



## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

**District ISD# and Name:**

ISD 196: Rosemount-Apple Valley-Eagan Schools

**District Integration Status:**

Racially Isolated District

**Superintendent Name:** Mary M. Kreger

**Superintendent Phone Number:** [REDACTED]

**Superintendent Email:**

[REDACTED] [district196.org](mailto:district196.org)

**Name of Person Submitting Report:**

Virgil Jones

**Title of Person Submitting Report:**

Director of Equity and Inclusion

**Phone:** [REDACTED]

**Email:** [REDACTED] [district196.org](mailto:district196.org)

**Racially Identifiable Schools within District**

1. Cedar Park Elementary School of STEM
2. Oak Ridge Elementary School of Leadership, Environmental

**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:*

1. ISD 833 - South Washington County Schools
2. ISD 834 - Stillwater Area Public Schools
3. ISD 199 - Inver Grove Heights 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 **Mary M. Kreger**

Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

School Board Chair **Cory Johnson**

School Board Chair Signature: \_\_\_\_\_ Date Signed: \_\_\_\_\_

## Plan Input

**AIPAC Member Signature** (if applicable): \_\_\_\_\_

Date Signed: \_\_\_\_\_

## Councils Membership, Process, and Input

| Multidistrict Collaboration Council |  |     |
|-------------------------------------|--|-----|
| Virgil Jones                        | Director of Equity and Inclusion                             | 196 |
| Violeta Hernandez Espinosa          | Coordinator of Equity and Inclusion & AVID District Director | 196 |
| Yen Huynh-Vue                       | TOSA-Equity Coach and Professional Development               | 196 |
| Lisa Turgeon                        | American Indian Education Program Specialist                 | 196 |
| Nicole Lonetree                     | Native American Parent Advisory Committee, Chairperson       | 196 |
| Monica Sandoval                     | Native American Parent Advisory Committee, Member            | 196 |
| James Magee                         | Director of Diversity, Equity, and Inclusion                 | 833 |
| Gina Spoo                           | Supervisor of Diversity, Equity and Inclusion                | 833 |
| Ashley Acosta-Meyers                | Supervisor of Diversity, Equity and Inclusion                | 833 |
| Molly Lester                        | AVID Coordinator   | 833 |

|                         |   |     |
|-------------------------|---|-----|
| Brittney Amitrano       | American Indian Education Program                   | 833 |
| Robert Tweedy           | Native American Parent Advisory Council Chairperson | 833 |
| Eric Anderson           | Coordinator of Office of Equity and Integration     | 834 |
| Sarah Neitz             | AVID Coordinator                                    | 834 |
| Teajai Anderson-Schmidt | Director of Learning                                | 199 |
| Chris Johnson           | Cultural Liaison                                    | 199 |

Multidistrict Collaboration Council Meeting dates for 2022-23 school year

December 14, 2022      January 27, 2023  
February 7, 2023      February 24, 2023

## Multidistrict Collaboration Council Process, Input, and Recommendations

As required by MN Rules, part 3535.0170, subpart 2, in December we convened our Multidistrict Collaboration Council to identify cross-district strategies to improve student integration. Due to past collaboration under the 20-23 plan, our district decided to continue those partnerships for the 23-26 plan.

Our initial meetings included sharing of district demographics and status of diversity, equity and inclusion within our districts. During our second and third meetings, each district came to the table with proposals for collaboration and discussed the possibilities. At those meetings, it was decided to bring four activity proposals to each of our district's stakeholders. At District 196 this included our CCC steering and general council members, including our Native American Parent Advisory Council (NAPAC) members and American Indian Education (AIE) program staff members, as well as other pertinent internal district stakeholders.

At the February 24 meeting, which included District 196 NAPAC members and AIE staff, each of the four proposals were reviewed and all four moved forward to be included in this plan, with modifications per stakeholder input from each district.

### Community Collaboration Council for Racially Identifiable Schools - 49 Members

|                             |  |   |
|-----------------------------|--|---|
| Armendariz Stumbo, Ellen    | Parent/Guardian  | Apple Valley High School  |
| Bartosh, Alyssa             | Assistant Principal  | Glacier Hills Elementary School   |
| Bolsoni, Michael            | Director of Secondary Education                              | District Office   |
| Caduff, Kendra              | Teacher  | Valley Middle School of STEM  |
| Christ, Julianna            | Student  | Apple Valley High School  |
| Dahl, Sarah                 | Assistant Principal  | Scott Highlands Middle School   |
| Dia, Khoudia                | Parent/Guardian  | Apple Valley High School  |
| Dreher, Tiffany             | Teacher  | Rosemount High School   |
| Ernst, Jennifer             | Cultural Family Advocate                                     | District Office   |
| Garcia, John                | Principal  | Cedar Park Elementary School  |
| Garin, Ally                 | Communications Coordinator                                   | District Office   |
| Gillis, Michael             | Teacher  | Rosemount Middle School   |
| Grace, Tian                 | Teacher  | Rosemount High School   |
| Green, Grantham             | Student  | Rosemount High School   |
| Hamilton, Mahin             | Parent/Guardian  | Dakota Hills Middle School, Eagan High School and School of Environmental Studies |
| Hernandez Espinosa, Violeta | Coordinator of Equity and Inclusion & AVID District Director | District Office   |
| Huynh-Vue, Yen              | Equity and Inclusion TOSA                                    | District Office   |
| Ibrahim, Iman               | Student  | Eagan High School   |
| Isaacs, Sachin              | School Board Vice Chairperson                                | District Office   |
| Jeylani, Mohamed            | Student  | Apple Valley High School  |
| Johnson, Cory               | School Board Chairperson                                     | District Office   |
| Jones, Virgil               | Director of Equity and Inclusion                             | District Office   |
| Keasling, Calvin            | Principal  | Rosemount High School   |
| Kindem, Cathy               | Principal  | Oak Ridge Elementary School   |
| King, Christie              | Parent/Guardian  | Eagan High School, School of Environmental Studies                                |
| Kreger, Mary                | Superintendent of ISD 196 Schools                            | District Office   |
| Lamon, MJ                   | Parent/Guardian  | Dakota Hills Middle School  |
| Larson, Liz                 | Community Member   | Echo Park Elementary School   |

