



## Achievement and Integration Plan July 1, 2020 to June 30, 2023

**District ISD# and Name:** ISD #280 Richfield Public Schools

**District Integration Status:** Racially Isolated District (RI)

**Superintendent:** Dr. Steven Unowsky  
Phone: 612-798-6011

Email: steven.unowsky@rpsmn.org

**Plan submitted by:** Cory Klinge

Title: Director of Technology

Phone: 612-798-6028

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### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

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

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. St. Louis Park Public Schools

### School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district’s World’s Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Steven Unowsky  
Signature:

Date Signed: Enter date.

School Board Chair: Crystal Brakke  
Signature:

Date Signed: Enter date.

## Plan Input

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

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Staff		
Tia Clasen	<a href="mailto:Tia.clasen@rpsmn.org">Tia.clasen@rpsmn.org</a>	Director of Curricular Learning
Latanya Daniels	<a href="mailto:latanya.daniels@rpsmn.org">latanya.daniels@rpsmn.org</a>	Assistant Superintendent
Eudoro Olivares	<a href="mailto:Eudoro.Olivares@rpsmn.org">Eudoro.Olivares@rpsmn.org</a>	Elementary Teacher
Allyson Voss	<a href="mailto:allyson.voss@rpsmn.org">allyson.voss@rpsmn.org</a>	Elementary Coach/Teacher
Omar Mcmillan	<a href="mailto:Omar.Mcmillan@rpsmn.org">Omar.Mcmillan@rpsmn.org</a>	Elementary Teacher
Terry Meryhew	<a href="mailto:terry.meryhew@rpsmn.org">terry.meryhew@rpsmn.org</a>	Elementary Coach/Teacher
Mackenzie Moen-Vonahnen	<a href="mailto:M.MoenVonahnen@rpsmn.org">M.MoenVonahnen@rpsmn.org</a>	Elementary Teacher
Alison Pichel	<a href="mailto:alison.pichel@rpsmn.org">alison.pichel@rpsmn.org</a>	Elementary Teacher
Alyssa Hanson	<a href="mailto:alyssa.hanson@rpsmn.org">alyssa.hanson@rpsmn.org</a>	High School Teacher
Sarah Miziorko	<a href="mailto:sarah.miziorko@rpsmn.org">sarah.miziorko@rpsmn.org</a>	Elementary Teacher
Sarah Jespersen	<a href="mailto:sarah.jespersen@rpsmn.org">sarah.jespersen@rpsmn.org</a>	Outreach Worker
Cory Klinge	<a href="mailto:cory.klinge@rpsmn.org">cory.klinge@rpsmn.org</a>	Director of Technology
Christina Gonzalez	<a href="mailto:Christina.Gonzalez@rpsmn.org">Christina.Gonzalez@rpsmn.org</a>	Director of St Supt Services
Kasya Willhite	<a href="mailto:kasya.willhite@rpsmn.org">kasya.willhite@rpsmn.org</a>	Director of MLL

Angela Maryn	<a href="mailto:angela.maryn@rpsmn.org">angela.maryn@rpsmn.org</a>	Executive Assistant & DAC
Ken Friel	<a href="mailto:ken.friel@rpsmn.org">ken.friel@rpsmn.org</a>	Parent
Stephanie Mackobee	<a href="mailto:edwards3218@hotmail.com">edwards3218@hotmail.com</a>	Parent
<b>Students</b>		
Kaycee Cunningham	<a href="mailto:kaycun0403@rpsmn.org">kaycun0403@rpsmn.org</a>	Student
Juan Jose Di Grazia	<a href="mailto:antdig0702@rpsmn.org">antdig0702@rpsmn.org</a>	Student
Jace Pulkrabek	<a href="mailto:jacpul0703@rpsmn.org">jacpul0703@rpsmn.org</a>	Student

**Multidistrict Collaboration Council:** We are partnering with St. Louis Park Public Schools on Dare 2 B Real. This will result in a multi-district collaboration.

