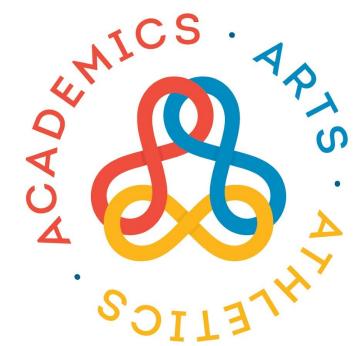




# Achievement and Integration Plan 2023-2026

March 6, 2023  
March 13, 2023



**DISTRICT 196®**  
One District. Infinite Possibilities.



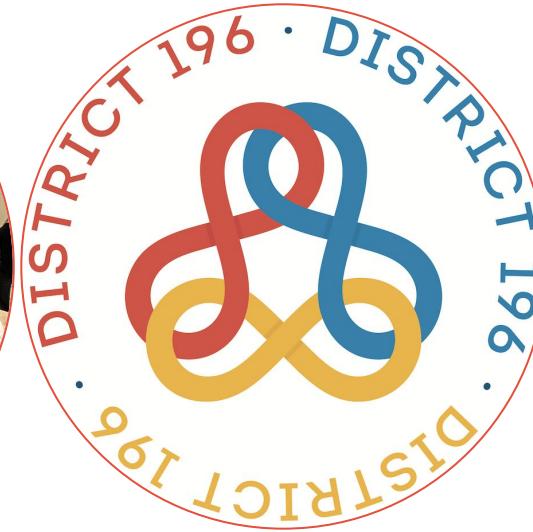
# Achievement and Integration (A&I) Plan Overview



**MN Statute**  
The Why & What



**Councils**  
The How



**Racially Isolated District**  
The Who



**Racially Identifiable Schools**  
The Who

## Data Informed and Improvement Process

Anti-bias and Trauma Informed

English Language Development

Engage in conversations

ActioNow

Multilingual Communications

Teachers of Color Mentorship Program

AVID

NAPAC

Explore professional development opportunities

Leaders of Color

AMAZEWorks

Student Behavior Expectations and Responses for Behavior

Gifted and Talented Advisory Council

Affinity Unite

One District, Many Voices

Mathematics

## Respond

Equity professional Development

Research

Cultural Heritage Month Newsletters

Legislative Advisory Committee

Influence

Special Education

Social Emotional Learning



## DISTRICT196 EQUITY & INCLUSION

Rosemount - Apple Valley - Eagan Public Schools

Seek solutions

Cultural Heritage Nights

Provide internal work

TMRG Grant

DISTRICT196.ORG

## Gifted and Talented Development

Collaborate

Restorative Practices

Communicate through multimedia

Workshops

Assessment

Champion diversity, equity, inclusion, and belonging

Budget

Staff Development Advisory Council

Facilitate workshops

Esperanza United

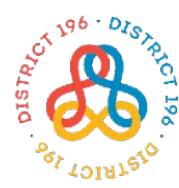
American Indian Education

NED Grant

Achievement and Integration Plan

Work toward paradigm shifts

Dakota County United Educators



Visit sites

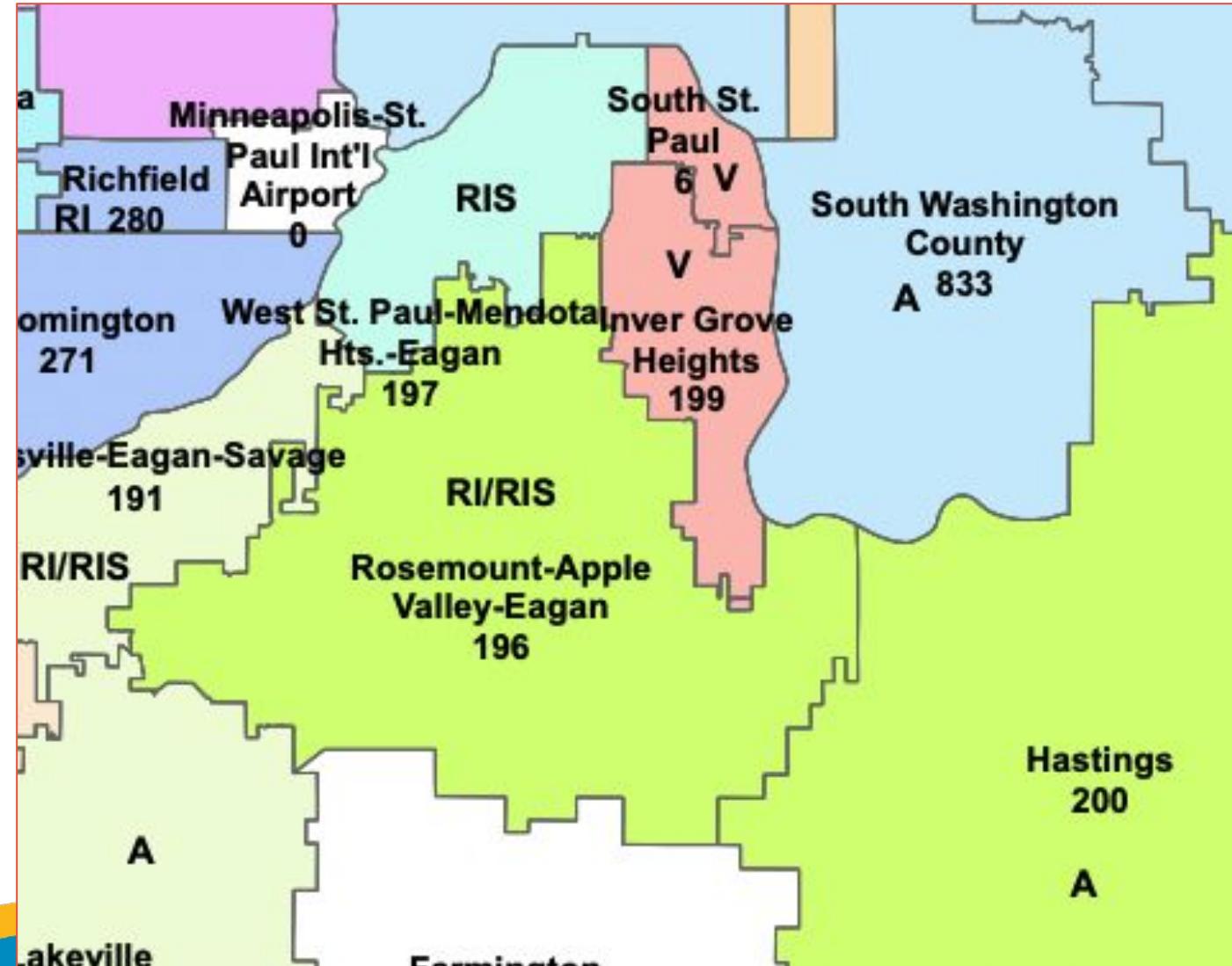
# The Purpose of the A&I Plan is to...



- Pursue racial and economic integration,
- Increase student academic achievement,
- Create equitable educational opportunities, and
- Reduce academic disparities based on students' diverse racial, ethnic and economic backgrounds

*in Minnesota public schools.*

# A&I Partnering Districts Metro Area 21-22



RI = Racially Isolated, RIS = Racially Identifiable School, A = Adjoining, V = Voluntary

## Multidistrict Collaboration Council (MCC)

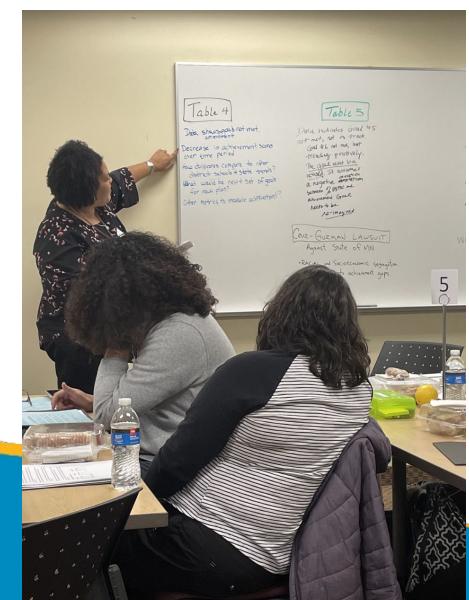
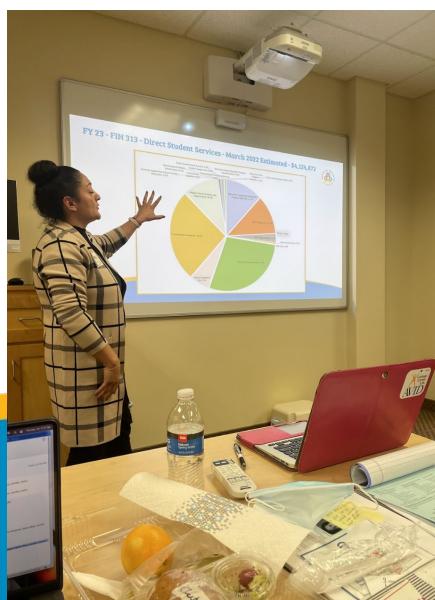
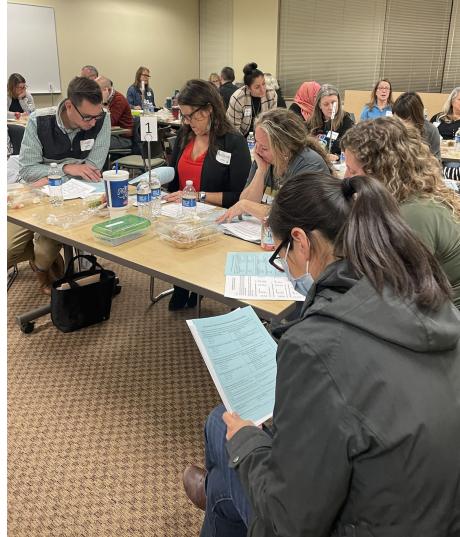
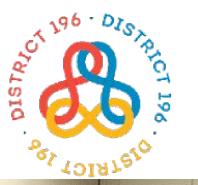
- Includes members from the Racially Isolated District, its Adjoining Districts, & NAPAC
- Purpose is to provide “input on integration goals and to identify cross-district strategies to improve student integration.”
- **20-23 MCC districts:** So. Washington, Stillwater, Hastings - Story Ark, Summer, MS
- **23-26 MCC districts:** So. Washington, Stillwater, Inver Grove Heights