|                    |  |   |
|--------------------|--|---|
| Magnuson, Jackie   | School Board Treasurer                                     | District Office                           |
| Melville, Becky    | Principal  | Falcon Ridge Middle School                |
| Miller, Amy        | Teaching and Learning Coordinator                          | District Office                           |
| Molleti, Sahasra   | Student  | Eastview High School                      |
| Olson, Paul        | Teaching and Learning Coordinator                          | District Office                           |
| Osman, Fahmo       | Community Member   | Eastview High School                      |
| Ramos, Veronica    | Cultural Family Advocate                                   | District Office                           |
| Roble, Halimo      | Equity and Inclusion Specialist                            | District Office                           |
| Sandoval, Monica   | Parent   | Native American Parent Advisory Committee |
| Schmidt, Kate      | President, Dakota County United Educators                  | District Office                           |
| Schultz, Logan     | Principal  | Echo Park Elementary School               |
| Soliday, Sally     | Director of Elementary Education                           | District Office                           |
| Stefanie Thomas    | Assistant Principal  | Valley Middle School of STEM              |
| Suzuki, Tim        | Community Member   | East Lake Elementary School               |
| Taschner, Tony     | Director of Communications                                 | District Office                           |
| Troen, Steve       | Director of Teaching and Learning                          | District Office                           |
| Trygggeseth, Scott | Parent/Guardian  | Red Pine Elementary                       |
| Turgeon, Lisa      | American Indian Education Program Specialist               | District Office                           |
| Valandra, Jorja    | American Indian Education Program Cultural Family Advocate | District Office                           |
| Warsame, Kadra     | Cultural Family Advocate                                   | District Office                           |
| Wekesser, Carol    | Teacher  | Oak Ridge Elementary School               |

#### Community Collaboration Council - Steering Committee - 12 Members

|                             |  |                               |
|-----------------------------|--|-------------------------------|
| Dahl, Sarah                 | Assistant Principal  | Scott Highlands Middle School |
| Garcia, John                | Principal  | Cedar Park Elementary School  |
| Hernandez Espinosa, Violeta | Coordinator of Equity and Inclusion & AVID District Director | District Office               |
| Huynh-Vue, Yen              | Equity and Inclusion TOSA                                    | District Office               |
| Jones, Virgil               | Director of Equity and Inclusion                             | District Office               |
| Keasling, Calvin            | Principal  | Rosemount High School         |
| Kindem, Cathy               | Principal  | Oak Ridge Elementary School   |

|                |  |                             |
|----------------|--|-----------------------------|
| Miller, Amy    | Teaching and Learning Coordinator            | District Office             |
| Olson, Paul    | Teaching and Learning Coordinator            | District Office             |
| Schultz, Logan | Principal                                    | Echo Park Elementary School |
| Troen, Steve   | Director of Teaching and Learning            | District Office             |
| Turgeon, Lisa  | American Indian Education Program Specialist | District Office             |

| Community Collaboration Council - Planning Team - 3 Members |  |                 |
|---|--|-----------------|
| Jones, Virgil   | Director of Equity and Inclusion                             | District Office |
| Hernandez Espinosa, Violeta                                 | Coordinator of Equity and Inclusion & AVID District Director | District Office |
| Huynh-Vue, Yen  | Equity and Inclusion TOSA                                    | District Office |

#### Community Collaboration Council - General Council - Meeting dates for 2022-23 school year

|                 |                   |                  |
|-----------------|-------------------|------------------|
| October 6, 2022 | November 10, 2022 | December 8, 2022 |
| January 5, 2023 | February 2, 2023  | March 2, 2023    |

#### Community Collaboration Council - Steering Committee - Meeting dates for 2022-23 school year

|                   |                   |                   |
|-------------------|-------------------|-------------------|
| December 1, 2022  | December 15, 2022 | December 21, 2023 |
| January 5, 2023   | January 25, 2023  | February 9, 2023  |
| February 23, 2023 |                   |                   |

#### Community Collaboration Council Process, Input, and Recommendations

As required by MN Rules, part 3535.0160, subpart 2, in October we convened our district's Community Collaboration Council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at our district's racially identifiable schools (RIS). The Planning Team began meeting in August.

Our CCC included members from our Native American Parent Advisory Committee (NAPAC), as required by Minnesota Rules, part 3535.0160, subpart 2 and part 3535.0170, subpart 3, and members of our American Indian Education Program. Continuing the practice at our district, the CCC's charge statement was expanded to also include input on the district's goals, strategies and key progress indicators relating to our Racially Isolated District (RID) designation. As allowed by MN Rules, part 3535.0170, subpart 4B, our district's Equity Advisory Committee (EAC) was given the charge of serving on this Council for this planning year, with additional members added to the Council to achieve racial, ethnic and role diversity, leading to a 49-member CCC, a 12-member CCC Steering Committee, and a 3-member Planning Team.

The CCC met monthly since October, while the Steering Committee meeting either ahead or after the CCC meetings. Input was provided during CCC meetings and work continued in between those meetings in partnership with the Steering Committee's input, as well as input from administration at our district's Racially Identifiable School.

To ensure meaningful input, open communication and coordination that allowed for consideration a diversity of views, the CCC participated in the following activities:

| Meeting Date      | Activity/Objectives   |
|-------------------|---|
| October 2, 2022   | To ensure an informed decision-making process, covered CCC Charge and history of the Achievement and Integration Program and Revenue (MN Statutes 124D.861 and 124D.862)—stemming from the historical Minnesota School Desegregation/Integration Rules (MN Rules 3535.0160 and 3535.0170)—at the state and district level. Root Statutes, Rules and Definition handouts were shared with Council.   |
| November 10, 2022 | To ensure an informed decision-making process, covered the elements of the 20-23 A&I Plan and shared a graphic presentation of related FY23 budget. We also covered the budget component thresholds and plan minimum Goal and Strategy requirements. A handout of the 20-23 Plan was shared with the Council.   |
| December 8, 2022  | Began the design process, utilizing a participatory approach to seeking input on existing goals and potential new goals. This began with handouts of district studies, survey results, related historical outcomes data for identified groups in the 20-23 plan, MDE ESSA plan goals for targeted student groups, A&I annual FY23 progress reports, and others to begin creating new goals for the three required goal areas and integration requirements relating to our RID designation. The three required minimum goal areas for RID were addressed and additional areas to amplify as goals emerged, including post-secondary preparation and family/student engagement.   |
| January 5, 2023   | The design process continued. This meeting reviewed Council proposals for RID-required Goals and Indicators (KIPs) versus modified goals to be included in the plan, as finalized by the Steering Committee. The second part of the meeting reviewed finalized Goals & Indicators for Echo Park (EP) and Cedar Park (CP) RIS, goals that largely followed Title 1 needs assessments and already identified school goals, in collaboration with school administration. The Council commented and made recommendations for revisions.   |
| February 2, 2023  | The design process continued. Changes to the plan components were made based on input from the last Council by the Steering and Planning Committees. This meeting reviewed progress on RID Goals, Strategies, & Indicators, as well as EP and CP RIS Goals, Strategies, & Indicators review. Many strategies were a continuation or expansion of the 20-23 Plan Strategies. A similar dynamic of presentation and feedback took place to strengthen and finalize the areas covered in this meeting.   |
| March 2, 2023     | A final presentation of the plan to the Council took place. All 3 required RID Goals, Strategies and KIPs were covered, in addition to 2 complementary RID Goals, Strategies and KIPs, for a total of 5 Goals. The RIS part of our plan required a major shift as we were notified by MDE on February 21 that of our current RIS's, CP and EP, only CP remained a RIS. In addition, Oak Ridge (OR) Elementary was now a RIS for our district. Working in partnership with OR administration and following a similar dynamic to utilizing their Title 1 needs assessment and goals as a starting point, we were able to successfully add OR to our 23-26 Plan. Our Steering Committee, in consultation with EP Principal and Cabinet members, agreed to keep EP in our plan, anticipating that they were close enough by population to soon be added back to our RIS district list. Thus, Goals, Strategies and KIPs for EP, CP and OR were finalized at this meeting. A presentation of Strategies and related KIPs to meet the Integration Requirements for both RID and RIS were also shared. |
| Other Key Dates   | February 8: Presentation of progress to District Cabinet  |

|  |   |
|--|---|
|  | March 6: Special Board meeting on A&I Plan<br>March 13: Final Plan presented to NAPAC Chair and Board for official approval |
|--|---|

## Racially Isolated District Achievement and Integration Goals

**RID Goal 1 GTD:** 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.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Integration

### RID Goal 1 - GTD | Strategy 1: GTD Talent Development Model

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

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

**Strategy Narrative:** Implement a talent development model with advanced differentiation for inclusive classrooms and corresponding teacher professional development on core instruction.

**Location of services:** District 196 Elementary Schools

### RID Goal 1 - GTD | Strategy 2: GTD Tiered-Service Model

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Implement a tiered-service model to provide advanced learning opportunities for students without prerequisite identification.

**Location of services:** District 196 Elementary Schools

### RID Goal 1 - GTD | Strategy 3: Revised Identification Process

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** 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

**Location of services:** District 196 Elementary Schools

**RID Goal 1 - GTD | Strategy 4: Multilingual notification of revised identification process**

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

**Strategy Narrative:** Communicate to parents in multiple languages about the revised K-5 gifted and talented identification process, testing results, appeals process and service model.

**Location of services:** District 196 Elementary Schools

**RID Goal 1 - GTD | Strategy 5: Optimal Identification Research Project recommendations**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

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

**Strategy Narrative:** Implement recommendations provided by Optimal Identification Research Project under the guidance of Dr. Scott Peters. Recommendations may include adjustments to the identification process to ensure equitable and inclusive identification, professional learning for staff to identify and develop talent/strength areas in all students, and/or changes to service delivery/model to best meet the identified needs of students.

**Location of services:** District 196 Elementary Schools

**RID Goal 1 - GTD | Strategy 6: Culturally responsive talent development for Hispanic students**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Collaborate with Equity and Inclusion to develop culturally responsive, talent development opportunities, especially for our Hispanic students.

**Location of services:** District 196 Elementary Schools

**RID Goal 1 - GTD | Strategy 7: Culturally responsive talent development for Black/African American learners**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Collaborate with Equity and Inclusion and English Language Development to develop linguistically and culturally responsive talent development, especially for our Black/African American learners.

**Location of services:** District 196 Elementary Schools

**RID Goal 1 - GTD | Strategy 8: Culturally responsive talent development for Native American students**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Collaborate with Equity and Inclusion and American Indian Education to develop culturally responsive talent development for Native American students (using state designations).

**Location of services:** District 196 Elementary Schools

| Key Indicators of Progress   | 2024 Target | 2025 Target | 2026 Target |
|--|-------------|-------------|-------------|
| Percent gap reduction per year to achieve goal by 2026 for Black/African American Students               | 3.90%       | 1.95%       | 0%          |
| Percent gap reduction per year to achieve goal by 2026 for Hispanic/Latino American Students             | 3.30%       | 1.65%       | 0%          |
| Percent gap reduction per year to achieve goal by 2026 for Native American Students (state designations) | 0.25%       | 0.13%       | 0%          |

**RID Goal 2A - ACT:** The percentage of federally designated racial students who are Black/African American in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RID Goal 2B - ACT:** The percentage of federally designated racial students who are Hispanic/Latino in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RID Goal 2C - ACT:** The percentage of state designated racial students who are Native American in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RID Goal 2D - ACT:** The percentage of students who qualify for Educational Benefits in the graduating class earning a composite score of 21 or higher on the ACT will increase by 3% each year.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

#### RID Goal 2A, 2B, 2C, 2D - ACT | Strategy 9: Training on culturally proficient instruction

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

**Strategy Narrative:** Identify and train teachers on researched-based culturally proficient instructional practices that improve learning for all students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits. Apply practices in pedagogy.

**Location of services:** Districtwide

#### RID Goal 2A, 2B, 2C, 2D - ACT | Strategy 10: Continuous Improvement Planning Process

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Establish a continuous improvement planning process that targets and works to eliminate racial disparities for students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits at all schools.

**Location of services:** Districtwide

#### RID Goal 2A, 2B, 2C, 2D - ACT | Strategy 11: Enrollment in Rigorous College Prep Classes

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

**Strategy Narrative:** Identify and increase the enrollment of students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits in college preparatory courses (Honors, CIS, AP).

**Location of services:** Districtwide

**RID Goal 2A, 2B, 2C, 2D - ACT | Strategy 12: Updating Instructional Resources and Practices**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Evaluate and update all instructional resources and practices to ensure they are racially, culturally, and linguistically inclusive so all students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits can see themselves reflected in their schools and learning experiences.

