

## Achievement and Integration Plan July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

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

**District Integration Status:**

**Superintendent:** Dr. Steven Unowsky

Phone: (612) 798-6011

Email: steven.unowsky@rpsmn.org

**Plan submitted by:** Dr. Latanya Daniels

Title: Assistant Superintendent

Phone: (612) 798-6021

Email: latanya.daniels@rpsmn.org

### 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.

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: Type name of integration collaborative here, if applicable

1. Saint Louis Park Public Schools

### School Board Approval

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](#)).

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: Steven Unowsky

Signature:



Date Signed:

3-15-23

School Board Chair: Paula Cole

Signature:

Date Signed:

## 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](#).

**AIPAC Member Signature** (if applicable):  Date Signed: 3/15/23

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.

Council Members		
Dr. Latanya Daniels	Latanya.daniels@rpsmn.org	Assistant Superintendent
Dr. Mary Clarkson	mary.clarkson@rpsmn.org	Executive Director of Special Programs
Megan Stecher	megan.stecher@rpsmn.org	Director of Secondary Education
Christina Gonzalez	christina.gonzalez@rpsmn.org	Director of Student Support Services
Rachel Gens	rachel.gens@rpsmn.org	Director of Elementary Education
Melissa Morrissey	melissa.morrissey@rpsmn.org	Data and Assessment Coordinator
Carrie Vala	Carrie.vala@rpsmn.org	Assistant Principal
Sarah Jesperson	sarah.jesperson@rpsmn.org	American Indian Education Coordinator
Andrew Holmes	andrew.holmz@gmail.com	AIPAC Parent
Lisa Turgeon	lisabturgeon@gmail.com	AIPAC Parent
Chrissy Cleveland	ccleveland@miccommunity.org	District Curriculum Advisory Committee Member

Kirk Spencer	kierkito@gmail.com	District Curriculum Advisory Committee Member
Bob Mulcahy	bobmulcahy@gmail.com	District Curriculum Advisory Committee Member
Sara Linde	sara.linde@rpsmn.org	School Counselor
Chantelle Vaughn	chantelle.vaughn@rpsmn.org	Lead School Social Worker
Amy Hager	amy.hager@rpsmn.org	Instructional Coach
<b>Students</b>		
Antwane Ruiz	antrui0306@rpsmn.org	Safe and Supportive Schools Student Committee Member
Leelai Zubah	leezub0606@rpsmn.org	Safe and Supportive Schools Student Committee Member
Sumaya Dhimbil	sumdhi1205@rpsmn.org	Safe and Supportive Schools Student Committee Member

**Multidistrict Collaboration Council:** We are partnering with Saint Louis Park Public Schools on Dare 2 Be Real collaborative.

**Community Collaboration Council for Racially Identifiable School(s):**

<b>Members</b>	
Megan Stecher	Director of Secondary Education
Christina Gonzalez	Director of Student Support Services
Patrick Duffy, St. Louis Park Public Schools	Director of Teaching and Learning
Latanya Daniels, Richfield Public Schools	Assistant Superintendent

**Submitting this Plan**

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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 87.3% to 92.3%, including an increase across all demographic groups listed below by 5%, in 2026 as reported by MDE.**

Students	Percentage Graduated in Four Years
All Students	87.3%
American Indian	Count too Small to Register (under 10 students for data privacy)
Asian	70.6%
Black	93.5%
Latinx/Hispanic	83.2%
White	93.3%

**Aligns with WBWF area:** Enter one of the following:

- All students graduate from high school.

**Goal type:** 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 and instruction as measured by Richfield Public Schools’ Practice Profile and Equity Policy and Guidelines. The Practice Profile and Equity Policy are aligned to the instructional and SEL evidence-based best practices that promote culturally responsive and inclusive teaching and learning. Data around instructional and SEL best practices is collected three times a year through unannounced learning walks throughout the district. The percentage of observed classrooms that meet expected practice for the indicators that align to creating a strong learning community, instructional clarity, and assessment and feedback will increase by 10% from our baseline data over the next three years. See below for our baseline data around specific best practices aligned to the areas of Classroom Community, Instructional Clarity, and Assessment and Feedback.**