[Return to RID MCC](#)

[Return to RIS MCC](#)

[Return to RID Flowchart](#)

# Community Collaboration Council



# Community Collaboration Council



## 6 Community Collaboration Council Meetings

An expanded Equity Advisory Council members - parents, students, cultural family advocates, teachers, administrators, coordinators, Cabinet members, Board members, a NAPAC member, an American Indian Education member, and the Superintendent

## 7 Community Collaboration Council Steering Meetings

A smaller CCC committee

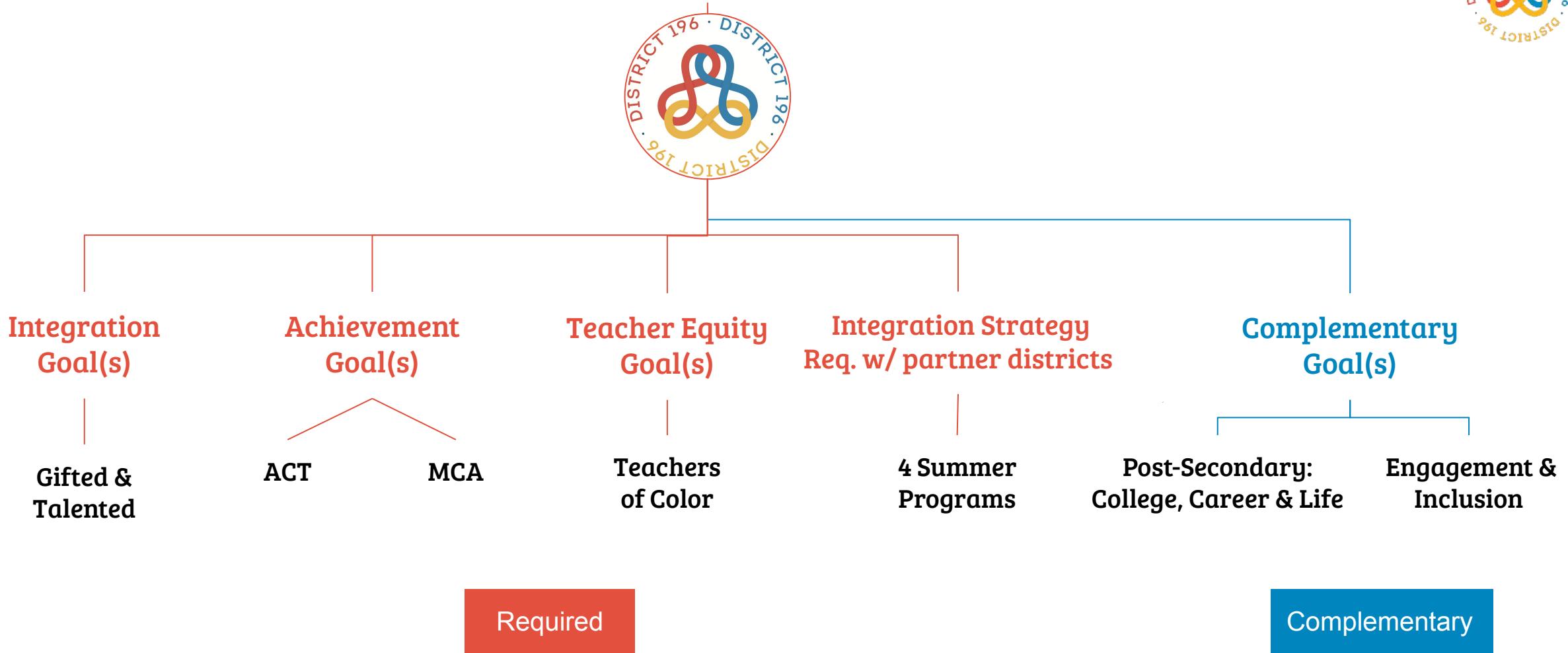
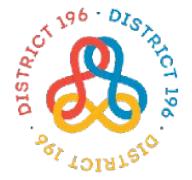
## 4 Multidistrict Collaboration Council Meetings

District 196 Equity and Inclusion Department, a NAPAC member, and an American Indian Education member with South Washington Diversity, Equity and Inclusion Department, a NAPAC member, and an American Indian Education member

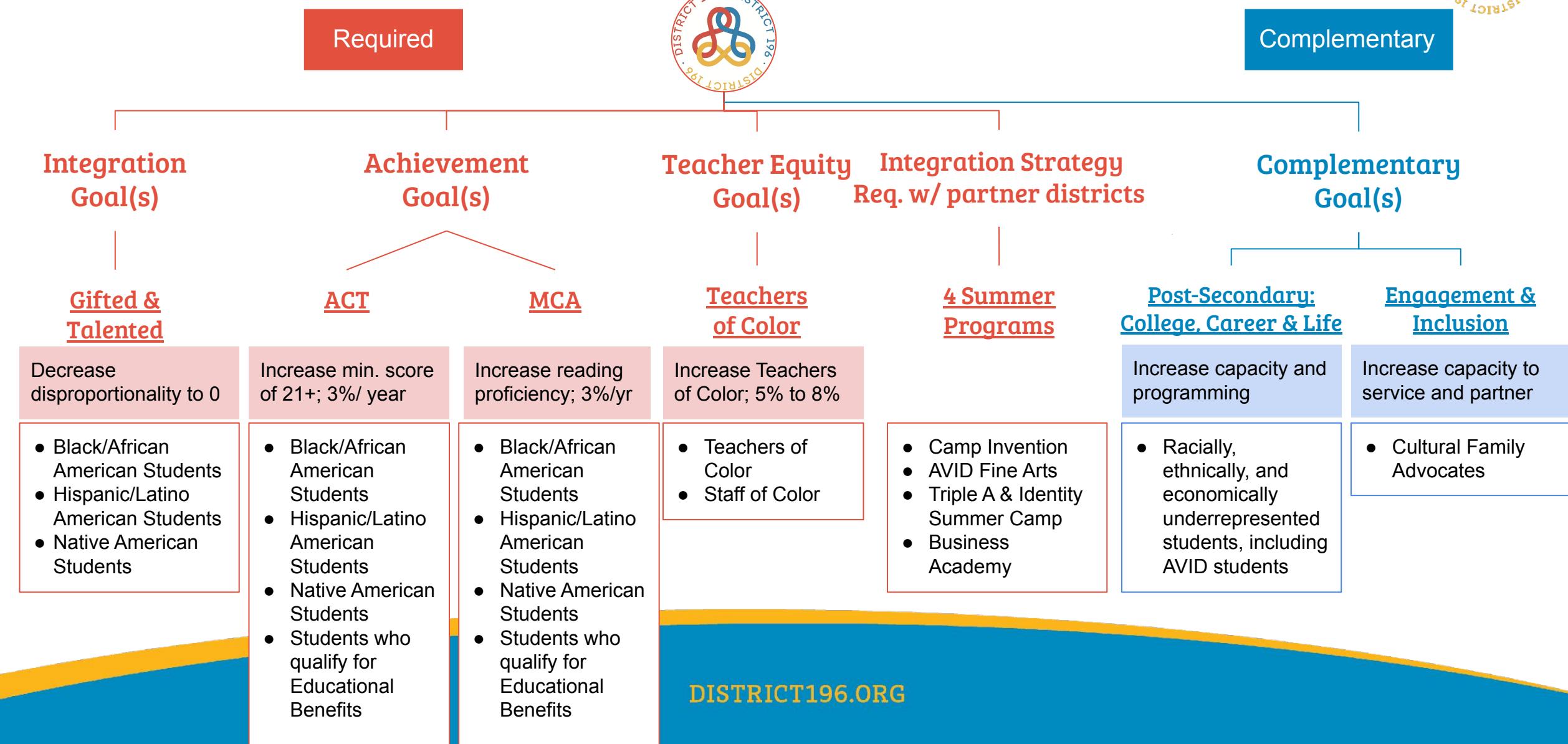
## 35+ Community Collaboration Council Planning Meetings

