

2021–22 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.

District or Charter Name: Rosemount/Apple Valley/Eagan

WBWF Contact: Steve Troen

A&I Contact: Violeta Hernandez Espinosa

Title: Director of Teaching and Learning

Title: Equity and Inclusion Coordinator

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

Yes No

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans 2020–22 SY)

Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

Yes No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders:

Provide the direct website link to the A&I materials: <https://www.district196.org/about/inclusion-services>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2021–22 SY.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020–21 SY: .

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Kindergarten Readiness: The percentage of three-year and four-year olds enrolled in Early Childhood Preschool at the end of the school year who meet or exceed expectations on TS Gold - 8a (comprehends language), 9a (expanding, expressive vocab use), and 10a (engages in conversations) will increase from 74.8% in 2021 to 80.0% in 2022 on two out of the three objectives.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022 Result: 82.8 %</p> <p>Data Source: ECFE</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Grade 3 Reading: The percentage of all students enrolled in grade 3 who are proficient (Proficient level=P/Q) on the Benchmark Assessment System (BAS) will increase from 51.6% in spring of 2021 to 63.0% in the spring of 2022. Note: In spring 2021, only students enrolled in the in-person learning model had a BAS data point.</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022 Result: 61.0%</p> <p>Data Source: North Star Educational Tools</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>College/Career Readiness (ACT): The percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 63.2% in 2021 to 65.0% in 2022. <u>Gap Focus Goals:</u></p> <ul style="list-style-type: none"> - Black: 30.8% in 2021 to 44.5% in 2022 (Result 26.2%) - Am. Indian: 66.6% in 2021 to 67.0% in 2022 (Result 50% <i>-fed. def.</i>) - Hispanic: 30.4% in 2021 to 44.9% in 2022 (Result 23.5%) - FRP: 27.4% in 2019 to 44.3% in 2022 (Result 21.5%) - <i>FRP NA 2021</i> 	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022 Result: 53.8%</p> <p>Data Source: ACT</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>College/Career Readiness (ACT): The percentage of students in the graduating class who earn a composite score of 21.0 or higher on the ACT will increase from 63.2% in 2021 to 65.0% in 2022. <u>Gap Focus Goals:</u></p> <ul style="list-style-type: none"> - Black: 30.8% in 2021 to 44.5% in 2022 (Result 26.2%) - Am. Indian: 66.6% in 2021 to 67.0% in 2022 (Result 50% <i>-fed. def.</i>) - Hispanic: 30.4% in 2021 to 44.9% in 2022 (Result 23.5%) - FRP: 27.4% in 2019 to 44.3% in 2022 (Result 21.5%) - <i>FRP NA 2021</i> 	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022 Result: 53.8%</p> <p>Data Source: ACT</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input checked="" type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2021–22 SY.</p> <p>Graduation: The overall district four-year graduation rate will increase from 90.5% in 2019 to 91.0% in 2022.</p> <p><u>Gap Focus Goals:</u></p> <ul style="list-style-type: none"> - Black: from 82.3% in 2019 to 91.0% in 2022 - Am Indian: from 87.5% in 2019 to 91.0% in 2022 (<i>state def.</i>) - Hispanic: from 80.7% in 2019 to 91.0% in 2022 - FRP: from 77.6% in 2019 to 91.0% in 2022 	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022 Results: Available March 2023</p> <p>Data Source: MDE</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional graduation goals as necessary.

2021–22 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans ([Minn. Stat. § 124D.862, subd. 8](#)).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration:** Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021–22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021–22 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the [Combined 2021–22 WBWF and A&I Annual Summary & Progress Report](#). You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Rosemount/Apple Valley/Eagan