<b>Members</b>	
Tia Clasen, Richfield Public Schools	Director of Curricular Learning
Patrick Duffy, St. Louis Park Public Schools	Director of Teaching and Learning
Latanya Daniels, Richfield Public Schools	Assistant Superintendent

**Community Collaboration Council for Racially Identifiable School(s): Richfield has no RI schools.**

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

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

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** All students in Richfield Public Schools graduating within four years will increase from 82.% (2019, Minnesota Report Card) to 87% in 2023 as reported by MDE. Strategies throughout this plan create opportunities for students to stay engaged in school and their learning, which will impact graduation rates. Further, research shows that students who take college-bearing courses while in high school have a higher rate of high school completion and graduation. The following were 2019 4-year graduation rates based on federal reporting categories:

All Students	82.0%
Hispanic	69.1%
Asian	91.7%
Black/African American	79.2%
White	96.6%

Two or More Races	100%
EL Learners	64.5%
FRPL	64.8%
Special Education	68.4%

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

**Aligns with AI required #1:** Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

**Goal #2:** Richfield Public Schools will increase student access to high quality staff as measured by the Danielson Framework for Teaching as a rubric for high quality instruction and will weave culturally sustaining and responsive practices into each of the four Danielson Framework domains through the creation of the RPS Culturally Responsive Framework for Teaching. 33% of licensed teachers will participate in a formal coaching cycle with the building instructional coach on the the enhanced Framework for Teaching in Domains 1, 2, and 3 within three years. RPS is utilizing 33% as a baseline number for this goal moving forward.

**Aligns with WBWF area:** Close the Achievement Gap(s) Between Student Groups

**Aligns with AI required #2:** Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

**Goal #3:** We will increase the percentage of representation of students of color in rigorous courses at Richfield High School (including advanced placement, career ready and college credit-bearing courses) from 60% to 65%.

**Aligns with WBWF area:** Close the Achievement Gap(s) Between Student Groups, and All Students Career- and College-Ready by Graduation

**Aligns with AI required #3:** Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** Strategy 1.1: Create and support a strong and navigable pre-K-grade 12 transition system.

**Type of Strategy:** *Family engagement initiatives to increase student achievement.*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

A strong K-12 system requires transition between grades to be easy to navigate for students, families and teachers. Certain transitions require more focused coordination and collaboration, especially between buildings. This goal will provide accountability to create a strong transition system, especially as students transition to kindergarten from early childhood, to middle school from elementary school, and to high school from middle school. Further, Richfield Public Schools has a E-12 Dual Language Immersion program that requires explicit and seamless transitions between schools. This goal will provide the opportunity to create a transition plan that fully 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 in grades 6-8; solidify a system of data sharing across transition levels (K, 6, 9) with regard to students' academic strengths. Provide additional time for secondary (6-12) counselors to work together to ensure that students are appropriately placed, that middle school counselors have adequate information about high school course offerings and career pathways, and that students and families have the tools needed to navigate the secondary system (e.g. Naviance) effectively and efficiently. Create a system specific to dual language immersion that provides opportunities for students, especially our native Spanish speaking students, to enter into the dual language program and provide specific communication to families about the opportunity for dual language immersion.

Within this goal as well is the need for more comprehensive information given to families about their students' learning at any given grade. We will create a new elementary report card with stronger alignment to standards. We will as well navigate to standards-based grading at the secondary level which will provide students and families clearer communication with regard to mastery of grade level academic expectations. We will continue to explore how to report out standards-based grading system at secondary to align with the expectations and needs of colleges and universities (e.g. a system that still utilizes the traditional A-F grading system and resulting cumulative grade point averages). For new report card systems and standards-based grading to succeed, we will need to train teachers on the new systems and provide opportunities for families to learn these new tools as well. This will facilitate the need for school-based family meetings that are in multiple languages, as well as the report cards themselves translated into Spanish and Somali for our families; both of these opportunities will require translation and interpretation services.

Location of services: All Richfield Public Schools EC-12+ will need to be involved.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>100% of district academic programs will offer a family education event focused on transitions into Kindergarten, 6th grade, and 9th grade.</i>	70%	85%	100%
<i>100% of district students and their families have access to Naviance through a single sign on portal accessible on the district website.</i>	90%	95%	100%
<i>Creation of new standards-based elementary report card K-5 that is sent to families on a quarterly basis.</i>	50% created	100% created	100% created and used
<i>All secondary staff will implement standards-based grading in their classrooms which will be reported on new standards based report cards by the end of the 2022-2023 school year.</i>	50% implemented	75% implemented	100% implemented
<i>Creation of an E-12 dual language entrance and transition system that will be fully implemented by 2022.</i>	80%	100%	
<i>100% of school counselors will have appropriated time to work across levels to ensure appropriate placement of students in both middle and high school.</i>	100% implemented	100% implemented	100% implemented

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #** Strategy 1.2: Innovatively connect isolated student populations with peers in neighboring districts.