Equity and Inclusion Department Members - Director, Coordinator, TOSA

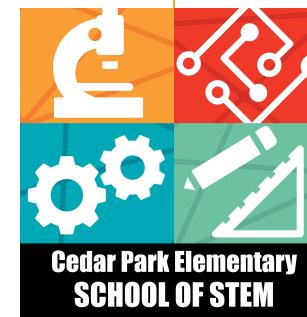
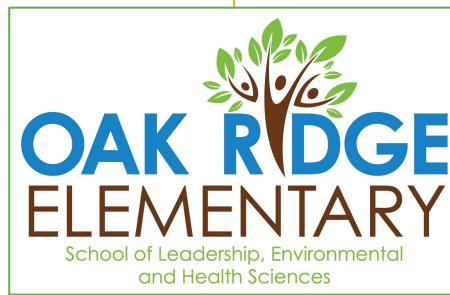
# A&I Plan for Racially Isolated District



# A&I Plan for Racially Isolated District



# A&I Plan for Racially Identifiable Schools



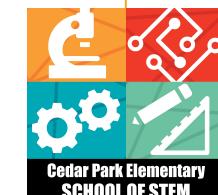
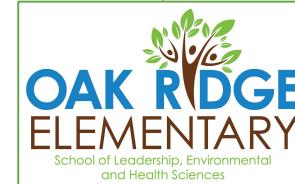
Integration Goal(s)	Achievement Goal(s)	Teacher Equity Goal(s)	Integration Strategy Req. - Internal	Integration Goal(s)	Achievement Goal(s)	Teacher Equity Goal(s)	Integration Strategy Req. - Internal
2 Summer Programs	MCA: Math	MCA: Reading	ACCESS	Teachers of Color	2 Summer Programs	Teachers of Color	2 Summer Programs

Required

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Required

# A&I Plan for Racially Identifiable Schools



## Integration Goal(s)

### 2 Summer Programs

Increase inter- & intra-district integration

### MCA: Math

Increase proficiency; 4-5% per year

- Black/ African American Students
- Hispanic/ Latino American Students

## Achievement Goal(s)

### MCA: Reading

Increase proficiency; 4% per year

- Black/ African American Students
- Hispanic/ Latino American Students

## ACCESS

Increase accountability index; 3% per year

- English Learner status

## Teacher Equity Goal(s)

### Teachers of Color

Increase Teachers of Color; 15% to 18%

- Teachers of Color
- Staff of Color

## Integration Strategy Req. - Internal

### 2 Summer Programs

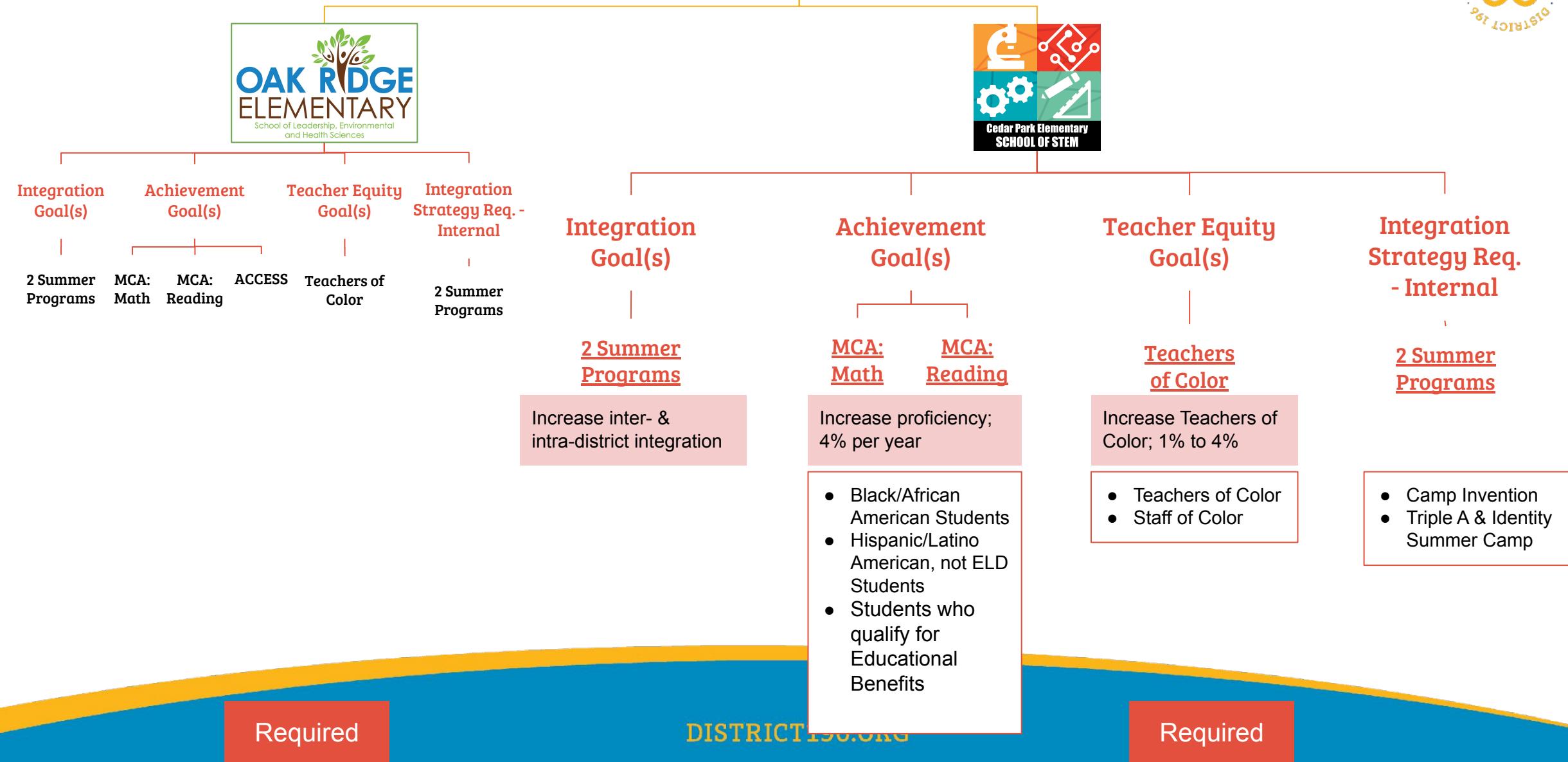
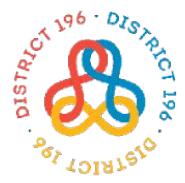
### MCA: Math

### MCA: Reading

### Teachers of Color

## Integration Goal(s)      Achievement Goal(s)      Teacher Equity Goal(s)      Integration Strategy Req. - Internal

# A&I Plan for Racially Identifiable Schools



# A&I Plan for “De-Identified” Racially Identifiable Schools



## ECHO PARK ELEMENTARY



School of Leadership,  
Engineering and Technology

### Integration Goal(s)

2 Summer Programs

### Achievement Goal(s)

MCA: Math      ACCESS

### Teacher Equity Goal(s)

Teachers of Color

### Integration Strategy Req. - Internal

2 Summer Programs

Complementary

# A&I Plan for “De-Identified” Racially Identifiable Schools



## ECHO PARK ELEMENTARY

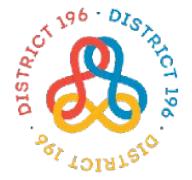


School of Leadership,  
Engineering and Technology

Integration Goal(s)	Achievement Goal(s)		Teacher Equity Goal(s)	Integration Strategy Req. - Internal
<u>2 Summer Programs</u>	<u>MCA: Math</u>	<u>ACCESS</u>	<u>Teachers of Color</u>	<u>2 Summer Programs</u>
Increase inter- & intra-district integration	Increase proficiency; 6% per year  <ul style="list-style-type: none"><li>Black/African American Students</li><li>Hispanic/Latino American Students</li></ul>	Increase accountability index; 3% per year  <ul style="list-style-type: none"><li>English Learner status</li></ul>	Increase Teachers of Color; 5% to 8%  <ul style="list-style-type: none"><li>Teachers of Color</li><li>Staff of Color</li></ul>	<ul style="list-style-type: none"><li>Camp Invention</li><li>Triple A &amp; Identity Summer Camp</li></ul>
		Complementary		



# Questions?



# **2023-26 A&I Plan Progress: Racially Isolated District**

## **Goals, Strategies, & Key Indicators of Progress**

# Integration Goal

**Gifted and Talented:** The disproportionality of racially diverse students identified for gifted and talented services will be reduced to zero to their racially identified groups by spring 2026.