**Location of services:** Districtwide

| Key Indicators of Progress  | 2024 Target | 2025 Target | 2026 Target |
|---|-------------|-------------|-------------|
| <b>Black/African American Students</b><br>2019: 31.70%<br>2020: 31.73%<br>2021: 30.80%<br>2022: 26.00% (Baseline)               | 29.00%      | 32.00%      | 35.00%      |
| <b>Hispanic/Latino American Students</b><br>2019: 33.50%<br>2020: 30.94%<br>2021: 30.40%<br>2022: 23.60% (Baseline)             | 26.60%      | 29.60%      | 32.60%      |
| <b>Native American Students</b><br>2019: 46.70%<br>2020: 57.70%<br>2021: 61.10%<br>2022: 72.20% (Baseline)                      | 77.20%      | 82.20%      | 87.20%      |
| <b>Students who qualify for Educational Benefits</b><br>2019: 29.60%<br>2020: 27.40%<br>2021: 28.90%<br>2022: 21.50% (Baseline) | 24.50%      | 27.50%      | 30.50%      |

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

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

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

**WBWF goal area:** All racial and economic achievement gaps between students are closed.  
**Type of Goal:** Achievement Disparity.

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

**WBWF goal area:** All racial and economic achievement gaps between students are closed.  
**Type of Goal:** Achievement Disparity.

**RID Goal 3D - MCA/MTAS Reading:** The percentage of federally designated racial students who qualify for Educational Benefits will increase in reading proficiency on the Grades 3-8 and 10 MCA/MTAS assessments reading benchmark by 3% each school year starting 2023.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.  
**Type of Goal:** Achievement Disparity.

#### RID Goal 3A, 3B, 3C, 3D - MCA/MTAS Reading | Strategy 13: Culturally proficient instruction

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

**Strategy Narrative:** Identify and train teachers on researched-based culturally proficient instructional practices that improve learning for all students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits. Apply practices in pedagogy.

**Location of services:** Districtwide

#### RID Goal 3A, 3B, 3C, 3D - MCA/MTAS Reading | Strategy 14: Continuous Improvement Process

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Establish a continuous improvement planning process that targets and works to eliminate racial disparities for students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits at all schools.

**Location of services:** Districtwide

#### RID Goal 3A, 3B, 3C, 3D - MCA/MTAS Reading | Strategy 15: Instructional Resources & Practices

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Evaluate and update all instructional resources and practices to ensure they are racially, culturally, and linguistically inclusive so all students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits can see themselves reflected in their schools and learning experiences.

**Location of services:** Districtwide

**RID Goal 3A, 3B, 3C, 3D - MCA/MTAS Reading | Strategy 16: Collaborative Progress Monitoring**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:** Provide ongoing progress monitoring for students who are Black/African American, Hispanic/Latino American, Native American, and who qualify for Educational Benefits through coaching, collaboration, and consultation between teachers and the literacy team.

**Location of services:** Districtwide

| Key Indicators of Progress  | 2024 Target | 2025 Target | 2026 Target |
|---|-------------|-------------|-------------|
| <b>Black/African American Students</b><br>2019: 45.7%<br>2020: N/A<br>2021: 39.6%<br>2022: 38.8% (Baseline)               | 41.8%       | 44.8%       | 47.8%       |
| <b>Hispanic/Latino American Students</b><br>2019: 39.6%<br>2020: N/A<br>2021: 32.0%<br>2022: 34.0% (Baseline)             | 37.0%       | 40.0%       | 43.0%       |
| <b>Native American Students</b><br>2019: 44.6%<br>2020: N/A<br>2021: 40.4%<br>2022: 40.9% (Baseline)                      | 43.9%       | 46.9%       | 49.9%       |
| <b>Students who qualify for Educational Benefits</b><br>2019: 41.1%<br>2020: N/A<br>2021: 34.2%<br>2022: 34.1% (Baseline) | 37.1%       | 40.1%       | 43.1%       |

**RID Goal 4 - Teachers of Color:** The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RID Goal 4 - Teachers of Color | Strategy 17: Recruitment and Retention Plan**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Revise and implement Staff of Color Recruitment and Retention plan for the district and individual buildings.

**Location of services:** District Office and Districtwide

**RID Goal 4 - Teachers of Color| Strategy 18: Leadership Committee on Staff of Color Recruitment and Retention Plan**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office and Districtwide

**RID Goal 4 - Teachers of Color| Strategy 19: Focus Groups with Staff of Color**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Conduct focus groups with staff of color to gather feedback on the Recruitment and Retention plan.

**Location of services:** District Office and Districtwide

**RID Goal 4 - Teachers of Color| Strategy 20: Continue Supporting Affinity Groups**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office and Districtwide

**RID Goal 4 - Teachers of Color| Strategy 21: Expand partnerships for student teaching**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office, Districtwide, Statewide, Nationally

**RID Goal 4 - Teachers of Color| Strategy 22: Continue partnerships for hiring pipeline**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office, Partner Campuses-Statewide and Nationally, and Districtwide

**RID Goal 4 - Teachers of Color| Strategy 23: Changes to Hiring Process**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Fully involve teachers of color and administrators of color in the hiring process.

**Location of services:** District Office, Districtwide

**RID Goal 4 - Teachers of Color| Strategy 24: Recruitment Fairs and Cohort Recruitment**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** The District will explore opportunities to host and participate in staff of color recruitment fairs and cohort recruitment from diverse higher education institutions.

**Location of services:** District Office, Districtwide

**RID Goal 4 - Teachers of Color| Strategy 25: Equity Professional Development**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office, Districtwide

## RID Goal 4 - Teachers of Color| Strategy 26: GYO Pathways to Teaching for adults and students

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** District Office, Districtwide

| Key Indicators of Progress  | 2024 Target | 2025 Target | 2026 Target |
|---|-------------|-------------|-------------|
| Increase the percentage of teachers of color each year.<br>Baseline 2022-2023 (10/20/22): 5.27% | 6%          | 7%          | 8%          |
| Increase the percentage of staff of color each year.<br>Baseline 2022-2023 (11/17/2022): 11.27% | 12%         | 13%         | 14%         |

**RID Goal 5 - Post-Secondary - College, Career, and Life:** The percentage of AVID students enrolled in Honors/AP/PSEO/CIS coursework earning a C or higher will increase 3% each school year starting 2023.

