



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: 651-423-7749

Superintendent Email:

Mary.Kreger@district196.org

Name of Person Submitting Report:

Virgil Jones

Title of Person Submitting Report:

Director of Equity and Inclusion

Phone: 651-423-7939

Email: Virgil.Jones@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
Tryggeseth, 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 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 English 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 English 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
Black/African American Students 2019: 31.70% 2020: 31.73% 2021: 30.80% 2022: 26.00% (Baseline)	29.00%	32.00%	35.00%
Hispanic/Latino American Students 2019: 33.50% 2020: 30.94% 2021: 30.40% 2022: 23.60% (Baseline)	26.60%	29.60%	32.60%
Native American Students 2019: 46.70% 2020: 57.70% 2021: 61.10% 2022: 72.20% (Baseline)	77.20%	82.20%	87.20%
Students who qualify for Educational Benefits 2019: 29.60% 2020: 27.40% 2021: 28.90% 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
Black/African American Students 2019: 45.7% 2020: N/A 2021: 39.6% 2022: 38.8% (Baseline)	41.8%	44.8%	47.8%
Hispanic/Latino American Students 2019: 39.6% 2020: N/A 2021: 32.0% 2022: 34.0% (Baseline)	37.0%	40.0%	43.0%
Native American Students 2019: 44.6% 2020: N/A 2021: 40.4% 2022: 40.9% (Baseline)	43.9%	46.9%	49.9%
Students who qualify for Educational Benefits 2019: 41.1% 2020: N/A 2021: 34.2% 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. Baseline 2022-2023 (10/20/22): 5.27%	6%	7%	8%
Increase the percentage of staff of color each year. Baseline 2022-2023 (11/17/2022): 11.27%	12%	13%	14%

RID Goal 5 - Post-Secondary - College, Career, and Life: Increase our capacity and programming to improve college access and post-secondary opportunities, prioritizing students who are racially, ethnically, and economically underrepresented in these areas of opportunity.
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"> • AP - 2021: 6.3% (163) 2022: 6.2% (147) • CIS - 2021: 4.1% (35) 2022: 5.4% (36) • Honors - 2021: 6.7% (239) 2022: 6.3% (210) • Total - 2021: 85% (437/514) 2022: 74.9% (393/525) 	Total: 75% of AVID enrollment	Total: 75% of AVID enrollment	Total: 75% 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: Improve our District’s overall capacity to service and partner with students and families who are racially, ethnically, and economically diverse.

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

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.

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

<p>Business Innovation Academy Students will respond to an experience survey to measure:</p> <ul style="list-style-type: none"> • Exposure to higher education and career opportunities, • Development of student leadership skills, • Development of teamwork skills, and • Development of communication skills. 	<p>Baseline will be collected</p>	<p>Percentage will be determined based on baseline data</p>	<p>Percentage will be determined from 2024-2025 data</p>
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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: WIDA Standards

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

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

Location of services: Oak Ridge Elementary School

RIS-OR Goals 1A, 1B MCA-Math | Strategy 7: 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 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: 2023-24	Year 2: 2024-25	Year 3: 2025- 26
MCA: Black/African American students (5% increase) 2018: 30.4% 2019: 30.7% 2020: N/A 2021: 13.8% 2022: 16.9% (Baseline)	21.9%	26.9%	31.9%
MCA: Black/African American students, not ELD (5% increase) 2018: 33.9% 2019: 38.0% 2020: N/A 2021: 12.8% 2022: 18.2% (Baseline)	23.2%	28.2%	33.2%
MCA: Hispanic/Latino American students (4% increase) 2018: 55.0% 2019: 23.8% 2020: N/A 2021: 23.1% 2022: 25.8% (Baseline)	29.8%	33.8%	37.8%
MCA: Hispanic/Latino American students, not ELD (4% increase) 2018: 61.5% 2019: 38.5% 2020: N/A 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
MCA: Black/African American students 2018: 35.0% 2019: 30.7% 2020: N/A 2021: 18.2% 2022: 30.1% (Baseline)	34.1%	38.1%	42.1%
MCA: Black/African American students, not ELD 2018: 42.4% 2019: 42.0% 2020: N/A 2021: 20.5% 2022: 41.8% (Baseline)	45.8%	49.8%	53.8%
MCA: Hispanic/Latino American students 2018: 55.0% 2019: 38.1% 2020: N/A 2021: 22.2% 2022: 32.3% (Baseline)	36.3%	40.3%	44.3%
MCA: Hispanic/Latino American students, not ELD 2018: 69.2% 2019: 61.5% 2020: N/A 2021: 27.3% 2022: 33.3% (Baseline)	37.3%	41.3%	45.3%

RIS-OR Goal 3 ACCESS: The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.
WBWF goal area: All racial and economic achievement gaps between students will be closed
Type of Goal: Achievement Disparity

RIS-OR Goal 3 ACCESS | Strategy 17: Coach and Collaborate with Core Teachers

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

Strategy Narrative: Reserve one day a month for collaboration between ELD teachers and classroom teachers.