**Type of Strategy:** *Type: Innovative and integrated pre-K-12 learning environments. ( Increases cultural fluency, competency, and interaction.)*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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.  
 Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Secondary students in Richfield Public Schools will engage in anti-racist student leadership development programming, both inter-district and intra-district. In partnership with St. Louis Park Public Schools (SLPS), Richfield secondary students will be recruited to participate in Dare 2 Be Real, where students explore their own racial and cultural identity through a

study of critical race theory and U. S. history, immersion in cultural experiences, and attendance at courage retreats for leadership. Richfield Public Schools will form a Dare 2 B Real group, and will partner with SLPPS and Minneapolis Public Schools (MPS) to participate in a summer summit, which is a regional discussion about their learnings and a time to share best practices. This will occur beginning in summer of 2021. In the second year of this plan, RPS will host the summer summit.

Richfield High School previously did work with Dare 2 B Real, but for the past several years has not participated. In partnering with SLPPS, Richfield Public Schools will be able to again build this strategic student leadership development model. Additionally, with the creation of Richfield’s Career and College Readiness (CCR) Pathways, this work in Dare 2 B Real will connect directly to these pathways.

This is an opportunity for Richfield to build this program back up and include middle school students; the partnership with an established district already immersed in this work will ensure a quality program where students and staff from both districts can learn from each other.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>10% of students at Richfield High School will elect to join Dare 2 B Real.</i>	5%	8%	10%
<i>80% of the high school students in the Dare 2 B Real program will participate in the summer summit.</i>	50%	65%	80%
<i>10% of students at Richfield Middle School will elect to join Dare 2 B Real</i>	5%	8%	10%
<i>75% of the middle school students in the Dare 2 B Real program will participate in the summer summit. The first year will be information-gathering for the middle school.</i>	0	50%	75%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #** Strategy 2.1: Build, maintain, and support a teaching staff that utilizes culturally sustaining and responsive instructional pedagogy.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | Increases graduation rates.                              |
|  | Increases access to effective and diverse teachers.      |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

RPS utilizes the Danielson Framework for Teaching for teacher evaluation. However, the tool is a comprehensive professional development tool that can provide strong support for increasing teacher effectiveness in the classroom through the analyses and use of the rubrics contained in each domain of the Framework. RPS will provide increased professional learning for teachers as a way to use the Framework for their own reflective practice.

RPS enjoys a very diverse student population, with no one group representing a discrepant majority of the population. To effectively serve all of our students effectively, and to strengthen an environment where students learn from and walk beside each other, RPS will adapt the Danielson Framework for Teaching to weave culturally sustaining and responsive practices into each of the four Danielson Framework domains. Rather than having a separate domain for this work, RPS believes it is much more effective to provide teachers a way to see how culturally sustaining and responsive practices are a part of everything they do every day. The district will assemble a team of district administrators, instructional coaches, peer reviewers, and building administrators that will create an enhanced Framework for Teaching, called the Culturally Responsive Framework for Teaching, and will increase professional development in Culturally Responsive Framework for Teaching and its use as a rubric for strong instruction, its suggested instructional practices, and its effect on student achievement in the classroom. One way the district will provide this professional learning for teachers is by increasing the full-time equivalent (FTE) of districtwide instructional coaches who are highly knowledgeable of the framework to facilitate coaching cycles with building licensed staff. The district will increase the coaching capacity from .5 FTE per building to 1.0 FTE instructional coach per building; .5 of each coach’s FTE work will focus on the component parts of this Achievement and Integration plan.

Location of services: Coordinated in Teaching and Learning at the District Offices

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>100% of our teaching staff will be trained on how to access self-guided learning modules on the Danielson Framework for anytime, anywhere learning via our Learning Management System.</i>	33% (1/3 of staff)	66% (2/3 of staff)	100% (final 1/3 of staff)
<i>RPS will design a Culturally Responsive Danielson Framework for Teaching</i>	50% developed	100% developed	100% developed and in use

Our district instructional coaches will visit 100% of our teacher PLCs annually, and will provide common learning and reflection on their practices as they are aligned to the enhanced Danielson Framework.	100%	100%	100%
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

**Strategy Name and #** Strategy 3.1: Utilize evidence-based instructional planning to create a standards-based, vertically-aligned system of learning for all students.