Best Practice Area	Percentage of Classrooms with Expected Practice
<b>Classroom Learning Community Indicators</b>	
The Schoolwide Behavior Matrix and/or 3-5 positively stated behavioral expectations are posted in the classroom.	<b>75%</b>
The Schoolwide Behavior Matrix and/or 3-5 positively stated behavioral expectations	<b>35%</b>

are referred to or cued during the lesson.	
Designated Safe Place in the classroom that includes key components such as: instructions, a timer, breathing icons and fidgets	<b>23.5%</b>
The teacher encourages students to regularly share their lived experiences with each other to build classroom community.	<b>9%</b>
<b>Instructional Clarity</b>	
Learning targets are visible and written in the form of what students will learn, clearly communicated to students and aligned to essential/priority standards.	<b>41%</b>
Learning targets are specific and easily measurable.	<b>30%</b>
Success criteria are visible, communicated to students and written in student friendly language.	<b>28%</b>
Success criteria include academic language and structures that are needed to meet the learning target.	<b>17.5%</b>
The teacher establishes purpose and relevance (e.g., why this is important to learn/how it connects to students' lives) for the lesson.	<b>13%</b>
<b>Assessment and Feedback</b>	
The teacher gathers individual student progress toward teaching points using success criteria multiple times throughout the lesson.	<b>21%</b>
The teacher provides explicit feedback that is timely, specific, and constructive and aligned to success criteria on formative and summative assessments.	<b>33%</b>
Students have regular opportunities to discuss their learning with peers and get feedback; students self-assess and reflect on their learning.	<b>15%</b>

**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 59% 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)).

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

## 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* section 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 #** Enter strategy name and number here.

**Type of Strategy:** Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

**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. | <input type="checkbox"/> Increases graduation rates.                         |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input type="checkbox"/> Increases cultural fluency, competency, and interaction.  |  |

**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.

Add narrative here.

**Location of services:** Enter location here.

## **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.

**Narrative description of this strategy:** 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 be to 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; solidify a system of data sharing across transition levels (K, 6, 9) with regard to students' academic strengths, and intentionally increase support around family engagement during each transitional level (K, 6, 9, 12). Social workers and outreach workers across the district will be integral in ensuring transitions that are student centered, family engaged, and inform building of student needs and strengths. Additional time will also be provided 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 effectively and efficiently, including FAFSA support, scholarship opportunities and resources for eligibility for the Dream Act. 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 continue to use standards--based reports at the elementary level, as well continue our work towards an equitable standards-based grading system at the secondary level. This will provide students and families clearer communication with regard to mastery of grade level academic expectations. We will continue to explore how to report a standards-based grading system at the secondary level 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 (as needed) 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 2024	Target 2025	Target 2026
100% of academic programs (including our DLI program) in RPS will include a parent night with parent attendance at or above 50% for key transition levels (K, 6, 9, 12) to ensure families are familiar and understand programming at each level.	50% implemented	75% implemented	100% implemented
The percentage of students who complete the FAFSA and Dream Act resources will increase by 5 percentage points each year.	54%	64%	74%
Creation of secondary standards-based report card that is sent to families at both the middle school and high school on a quarterly basis.	100% planned	50% implemented	100% implemented
100% of high school counselors will counsel students into most appropriate academic courses based on student academic goals and needs.	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:** 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.

**Narrative description of this strategy:** 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 partner with SLPPS and Minneapolis Public Schools (MPS) to participate in a summit, which is a regional discussion about their learnings and a time to share best practices.

Richfield High School currently has a Dare 2 Be Real group, but due to the pandemic we have not yet partnered with SLPPS and MPS to create inter-district networking and leadership events for students. In partnering with SLPPS, Richfield Public Schools will be able to again build this strategic student leadership development model. Additionally, this work in Dare 2 B Real will connect directly with our college and career readiness goals by recruiting students of color into our rigorous courses.

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.

Location of services: Richfield Middle School and Richfield High School; Location of summer institute is TBD; will be hosted at one of the partner school districts.

## 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 2024	Target 2025	Target 2026
10% of students at Richfield High School will elect to join Dare 2 B Real.	5%	8%	10%
75% of the high school students in the Dare 2 B Real program will participate in the regional summit.	25%	50%	75%
10% of students at Richfield Middle School will elect to join Dare 2 B Real	5%	8%	10%
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.	25%	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:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy:** Richfield Public Schools adopted an Equity Policy with accompanying guidelines in the spring of 2021. The Equity Policy and Guidelines spell out specific instructional practices and commitments the district is making to ensure students are receiving high quality instruction that is culturally responsive and inclusive of all students, and specifically students of color that attend Richfield Public Schools. Once the policy was adopted, the Teaching and Learning Department in partnership with instructional coaches, social workers, principals, teachers, and students created a Practice Profile that outlines the specific evidence-based instructional practices that align to our Equity Policy. We then use the Practice Profile to gather learning walk data three times per year to see which instructional practices are occurring at expected practice across the district. The goal of the learning walks is to capture real-time data that shows the practices that happen on a daily basis in our classrooms. Rather than using teacher evaluation data, which only occurs one to three times per year, the unannounced learning walks help us capture the practices that are occurring on a daily basis. This data guides our professional development offerings that are led by the directors, instructional coaches and social workers to promote continuous growth and improvement to meet the commitments in our Equity Policy guidelines as outlined in the Practice Profile. Our professional development offerings will be developed based on real-time learning walk data that identifies areas of teacher growth to improve high quality

teaching and instruction. These trainings will occur on the district-selected professional development days, during weekly professional learning community meetings, and through job-embedded coaching.