Location of services: Oak Ridge Elementary School

RIS-OR Goal 3 ACCESS | Strategy 18: School-wide English Learning Coaching

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

Strategy Narrative: Train ELD teachers to be School-wide English Learning (SWEL) coaches.

Location of services: Oak Ridge Elementary School

RIS-OR Goal 3 ACCESS | Strategy 19: Coaching Time

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

Strategy Narrative: Embed coaching time into trained SWEL coaches' contract day.

Location of services: Oak Ridge Elementary School

RIS-OR Goal 3 ACCESS | Strategy 20: English Language Development Strategies

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

Strategy Narrative: Provide teachers with strategies to support student learning and success on ACCESS.

Location of services: Oak Ridge Elementary School

RIS-OR Goal 3 ACCESS | Strategy 21: ACCESS Testing

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: Build school-wide support for ACCESS testing.

Location of services: Oak Ridge Elementary School

RIS-OR Goal 3 ACCESS | Strategy 22: 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 Goal 3 ACCESS | Strategy 23: 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

Key Indicators of Progress - ACCESS	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Progress Toward Proficiency (PTP) Average Accountability Index 2018-19: 63.2% (75) 2019-20*: 83.5% (73) 2020-21*: 75.3% (79) 2021-22: 76.8% (80) (Baseline)	79.8%	82.8%	85.8%
Progress Toward Proficiency (PTP) Met Target 2018-19: 37.3% (141) 2019-20*: 65.8% (140) 2020-21*: 60.8% (163) 2021-22: 47.5% (139) (Baseline)	50.5%	53.5%	56.5%
*District 196 asked for a special data request from MDE to provide the list.			

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 24: 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 25: 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 26: 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 27: 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 28: 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

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

Cedar Park 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: WIDA Standards

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

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

Location of services: Cedar Park Elementary School

RIS-CP Goals 1A, 1B, 1C MCA-Math | Strategy 6: 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 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: 2023-24	Year 2: 2024-25	Year 3: 2025-26
MCA: Black/African American students 2018: 69.1% 2019: 62.2% 2020: N/A 2021: 42.5% 2022: 51.0% (Baseline)	55.0%	59.0%	63.0%
MCA: Black/African American students, not ELD 2018: 76.3% 2019: 68.9% 2020: N/A 2021: 47.8% 2022: 55.1% (Baseline)	59.1%	63.1%	67.1%
MCA: Hispanic/Latino American students 2018: 41.9% 2019: 37.2% 2020: N/A 2021: 42.4% 2022: 34.2% (Baseline)	38.2%	42.2%	46.2%
MCA: Hispanic/Latino American students, not ELD 2018: 58.6% 2019: 48.4% 2020: N/A 2021: 50.0% 2022: 50.0% (Baseline)	54.0%	58.0%	62.0%
MCA: Students who qualify for Educational Benefits 2018: 59.9% 2019: 53.9% 2020: N/A 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: 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: Cedar Park Elementary School

RIS-CP Goals 2A, 2B, 2C MCA-Reading | Strategy 13: 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: 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: 2023-24	Year 2: 2024-25	Year 3: 2025-26
MCA: Black/African American students 2018: 61.1% 2019: 64.4% 2020: N/A 2021: 47.1% 2022: 46.9% (Baseline)	50.9%	54.9%	58.9%
MCA: Black/African American students, not ELD 2018: 68.8% 2019: 70.3% 2020: N/A 2021: 53.7% 2022: 58.0% (Baseline)	62.0%	66.0%	70%
MCA: Hispanic/Latino American students 2018: 45.5% 2019: 50.0% 2020: N/A 2021: 45.5% 2022: 36.8% (Baseline)	40.8%	44.8%	48.8%
MCA: Hispanic/Latino American students, not ELD 2018: 66.7% 2019: 62.5% 2020: N/A 2021: 62.5% 2022: 68.8% (Baseline)	72.8%	76.8%	80.8%
MCA: Students who qualify for Educational Benefits 2018: 56.7% 2019: 57.4% 2020: N/A 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

Key Indicators of Progress – Teachers of Color	Year 1: 2023-24	Year 2: 2024-25	Year 3: 2025-26
Increase the percentage of teachers of color each year. Baseline 2022-2023 (10/20/22): 1.56%	2%	3%	4%

Increase the percentage of staff of color each year. Baseline 2022-2023 (11/17/2022): 7.14%	8%	9%	10%
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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: WIDA Standards