**WBWF goal area:** All students are ready for college and career

**Type of Goal:** Achievement Disparity

## RID Goal 5 - Post Secondary| Strategy 27: AVID Program Expansion, Fidelity, and Goals

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

**Strategy Narrative:** Continue to provide, expand, and implement AVID programming with fidelity and expand services to students and families by:

- Sharing AVID strategies schoolwide,
- Maintaining and increasing as possible the number of AVID-trained staff annually,
- Hiring an AVID TOSA,
- Reviewing enrollment trends at each middle school and high school AVID site in collaboration with building principals to ensure equitable access,
- 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.

**Location of services:** District Office, District Middle Schools and High Schools

## RID Goal 5 - Post Secondary| Strategy 28: Expanding District Services for Post-Secondary

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

**Strategy Narrative:** Expand District services in relation to post-secondary options, including:

- Continuing to support the implementation and expansion of the AVID program.
- 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.
- 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.

**Location of services:** District Office, District Middle Schools and High Schools

| Key Indicators of Progress   | 2024 Target                         | 2025 Target   | 2026 Target                   |
|--|-------------------------------------|---|-------------------------------|
| 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/year                                     | Min. of 40/year               |
| 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: 78% of AVID enrollment                       | Total: 81% of AVID enrollment |
| 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%.   | 59%                                 | 64%   | 69%                           |
| Explore designing and deploying 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 & action plan based on senior survey | Execute action plan           |

**RID Goal 6 - Engagement & Inclusion:** The percentage of Cultural Family Advocates who will be trained in Check and Connect will increase by 5% each year starting in 2023.

**WBWF goal area:** All children are ready for school; All third-graders can read at grade level; All racial and economic achievement gaps between students are closed; All students are ready for career and college; All students graduate from high school.

**Goal Type:** Achievement Disparity

#### RID Goal 6: Engagement & Inclusion | Strategy 29: CFA Support to Students and Families

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

**Strategy Narrative:** Cultural Family Advocates will continue to provide support for students and families, in partnership with district staff, in culturally and linguistically responsive ways.

**Location of Services:** Districtwide and Building Specific

**RID Goal 6: Engagement & Inclusion | Strategy 30: CFA Host Cultural & Informational Events**

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

**Strategy Narrative:** 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).

**Location of Services:** Districtwide and Building Specific

**RID Goal 6: Engagement & Inclusion | Strategy 31: CFA-Student Check & Connect**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

**Strategy Narrative:** 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.

**Location of Services:** Districtwide and Building Specific

**RID Goal 6: Engagement & Inclusion | Strategy 32: CFA-Staff Collaboration**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

**Strategy Narrative:** Cultural Family Advocates will collaborate with the school counselors/social workers/psychologists/case managers to provide personal-social supports to students as needed.

**Location of Services:** Districtwide and Building Specific

**RID Goal 6: Engagement & Inclusion | Strategy 33: Multilingual Communications**

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

**Strategy Narrative:** 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.

**Location of Services:** Districtwide and Building Specific

**RID Goal 6: Engagement & Inclusion | Strategy 34: Culturally Responsive PD**

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

**Strategy Narrative:** The Equity and Inclusion Department will provide leadership throughout the district on culturally responsive professional development.

**Location of Services:** Districtwide and Building Specific

| Key Indicators of Progress  | 2024 Target                             | 2025 Target                             | 2026 Target                             |
|---|---|---|---|
| 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                       |
| Cultural Family Advocates will be trained in Check and Connect.   | 80%                                     | 85%                                     | 90%                                     |

## RID INTEGRATION STRATEGIES

### Related to Achievement Goals in the RID Section

#### RID-Integration Strategy Requirement 1: Camp Invention STEM Experience & Project Showcase

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** 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.

**Location of services:** At each district, at one of our RIS sites

#### RID-Integration Strategy Requirement 2: Triple A and Identity Summer Camp

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:**

- **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.

**Location of services:** TBD

#### RID-Integration Strategy Requirement 3: AVID Fine Arts Course

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Increase graduation rates

**Strategy Narrative:** 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.

#### **RID-Integration Strategy Requirement 4: Business Innovation Academy**

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Option 1: Increase graduation rates

**Strategy Narrative:** 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.

| <b>Key Indicators of Progress</b>  | <b>Year 1:<br/>2023-24</b>            | <b>Year 2:<br/>2024-25</b>                                      | <b>Year 3:<br/>2025-26</b>                                   |
|--|---------------------------------------|---|--|
| <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></p> <p>Total who participated at Diamond Path Elementary &amp; Woodland Elementary Sites</p> <ul style="list-style-type: none"> <li>• Asian - 28/341 (8.2%)</li> <li>• Black/African American - 6/341 (1.7%)</li> <li>• Hispanic/Latino - 11 (3.2%)</li> <li>• Total SoC: 45/341 (13.1%)</li> </ul> | 14%<br><br>Baseline will be collected | 16%<br><br>Percentage will be determined based on baseline data | 17%<br><br>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;<br>Baseline will be collected              | Percentage will be determined based on baseline data         |
| <p><b>AVID Fine Arts Course</b></p> <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><br>Students will respond to an experience survey to measure: <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 |
|--|----------------------------|--|---|

## RID - Creating Efficiencies and Eliminating Duplicative Programs

We will update all of our elementary and middle school units of study to include the Magnet themes and Teaching Tolerance framework. Each unit will be updated over the course of this three-year plan to include the Anti-bias Framework and Magnet themes. The Teaching Tolerance domains are Identity, Diversity, Justice, and Action. Our Magnet programs promote school choice and encourage racial and socioeconomic integration. Our Teaching & Learning Department Coordinators will work with teachers to add the curriculum to our units. District 196 has partnered with Ohio State University since 2012 and Lesley University in 2014. The result has been the implementation of the Literacy Collaborative model which is inquiry-based and student-centered learning. Literacy Collaborative core instruction is a data-driven individualized instruction model that integrates the Minnesota Academic Standards for English Language Arts as well as the Literacy Standards for History/Social Studies, Science, and Technical subjects to ensure students are college and career ready by the end of their educational career. All of these strategies will help our students improve proficiency levels on the MCA Reading Assessments.

