

Achievement and Integration Plan
July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Richfield Public Schools

District's Integration Status: Racially Isolated District (RI)

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Racially Identifiable Schools (RIS) within District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed.

- | | |
|---|---|
| 1. Centennial Elementary School | 2. Richfield Dual Language Immersion School |
| 3. Richfield STEM Elementary School | 4. Sheridan Elementary School |
| 5. Richfield Middle School | 6. Richfield High School |
| 7. Richfield College Experience Program | |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Steve Unowsky

Signature:

Date Signed: March 14, 2017

School Board Chair: Christine Maleck

Signature:

Date Signed: March 14, 2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **WMEP**: Edina, Bloomington, Robbinsdale, St. Louis Park, Hopkins, Minneapolis, Eden Prairie, St. Anthony-New Brighton, Wayzata

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Richfield Public Schools also participated in the West metro Education Program as a member of the Multi-District Collaboration Council. District staff met regularly with other school districts and WMEP representatives to align professional development opportunities in support of identified student groups under the Achievement and Integration Plan.

Community Collaboration Council for the RIS: The Richfield Public School Community Collaboration Council included district staff

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.richfieldschools.org/>

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: The proficiency GAP between the Black and White students and between Latino and White students enrolled the full academic year for all grades tested within Richfield Public Schools on all state reading and math accountability tests will DECREASE by 20% from 2016 to 2020 while increasing the proficiency of White students by 3% every year.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 1.1: Provide and expand literacy and mathematics supports for preK-12 to reduce predictability of achievement by race.

Objective 1.2: Provide and expand early childhood academic opportunities to increase school readiness

Objective 1.3: Provide social emotional supports for students to support improved attendance, engagement and achievement.

GOAL # 2: All student ethnicity groups graduating within 4 years will increase to 93.5% in 2020 as reported by MDE.

Aligns with WBWF area: All students are ready for career and college.

Objective 2.1: Students of color at the secondary level will receive focused counseling, exposure and support with advanced courses including post-secondary options including increased opportunities to attend college and career events. Provide cross cultural relationships and create shared learning opportunities

Objective 2.2: Provide multiple opportunities and supports to expand preparation for and access to college-level coursework and workplace certification while in high school

Objective 2.3: Targeting transition years that engages families and students, some examples include: Transition events to orient students to every new grade, with additional focus on kindergarten, 6th and 9th grades; calculate, share and emphasize with middle school students their cumulative grade point average grades 6-8;

GOAL # 3: The percentage of 3rd graders enrolled the full academic year within Richfield Public Schools on all state reading accountability tests will increase by 20% from 2016 to 2020.

Aligns with WBWF area: All 3rd graders can read at grade level.

Objective 3.1: All students who are not reading at grade level will be identified through multiple measures and supported through tiers of intervention to successfully perform at grade level benchmarks (e.g. PRESS-Path to Reading Excellence in School Sites)

Objective 3.3: All early childhood and elementary programs will support to promote strong literacy readiness through enriching, challenging curriculum to make projected growth in literacy.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1 Extended Learning and Graduation Opportunities**Priority Area:** Student Engagement and Outcomes**Objective this intervention supports:****Objective 2.2: Provide multiple opportunities and supports to expand preparation for and access to college-level coursework and workplace certification while in high school****Type of Intervention:** Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

The RHS team developed and implemented an online, hybrid learning option for students who need to make up credits from courses they previously were unsuccessful in passing. This program is open to all RHS students as well as any students from surrounding school districts. Odysseyware's powerful assessment capabilities and prescriptive learning paths offer students with learning gaps, those needing remediation, or those desiring acceleration and enrichment opportunities, efficient and targeted resources to gain standards mastery and recover and acquire course credits. Teachers aligned the online content curriculum to MN content standards and assigned learning modules to students. Teachers were also provided professional development to learn the new online tool and better integrate its features to differentiate instruction for students. Students and their counselors completed a separation form that documents which standards within a given content course still required evidence of mastery. These content standards were then assigned to students. Students were scheduled into study halls where they had the opportunity to utilize the online curriculum with the support of a licensed classroom content teacher. Many of our students cannot stay after school due to family obligations or work obligations. This system integrates an online approach differentiated to the needs of each student. Licensed content teachers support students learning. The result is that students make up credits and get back on track to graduate with their class.