# Integration Strategies: Gifted and Talented



1. Implement a talent development model with advanced differentiation for inclusive classrooms and corresponding teacher professional development on core instruction.
2. Implement a tiered-service model to provide advanced learning opportunities for students without prerequisite identification.
3. Implement a revised identification process that includes:
  - a. Universal screening of 2nd and 4th grade students
    - i. Use of local norms
    - ii. Use of the HOPE teacher rating scale for all 2nd grade students with the involvement of ELD and SPED teachers in addition to classroom teachers
  - b. Alternative pathways to identification in collaboration with ELD and SPED teams
  - c. Elimination of the nomination stage of identification
  - d. Use of strengths-based identification to allow identification in one or multiple areas

# Integration Strategies: Gifted and Talented Cont.



4. Communicate to parents in multiple languages about the revised K-5 gifted and talented identification process, testing results, appeals process and service model.
5. Implement recommendations provided by Optimal Identification Research Project under the guidance of Dr. Scott Peters.
6. Collaborate with Equity and Inclusion to develop culturally responsive, talent development opportunities, especially for our Hispanic students.
7. Collaborate with Equity and Inclusion and English Language Development to develop linguistically and culturally responsive talent development, especially for our Black English learners.
8. Collaborate with Equity and Inclusion and American Indian Education to develop culturally responsive talent development for Native American students (using state designations).

# Integration Goal



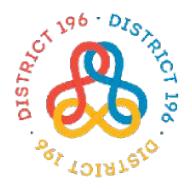
**Gifted and Talented:** The disproportionality of racially diverse students identified for gifted and talented services will be reduced to zero to their racially identified groups by spring 2026.

## Key Indicators of Progress

*Percent gap reduction per year to achieve goal by 2026.*

	2020	2022	2023	2024	2025	2026
Black/African American Students	8.90%	7.80%	5.85%	3.90%	1.95%	0%
Hispanic/Latino American Students	6.80%	6.60%	4.95%	3.30%	1.65%	0%
Native American Students	0.70%	0.50%	0.38%	0.25%	0.13%	0%

# Achievement Goal



**ACT:** The percentage of federally designated racial students who are \_\_\_\_\_ in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

- Black/African American
- Hispanic/Latino American
- Native American (state designation)
- Qualify for Educational Benefits



# Achievement Strategies: ACT



1. Identify and train teachers on researched-based culturally proficient instructional practices that improve learning for all students who are \_\_\_\_\_. Apply practices in pedagogy.
2. Establish a continuous improvement planning process that targets and works to eliminate racial disparities for students who are \_\_\_\_\_ at all schools.
3. Identify and increase the enrollment of students who are \_\_\_\_\_ in college preparatory courses (Honors, CIS, AP).
4. Evaluate and update all instructional resources and practices to ensure they are racially, culturally, and linguistically inclusive so all students who are \_\_\_\_\_ can see themselves reflected in their schools and learning experiences.

# Achievement Goal



**ACT:** The percentage of federally designated racial students who are \_\_\_\_\_ in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

## Key Indicators of Progress 2023-2026

Black/African American Students	Hispanic/Latino American Students	Native American Students	Students who qualify for Educational Benefits
<b>2019:</b> 31.70%	<b>2019:</b> 33.50%	<b>2019:</b> 46.70%	<b>2019:</b> 29.60%
<b>2020:</b> 31.73%	<b>2020:</b> 30.94%	<b>2020:</b> 57.70%	<b>2020:</b> 27.40%
<b>2021:</b> 30.80%	<b>2021:</b> 30.40%	<b>2021:</b> 61.10%	<b>2021:</b> 28.90%
<b>2022:</b> 26.00% (Baseline)	<b>2022:</b> 23.60% (Baseline)	<b>2022:</b> 72.20% (Baseline)	<b>2022:</b> 21.50% (Baseline)
Yr 1: 29.00%	Yr 1: 26.60%	Yr 1: 77.20%	Yr 1: 24.50%
Yr 2: 32.00%	Yr 2: 29.60%	Yr 2: 82.20%	Yr 2: 27.50%
Yr 3: 35.00%	Yr 3: 32.60%	Yr 3: 87.20%	Yr 3: 30.50%

# Achievement Goal

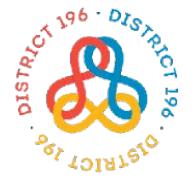


**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the Grades 3-8 and 10 MCA/MTAS assessments reading benchmark by 3% each school year starting 2023.

- Black/African American
- Hispanic/Latino American
- Native American (state designation)
- Qualify for Educational Benefits



# Achievement Strategies: MCA - Reading



1. Identify and train teachers on researched-based culturally proficient instructional practices that improve learning for all students who are \_\_\_\_\_. Apply practices in pedagogy.
2. Establish a continuous improvement planning process that targets and works to eliminate racial disparities for students who are \_\_\_\_\_ at all schools.
3. Evaluate and update all instructional resources and practices to ensure they are racially, culturally, and linguistically inclusive so all students who are \_\_\_\_\_ can see themselves reflected in their schools and learning experiences.
4. Provide ongoing progress monitoring for students who are \_\_\_\_\_ through coaching, collaboration, and consultation between teachers and the literacy team.

# Achievement Goal



**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the Grades 3-8 and 10 MCA/MTAS assessments reading benchmark by 3% each school year starting 2023.

# Key Indicators of Progress

## 2023-2026

Black/African American Students	Hispanic/Latino American Students	Native American Students	Students who qualify for Educational Benefits
<b>2019:</b> 45.7%	<b>2019:</b> 39.6%	<b>2019:</b> 44.6%	<b>2019:</b> 41.1%
<b>2020:</b> N/A	<b>2020:</b> N/A	<b>2020:</b> N/A	<b>2020:</b> N/A
<b>2021:</b> 39.6%	<b>2021:</b> 32.0%	<b>2021:</b> 40.4%	<b>2021:</b> 34.2%
<b>2022:</b> 38.8% (Baseline)	<b>2022:</b> 34.0% (Baseline)	<b>2022:</b> 40.9% (Baseline)	<b>2022:</b> 34.1% (Baseline)
Yr 1: 41.8%	Yr 1: 37.0%	Yr 1: 43.9%	Yr 1: 37.1%
Yr 2: 44.8%	Yr 2: 40.0%	Yr 2: 46.9%	Yr 2: 40.1%
Yr 3: 47.8%	Yr 3: 43.0%	Yr 3: 49.9%	Yr 3: 43.1%

# Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26.



# Teacher Equity Strategies: Teachers of Color



1. Revise and implement Staff of Color Recruitment and Retention plan for the district and individual buildings.
2. Convene a leadership committee of interested stakeholders to support and help direct the district's Staff of Color Recruitment and Retention Plan. The Leadership team, to include Human Resources staff, will provide oversight of the strategies relating to this goal.
3. Conduct focus groups with staff of color to gather feedback on the plan.
4. The District will continue to implement the established affinity groups to support educators of color, including Affinity Unite (AU) and Leaders of Color (LOC) Administrators group.
5. Expand existing partnerships to support subsidized teacher residencies with districts and universities to improve teacher training for positions in high-demand subject areas and high needs schools.
6. The District will continue to partner with targeted teacher preparation programs to coordinate student teacher placements and evaluate candidates for possible hire before they graduate, exploring options to potentially stipend candidates during student teaching.

# Teacher Equity Strategies: Teachers of Color Cont.



7. Fully involve teachers of color and administrators of color in the hiring process.
8. The District will explore opportunities to host and participate in staff of color recruitment fairs and cohort recruitment from diverse higher education institutions.
9. The District will explore opportunities to host and participate in staff of color recruitment fairs and cohort recruitment from diverse higher education institutions.
10. Provide equity professional development (PD) for building staff, for licensed and non-licensed staff of color. Provide equity PD for district stakeholders to better understand HR processes that could impact our recruitment of racially and ethnically diverse staff.
11. The District Leadership team will explore the creation of a Grow Your Own Teacher Education Pathways program for students, with equitable representation of racial and ethnic diversity of student populations.

# Teacher Equity Goal



**Teachers of Color:** The percentage of **teachers** of color will increase from **5%** in 2023-24 to **8%** in 2025-26.

Key Indicators of Progress				
Increase the percentage of teachers of color each year.	Year 1: 2023-2024	Year 2: 2024-25	Year 3: 2025-26	
<b>Baseline 2022-2023</b> (10/20/22): 5.27%	6%	7%	8%	
Increase the percentage of staff of color each year.	Year 1: 2023-2024	Year 2: 2024-25	Year 3: 2025-26	
<b>Baseline 2022-2023</b> (11/17/2022): 11.27%	12%	13%	14%	

# Complementary Goal



**Post-Secondary: College, Career, and Life:** Increase our capacity and programming to improve college access and post-secondary opportunities, prioritizing students who are racially, ethnically, and economically underrepresented in these areas of opportunity.



# Complementary Strategies: Post-Secondary, College, Career, and Life



1. Continue to provide, expand, and implement AVID programming with fidelity and expand services to students and families by:
  - a. Sharing AVID strategies schoolwide,
  - b. Maintaining and increasing as possible the number of AVID-trained staff annually,
  - c. Hiring an AVID TOSA,
  - d. Reviewing enrollment trends at each middle school and high school AVID site in collaboration with building principals to ensure equitable access,
  - e. Setting individual Site Goals annually to:
    - Increase Rigorous course enrollment,
    - Maintain school attendance
    - Increase FAFSA and MN Dream Applications,
    - Increase college enrollment applications, and
    - Maintain and increase, as possible, access to explore post-secondary options through college visits.

