

## Achievement and Integration Plan July 1, 2026 to June 30, 2029

**District ISD# and Name:** ISD #196, Rosemount, Apple Valley, Eagan

**District Integration Status:** Racially Isolated District

**Superintendent:** Michael Bolsoni

Phone: 651-423-7749

Email: michael.bolsoni@district196.org

**Plan submitted by:** Virgil Jones

Title: Director of Equity and Inclusion

Phone: 651-423-7939

Email: virgil.jones@district196.org

### 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.

1. Inver Grove Heights School District, ISD #199
2. South Washington County School District, ISD #833

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Cedar Park Elementary School of STEM

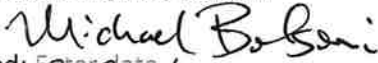
Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School](#) section of this document.

### School Board Approval


We certify that we have approved this Achievement and Integration 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: Michael Bolsoni

Signature:   
Date Signed: 3-9-26

School Board Chair: Cory Johnson

Signature:   
Date Signed: 3-9-26

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the [Achievement and Integration Plan Guide](#).

Below, **list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Multidistrict Collaboration Council:** Inver Grove Heights School District, South Washington County School District

Multidistrict Collaboration Council		
Name	Role	District
Virgil Jones	Director of Equity and Inclusion	196
Alyssa Bartosh	Coordinator of Equity and Inclusion	196
Lisa Turgeon	Coordinator of American Indian Education	196
Nicole Lonetree-Brovold	Native American Parent Advisory Committee, Chairperson	196
James Magee	Director of Diversity, Equity and Inclusion	833
Ashley Acosta-Meyers	Supervisor of Diversity, Equity and Inclusion	833
Gina Spoo	Supervisor of Diversity, Equity and Inclusion	833
Dr. Kate Buhr	Coordinator of AVID Programming	833
Stephanie Schroeder	Indigenous Education Community Coordinator	833
Megan Blazek	Director of Learning	199
Genesee Rasmussen	Assistant Director of Learning	199
Mari Mansfield	American Indian Education Coordinator	199

Ben Peine	MTSS Specialist	199
Able Riodique	Student Services Director	199
Emily Herman	Human Resources Director	199

**Multidistrict Collaboration Council Meeting dates for the 2025-26 school year**

- December 17, 2025
- January 8, 2026
- January 21, 2026

**Multidistrict Collaboration Council Process, Input and Recommendations**

As required by Minnesota School Desegregation/Integration Rule, 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 2023-26 plan, our district decided to continue these partnerships for the 2026-29 plan.

Our initial meeting included sharing and discussing respective A&I plan goals, engaging in a structured feedback exchange and identifying initial areas for cross-district collaboration. During our second meeting we discussed summer integration opportunities. Finally, during our third meeting, we focused on discussing current Achievement and Integration efforts, discussing Achievement and Integration plan goals, and discussing challenges and opportunities.

**Achievement and Integration Goals**

**Goal #1:** The percentage of grade K-8 protected class, as defined by MDE, students who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 57.54%\* in 2025-2026 to 63.54% in 2028-2029.

\* Preliminary value using fall-to-winter growth in 2025-2026. Final value is available in June 2026.

**Goal type:** Achievement Disparity and Integration

**Strategies**

**Strategy Name and # RID Goal 1 - Literacy Screener - Strategy 1: Literacy Professional Development**

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

**Narrative description of this strategy.** All instructional staff will participate in staff development focused on the district-approved structured literacy curriculum. This will align with the district strategy on Comprehensive Achievement and Civic Readiness. This includes phonics, word study, non-fiction and fiction text curricular materials. This strategy will benefit K-8 students who receive literacy instruction.

**Location of services:** District-wide

**Strategy Name and # RID Goal 1 - Literacy Screener Strategy 2: Literacy Instruction**

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

**Narrative description of this strategy:** All elementary buildings provide 30-45 minutes per day for phonics and word study instruction through Functional Phonics and Morphology. Kindergarten, first and second grade students will have a scheduled 45 minute daily block focused on acquiring literacy skills. The focus of these lessons are phonemic awareness, phonics, vocabulary and fluency. Third, fourth and fifth grade students will have a scheduled 30 minute daily block focused on word study. The focus of these lessons is prefixes, suffixes, morphemes and gaining fluency.