Grade levels to be served: 9-12

Location of services: Richfield High School

Formative assessment(s) used to inform instructional decision-making: Separation Form outlining which content standards the student needs in order to pass state graduation requirements. Additionally, embedded formative and summative assessments test student progress toward content mastery and help inform instruction. In Odysseyware's CRx (Credit Recovery) modes, custom and prescriptive student learning paths are created based on student proficiency and content mastery needs.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

1.

1. Zhang, K. 2004. Effects of peer-controlled or externally structured and moderated online collaboration on group problem solving processes and related individual attitudes in wellstructured and ill-structured small group problem solving in a hybrid course. PhD diss., Pennsylvania State University, State College.
2. Zhang, D., L. Zhou, R. O. Briggs, and J. F. Nunamaker, Jr. 2006. Instructional video in elearning: Assessing the impact of interactive video on learning effectiveness. *Information and Management* 43 (1):15–27
3. Whitehouse, P. L., L. A. Breit, E. M. McCloskey, D. J. Ketelhut, and C. Dede. 2006. An overview of current findings from empirical research on online teacher professional development. In *Online professional development for teachers: Emerging models and methods*, ed. C. Dede, 13–29. Cambridge, Mass.: Harvard University Press
4. Tucker, B. 2007, June. Laboratories of reform: Virtual high schools and innovation in public education. Washington, D.C.: Education Sector Reports.
http://www.butlertech.org/ek_sitepath/uploadedfiles/Teen_Education/Butler_Tech_Online/Laboratories%20of%20Reform.pdf (accessed March 5, 2009)
5. Schutt, M. 2007. The effects of instructor immediacy in online learning environments. PhD diss., University of San Diego and San Diego State University, San Diego, Calif

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students enrolled in extended learning opportunities will earn partial or full credit toward graduation. *Disaggregated by race, ethnicity, and FRPL	10 credits	15 credits	20 credits
Students enrolled in extended learning opportunities will graduate on time. *Disaggregated by race, ethnicity, and FRPL	5 students	10 students	15 students

Intervention 2 Richfield College Experience Program

Priority Area: Family and Community Partnerships

Objective this intervention supports:

Objective 2.1: Students of color at the secondary level will receive focused counseling, exposure and support with advanced courses including post-secondary options including increased opportunities to attend college and career events. Provide cross cultural relationships and create shared learning opportunities 2.2
Provide multiple opportunities and supports to expand preparation for and access to college-level coursework and workplace certification while in high school

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

The **Richfield College Experience Program (RCEP)** opened its doors to students from Richfield and surrounding school districts on August 22, 2016. Located in the new Partnership Center at **Normandale Community College**, **RCEP** is a high school partnership between Richfield Public Schools and Normandale Community College to support students ages 16-20 with the desire and motivation to graduate from high school and achieve success in college. At **RCEP**, students will work toward their high school graduation with Richfield teachers while simultaneously earning free college credits at **Normandale Community College** through a process called dual enrollment. Each student will have the opportunity to enroll in college courses to help them move forward in their academic and career goals at no cost. The students will be supported by Richfield Public School teachers and Normandale staff. **RCEP** focuses on students for whom a traditional learning environment is not meeting their educational needs. RCEP is open to any 9-12 student from surrounding school districts. Richfield social workers, Outreach Workers and teaching staff will continue to work with RPS students and other students from neighboring, racially-isolated districts, (Edina, Bloomington, Minneapolis and Eden Prairie Public Schools) to ensure students have the opportunity to increase their cross-cultural fluency,

interactions and competencies. RCEP offers credit bearing courses and during the regular school day/year.

Grade levels to be served: 9-12

Location of services: Normandale Community College

Formative assessment(s) used to inform instructional decision-making: Every student is required by MDE to develop a Continual Learning Plan with goals aligned to graduation, college and career pathway identification and plan, and social-emotional supports including but not limited to advising, counseling, school-based mental health, and therapy. The CLP is required for all students enrolled in an Area Learning Program like RCEP. All course work meets Minnesota content standards for high school graduation.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

This is a new program and there is no peer reviewed literature available regarding this MDE-approved Middle college Program.

1. <http://www.house.leg.state.mn.us/hrd/pubs/ss/ssdualcred.pdf>

2.

