to being brave in your work with students and engagement with adults.

How can you be caringly candid while keeping student needs at the center?

Be mindful to offer support that allows folks to turn towards you, versus away from you, during conversations about student needs.

Multiple Modalities within RPS

Leadership
Courageous Conversations
PLCs
Data driven dialogues
Innocent Classroom

Innocent Classroom

- Valuing Innocence and Good
- Understanding the “good” of students

Good

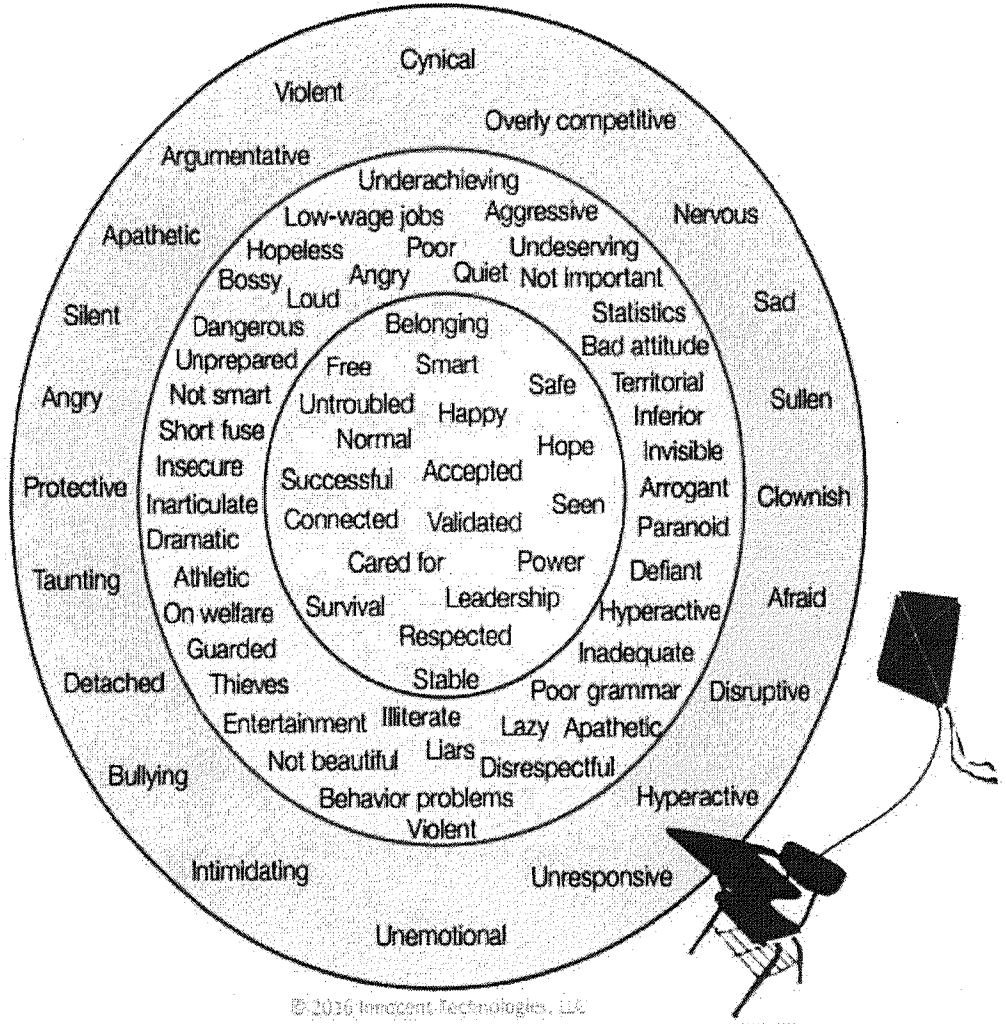
That for which all other things are done.

Good Exercise

1. Think about your favorite superhero or cartoon character from childhood. If not a superhero or cartoon, an adult, mentor or caring adult.
2. Name three heroes/heroines
3. List three things that you definitely don't believe in
4. Who do you admire the most?