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

**Type of Strategy:**

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Create a strong, backwards-planned and vertically-aligned system of coursework for all content areas at grades 6-12, with increased and aligned rigor at every grade level, and formative/summative assessments aligned to the rigor required of the student tasks. Vertical alignment work will begin with the capstone grade level and work backwards to identify complexity needed to reach the level of rigor desired for all courses in order for *all students*, regardless of culture, ethnicity, or socio-economic situation, to be successful in those capstone courses. Building a guaranteed and viable curriculum that is vertically aligned, standards-based, and supported through the participation in well-functioning, student-focused PLCs will give educators the scaffolding needed to have data-centered conversations for all students, and will allow for any and all achievement gaps to be targeted and addressed.

Instructional coaches and district directors, partnering with building administrators, will be instrumental to the success of this goal. Building administrators will create a schedule of PLCs which will allow for the opportunity for both building and district support (e.g. different days for different schools, etc.). District administration will work with building instructional coaches on professional learning that will strengthen the existing PLC meeting structure and function; such professional learning will include, but not be limited to, coaching and data conversations and protocols. Instructional coaches will be provided time to work across buildings and with the district administration staff to help strengthen PLCs, providing time to observe in classrooms, analyze data, and support both classwide and small group intervention.

Location of services: Coordinated in Teaching and Learning at the District Offices and executed at EC-12 sites.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>All 6-12 licensed teaching staff will actively participate in district-led vertical alignment professional learning in the 2020-2023 school years (outside of illness or emergency)</i>	100% participation annually	100% participation annually	100% participation annually
<i>All 6-12 content areas (e.g. social studies, ELA, music, etc.) will create common summative and formative assessments aligned to standards and measure grade-level rigor for each unit.</i>	60%	80%	100%
<i>All 6-12 content areas will create standards-aligned scoring rubrics utilized during PLCs to assess student work.</i>	40% of content areas	50% of content areas	60% of content areas
<i>100% of all PLCs will be supported by coaches in eliminating achievement gaps between students of color and white students while also focusing on raising the achievement of all students. This work will be prioritized by coaches and teachers, and live in data-driven PLC conversations.</i>	25% Pilot Year	50%	100%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

### Strategy Name and # Strategy 3.2: Implement college- and career-ready courses that serve populations of students that are representative of district demographics.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Staff, including teachers, school counselors, and administrators, will recruit students of color into college credit-bearing courses, including Advanced Placement and College in Schools courses. To ensure the readiness of students entering

high school, middle school staff, including building administration, counselors, social workers, and outreach workers, will gain strong knowledge of course offerings at the high school, including Advanced Placement and College in the Schools courses, and career pathways.

Utilizing the work outlined in Strategy 3.1 above, administration at the middle school will create a culture of high expectations and limitless opportunity for all students, whereby they can see themselves as capable to succeed in rigorous coursework at the high school. Research shows that students who earn college credit while in high school have a much greater potential of graduation, and graduate in numbers higher than average. By creating a 6-12 articulation of college- and career-ready students, all involved will understand what is available and be provided with the skills to attain it.

RMS and RHS will utilize social workers, school counselors, outreach workers, and translation and interpretation services to communicate the 6-12 college and career-ready pathways to families. We will provide time during conferences, family nights, and registration nights to communicate this information to families.