# Complementary Strategies: Post-Secondary, College, Career, and Life Cont.



2. Expand District services in relation to post-secondary options, including:
  - a. Continuing to support the implementation and expansion of the AVID program.
  - b. Supporting an increase in college enrollment, FAFSA and MN Dream Act Applications through setting annual individual school goals and holding culturally specific workshops on the college enrollment and financial aid process.
  - c. Increasing access to explore post-secondary options, such as four-year and two-year college, technical schools, and trade apprenticeship through college visits, supporting district-held college fairs (e.g. MnACC fair, MEF fair) with coordination and transportation support, and expanding use of our district's digital career and college exploration tools.

# Complementary Goal



**Post-Secondary: College, Career, and Life:** Increase our capacity and programming to improve college access and post-secondary opportunities, prioritizing students who are racially, ethnically, and economically underrepresented in these areas of opportunity.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Each AVID high school student will participate in in-person college campus visits for each program year.	2 campus visits/yr.	2 campus visits/yr.	2 campus visits/yr.
Maintain and increase as possible the number of AVID-trained staff annually.	Min. of 40/year	Min. of 40/yr.	Min. of 40/yr.
Increase the percentage of AVID students enrolled in Honors/AP/PSEO/CIS coursework earning a C or higher. Trend - Baseline June 2022 (21-22)* <ul style="list-style-type: none"><li>AP - 2021: 6.3% (163) 2022: 6.2% (147)</li><li>CIS - 2021: 4.1% (35) 2022: 5.4% (36)</li><li>Honors - 2021: 6.7% (239) 2022: 6.3% (210)</li><li>Total - 2021: 85% (437/514) 2022: 74.9% (393/525)</li></ul>	Total: 75% of AVID enrollment	Total: 80% of AVID enrollment	Total: 85% of AVID enrollment

# Complementary Goal Cont.



**Post-Secondary: College, Career, and Life:** Increase our capacity and programming to improve college access and post-secondary opportunities, prioritizing students who are racially, ethnically, and economically underrepresented in these areas of opportunity.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Increase the percentage of District students who apply for FAFSA* [or MN Dream Act Application for eligible students]. District Baseline: 54% in Sept 2022. State 2023 goal 53%.	September 2023 59%	September 2024 64%	September 2025 69%
Explore an exit survey of high school seniors to better track high school experience, secondary preparation, and post-secondary plans (college and career).	Design and deploy the senior survey	Identify goals and action plan based on senior survey	Execute action plan

# Complementary Goal



**Engagement & Inclusion:** Improve our District's overall capacity to service and partner with students and families who are racially, ethnically, and economically diverse.



# Complementary Strategies: Engagement & Inclusion



1. Cultural Family Advocates will continue to provide support for students and families, in partnership with district staff, in culturally and linguistically responsive ways.
2. Cultural Family Advocates will host cultural family nights on various topics, such as technology, welcome back to school information, academic planning (e.g. registration, college/career, FAFSA).
3. Cultural Family Advocates will be trained in the Check and Connect Student Engagement Intervention Model. They will hold small group and individual check-ins with students as needed utilizing strategies from the Check and Connect Student Engagement Intervention Model.
4. Cultural Family Advocates will collaborate with the school counselors/social workers/psychologists/case managers to provide personal-social supports to students as needed.
5. The district will continue to expand communication lines with multilingual parents/guardians, including current district provided multilingual services (e.g. Talking Points, Language Line, Interpreters) as needed on academic, personal, and/or social concerns.
6. The Equity and Inclusion Department will provide leadership throughout the district on culturally responsive professional development.

# Complementary Goal

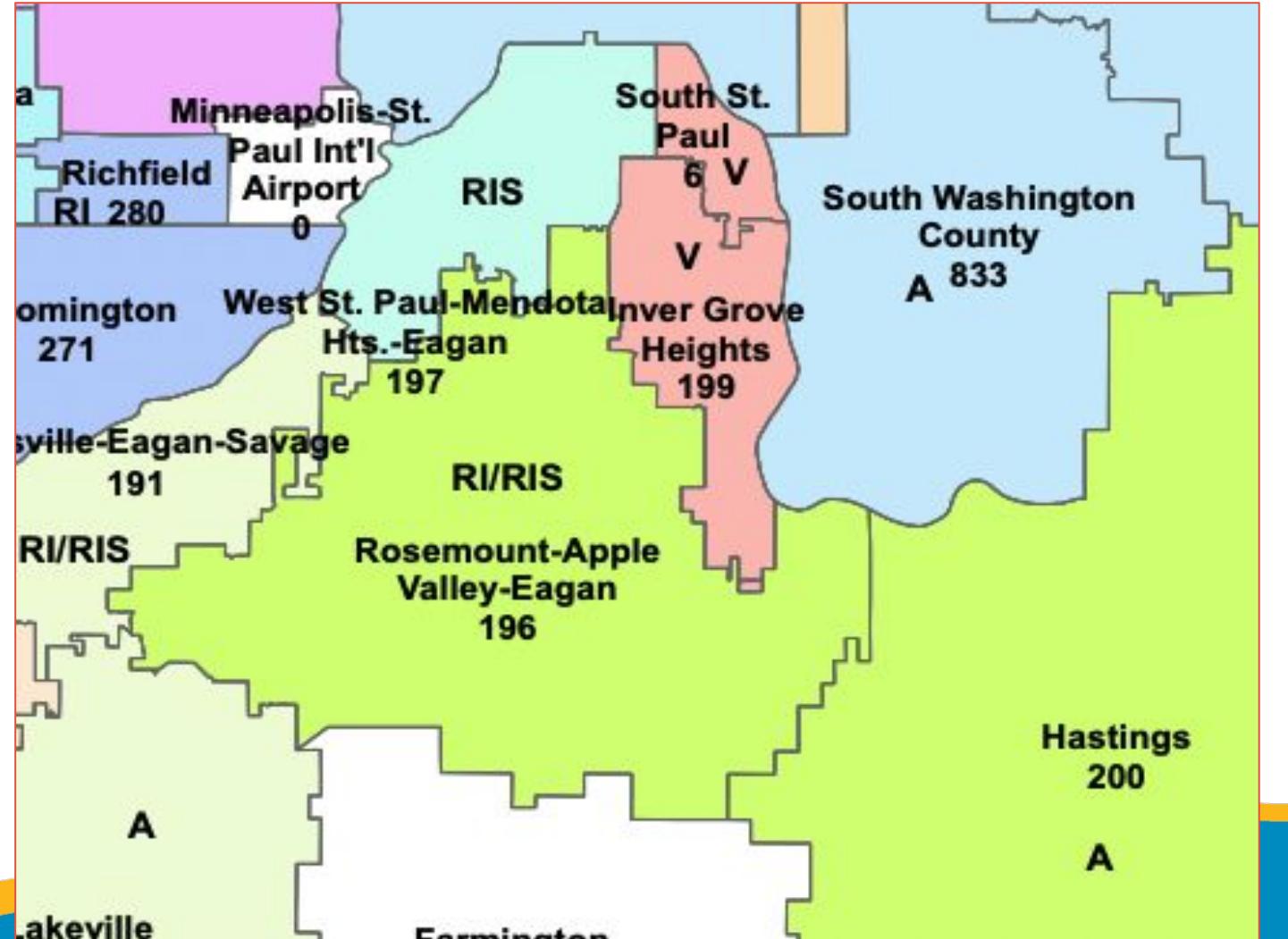
**Engagement & Inclusion:** Improve our District's overall capacity to service and partner with students and families who are racially, ethnically, and economically diverse.



Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
The Equity and Inclusion Department staff will participate in culturally responsive professional development.	Min. of 2 PD/yr.	Min. of 2 PD/yr.	Min. of 2 PD/yr.
The Equity and Inclusion Department will provide culturally responsive professional development for district staff.	Min. of 2 PD/yr.	Min. of 2 PD/yr.	Min. of 2 PD/yr.
Cultural Family Advocates will host cultural family nights.	Min. 2 nights/yr.	Min. 2 nights/yr.	Min. 2 nights/yr.
All Cultural Family Advocates will continue to utilize Talking Points to communicate school engagement opportunities with families.	Min. of 2 announcements to families/mo.	Min. of 2 announcements to families/mo.	Min. of 2 announcements to families/mo.
All Cultural Family Advocates and Equity and Inclusion administrators will partner with building administrators to identify 10 students and their families for each on-site building served using the Check and Connect Intervention Model throughout each school year.	2 check-ins/month	2 check-ins/month	2 check-ins/month

[Return to RID Flowchart](#)

# A&I Partnering Districts Metro Area 21-22



RI = Racially Isolated, RIS = Racially Identifiable School, A = Adjoining, V = Voluntary

## Multidistrict Collaboration Council (MCC)

- Includes members from the Racially Isolated District, its Adjoining Districts, & NAPAC
- Purpose is to provide “input on integration goals and to identify cross-district strategies to improve student integration.”
- **20-23 MCC districts:** So. Washington, Stillwater, Hastings - Story Ark, Summer, MS
- **23-26 MCC districts:** So. Washington, Stillwater, Inver Grove Heights