<https://education.state.mn.us/mdeprod/groups/educ/documents/edform/mdaw/mdu4/~edi/sp/058132.pdf>

3. <http://cornerstone.lib.mnsu.edu/cgi/viewcontent.cgi?article=1093&context=etds>

4.

http://www.michigan.gov/documents/mde/Differences_That_Make_A_Difference_500594_7.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
RCEP students will graduate earning at least one college credit. *Disaggregated by race, ethnicity, and FRPL	5	10	15
RCEP students will pass NCC 1000 within the first two years of enrollment.	50%	55%	60%
RCEP students will develop a CLP in advising sessions that will include college readiness indicator data (eg. Accuplacer, FAFSA, Career Interest Inventories, etc.) and individual performance goals. Through targeted counseling sessions, students will analyze their results and select college or career pathways.	80%	85%	90%

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Intervention 3 Literacy Intervention utilizing Picturing Writing

Priority Area: Student Engagement and Outcomes

Objective this intervention supports:

Objective 1.1: Provide and expand literacy and mathematics supports for preK-12 to reduce predictability of achievement by race.

Objective 3.1: All students who are not reading at grade level will be identified through multiple measures and supported through tiers of intervention to successfully perform at grade level benchmarks

Objective 3.3: All early childhood and elementary programs will support to promote strong literacy readiness through enriching, challenging curriculum to make projected growth in literacy.

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

Picturing Writing is an instructional program that fosters literacy through art. Picturing Writing is an art-and-literature-based approach to writing that integrates visual modes of thinking at every stage of the writing process. Picturing Writing utilizes simple crayon resist art techniques and quality literature in a progression of mini-lessons that teach essential literacy skills to students with diverse learning styles. During Artists/Writers Workshop, students draft their ideas in images first. They learn how to create pictures that tell a story and write words that paint pictures. Students are able to approach writing from a position of strength according to their individual learning style. The key elements of story are taught through the dual languages of pictures and words. Image-making within the writing process is a dynamic

art-and-literature-based approach to writing that integrates visual and kinesthetic modes of thinking at each and every stage of the writing process. Students begin by creating their own portfolio of beautiful hand-painted textured papers. These papers not only spark story ideas but also become the raw materials for constructing stunning collage images. As students literally give shape to their ideas through cutting and pasting, they are able to rehearse, draft, and revise their stories long before setting pencil to paper. As they build a sequence of images to tell their story, they are able to orally rehearse their story-line through "reading their pictures." Rich descriptive language is literally at their fingertips. Brainstorming sheets, especially designed for each page of writing, help students to access and record "silver dollar words." This hands-on process has proven itself to be particularly effective for at-risk students, those who struggle with traditional methods of writing.

Grade levels to be served: Grades 3-5

Location of services:

Centennial Elementary School

Richfield Dual Language School

Richfield STEM Elementary School

Formative assessment(s) used to inform instructional decision-making:

Teachers utilize both formative and summative assessments embedded in the instructional Picturing Writing model. Formative assessments include writing prompts, word stories, and sentence stems. Summative assessments include student portfolios or "books" which are completed at the end of each unit.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

1. <http://www.picturingwriting.org/pdf/AEMDDFindings.pdf>

2. http://www.picturingwriting.org/pdf/ExeterData2010_update.pdf

3. http://www.picturingwriting.org/pdf/evaluation_yearlong.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students enrolled in Picturing Writing program. *Disaggregated by race, ethnicity, and FRPL	80	100	120
Teachers trained in Picturing Writing.	5	10	15
Students enrolled in Picturing Writing program increase MAP growth scores. *Disaggregated by race, ethnicity, and FRPL	5%	5%	5%

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Intervention 4 RHS 7-Period Day

Priority Area: Instruction and Assessment

Objective this intervention supports:

Objective 1.1: Provide and expand literacy and mathematics supports for preK-12 to reduce predictability of achievement by race.

Objective 2.1: Students of color at the secondary level will receive focused counseling, exposure and support with advanced courses including post-secondary options including increased opportunities to attend college and career events. Provide cross cultural relationships and create shared learning opportunities

Objective 2.2: Provide multiple opportunities and supports to expand preparation for and access to college-level coursework and workplace certification while in high school

Objective 3.1: All students who are not reading at grade level will be identified through multiple measures and supported through tiers of intervention to successfully perform at grade level benchmarks

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

We will improve Richfield High School's overall academic proficiency scores, graduation rates as well as narrow the achievement gap by augmenting the current structure of RHS and transitioning to a 7- period day during the 2017-18 school year through:

- 1) Increase the enrollment in in-school support courses
- 2) Increase enrollment in in-school advanced courses (Honors, CIS, AP) and enrichment courses students can access
- 3) Increase equity of access to advanced courses (Honors, CIS, AP)
- 4) Increase rate of students choosing RHS advanced coursework instead of external post-secondary options
- 5) Increase retention rate of RMS 8th graders choosing to come to Richfield High School
- 6) Increase amount of in-school and supported teacher collaboration time