Location of services: Coordinated in Teaching and Learning at the District Office; learning walks occur across EC-12+ classrooms

## 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 2024	Target 2025	Target 2026
The average percentage of classrooms that meet expected practice for the indicators aligned to a strong classroom learning community will increase by 10% from the baseline data (fall 22) over the next three years.	38%	41%	45%
The average percentage of classrooms that meet expected practice for the indicators aligned to instructional clarity will increase by 10% from the baseline data (fall 22) over the next three years.	29%	32%	36%
The average percentage of classrooms that meet expected practice for the indicators aligned to assessment and feedback will increase by 10% from the baseline data (fall 22) over the next three years.	26%	29%	33%
All EC-12 core content teachers will go through coaching cycles aligned to the equity policy practice profile indicators with the instructional coach by 2026.	50%	75%	100%

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

### Strategy Name and # 3.1 Create and strengthen career and college pathways for underserved students.

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

To strengthen the number of students of color in our rigorous coursework, we plan to have middle school counselors, outreach workers and instructional coaches work together to create opportunities for middle school students to self-select coursework. This will include allowing and supporting students to self-select into advanced coursework in English Language Arts in 7th and 8th grade. Currently, RPS uses multiple data points to identify and place students into advanced coursework. Due to the inherent implicit bias that can live in grades and standardized tests, we want to encourage students to self-select into advanced academics coursework to challenge themselves in areas of interest.

School counselors, outreach workers and instructional coaches will be integral in this process to develop the coursework, and intentionally identify and support underserved students in self-selecting advanced coursework.

Additionally, we will continue to strengthen and create college and career pathways that include dual credit opportunities. 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. We will continue to articulate pathways down to the middle school level. We will also ensure 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 at the high school level. 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.

Location of services: Richfield Middle School and Richfield High 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 2024	Target 2025	Target 2026
The percentage of Black students enrolling into college credit-bearing enrollment classes will increase by 5 percentage points over the next three years to match the current demographic data of total enrolled students who identify as Black/African American. The baseline for SY 23 is 11% with 15% of all students identifying as Black/African American.	13%	15%	16%
The percentage of Hispanic students enrolling into college credit-bearing enrollment classes will increase by 12 percentage points over the next three years to match the current demographic data of total enrolled students who identify as Hispanic/Latinx. The baseline data for SY 23 is 34% with 46% of all students identifying as Hispanic/Latinx.	38%	42%	46%
Creation of self-selected coursework at the middle school level for SY 23-24 with the goal of 60% of students enrolled in self-selected coursework identifying as students of color.	40%	50%	60%

**Strategy Name and #** Strategy 3.2: 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

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. Outreach workers and social workers at the elementary level will provide opportunities to families and students around social emotional learning and college and career opportunities that include access to parent and guardian meetings, parent/guardian education, and family nights that support embedding language and resources around college and career planning. 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, social workers and school counselors will work with families on college applications and financial aid forms, in order for their students to continue their learning at a postsecondary level.

Location of Services: 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 2024	Target 2025	Target 2026
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.	60%	80%	100%
Create a tracking system to measure the percentage of students who engage in individual counseling sessions with counselors prior to registration for the upcoming school year.	100% of system created	100% of students engage in individual meeting	100% of students engage in individual meeting
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.	100% created	80% utilized	100% utilized

## 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 here.

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 high quality, rigorous, and culturally responsive 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.

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## Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

## 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)).

**RIS Goal # 1** Enter RIS Goal in SMART Goal format here.

**Aligns with WBWF area:** Enter one of the following:

- All children are ready for school.

- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

**Goal type:** Enter one of the following:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1.

## Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

**Strategy #** Enter RIS strategy name and number here.

**Type of Strategy:** Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

**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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

**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 will instruction be delivered, and where will this take place.

Enter narrative here.

Location of services: Enter location here.

## 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 key 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 2024	Target 2025	Target 2026
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text here.