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

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

Location of services: Echo Park Elementary School

RIS-EP Goals 1A, 1B MCA-Math | Strategy 6: 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 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: 2023-24	Year 2: 2024-25	Year 3: 2025-26
MCA: Black/African American students 2018: 42.4% 2019: 34.1% 2020: N/A 2021: 5.3% 2022: 24.0% (Baseline)	30%	36%	42%
MCA: Black/African American students, not ELD 2018: 44.3% 2019: 39.6% 2020: N/A 2021: 6.0% 2022: 21.7% (Baseline)	27.7%	33.7%	39.7%
MCA: Hispanic/Latino American students 2018: 32.8% 2019: 31.9% 2020: N/A 2021: 13.5% 2022: 19.3% (Baseline)	25.3%	31.3%	37.3%
MCA: Hispanic/Latino American students, not ELD 2018: 53.6% 2019: 57.6% 2020: N/A 2021: 24.1% 2022: 34.3% (Baseline)	40.3%	46.3%	52.3%

RIS-EP Goal 2: ACCESS: The average accountability index of students with English Learner status toward their English language proficiency goal will increase by 3% each school year starting 2023.

WBWF goal area: All racial and economic achievement gaps between students will be closed.

Type of Goal: Achievement Disparity.

RIS-EP Goal 2 ACCESS | Strategy 9: Coach and Collaborate with Core Teachers

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

Strategy Narrative: Reserve one day a month for collaboration between ELD teachers and classroom teachers.

Location of services: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | Strategy 10: School-wide English Learning Coaching

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

Strategy Narrative: Train ELD teachers to be School-wide English Learning (SWEL) coaches.

Location of services: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | Strategy 11: Coaching Time

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

Strategy Narrative: Embed coaching time into trained SWEL coaches' contract day.

Location of services: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | Strategy 12: English Language Development Strategies

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

Strategy Narrative: Provide teachers with strategies to support student learning and success on ACCESS.

Location of services: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | Strategy 13: ACCESS Testing

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: Build school-wide support for ACCESS testing.

Location of services: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | 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: Echo Park Elementary School

RIS-EP Goal 2 ACCESS | 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: Echo Park Elementary School

Key Indicators of Progress - ACCESS	Year 1: 2023- 24	Year 2: 2024- 25	Year 3: 2025- 26
Progress Toward Proficiency (PTP) Average Accountability Index 2018-19: 79.1% (141) 2019-20*: 74.1% (140) 2020-21*: 53.5% (163) 2021-22: 61.8% (139)	64.8%	67.8%	70.8%
Progress Toward Proficiency (PTP) Met Target 2018-19: 59.6% (141) 2019-20*: 53.6% (140) 2020-21*: 38.0% (163) 2021-22: 33.1% (139)	36.1%	39.1%	42.1%
*District 196 asked for a special data request from MDE to provide the list			

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 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: Echo Park Elementary School

RIS-EP 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: Echo Park Elementary School

RIS-EP Goal 3 Teachers of Color | Strategy 18: 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 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: Echo Park Elementary School

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

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: 2023-24	Year 2: 2024-25	Year 3: 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 increase summer opportunities for interdistrict and intradistrict integration among racially, ethnically and economically diverse students to support the whole child, including social emotional learning needs, inquiry, and academics in order to narrow the achievement and opportunity gaps in our district.
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: 2023-24	Year 2: 2024-25	Year 3: 2025-26
<p>Camp Invention STEM Experience & Project Showcase</p> <ul style="list-style-type: none"> • Increase the number of students of color* who enroll in Camp Invention. • Increase the number of students of color from the Racially Identifiable Schools who attend the Camp Invention program. <p>*Self-reported as any race other than White/Caucasian, excluding “Other” and “Unknown (No Response)”</p> <p>2022 Total who participated at Diamond Path Elementary & Woodland Elementary Sites</p> <ul style="list-style-type: none"> • Asian - 28/341 (8.2%) • Black/African American - 6/341 (1.7%) • Hispanic/Latino - 11 (3.2%) • Total SoC: 45/341 (13.1%) 	<p>14%</p> <p>Baseline will be collected</p>	<p>16%</p> <p>Percentage will be determined based on baseline data</p>	<p>17%</p> <p>Percentage will be determined from 2024-2025 data</p>
<p>Triple A and Identity Academy</p> <ul style="list-style-type: none"> • Increase the number of students of color who enroll in the academy. • Increase the number of students who complete the academy. • By participating in the academy students will increase their sense of belonging, social identity, and resilience measured by a pre- and post-survey. 	<p>Planning</p>	<p>Full Implementation; Baseline will be collected</p>	<p>Percentage will be determined based on baseline data</p>

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.