Grade levels to be served: Grades 9-12

Location of services: Richfield High School

Formative assessment(s) used to inform instructional decision-making: Richfield High School staff are currently working on curriculum vertical alignment to support more and deeper academic choices for students during the 7 Period day model. In addition, new courses are being developed to target students who need acceleration in math and reading to achieve graduation on time.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Baker, D. et. al. "Schedule Matters: The Relationship between High School Schedules and Student Academic Achievement." The Washington School Research Center, Research Report Number 9. October 2006. p. 14.

http://www.spu.edu/orgs/research/WSRC-HS-Scheduling-Research-Report_FINAL-10-03-06.pdf

"Making time: What research says about reorganizing school schedules." The Center for Public Education. 2006.

<http://www.centerforpubliceducation.org/Main-Menu/Organizing-a-school/Copy-of-Making-time-At-a-glance/Making-time-What-research-says-about-re-organizing-school-schedules.html>

Merenbloom, E. & Kalina, B. (2007). *Making creative schedules work!* Thousand Oaks, CA: Corwin.

Williamson, R. (2009). *Scheduling to improve student learning*. Westerville, OH: National Middle School Association.

Williamson, R. & Blackburn, B. (2009). *The principalship from A to Z*. Larchmont, NY: Eye on Education. (Chapter M – Managing School Schedules)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student graduation rate. *Disaggregated by race, ethnicity, and FRPL	85%	88%	91%
Students of color in AP/CIS courses. *Disaggregated by race, ethnicity, and FRPL	12%	20%	30%

Intervention 5 Innocent Classroom Professional Development

Priority Area: Climate

Objective this intervention supports:

Objective 1.3: Provide social emotional supports for students to support improved attendance, engagement and achievement.

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

We will improve Richfield Public School’s overall academic proficiency scores, graduation rates as well as narrow the achievement gap by providing Innocent Classroom professional development to RPS staff. Innocent Classroom is an intensive, six-session workshop that changes how teachers think about and engage their students, especially students of color.

Through conversations and real-world examples, Innocent Classroom delivers context and practical strategies for building relationships with every child. After completing Constructing the Innocent Classroom, educators can support and deepen their practice in the classroom to target each and every student and their success as an individual learner.

Grade levels to be served: Grades K-12

Location of services: Richfield Public Schools

Formative assessment(s) used to inform instructional decision-making: Richfield Public School staff are currently enrolled in Innocent Classroom professional development with the goal of engaging students as individuals and creating a more positive, inclusive, and safe classroom environment to support student learning. Innocent Classroom strategies and techniques include both academic and social emotional student supports designed to engage the whole child. Teachers utilize a variety of formative and summative assessments of student growth to build and sustain positive relationships with classroom students.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Constructing the Innocent Classroom Spring 2015 Post-Cohort Survey Results, Omaha Public Schools, TerraLuna (May 2015)

Constructing the Innocent Classroom Spring 2015 Post-Cohort Survey Results, Saint Paul Public Schools, Saint Paul Public Schools - Office of Equity (May 2015)

Constructing the Innocent Classroom Spring 2015 Post-Cohort Survey Results, Minneapolis Public Schools, Innocent Technologies (May 2015)

Constructing the Innocent Classroom Spring 2016 Post-Cohort Survey Results, Saint Paul Promise Neighborhood, Innocent Technologies (March 2016)

Constructing the Innocent Classroom Fall 2015 Post-Cohort Survey Results, Omaha Public Schools, Terra Luna (March 2016).

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
RPS staff receives Innocent Classroom professional development.	2 cohorts	2 cohorts	2 cohorts

Decrease in suspensions and referrals. *Disaggregated by race, ethnicity, and FRPL	10% decrease	15% decrease	20% decrease
Increase in graduation rates. *Disaggregated by race, ethnicity, and FRPL	4%	5%	6%

Intervention 6 Oversight of Intervention Specialists for math and literacy utilizing the PRESS framework for literacy.

Priority Area: Instruction and Assessment

Objective this intervention supports:

Objective 1.1: Provide and expand literacy and mathematics supports for preK-12 to reduce predictability of achievement by race.