**Location of services:** District-wide

**Strategy Name and # RID Goal 1 - Literacy Screener Strategy 3: Literacy Instruction**

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

**Narrative description of this strategy:** All elementary classroom teachers provide instruction each day in a content-rich curriculum that supports fiction and non-fiction comprehension.

**Location of services:** District-wide

**Strategy Name and # RID Goal 1 - Literacy Screener Strategy 4: Literacy Instruction**

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

**Narrative description of this strategy:** All buildings will have a dedicated 30 minutes of WIN, "What I Need," time to support literacy intervention and extension. Students in grades K-8 are provided instruction by classroom, intervention, special education and English Language Development teachers during this time. Instruction is planned to meet individual student learning needs. Curricular resources will be provided for intervention to ensure structured learning opportunities for students.

**Location of services:** District-wide

**Strategy Name and # RID Goal 1 - Literacy Screener Strategy 5: Professional Learning Communities**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Elementary buildings will have regularly scheduled Professional Learning Community meetings to study student data and make instructional decisions. This data includes classroom based formative and summative assessments and standardized testing data. Professional Learning Community teams will include all general education teachers at a grade level and in some cases intervention, special education and English Language Development teachers will join these meetings. Teachers will use the data and make instructional decisions to support students.

**Location of services:** District-wide

**Strategy Name and # RID Goal 1 - Integration Strategy 1: Magnet Schools**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Magnet schools will build positive relationships between students of different races, ethnicities, and socioeconomic status. Students will build awareness, knowledge, and skills for authentic

relationships with people from different backgrounds from their own. Students who attend magnet schools will learn from and work with each other and increase all students' cross-cultural awareness. Additionally, this integrated setting will drive academic excellence by leveraging specialized curricula that increase student engagement. By utilizing data-driven differentiated instruction and targeted interventions within these inclusive environments, the magnet schools will address individual learning needs, and increase literacy skills and academic outcomes.

**Location of services:** Magnet Schools

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of Black/African American K-8 students who show typical or aggressive fall-to-spring growth during the 2028-29 school year on the literacy screener will increase by six percentage points from the 2025-26 growth rate. (2025-26: 56.29%)	58.29%	60.29%	62.29%
The percentage of Hispanic/Latino K-8 students who show typical or aggressive fall-to-spring growth during the 2028-29 school year on the literacy screener will increase by six percentage points from the 2025-26 growth rate. (2025-26: 55.68%)	57.68%	59.68%	61.68%
The percentage of American Indian K-8 students who show typical or aggressive fall-to-spring growth during the 2028-29 school year on the literacy screener will increase by six percentage points from the 2025-26 growth rate. (2025-26: 62.14%)	64.14%	66.14%	68.14%
The percentage of K-8 students who qualify for Educational Benefits who show typical or aggressive fall-to-spring growth during the 2028-29 school year on the literacy screener will increase by six percentage points from the 2025-26 growth rate. (2025-26: 54.82%)	56.82%	58.82%	60.82%

\*The target values provided above are **preliminary** and are based on fall-to-winter growth for the 2025-26 school year, rather than fall-to-spring growth. Official values will be provided after the spring screening concludes in early June 2026.

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
From school year 2026-27 to 2028-29, Echo Park Elementary School of Leadership, Engineering and Technology will meet or exceed an average attendance rate of 93%.	93%	93%	93%
From school year 2026-27 to 2028-29, Glacier Hills Elementary School of Arts and Science will meet or exceed an average attendance rate of 93%.	93%	93%	93%
From school year 2026-27 to 2028-29, Oak Ridge Elementary School of Leadership, Environmental and Health Sciences will meet or exceed an average attendance rate of 93%.	93%	93%	93%
From school year 2026-27 to 2028-29 100% of students enrolled in magnet schools through the lottery process will participate in collaborative, theme-based projects with peers from different neighborhood attendance areas to increase cross-cultural engagement.	100%	100%	100%

\*Baseline values are as of March 4, 2026. Official values will be provided at the end of the 2025-26 school year in June 2026.