A and I Contact: Violeta Hernandez Espinosa

Title: Equity and Inclusion Coordinator

Phone: 651-423-7914

Email: violeta.hernandez@district196.org

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021–22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of Federally Designated racial and economic groups: Black students, Hispanic students, Native American students, and FRP students in District 196 will increase in reading proficiency on the MCA/MTAS assessments and ACT reading benchmark by 3% each school year beginning 2020.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY. Baseline Gap was 2019 comparing groups to white</p> <p>MCA/MTAS</p> <p>Am Indian: 27.9% Gap 44.6% Proficient</p> <p>Black: 26.8% Gap 45.7% Proficient</p> <p>Hispanic: 32.9% Gap 39.6% Proficient</p> <p>FRP (compared to non FRP): 31.7% Gap 41.1% Proficient</p> <p>ACT</p> <p>Am Indian: 39.9% Gap 25.0% Proficient</p> <p>Black: 36.0% Gap 28.9% Proficient</p> <p>Hispanic: 33.2% Gap 31.71% Proficient</p> <p>FRP: 36.4% Gap 27.0% Proficient</p>	<p>Provide the result for the 2021–22 school year that directly ties back to the established goal.</p> <p>MCA/MTAS</p> <p>Am Indian: 23.4% Gap 40.9% Proficient</p> <p>Black: 25.5% Gap 38.8% Proficient</p> <p>Hispanic: 30.3% Gap 34.0% Proficient</p> <p>FRP: 28.9% Gap 34.0% Proficient</p> <p>ACT</p> <p>Am Indian: 7.5% Gap 50.0% Proficient</p> <p>Black: 31.2% Gap 26.4% Proficient</p> <p>Hispanic: 29.4% Gap 28.1% Proficient</p> <p>FRP: 30.6% Gap 25.7% Proficient</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of licensed teachers of color will increase from 3% in 2019 to 6% in 2022.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>3.0% 2020</p> <p>5.35% 2021</p>	<p>Provide the result for the 2021–22 school year that directly ties back to the established goal.</p> <p>5.27% 2022</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021- 22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The disproportionality of racially and economically diverse students identified for gifted and talented services will increase by 2.0% each year for Black students, Hispanic/Latino students, Native American students, and FRP students.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p>Note: Only new students are identified for gifted and talented services in grades k-5.</p> <p>2019 (9-23-2019)</p> <p>Total k-5 GT identified students 4.6% of total k-5 enrollment (12,897)</p> <p>Federal Black - 3.38% Hispanic - 3.04% FRP - 6.93% State Native Am. - .17%</p> <p>2020 (6-22-20)</p> <p>Total k-5 GT identified students 8.98% of total k-5 enrollment (13,119)</p> <p>Federal Black - 3.74% Hispanic - 3.23% FRP - 8.40% State Native Am. - .25%</p> <p>2021</p> <p>No new students were identified, Covid related</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>2022</p> <p>Total k-5 GT identified students</p> <p>8.7% of total k-5 enrollment (12,889)</p> <p>Federal</p> <p>Black - 7.14%</p> <p>Hispanic - 4.28%</p> <p>FRP - 8.21%</p> <p>State</p> <p>Native Am. - 1.52%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

- **Adjacent district partnerships.** Story Ark programming disrupted in 2020, 2021 summers. Programming held 2022; no success recruiting students to participate.
- **Learning loss:** Decrease in gaps between identified student groups and white students, combined with decreased proficiencies on many indicators, showcasing white student comparison group also had learning loss.
- **Academic integration:** Increased identification of African American, FRP, and American Indian students for GTD services. Reading proficiency improvement on ACT for Native American students: 25% in 2019 to 50% in 2021-22, leading to gap decrease between comparison white student group and these students, from 39.9% in 2019 to 7.5% in 2021-22.
- **On track to meet 6% teachers of color goal.** New Teacher of Color mentoring program, ongoing teacher and administration affinity groups, continue to improve teacher numbers and experience.
- **Cultural Integration:** Cultural Family Advocate team grew by four members, bringing “caseloads” down, improving quality coverage and service at buildings. Role definition project started during 21-22 to improve team’s service model.
- **Post-secondary:** AVID program continued strength, growth; AVID Excel added at FR Middle School to bring nearly exited ELD students to accelerated services exit. Approx. 50 staff attended AVID professional training in 21-22 to continue certification and strategy growth.

Racially Identifiable Schools

If your district’s A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name: *Echo Park Elementary School of Leadership, Engineering and Technology*

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of FRP students enrolled in grades 3-5 at Echo Park Elementary School of Leadership, Engineering and Technology who are proficient on the Math tests (MCA and MTAS) will increase from 32.3% in 2019 to 50.0% in 2021.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2019 - 32.3%</p> <p>2020 - NA</p> <p>2021 - Not reported due to the impact on FRP documentation during Covid</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>23.1%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of all FRP students enrolled in grades 3-5 at Echo Park Elementary School of Leadership, Engineering and Technology who are proficient on the Reading tests (MCA and MTAS) will increase from 32.7% in 2019 to 50.0% in 2021.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2019 - 32.7%</p> <p>2020 - NA</p> <p>2021 - Not reported due to the impact on FRP documentation during Covid</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>25.3%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021–22 SY.</p> <p>The percentage of all FRP students enrolled in grades 3-5 at Echo Park Elementary School of Leadership, Engineering and Technology who are proficient on the Science tests (MCA and MTAS) will increase from 33.8% in 2019 to 50.0% in 2021.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021–22 SY.</p> <p>2019 33.8%</p> <p>2020 NA</p> <p>2021 Not reported due to the impact on FRP documentation during Covid</p>	<p>Provide the result for the 2021–22 SY that directly ties back to the established goal.</p> <p>17.2%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goals 4 and 5