Objective 1.2: Provide and expand early childhood academic opportunities to increase school readiness

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

Each Richfield Public schools elementary building will be provided instructional coaches. Each instructional coach will act as an interventionist to support federally designated K-5 students that are behind grade level in literacy and/or math. Instructional coaches will receive weekly and monthly professional development and progress monitor individual student outcomes of the literacy/math interventions integrated into the daily schedule of selected students. A secondary purpose of the instructional coach is to also support K-5 teaching staff at the building level with professional development and coaching in literacy/math instructional best practice. Instructional coaches will share student data with other K-5 teachers to help support the growth of all students at each site.

Specifically in terms of literacy, PRESS interventions cover the essential areas of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. As part of the PRESS literacy program, intervention and assessment manuals are provided to support the planning and implementation of the PRESS framework.

Specifically in terms of math, vertical mapping of Minnesota State standards and alignment with teacher developed curriculum and assessments will be facilitated by instructional coaches. This increased alignment between curriculum and standards will help students achieve more successful academic outcomes for students.

Grade levels to be served: Grades K-5

Location of services: Richfield Public Schools – all four elementary schools

Formative assessment(s) used to inform instructional decision-making:

Instructional coaches utilize prescribed formative and summative assessments in literacy/math to chart student progress, growth, and acceleration of math skills. These assessments are embedded in the math instruction and are integrated into PRESS curriculum..

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Aguilar, Elena. (2012) *How Instructional Coaches Can Help Transform Schools*.

Barbara Reys and Francis Fennell, "Who Should Lead Mathematics Instruction at the Elementary School Level? A Case for Mathematics Specialists," *Teaching Children Mathematics*, 9(2003): 277–282.

Burns, M. K., Karich, A. C., Maki, K. E., Anderson, A., Pulles, S. M., Ittner, A., McComas, J. J., & Helman, L. (2015). Identifying classwide problems in reading with screening data. *Journal of Evidence Based Practices for Schools*, 14, 186-204.

Burns, M. K., Maki, K. E., Karich, A. C., Hall, M., McComas, J., & Helman, L. (2016). Problem analysis at tier 2: Using data to find the category of the problem. In S. R. Jimerson, M. K. Burns, & A. VanDerHeyden (Eds.), *Handbook of Response to Intervention, Second Edition* (pp. 293-307). New York, NY: Springer.

Burns, M. K., Pulles, S. M., Maki, K. E., Kanive, R., Hodgsen, J., Helman, L. A., & McComas, J. (accepted for publication). Relationship between instructional level as measured by a reading inventory and reading performance in corresponding leveled books. *Journal of School Psychology*.

Elementary Mathematics Specialists: A Reference for Teacher Credentialing and Degree Programs (AMTE, 2010).

Francis Fennell, "We Need Elementary School Mathematics Specialists Now," *NCTM News Bulletin*, 43(November 2006), <http://www.nctm.org/about/content.aspx?id=9496>.

Goldwasser and K. Tank-Crestetto (2013) *Support Principals; Transform Schools*.

Ittner, A., Helman, L., Burns, M.K., & McComas, J. (2015). Data drive these coaches.Literacy project merges school goals with teachers' learning needs. *Journal of Staff Development*, 36(2), 20-24.

John Dossey, "Elementary School Mathematics Specialists: Where Are They?," *The Arithmetic Teacher*, 32(1984): 3, 50.

Klingbeil, D.A., McComas, J.J., Burns, M.K., & Helman, L. (2015). Comparison of predictive validity and diagnostic accuracy of screening measures in reading skills. *Psychology in the Schools*, 52, 500-514. doi: 10.1002/pits.21839

http://www.cehd.umn.edu/Reading/PRESS/Docs/2016_PRESS_Research_Flyer.pdf
Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase in MCA Literacy / Math proficiency scores for students receiving interventionist support through PRESS. *Disaggregated by race, ethnicity, and FRPL	5%	7%	9%
Increase growth in Literacy / Math MAP scores for students receiving interventionist support through PRESS. *Disaggregated by race, ethnicity, and FRPL	6%	8%	10%

Intervention 7 Family and Community Engagement to Support Student and Family Orientation at New Grade Levels

Priority Area: Family and Community Partnerships

Objective this intervention supports:

Objective 2.1: Students of color at the secondary level will receive focused counseling, exposure and support with advanced courses including post-secondary options including increased opportunities to attend college and career events. Provide cross cultural relationships and create shared learning opportunities

Objective 2.2 Provide multiple opportunities and supports to expand preparation for and access to college-level coursework and workplace certification while in high school

Objective 2.3: Targeting transition years that engages families and students, some examples include: Transition events to orient students to every new grade, with additional focus on kindergarten, 6th and 9th grades; calculate, share and emphasize with middle school students their cumulative grade point average grades 6-8;

Type of Intervention: Family engagement initiatives to increase student achievement.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention.