5. Plan to share out and engage in an exercise to identify your "good" as a whole group.

The Good Wheel



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Innocence versus Guilt

Guilt: The internalized negative perceptions of people of color that affect attitude and behavior. The absence of innocence.

Innocence: the condition that results from the reduction, minimization, neutralization or elimination of the guilt that develops from stereotypes, popular negative narratives and iconography

Action Commitment

As you continue to engage in the work, identify 1-2 action commitments to support the use of Innocent Classroom and an understanding of student "good" to do the work?

Plan to share out!

Social Emotional Learning

Social emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

How and when does learning happen?

In relationship with others!

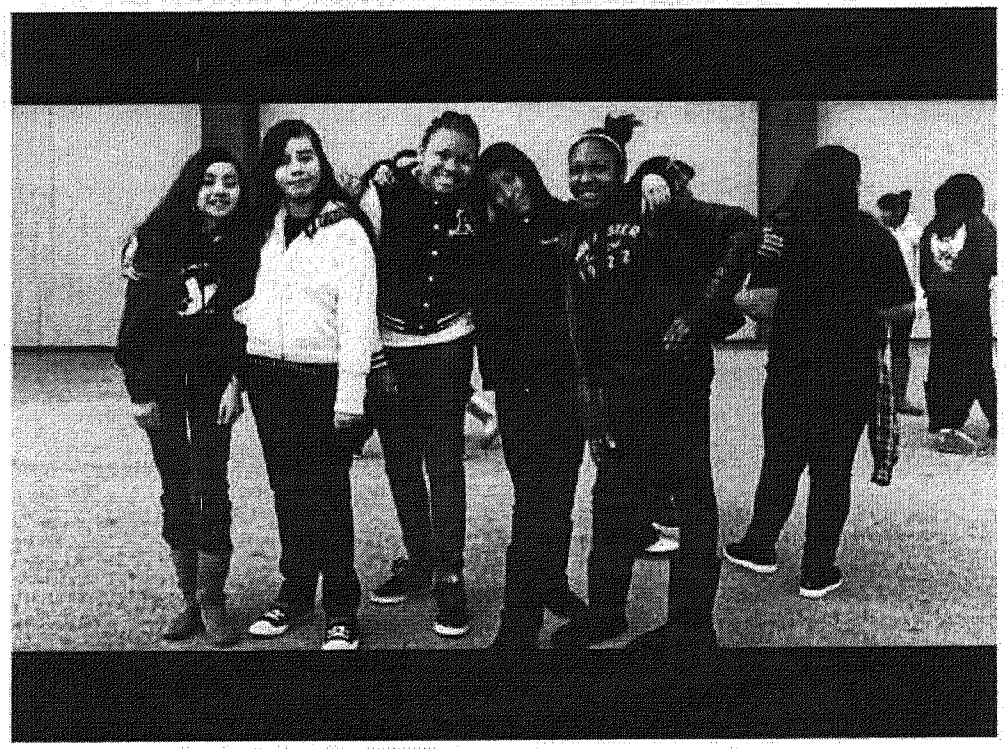
In relationship with others!
In relationship with others!
In relationship with others!
In relationship with others!
In relationship with others!

What happens when relationship is not present?

Turn and talk with a peer - share 1-2 caring adults, outside of your home, that greatly influenced you and taught you lasting lessons. When thinking of this adult, how do you feel? How will you channel this in your work with students and adults? What will you need in order to ensure this is present in your daily interactions?

Also discuss the impact on learning when relationship with the person teaching is not present.

Tiered Interventions



Tiered Interventions

Break into pairs and learn about Tiers 1, 2, or 3. Plan to teach your peers about your assigned Tier.

Our Collective Purpose

Review the job description and identify key responsibilities in your roles as
student engagement specialists.

Plan to share out!

Building the plane...

Technical Information

1. Timesheets - 8 hours, .5 unpaid
2. Consistent schedule determined by building hours
3. Timesheets signed by building leader
4. Timesheets approved by district office
5. Absences, time off, and supervision
6. Building supervision
7. District level oversight
8. Phone numbers/contact information

Q/A