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[Return to RIS MCC](#)

[Return to RID Flowchart](#)

# Integration Strategy Requirement with Partnering Districts

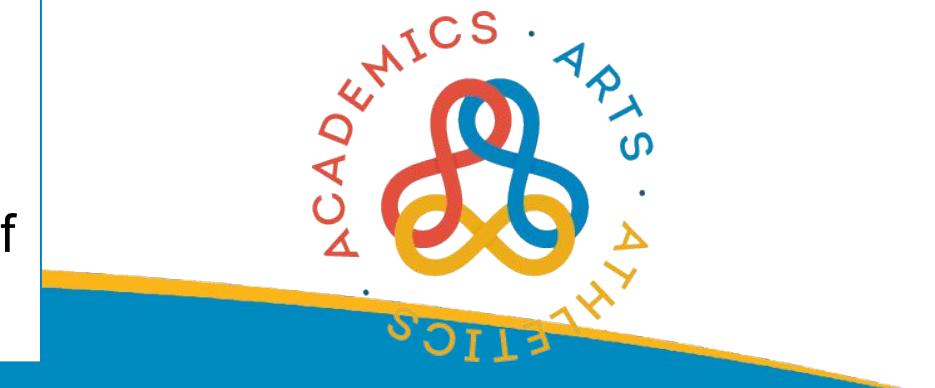


## Camp Invention STEM Experience & Project Showcase

- Both ISD 833 and ISD 196 offer Camp Invention. Each district will run their separate program and students from the two districts will ultimately share learning and experience in two project showcases, one to be held at each district.

## Triple A and Identity Summer Camp

- **Triple A:** The ISD 196 & ISD 833 partner program will revolve around three areas of Arts, Academics, & Athletics.
- **The Identity:** We will use each of these three areas to explore identity, particularly important in bolstering a sense of belonging, social identity and resilience.



# Integration Strategy Requirement with Partnering Districts Cont.



## AVID Fine Arts Course

- In partnership with ISD 833 & 834: To address the challenge of dual enrollment in music and AVID classes during the school year, two online courses will provide an opportunity for students to dig into the music they enjoy, listen to different types of genres and explore the history and context of them to obtain a music credit and experience.

## Business Innovation Academy

- In partnership with ISD 199: The Carlson School will collaborate with local school districts to ignite students' passion for learning and to provide opportunities to explore higher education and careers in business. The purpose of this summer program is to boost students' personal awareness and self-confidence, as well as improve problem solving & soft skills.



# Integration Strategy Requirement with Partnering Districts

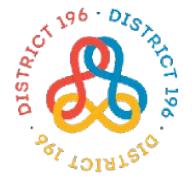


Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<p><b>Camp Invention STEM Experience &amp; Project Showcase</b></p> <ul style="list-style-type: none"> <li>• Increase the number of students of color* who enroll in Camp Invention.</li> <li>• Increase the number of students of color from the Racially Identifiable Schools who attend the Camp Invention program.</li> </ul> <p>*Self-reported as any race other than White/Caucasian, excluding “Other” and “Unknown (No Response)”</p> <p><b>2022</b> - Total who participated at Diamond Path Elementary &amp; Woodland Elementary Sites          Asian - 28/341 (8.2%)   Black/African American - 6/341 (1.7%)          Hispanic/Latino - 11 (3.2%)   Total SoC: 45/341 (13.1%)</p>	14%  Baseline will be collected	16%  Percentage will be determined based on baseline data	17%  Percentage will be determined from 2024-2025 data
<p><b>Triple A and Identity Academy</b></p> <ul style="list-style-type: none"> <li>• Increase the number of students of color who enroll in the academy.</li> <li>• Increase the number of students who complete the academy.</li> <li>• By participating in the academy students will increase their sense of belonging, social identity, and resilience measured by a pre- and post-survey.</li> </ul>	Planning	Full Implementation ; Baseline will be collected	Percentage will be determined based on baseline data

# Integration Strategy Requirement with Partnering Districts Cont.



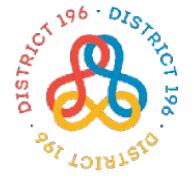
Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>AVID Fine Arts Course</b> <ul style="list-style-type: none"><li>Increase the number of students earning a passing grade will earn an Arts elective credit.</li></ul>	Baseline will be collected	Percentage will be determined based on baseline data	Percentage will be determined from 2024-2025 data
<b>Business Innovation Academy</b> <p>Students will respond to an experience survey to measure:</p> <ul style="list-style-type: none"><li>Exposure to higher education and career opportunities,</li><li>Development of student leadership skills,</li><li>Development of teamwork skills, and</li><li>Development of communication skills.</li></ul>	Baseline will be collected	Percentage will be determined based on baseline data	Percentage will be determined from 2024-2025 data



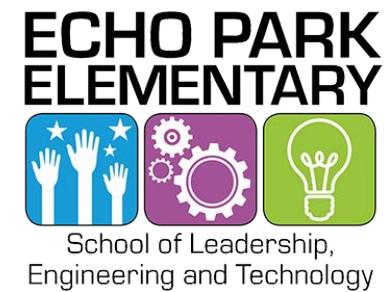
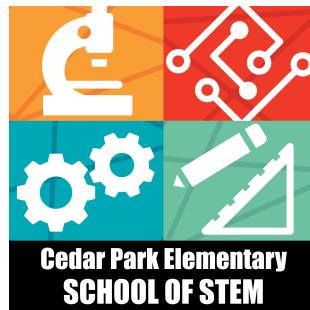
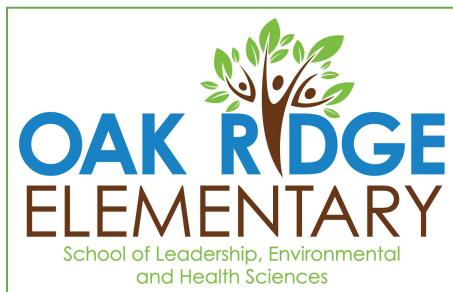
# 2023-26 A&I Plan Progress: Racially Identifiable School

## Goals, Strategies, & Key Indicators of Progress

# Racially Identifiable Schools' Integration Goal



**Summer Programs:** To increase summer opportunities for interdistrict and intradistrict integration among racially, ethnically and economically diverse students to support the whole child, including social emotional learning needs, inquiry, and academics in order to narrow the achievement and opportunity gaps in our district.



# Racially Identifiable Schools' Integration Strategies



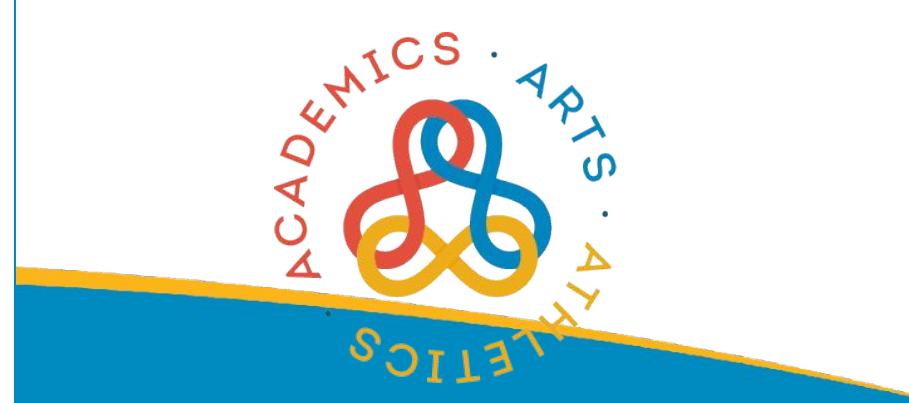
## Camp Invention STEM Experience & Project Showcase

- Both ISD 833 and ISD 196 offer Camp Invention. Each district will run their separate program and students from the two districts will ultimately share learning and experience in two project showcases, one to be held at each district.



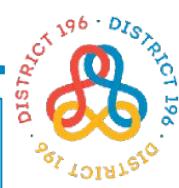
## Triple A and Identity Summer Camp

- **Triple A:** The ISD 196 & ISD 833 partner program will revolve around three areas of Arts, Academics, & Athletics.
- **The Identity:** We will use each of these three areas to explore identity, particularly important in bolstering a sense of belonging, social identity and resilience.



# Racially Identifiable Schools' Integration Goal

**Summer Programs:** To increase summer opportunities for interdistrict and intradistrict integration among racially, ethnically and economically diverse students to support the whole child, including social emotional learning needs, inquiry, and academics in order to narrow the achievement and opportunity gaps in our district.



Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>Camp Invention STEM Experience &amp; Project Showcase</b> <ul style="list-style-type: none"><li>• Increase the number of students of color* who enroll in Camp Invention.</li><li>• Increase the number of students of color from the Racially Identifiable Schools who attend the Camp Invention program.</li></ul> <p>*Self-reported as any race other than White/Caucasian, excluding "Other" and "Unknown (No Response)"</p> <p><b>2022 - Total who participated at Diamond Path Elementary &amp; Woodland Elementary Sites</b> Asian - 28/341 (8.2%)   Black/African American - 6/341 (1.7%) Hispanic/Latino - 11 (3.2%)   Total SoC: 45/341 (13.1%)</p>	14%  Baseline will be collected	16%  Percentage will be determined based on baseline data	17%  Percentage will be determined from 2024-2025 data
<b>Triple A and Identity Academy</b> <ul style="list-style-type: none"><li>• Increase the number of students of color who enroll in the academy.</li><li>• Increase the number of students who complete the academy.</li><li>• By participating in the academy students will increase their sense of belonging, social identity, and resilience measured by a pre- and post-survey.</li></ul>	Planning	Full Implementation; Baseline will be collected	Percentage will be determined based on baseline data

# Oak Ridge Achievement Goal



**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4-5% each school year starting 2023-24.

- Black/African American
- Hispanic/Latino American

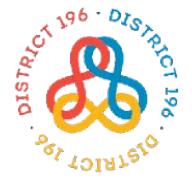


# Oak Ridge Achievement Strategies



1. Hold regular Professional Learning Communities to discuss: standards, progress monitoring data and intervention instruction.
2. Foster grade level and vertical team collaboration through PD and book studies on frameworks for equity in the math classroom (e.g. mathematical mindset, cultural connections, outdoor math and grading).
3. Coach and collaborate with classroom teachers and interventionists on academic data (e.g. MAP data, AVMR data, MR data), English language development (e.g. ACCESS data), and how to connect assessments to effective intervention.
4. Deliver consistent workshop model including daily differentiated groups and outdoor numeracy experiences.

# Oak Ridge Achievement Strategies Cont.



5. Promote positive K-5 mathematical identities and agency through classroom and schoolwide math learning opportunities (e.g. peer tutoring, math journaling, math trails, etc.).
6. Provide schoolwide instruction and implementation of WIDA Standards.
7. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for math instruction.
8. Hold bi-annual meetings with district leadership team to provide progress monitoring updates.

# Oak Ridge Achievement Goal



**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4-5% each school year starting 2023-24.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>MCA: Black/African American students (5% increase)</b> 2018: 30.4% 2019: 30.7% 2020: N/A 2021: 13.8% 2022: 16.9% (Baseline)	21.9%	26.9%	31.9%
<b>MCA: Black/African American students, not ELD (5% increase)</b> 2018: 33.9% 2019: 38.0% 2020: N/A 2021: 12.8% 2022: 18.2% (Baseline)	23.2%	28.2%	33.2%
<b>MCA: Hispanic/Latino American students (4% increase)</b> 2018: 55.0% 2019: 23.8% 2020: N/A 2021: 23.1% 2022: 25.8% (Baseline)	29.8%	33.8%	37.8%
<b>MCA: Hispanic/Latino American students, not ELD (4% increase)</b> 2018: 61.5% 2019: 38.5% 2020: N/A 2021: Cell size too small 2022: 27.8% (Baseline)	31.8%	35.8%	39.8%

# Oak Ridge Achievement Goal



**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

- Black/African American
- Hispanic/Latino American



# Oak Ridge Achievement Strategies



1. Hold regular Professional Learning Communities to discuss: standards, progress monitoring data and intervention instruction.
2. Coach and collaborate with classroom teachers and interventionists on academic data (e.g. MAP data, BAS data), English language development, and how to connect assessments to effective intervention.
3. Provide professional development and implement Tier 3 Interventions using CIM Training for classroom teachers and interventionists.
4. Deliver consistent workshop model including daily differentiated groups and outdoor learning experiences and nature-based play to practice language and literacy skills.

# Oak Ridge Achievement Strategies Cont.



5. Implement the K-5 Phonics and Word Study with fidelity including word work activities with movement and using the outdoors to practice phonics skills.
6. Provide schoolwide instruction and implementation of WIDA Standards.
7. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for each unit of study and post at least one language objective for the unit.
8. Hold bi-annual meetings with district leadership team to provide progress monitoring updates.

# Oak Ridge Achievement Goal

**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

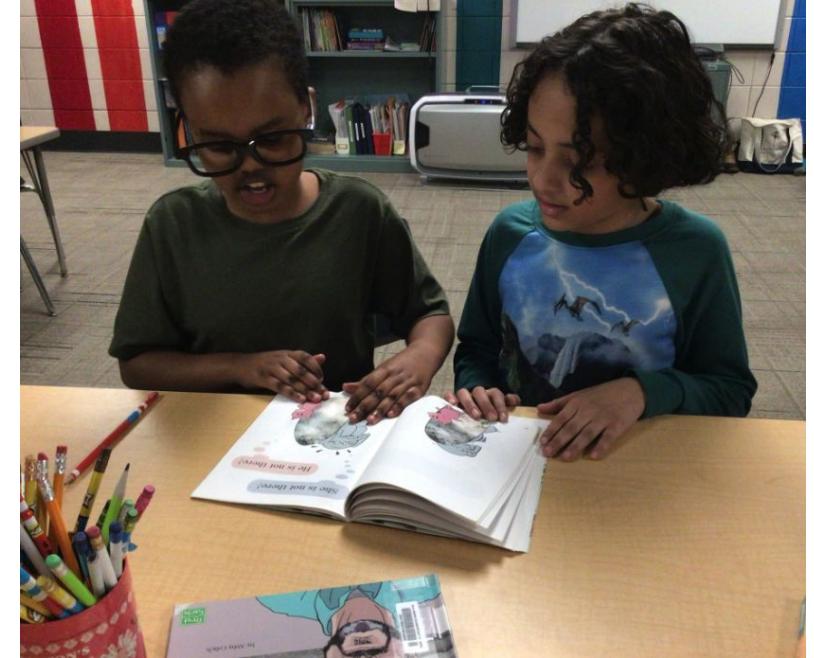


Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>MCA: Black/African American students</b> 2018: 35.0% 2019: 30.7% 2020: N/A 2021: 18.2% 2022: 30.1% (Baseline)	34.1%	38.1%	42.1%
<b>MCA: Black/African American students, not ELD</b> 2018: 42.4% 2019: 42.0% 2020: N/A 2021: 20.5% 2022: 41.8% (Baseline)	45.8%	49.8%	53.8%
<b>MCA: Hispanic/Latino American students</b> 2018: 55.0% 2019: 38.1% 2020: N/A 2021: 22.2% 2022: 32.3% (Baseline)	36.3%	40.3%	44.3%
<b>MCA: Hispanic/Latino American students, not ELD</b> 2018: 69.2% 2019: 61.5% 2020: N/A 2021: 27.3% 2022: 33.3% (Baseline)	37.3%	41.3%	45.3%

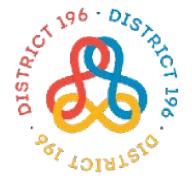
# Oak Ridge Achievement Goal



**ACCESS:** The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.

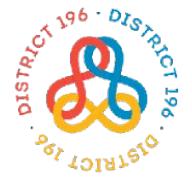


# Oak Ridge Achievement Strategies



1. Reserve one day a month for collaboration between ELD teachers and classroom teachers.
2. Train ELD teachers to be School-wide English Learning (SWEL) coaches.
3. Embed coaching time into trained SWEL coaches' contract day.
4. Provide teachers with strategies to support student learning and success on ACCESS.
5. Build school-wide support for ACCESS testing.
6. Provide schoolwide instruction and implementation of WIDA Standards.
7. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for each unit of study and post at least one language objective for the unit.

# Oak Ridge Achievement Goal



**ACCESS:** The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Progress Toward Proficiency (PTP) Average Accountability Index <b>2018-19:</b> 63.2% (75) <b>2019-20*</b> : 83.5% (73) <b>2020-21*</b> : 75.3% (79) <b>2021-22</b> : 76.8% (80) (Baseline)	79.8%	82.8%	85.8%
Progress Toward Proficiency (PTP) Met Target <b>2018-19:</b> 37.3% (141) <b>2019-20*</b> : 65.8% (140) <b>2020-21*</b> : 60.8% (163) <b>2021-22</b> : 47.5% (139) (Baseline)	50.5%	53.5%	56.5%

\*District 196 asked for a special data request from MDE to provide the list

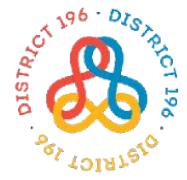
# Oak Ridge Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 15% in 2023-24 to 18% in 2025-26.

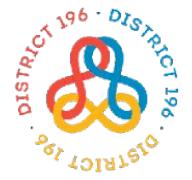


# Oak Ridge Teacher Equity Strategies



1. Build relationships with candidates of color to invite them to apply and interview for open positions.  
Partner with internal staff to create the conditions for an inclusive interview process.
2. Participate in district recruitment fairs and virtual fairs.
3. Partner with District 196 Leadership to collaborate with local college teacher preparation programs in providing field experiences and teaching opportunities; as we bring in cohorts or visit recruitment fairs, include EP, CP, and OR administrations.
4. Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).
5. Provide and support staff affinity groups at the school level.