RPS will strategically utilize social workers, counselors, and multilingual outreach workers to more fully support students during school transitions including: early Childhood to Kindergarten, Elementary to Middle school, Middle School to High School, and High School to Career/College programming options. Counseling and social work staff will specifically support families and students through home visits, regular communication in preferred language regarding school information sessions, consistent communication to inform families and students about available options for support, and access to relevant support services according to family need.

Multilingual outreach workers will develop parent, community, and advisory groups to advocate and support specific needs of second language learners and immigrant families. Multilingual outreach workers will work directly with social workers and counselors to identify school readiness supports at each transition grade level to ensure equitable opportunities for students and families in Richfield Public Schools. Successful student outcomes will include school readiness at each transition grade, timely graduation, and increased access to college and career pathways (Eg. PSEO, RCEP, AP, CIS, and Early Middle College programming). Additionally, outreach workers will provide advocacy and support to immigrant students and their families to ensure smooth and successful navigation and engagement in RPS schools. The intent of this intervention is to directly serve all students and families in Richfield Public Schools with specific efforts targeting our Hispanic and Somali students.

Grade levels to be served: K-12

Location of services: All Richfield Public Schools

Formative assessment(s) used to inform instructional decision-making: College and Career Pathway selection, selected screeners for K-8 students, counselor, social worker, and outreach worker PD, parent and family advisory groups, and graduation rates.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

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Reynolds, A. J., Temple, J. A., Robertson, D. L., & Mann, E. A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest. *Journal of the American Medical Association, 285*(18), 2339-2346.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student graduation rate will increase. *Disaggregated by race, ethnicity, and FRPL	85%	88%	91%
Students of color in enrolled in AP/CIS courses will increase. *Disaggregated by race, ethnicity, and FRPL	12%	20%	30%
Parent advisory Groups Developed and Meeting Regularly (Somali and Hispanic)	5-15 Parents each	15-25 Parents each	30+ Parents each

Regular Home Visits	5-10	10-15	15-20
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Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)).

As a result of the conveyance of West Metro Education Program (hereto referred to as WMEP) magnet schools to their home district (Fair School Crystal to Robbinsdale Area Schools and Fair School Downtown to Minneapolis Public Schools), those students currently enrolled in those schools will now open enroll to the respective district in order to continue in those schools. As a result of this conveyance, Richfield Public School, along with all WMEP districts planned to increase the racial and economic integration within the WMEP district membership. Leadership from the WMEP districts has begun and outlined program plans for RPS include: Richfield K-8

Summer School programming model focused on project-based learning focused on science, literacy and math. Students from surrounding West metro districts have been invited to enroll and participate; The Richfield College Experience Program (RCEP), located in partnership with Normandale Community College to support students (many of whom are from underserved communities, with a goal, of up to 40% of students from neighboring districts) with motivation to graduate from high school and achieve success in college. RPS staff has met with students, families and invited students from neighboring districts of Bloomington, Minneapolis, Edina and Eden Prairie to enroll in RCEP. Additionally, Richfield Public Schools has signed on as a member district with the Intermediate District 287 Partnership for Collaborative Curriculum, and staff from all member districts from all over the metro Twin Cities area and beyond are creating engaging, culturally relevant online curriculum to share with one another, including curriculum that will be translated into Spanish for our non-native Spanish-speaking students. Other integration efforts include new collaborative opportunities among RPS secondary programs in the form of equity forums with students from Bloomington Public Schools. The focus in “Equity and Excellence” and the goals are to bring together a diverse group of students from both districts to discuss key questions of equity and success in school. Continued activities that have RPS students have historically participated in the Civil Rights Research Experience (CRRE) with students from Hopkins, St. Louis Park, Edina, Eden Prairie and Minneapolis. This is a powerful opportunity for students and staff to impact the way history and ethnic studies are taught in the region, and DARE-2-B-REAL where students explore their own racial and cultural identity through the study of critical race theory, United States history, and the development of racial identity, building more opportunities for more authentic cross-cultural interactions.

Community Collaboration Council

Richfield Public Schools is developing a Community Collaboration Council to begin meeting July, 1, 2017. The council will be comprised of representative stakeholders and include regularly scheduled meetings with published agendas.