Location of services: Richfield College Experience Program, Richfield High School, and Richfield Middle School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>The percentage of Black students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 12 percent.</i>	15%	18%	21%
<i>The percentage of Hispanic students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 27 percent.</i>	30%	33%	36%
<i>The percentage of 2 or more race students enrolling into college credit-bearing enrollment classes will increase by 3 percentage points each year. 2020 enrollment is 6 percent.</i>	9%	12%	15%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

**Strategy Name and #** Strategy 3.3: Preparation for college-credit bearing and career readiness courses, and an accompanying communication plan.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

RPS deeply believes in equity of access for all students. That said, all students, but especially students of color, at the secondary level will receive quality, focused counseling, exposure and support with regard to helping students take advantage of advanced course offerings. These course offerings include post-secondary options. Such support includes, but is not limited to, increased opportunities to attend college and career events, recruitment for advanced courses, and the creation and maintenance of seminar courses to provide scaffolded support for success. This will provide cross cultural relationships and create shared learning opportunities; it will provide multiple opportunities and support to expand preparation for and access to college-level coursework and workplace certification while in high school. The district will provide support with regard to efficacy and agency on the part of our students of color. This will require coordination of district and school staff in the areas of career pathways and school counseling, and social workers who will work with families to help them navigate the E-12 education system for their children. Further, outreach workers will work in tandem to provide opportunities for parents and families to understand the opportunities of which their students can take advantage. Outreach workers and school counselors at the secondary level will work with families on college applications and financial aid forms, in order for their students to continue their learning at a postsecondary level.

Richfield Public Schools currently has an E-12 Dual Language Immersion Program; however, the current system is underutilizing our native Spanish speakers. This goal will provide an opportunity for increased understanding of and communication about the dual language immersion program for families and for teachers, especially during the transition between fifth and sixth grade, and eighth and ninth grade. Through the use of outreach workers, English Language (EL) teachers, DLI classroom teachers and the building coaches, students at the cusp of transition years will be identified who would benefit from the assets that a dual language education would provide, including earning the Seal of Biliteracy through the State of Minnesota. Further, building coaches, outreach workers and DLI classroom teachers will promote the use of the Amity Program to bring native-speaking staff into Richfield Public Schools. Additionally, we will create materials in multiple languages that are easily navigated by students and families, and provide these materials to families at both the middle school and high school during fall conferences and also during registration nights.

All RPS EC-12 Sites will use these resources

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>With a focused communication plan, and a concentrated effort to gather up to date contact information, 100% of our secondary families will receive communication on college earning courses and career pathways programs to their homes on a timely, annual basis so that they can plan their child's academic programming and schedule accordingly.</i>	60%	80%	100%
<i>100% of all district communication to families will be provided in 3 languages-English, Spanish, and Somali by the end of 3 years. Currently we provide English and Spanish (or 66% of the goal)</i>	66%	66%	100%
<i>Increase the percentage of students who engage in individual counseling sessions with counselors prior to registration for the upcoming school year.</i>	60%	80%	100%
<i>Increase student participation in college and career events such as college visit, and career fairs.</i>	50%	60%	70%
<i>Create a document that outlines college and career pathways for students and share with eighth grade students prior to registering for grade 9 at RHS. Communicate this document to all staff and present to families.</i>	100% created	80% utilized	100% utilized
<i>100% of incoming Spanish-speaking 6th graders and incoming 9th graders who have demonstrated proficiency in the Spanish written and spoken language will be assessed for possible entrance to the district dual language immersion program,utilizing a district-created assessment.</i>	Assess,emt 100% created, utilized for 80% of students	Assessment utilized for 100% o identified students	Assessmen t utilized for 100% of identified students

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## 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)). Enter text.

This plan is focused on creating a cohesive and comprehensive education program in Richfield Public Schools, which is a small and racially-isolated district located in a first-ring suburb of Minneapolis. The plan is focused on providing students with a vertically-aligned education, eliminating duplicative programs in any one building or at any one level and, instead, providing K-12 programs that “talk to each other” across levels, and are more cohesive and comprehensive. Further, this plan utilizes existing structures, such as instructional coaching and district professional learning, in a more efficient way to further the goals of the plan and the strategic plans of the district.

Creating an instructional coaching system that provides shared professional learning and the ability to collaborate across buildings will ensure that strong systems are created which are aligned across early childhood, elementary, and secondary levels. Further, the use of social workers, outreach workers, school counselors and district translation and interpretation services will provide comprehensive and targeted communication to families, which will strengthen clarity of message and knowledge of the Richfield Public School system and the offerings the district is providing for students.

Collaboration among district and building staff is critical to the success of the work outlined in this plan. The district administration team is small but extremely collaborative, preferring to work in partnership on the work that needs to be done on behalf of all students in Richfield Public Schools. Being geographically small as well, we have the ability to come together quickly at different buildings for partnership and collaboration.