# Oak Ridge Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 15% in 2023-24 to 18% in 2025-26.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Increase the percentage of teachers of color each year. Baseline 2022-2023 (10/20/22): 15.63%	16%	17%	18%
Increase the percentage of staff of color each year. Baseline 2022-2023 (11/17/2022): 19.39%	20%	21%	22%

# Cedar Park Achievement Goal

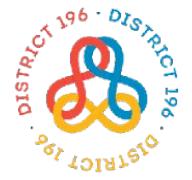


**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4% each school year starting 2023-24.

- Black/African American
- Hispanic/Latino American, not ELD
- Qualify for Educational Benefits



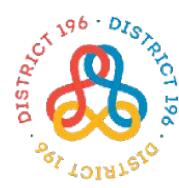
# Cedar Park Achievement Strategies



1. Hold weekly Professional Learning Communities to discuss progress monitoring data and next steps.
2. Coach and collaborate with classroom teachers and interventionists on MAP and AVMR data and next steps specific to students who are \_\_\_\_\_.
3. Deliver consistent workshop model including daily differentiated groups in math.
4. Determine math focus standards for classroom and intervention instruction.
5. Provide schoolwide instruction and implementation of WIDA Standards.
6. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for math instruction.
7. Hold bi-annual meetings with district leadership team to provide progress monitoring updates.

# Cedar Park Achievement Goal

**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4% each school year starting 2023-24.



Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>MCA: Black/African American students</b> 2018: 69.1% 2019: 62.2% 2020: N/A 2021: 42.5% 2022: 51.0% (Baseline)	55.0%	59.0%	63.0%
<b>MCA: Black/African American students, not ELD</b> 2018: 76.3% 2019: 68.9% 2020: N/A 2021: 47.8% 2022: 55.1% (Baseline)	59.1%	63.1%	67.1%
<b>MCA: Hispanic/Latino American students</b> 2018: 41.9% 2019: 37.2% 2020: N/A 2021: 42.4% 2022: 34.2% (Baseline)	38.2%	42.2%	46.2%
<b>MCA: Hispanic/Latino American students, not ELD</b> 2018: 58.6% 2019: 48.4% 2020: N/A 2021: 50.0% 2022: 50.0% (Baseline)	54.0%	58.0%	62.0%
<b>MCA: Students who qualify for Educational Benefits</b> 2018: 59.9% 2019: 53.9% 2020: N/A 2021: 40.8% 2022: 45.5%	49.5%	53.5%	57.5%

# Cedar Park Achievement Goal

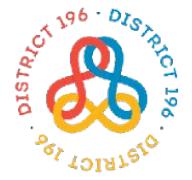


**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

- Black/African American
- Hispanic/Latino American, not ELD
- Qualify for Educational Benefits



# Cedar Park Achievement Strategies



1. Implement the K-5 Phonics and Word Study with fidelity.
2. Coach and collaborate with classroom teachers and interventionists on MAP and BAS data and next steps.
3. Provide professional development and implement Tier 3 Interventions using CIM Training for classroom teachers and interventionists.
4. Analyze progress monitoring data weekly.
5. Provide schoolwide instruction and implementation of WIDA Standards.
6. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for each unit of study and post at least one language objective for the unit.
7. Deliver consistent workshop model including daily differentiated groups in literacy.
8. Hold bi-annual meetings with district leadership team to provide progress monitoring updates.

# Cedar Park Achievement Goal

**MCA - Reading:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.



Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>MCA: Black/African American students</b> 2018: 61.1% 2019: 64.4% 2020: N/A 2021: 47.1% 2022: 46.9% (Baseline)	50.9%	54.9%	58.9%
<b>MCA: Black/African American students, not ELD</b> 2018: 68.8% 2019: 70.3% 2020: N/A 2021: 53.7% 2022: 58.0% (Baseline)	62.0%	66.0%	70%
<b>MCA: Hispanic/Latino American students</b> 2018: 45.5% 2019: 50.0% 2020: N/A 2021: 45.5% 2022: 36.8% (Baseline)	40.8%	44.8%	48.8%
<b>MCA: Hispanic/Latino American students, not ELD</b> 2018: 66.7% 2019: 62.5% 2020: N/A 2021: 62.5% 2022: 68.8% (Baseline)	72.8%	76.8%	80.8%
<b>MCA: Students who qualify for Educational Benefits</b> 2018: 56.7% 2019: 57.4% 2020: N/A 2021: 41.8% 2022: 41.5% (Baseline)	45.5%	49.5%	53.5%

# Cedar Park Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 1% in 2023-24 to 4% in 2025-26.



# Cedar Park Teacher Equity Strategies



1. Participate in district recruitment fairs and virtual fairs.
2. Partner with District 196 Leadership to collaborate with local college teacher preparation programs in providing field experiences and teaching opportunities; as we bring in cohorts or visit recruitment fairs, include EP, CP, and OR administrations.
3. Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).
4. Build relationships with candidates of color to invite them to apply and interview for open positions.

# Cedar Park Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 1% in 2023-24 to 4% in 2025-26.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Increase the percentage of teachers of color each year. Baseline 2022-2023 (10/20/22): 1.56%	2%	3%	4%
Increase the percentage of staff of color each year. Baseline 2022-2023 (11/17/2022): 7.14%	8%	9%	10%

# Echo Park Achievement Goal



**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessment math benchmark by 6% each school year starting 2023-24.

- Black/African American
- Hispanic/Latino American



# Echo Park Achievement Strategies



1. Hold regular Professional Learning Communities to discuss progress monitoring data and next steps.
2. Hold annual team level and vertical team book study on mathematics; Year 1: *Figuring Out Fluency in Mathematics*, Year 2: TBD, and Year 3: TBD.
3. Coach and collaborate with classroom teachers and interventionists on MAP data, AVMR data, and MR data specific to students who are \_\_\_\_\_.
4. Deliver consistent workshop model including daily differentiated groups in math.
5. Provide schoolwide instruction and implementation of WIDA Standards.
6. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for math instruction.
7. Determine math focus standards for classroom and intervention instruction.
8. Hold bi-annual meetings with district leadership team to provide progress monitoring updates.

# Echo Park Achievement Goal



**MCA - Math:** The percentage of federally designated racial students who are \_\_\_\_\_ will increase in math proficiency on the MCA/MTAS assessment math benchmark by 6% each school year starting 2023-24.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>MCA: Black/African American students</b> 2018: 42.4% 2019: 34.1% 2020: N/A 2021: 5.3% 2022: 24.0% (Baseline)	30%	36%	42%
<b>MCA: Black/African American students, not ELD</b> 2018: 44.3% 2019: 39.6% 2020: N/A 2021: 6.0% 2022: 21.7% (Baseline)	27.7%	33.7%	39.7%
<b>MCA: Hispanic/Latino American students</b> 2018: 32.8% 2019: 31.9% 2020: N/A 2021: 13.5% 2022: 19.3% (Baseline)	25.3%	31.3%	37.3%
<b>MCA: Hispanic/Latino American students, not ELD</b> 2018: 53.6% 2019: 57.6% 2020: N/A 2021: 24.1% 2022: 34.3% (Baseline)	40.3%	46.3%	52.3%

# Echo Park Achievement Goal



**ACCESS:** The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.



# Echo Park Achievement Strategies



1. Reserve one day a month for collaboration between ELD teachers and classroom teachers.
2. Train ELD teachers to be School-wide English Learning (SWEL) coaches.
3. Embed coaching time into trained SWEL coaches' contract day.
4. Provide teachers with strategies to support student learning and success on ACCESS.
5. Build school-wide support for ACCESS testing.
6. Provide schoolwide instruction and implementation of WIDA Standards.
7. SWEL coaches will work with teachers to identify the Key Language Use (KLU) for each unit of study and post at least one language objective for the unit.

# Echo Park Achievement Goal



**ACCESS:** The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<b>Progress Toward Proficiency (PTP) Average Accountability Index</b> 2018-19: 79.1% (141)    2019-20*: 74.1% (140) 2020-21*: 53.5% (163)    2021-22: 61.8% (139)	64.8%	67.8%	70.8%
<b>Progress Toward Proficiency (PTP) Met Target</b> 2018-19: 59.6% (141)    2019-20*: 53.6% (140) 2020-21*: 38.0% (163)    2021-22: 33.1% (139)	36.1%	39.1%	42.1%

\*District 196 asked for a special data request from MDE to provide the list

# Echo Park Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26.



# Echo Park Teacher Equity Strategies



1. Participate in district recruitment fairs and virtual fairs.
2. Partner with District 196 Leadership to collaborate with local college teacher preparation programs in providing field experiences and teaching opportunities; as we bring in cohorts or visit recruitment fairs, include EP, CP, and OR administrations.
3. Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).
4. Build relationships with candidates of color to invite them to apply and interview for open positions.

# Echo Park Teacher Equity Goal



**Teachers of Color:** The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26.

Key Indicators of Progress	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Increase the percentage of teachers of color each year. Baseline 2022-2023 (10/20/22): 5.88%	6%	7%	8%
Increase the percentage of staff of color each year. Baseline 2022-2023 (11/17/2022): 8.06%	9%	10%	11%