## Racially Identifiable School Achievement and Integration Goals

### Oak Ridge Elementary School of Leadership, Environmental and Health Sciences

**RIS-OR Goal 1A: MCA - Math:** The percentage of federally designated racial students who are Black/African American will increase in math proficiency on the MCA/MTAS assessments math benchmark by 5% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity

**RIS-OR Goal 1B: MCA - Math:** The percentage of federally designated racial students who are Hispanic/Latino American will increase in math proficiency on the MCA/MTAS assessments math benchmark by **4%** each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity

### RIS-OR Goals 1A, 1B MCA-Math | Strategy 1: Professional Learning Communities

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

**Strategy Narrative:** Hold regular Professional Learning Communities to discuss: standards, progress monitoring data and intervention instruction.

**Location of services:** Oak Ridge Elementary School

### RIS-OR Goals 1A, 1B MCA-Math | Strategy 2: Math Instructional Supports

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

**Strategy Narrative:** 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).

**Location of services:** Oak Ridge Elementary School

### RIS-OR Goals 1A, 1B MCA-Math | Strategy 3: Coach and Collaborate

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** 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.

**Location of services:** Oak Ridge Elementary School

### RIS-OR Goals 1A, 1B MCA-Math | Strategy 4: Math Interventions

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Deliver consistent workshop model including daily differentiated groups and outdoor numeracy experiences.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 1A, 1B MCA-Math | Strategy 5: Mathematical Identities and Agency**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Promote positive K-5 mathematical identities and agency through classroom and schoolwide math learning opportunities (e.g. peer tutoring, math journaling, math trails, etc.).

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 1A, 1B MCA-Math | Strategy 6: Language of Mathematics**

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

**Strategy Narrative:** Provide schoolwide instruction and implementation of the language of math.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 1A, 1B MCA-Math | Strategy 7: Comprehensive Math Language Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** SWEL coaches will work with core teachers to identify the Key Language Use (KLU) for math instruction.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 1A, 1B MCA-Math | Strategy 8: RIS District Consultation and Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Hold bi-annual meetings with the district leadership team to provide progress monitoring updates.

**Location of services:** Oak Ridge Elementary School

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

**RIS-OR Goal 2A: MCA - Reading:** The percentage of federally designated racial students who are Black/African American will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

**WBWF goal area 1:** All racial and economic achievement gaps between students are closed.

**WBWF goal area 2:** All third-graders can read at grade level.

**Type of Goal:** Achievement Disparity.

**RIS-OR Goal 2B: MCA - Reading:** The percentage of federally designated racial students who are Hispanic/Latino American will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

**WBWF goal area 1:** All racial and economic achievement gaps between students are closed.

**WBWF goal area 2:** All third-graders can read at grade level

**Type of Goal:** Achievement Disparity

## RIS-OR Goals 2A, 2B MCA-Reading | Strategy 9: Professional Learning Communities

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

**Strategy Narrative:** Hold regular Professional Learning Communities to discuss: standards, progress monitoring data and intervention instruction.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 10: Coach and Collaborate**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** 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.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 11: Reading Instructional and Intervention Support**

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

**Strategy Narrative:** Provide professional development and implement Tier 3 Interventions using CIM Training for classroom teachers and interventionists.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 12: Differentiated Instruction in Literacy**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Deliver consistent workshop model including daily differentiated groups and outdoor learning experiences and nature-based play to practice language and literacy skills.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 13: Literacy Instruction and Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Implement the K-5 Phonics and Word Study with fidelity including word work activities with movement and using the outdoors to practice phonics skills.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 14: Comprehensive English Language Development Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Provide schoolwide instruction and implementation of WIDA Standards.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 15: Comprehensive English Language Development Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** 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.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goals 2A, 2B MCA-Reading | Strategy 16: RIS District Consultation and Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Hold bi-annual meetings with the district leadership team to provide progress monitoring updates.

**Location of services:** Oak Ridge Elementary School

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

**RIS-OR Goal 4 Teachers of Color:** The percentage of teachers of color will increase from 15% in 2023-24 to 18% in 2025-26.

**WBWF goal area:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Type of Goal:** Teacher Equity

#### **RIS-OR Goal 4 Teachers of Color | Strategy 17: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** Oak Ridge Elementary School

#### **RIS-OR Goal 4 Teachers of Color | Strategy 18: Recruitment and Retention**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Participate in district recruitment fairs and virtual fairs.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goal 4 Teachers of Color | Strategy 19: Partnerships in Education**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goal 4 Teachers of Color | Strategy 20: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).

**Location of services:** Oak Ridge Elementary School

**RIS-OR Goal 4 Teachers of Color | Strategy 21: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Provide and support staff affinity groups at the school level.

**Location of services:** Oak Ridge Elementary School

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

## Cedar Park Elementary STEM School

**RIS-CP Goal 1A: MCA - Math:** The percentage of federally designated racial students who are Black/African American will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RIS-CP Goal 1B: MCA - Math:** The percentage of federally designated racial students who are Hispanic/Latino American, not ELD will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

**RIS-CP Goal 1C: MCA - Math:** The percentage of federally designated racial students who qualify for Educational Benefits will increase in math proficiency on the MCA/MTAS assessments math benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity.

### RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 1: Professional Learning Communities

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

**Strategy Narrative:** Hold weekly Professional Learning Communities to discuss progress monitoring data and next steps.

**Location of services:** Cedar Park Elementary School

### RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 2: Coach and Collaborate

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Coach and collaborate with classroom teachers and interventionists on MAP and AVMR data and next steps specific to students who are Black/African American, Hispanic/Latino American, not ELD, and who qualify for Educational Benefits.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 3: Differentiated Instruction in Math**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Deliver consistent workshop model including daily differentiated groups in math.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 4: Math Standards and Interventions**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Determine math focus standards for classroom and intervention instruction.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 5: Language of Mathematics**

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

**Strategy Narrative:** Provide schoolwide instruction and implementation of the language of math.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 6: Comprehensive Math Language Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** SWEL coaches will work with core teachers to identify the Key Language Use (KLU) for math instruction.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 7: RIS District Consultation and Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Hold bi-annual meetings with the district leadership team to provide progress monitoring updates.

**Location of services:** Cedar Park Elementary School

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

**RIS-CP Goal 2A: MCA - Reading:** The percentage of federally designated racial students who are Black/African American will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All third-graders can read at grade level.