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>In an effort to reduce minority group isolation as defined by MDE, the overall percentage of Hispanic students will decrease from 20.79% Fall 2019 to 19.0% by Fall 2023.</p> <p>In an effort to reduce minority group isolation as defined by MDE, the percent of isolation of Black students at Echo Park Elementary School of Leadership, Engineering, and Technology will decrease from 28.06% in Fall 2019 to 22.3% by Fall 2023.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p>Source: Fall Check-Off Comparison Report</p> <p>Hispanic</p> <p>2019 20.79%</p> <p>2020 21.41%</p> <p>2021 19.58%</p> <p>Black</p> <p>2019 28.06%</p> <p>2020 24.72%</p> <p>2021 26.76%</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>Hispanic</p> <p>21.36%</p> <p>Black</p> <p>26.47%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 6

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>The percentage of licensed teachers of color at Echo Park Elementary School Elementary School of Leadership, Engineering and Technology will increase from 3.0% in 2020-21 to 6.0% in 2022-23.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from your plan implemented in the 2021-22 SY.</p> <p>2021-22 7.32</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>Fall 2022 5.88%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2021-22 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- Echo Park will continue the implementation of the magnet themes (leadership, engineering and technology) by integrating throughout the curriculum as well as within their instructional approaches.
- Literacy and math coaches will provide both instructional coaching and support for instructional alignment in the classroom. This will include modeling and co-teaching supports as well as school-wide professional development around the workshop model.
- Grade level teams will collaborate in their professional learning communities to define and set goals, interventions and identify instructional practices that align with the intended outcomes.
- Teachers will use digital platforms to provide students with learning opportunities intended to support on-level student learning as well as those needing intervention supports and enrichment. Communication with families will also be provided through online digital platforms.
- Restorative practice training for staff will continue to be expanded throughout the school to reduce suspension rates.
- Our tiered model of intervention will be utilized to identify and provide supports for students performing below grade level in reading.
- The Continuous Improvement plan for Echo Park has been revised to identify practices supporting growth within math. A continuous improvement process will be utilized to check progress and inform next steps.

School Name: Cedar Park Elementary STEM School

Achievement and Integration RIS Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>The percentage of Hispanic and Black students at Cedar Park Elementary School of STEM will increase MCA/MTAS math proficiency by four percentage points per year from 2021-2023</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from plan implemented in the 2021-22 SY.</p> <p>2021</p> <p>Black – 42.5%</p> <p>Hispanic – 42.4%</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>2022</p> <p>Black – 51.0%</p> <p>Hispanic 34.2%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>The percentage of Hispanic and Black students at Cedar Park Elementary School of STEM will increase MCA/MTAS proficiency by four percentage points per year from 2021-2023</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from plan implemented in the 2021-22 SY.</p> <p>2021</p> <p>Black</p> <p>47.1%</p> <p>Hispanic</p> <p>45.5%</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>2022</p> <p>Black</p> <p>46.9%</p> <p>Hispanic</p> <p>36.8%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>We will continue our magnet strategy at Cedar Park Elementary School of STEM. We will review our districts strategy for integration goals relating to magnet schools and their impact on racially isolated school communities including Cedar Park Elementary.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p> <p><input type="checkbox"/> Teacher Equity Goal</p>	<p>Copy the baseline starting point from plan implemented in the 2021-22 SY.</p> <p>None</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>Number of Meetings were 3</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Achievement and Integration RIS Goal 4

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2021-22 SY)	On Track?
<p>Copy the SMART goal statement from your plan implemented in the 2021-22 SY.</p> <p>The percentage of licensed teachers of color at Cedar Park Elementary School of STEM will increase from 3.0% in 2020-21 to 6.0% in 2022-23.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>Copy the baseline starting point from plan implemented in the 2021-22 SY.</p> <p>2021-22 3.17%</p>	<p>Provide the result for the 2021-22 SY that directly ties back to the established goal.</p> <p>2022 1.56%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2021-22 school year. In what ways have the integration strategies increased racial and economic integration at that site?

- Cedar Park will continue the implementation of the magnet themes (Science, Technology, Engineering and Math) by integrating throughout the curriculum as well as within their instructional approaches.
- Literacy and math coaches will provide both instructional coaching and support for instructional alignment in the classroom. This will include modeling and co-teaching supports as well as school-wide professional development around curriculum resource implementation.
- Grade level teams will collaborate in their professional learning communities to define and set goals, interventions and identify instructional practices that align with the intended outcomes.
- Teachers will use digital platforms to provide students with learning opportunities intended to support on-level student learning as well as those needing intervention supports and enrichment. Communication with families will also be provided through online digital platforms.
- Responsive Classroom training for staff will continue to be expanded throughout the school to reduce suspension rates.
- Our tiered model of intervention will be utilized to identify and provide supports for students performing below grade level in reading.
- The Continuous Improvement plan for Cedar Park has been revised to identify practices supporting growth within reading. A continuous improvement process will be utilized to check progress and inform next steps.