**Type of Goal:** Achievement Disparity.

**RIS-CP Goal 2B: MCA - Reading:** The percentage of federally designated racial students who are Hispanic/Latino American, not ELD will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All third-graders can read at grade level.

**Type of Goal:** Achievement Disparity.

**RIS-CP Goal 2C: MCA - Reading:** The percentage of federally designated racial students who qualify for Educational Benefits will increase in reading proficiency on the MCA/MTAS assessments reading benchmark by 4% each school year starting 2023-24.

**WBWF goal area:** All third-graders can read at grade level.

**Type of Goal:** Achievement Disparity.

### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 8: Literacy Instruction**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Implement the K-5 Phonics and Word Study with fidelity.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 9: Coach and Collaborate**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Coach and collaborate with classroom teachers and interventionists on MAP and BAS data and next steps.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 10: Reading Instructional and Intervention Support**

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

**Strategy Narrative:** Provide professional development and implement Tier 3 Interventions using CIM Training for classroom teachers and interventionists.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 11: Coach and Collaborate**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Analyze progress monitoring data weekly.

#### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 12: Language of Reading**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Provide schoolwide instruction and implementation of the language of reading.

**Location of services:** Cedar Park Elementary School

#### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 13: Comprehensive Reading Language Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** SWEL coaches will work with teachers to identify the reading language supports for each unit of study and post at least one language objective for the unit.

**Location of services:** Cedar Park Elementary School

#### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 14: Differentiated Instruction in Literacy**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Deliver consistent workshop model including daily differentiated groups in literacy.

**Location of services:** Cedar Park Elementary School

#### **RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 15: RIS District Consultation and Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Hold bi-annual meetings with the district leadership team to provide progress monitoring updates.

**Location of services:** Cedar Park Elementary School

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

**RIS-CP Goal 3: Teachers of Color:** The percentage of teachers of color will increase from 1% in 2023-24 to 4% in 2025-26.

**WBWF goal area:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Type of Goal:** Teacher Equity

**RIS-CP Goal 3: Teachers of Color| Strategy 16: Recruitment and Retention**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Participate in district recruitment fairs and virtual fairs.

**Location of services:** Cedar Park Elementary School

### **RIS-CP Goal 3: Teachers of Color | Strategy 17: Partnerships in Education**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services: Cedar Park Elementary School**

### **RIS-CP Goal 3: Teachers of Color | Strategy 18: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).

**Location of services: Cedar Park Elementary School**

### **RIS-CP Goal 3: Teachers of Color | Strategy 19: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Build relationships with candidates of color to invite them to apply and interview for open positions.

**Location of services: Cedar Park Elementary School**

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

**Echo Park Elementary School of Leadership Engineering and Technology**

**RIS-EP Goal 1A: MCA - Math:** The percentage of federally designated racial students who are Black/African American will increase in math proficiency on the MCA/MTAS assessment math benchmark by 6% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity

**RIS-EP Goal 1B: MCA - Math:** The percentage of federally designated racial students who are Hispanic/Latino American will increase in math proficiency on the MCA/MTAS assessment math benchmark by 6% each school year starting 2023-24.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity

### **RIS-EP Goals 1A, 1B MCA-Math | Strategy 1: Professional Learning Communities**

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

**Strategy Narrative:** Hold regular Professional Learning Communities to discuss progress monitoring data and next steps.

**Location of services:** Echo Park Elementary School

### **RIS-EP Goals 1A, 1B MCA-Math | Strategy 2: Book Study**

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

**Strategy Narrative:** 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.

**Location of services:** Echo Park Elementary School

### **RIS-EP Goals 1A, 1B MCA-Math | Strategy 3: Coach and Collaborate**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Coach and collaborate with classroom teachers and interventionists on MAP data, AVMR data, and MR data specific to students who are Black/African American (Goal 1A) and Hispanic/Latino American (Goal 1B).

**Location of services:** Echo Park Elementary School

## **RIS-EP Goals 1A, 1B MCA-Math | Strategy 4: Differentiated Instruction in Math**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Deliver consistent workshop model including daily differentiated groups in math.

**Location of services:** Echo Park Elementary School

## **RIS-EP Goals 1A, 1B MCA-Math | Strategy 5: Language of Mathematics**

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

**Strategy Narrative:** Provide schoolwide instruction and implementation of the language of math.

**Location of services:** Echo Park Elementary School

## **RIS-EP Goals 1A, 1B MCA-Math | Strategy 6: Comprehensive Math Language Support**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** SWEL coaches will work with core teachers to identify the Key Language Use (KLU) for math instruction.

**Location of services:** Echo Park Elementary School

## **RIS-EP Goals 1A, 1B MCA-Math | Strategy 7: Math Standards and Interventions**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Determine math focus standards for classroom and intervention instruction.

**Location of services:** Echo Park Elementary School

## RID-EP Goals 1A, 1B MCA-Math | Strategy 8: RIS District Consultation and Support

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

**Integrated Learning Environments:** Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** Hold bi-annual meetings with the district leadership team to provide progress monitoring updates.

**Location of services:** Echo Park Elementary School

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

**RIS-EP Goal 3: Teachers of Color:** The percentage of teachers of color will increase from 5% in 2023-24 to 8% in 2025-26.

**WBWF goal area:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Type of Goal:** Teacher Equity

## RIS-EP Goal 3 Teachers of Color | Strategy 9: Recruitment and Retention

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Participate in district recruitment fairs and virtual fairs.

**Location of services:** Echo Park Elementary School

### **RIS-EP Goal 3 Teachers of Color | Strategy 10: Partnerships in Education**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** 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.

**Location of services:** Echo Park Elementary School

### **RIS-EP Goal 3 Teachers of Color | Strategy 11: Teachers of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Support participation in the districtwide Teachers of Color Mentorship Program for first through third year teachers and affinity group(s).

**Location of services:** Echo Park Elementary School

### **RIS-EP Goal 3 Teachers of Color | Strategy 12: Teacher of Color Mentorship and Support**

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Strategy Narrative:** Build relationships with candidates of color to invite them to apply and interview for open positions.

**Location of services:** Echo Park Elementary School

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

### **RIS – OR, CP AND EP – MAGNET SCHOOLS SHARED GOAL**

**RIS-OR, CP, EP Goal 1: Magnet Schools:** To increase opportunities for students to excel in diverse communities by promoting choice in district magnet schools with innovative curriculum, supports, transportation and ongoing assessment of the magnet programs covered by the A&I plan.

**WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Type of Goal:** Achievement Disparity & Integration

#### **RIS-OR, CP, EP Goal 1: Magnet Schools | Strategy 1: Magnet School Themes**

**Type of Strategy:** Innovative and integration pre-K-12 learning environments

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions

Option 2: Provides school enrollment choices.

**Strategy Narrative:** Continue the implementation of the magnet themes through an integrated curriculum and instructional approach that promotes magnet schools, with focus on Oak Ridge, Cedar Park and Echo Park as choice options for enrollment.

**Location of services:** Oak Ridge Elementary School, Cedar Park Elementary School, Echo Park Elementary School, District Magnet Schools

#### **RIS-OR, CP, EP Goal 1: Magnet Schools | Strategy 2: Transportation**

**Type of Strategy:** Innovative and integration pre-K-12 learning environments

Option 2: Provides school enrollment choices.

**Strategy Narrative:** Provide transportation to district magnet schools to eliminate a barrier to school choice within our district.

**Location of services:** Oak Ridge Elementary School, Cedar Park Elementary School, Echo Park Elementary School, District Magnet Schools

#### **RIS-OR, CP, EP Goal 1: Magnet Schools | Strategy 3: Coaching**

**Type of Strategy:** Innovative and integration pre-K-12 learning environments

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions

**Strategy Narrative:** Utilize our magnet TOSA to provide on-the-job coaching and instructional alignment in the classroom to deepen instruction around the magnet theme and goal areas for this plan.

**Location of services:** Oak Ridge Elementary School, Cedar Park Elementary School, Echo Park Elementary School, District Magnet Schools

#### **RIS-OR, CP, EP Goal 1: Magnet Schools | Strategy 4: Magnet Programming**

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

**Strategy Narrative:** Magnet TOSA and Coordinator works with the building magnet TOSAs to strengthen programming with specialized staff, professional learning, resources and communication/marketing.

**Location of services:** Oak Ridge Elementary School, Cedar Park Elementary School, Echo Park Elementary School, District Magnet Schools

**RIS-OR, CP, EP Goal 1: Magnet Schools | Strategy 5: Enrollment and Programming**

**Type of Strategy:** Innovative and integration pre-K-12 learning environments

Option 2: Provides school enrollment choices

**Strategy Narrative:** Review and monitor enrollment and programming data by:

- Exploring enrollment process, including the lottery process, for consideration of racial and socio-economic factors
- Identifying factors contributing to racial imbalance and implementing proactive interventions before a school becomes racially identifiable as defined by state law.
- Reviewing demand for current magnet themes and recommend modifications, if needed.
- Exploring the possibility of modifying or eliminating magnet school attendance areas for enrollment and capacity reasons.
- Reviewing the impact of magnet schools on the federally designated student racial, ethnic, and socioeconomic categories covered in this plan.

**Location of services:** Oak Ridge Elementary School, Cedar Park Elementary School, Echo Park Elementary School, District Magnet Schools

| Key Indicators of Progress  | Year 1:<br>2023-24 | Year 2:<br>2024-25 | Year 3:<br>2025-26 |
|---|--------------------|--------------------|--------------------|
| Maintain and increase as possible the number of meetings between the district magnet TOSA and the building magnet TOSAs                                     | Min. of 3x/year    | Min. of 3x/year    | Min. of 3x/year    |
| Maintain and increase as possible the number of meetings to discuss district magnet enrollment and programming to identify and improve on desired outcomes. | Min. of 2x/year    | Min. of 2x/year    | Min. of 2x/year    |

## RIS INTEGRATION GOAL & STRATEGIES

**RIS-Integration Goal 1 for EP, CP and OR: Summer Programs:** To provide one summer opportunity each 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.

**WBWF goal area:** All Students are ready for career and college

**Type of Goal:** Integration

### RIS-Integration Goal 1 | Strategy 1: Camp Invention STEM Experience & Project Showcase

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Strategy Narrative:** 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.

**Location of services:** One at each district, at one of our racially identifiable schools

### RIS-Integration Goal 1 | Strategy 2: Triple A and Identity Summer Camp

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

Option 1: Increases cultural fluency, competency, and interaction.

**Strategy Narrative:**

- **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.

**Location of services:** TBD

| Key Indicators of Progress – Summer Camps | Year 1:<br>2023-24 | Year 2:<br>2024-25 | Year 3:<br>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> <li>• Provide a pre- and post-satisfaction survey</li> </ul> <p>*Self-reported as any race other than White/Caucasian, excluding "Other" and "Unknown (No Response)"</p> <p><b>2022</b><br/> Total who participated at Diamond Path Elementary &amp; Woodland Elementary Sites</p> <ul style="list-style-type: none"> <li>• Asian - 28/341 (8.2%)</li> <li>• Black/African American - 6/341 (1.7%)</li> <li>• Hispanic/Latino - 11 (3.2%)</li> <li>• Total SoC: 45/341 (13.1%)</li> </ul> | 14%<br><br>Baseline will be collected | 16%<br><br>Percentage will be determined based on baseline data | 17%<br><br>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-satisfaction survey.</li> </ul>   | Planning                              | Full Implementation; Baseline will be collected                 | Percentage will be determined based on baseline data         |

## RIS - Creating Efficiencies and Eliminating Duplicative Programs

ISD 196 will create efficiencies and eliminate duplicate programs with this plan by implementing the following: Integrate our current inquiry-based learning strategies into our Achievement and Integration interventions. Utilize our Anti-Bias Education Framework to enhance professional learning for staff across the school district regarding inclusive learning environments and inclusive school environments. Coordinate Magnet school programs and themes within our inquiry-based learning strategies and equity plan. Utilize existing culturally inclusive resources and curriculum. Utilize math professional learning and STEM resources existing within our district. Explore professional and student learning opportunities for AVID with South Washington County Public Schools. Utilize Check and Connect as an intervention model that provides support and connection for students in the district. Students will learn from and work with each other in an integrated setting. This occurs intra-district with our magnet schools. Collaborate and coordinate recruitment efforts with ISD 196 human resources department to increase our staff of color and culturally proficient workforce. Continue to increase mentors and mentees in our Teachers of Color Mentorship Program.