## Achievement and Integration Goals

**Goal #2:** The percentage of grade 11 protected class, as defined by MDE, students who meet or exceed the ACT Reading Benchmark score of 22 will increase from the school day test administration rate of 45.45% in 2024-2025 to the school day test administration rate of 51.45% in 2028-2029.

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and # RID Goal 2 - ACT Strategy 1: Professional Development**

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

**Narrative description of this strategy.** The Instruction & Achievement department provides professional development on instructional practices for core literacy skills, as identified by the district's literacy diagnostic. Topics include instructional strategies for teaching multisyllabic words to master complex words and improving reading efficiency with the result of supporting fluency.

**Location of services:** All comprehensive high schools in District 196 and the School of Environmental Studies

**Strategy Name and # RID Goal 2 - ACT Strategy 2: Using Pre-Assessment to Inform Instruction**

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

**Narrative description of this strategy.** To ensure equitable access to post-secondary readiness, the district provides the PreACT to all 10th-grade students during the school day at no cost to families. This eliminates financial and logistical barriers, ensuring every student has a baseline for college and career readiness.

Beyond being a practice exam, the PreACT serves as a critical diagnostic tool. Following the assessment, staff receive detailed, diagnostic-level results that highlight specific student strengths and areas for growth. Educators use this data to tailor classroom instruction and teach targeted test-taking strategies.

**Location of services:** All comprehensive high schools in District 196 and the School of Environmental Studies

**Strategy Name and # RID Goal 2 - ACT Strategy 3: Course Offering**

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

**Narrative description of this strategy:** To further support the district's goal of increasing the percentage of students meeting or exceeding ACT Reading Benchmarks, an ACT Prep elective course is offered at two of the district's four comprehensive high schools. This credit-bearing course is designed to remove the financial barrier of private test-preparation services by providing high-quality instruction during the school day.

**Location of services:** Two comprehensive high schools in District 196

# Key Indicators

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of Black/African American grade 11 students who meet or exceed the ACT Reading Benchmark score (22) during the 2028-29 school day test administration will increase by six percentage points from the 2024-25 school day test administration rate of 39.74% to 45.74%.	41.74%	43.74%	45.74%
The percentage of Hispanic/Latino grade 11 students who meet or exceed the ACT Reading Benchmark score (22) during the 2028-29 school day test administration will increase by six percentage points from the 2024-25 school day test administration rate of 27.51% to 33.51%.	29.51%	31.51%	33.51%
The percentage of American Indian grade 11 students who meet or exceed the ACT Reading Benchmark score (22) during the 2028-29 school day test administration will increase by six percentage points from the 2024-25 school day test administration rate of 52.63% to 58.63%.	54.63%	56.63%	58.63%
The percentage of grade 11 students who qualify for Educational Benefits who meet or exceed the ACT Reading Benchmark score (22) during the 2028-29 school day test administration will increase by six percentage points from the 2024-25 school day test administration rate of 39.07% to 45.07%.	41.07%	43.07%	45.07%

## Achievement and Integration Goals

**Goal #3:** The percentage of grade 10-12 Advancement Via Individual Determination (AVID) students enrolled in AP, CIS, or Honors courses who earn grades C- or above in those courses will increase from 63.70% in 2024-25 to 69.70% in 2028-29.

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and # RID Goal 3 - AVID Strategy 1: AVID Program Fidelity and Goals**

**Type of Strategy:** Career and College Readiness

**Narrative description of this strategy.** District 196 will continue to provide AVID to secondary-level students and implement programming with fidelity by: sharing strategies schoolwide while prioritizing the annual growth of AVID-trained staff and the retention of a dedicated Teacher On Special Assignment. By collaborating with principals to review enrollment trends, we will safeguard equitable access across secondary sites. We will set individual site goals annually to: increase rigorous course enrollment, implement tutorials and weeks at a glance with fidelity, boost college applications, and maintain and increase student participation in college visits and fairs.

Location of services: Black Hawk Middle School, Falcon Ridge Middle School, Valley Middle School of STEM, all comprehensive high schools in District 196 and the School of Environmental Studies

## Strategy Name and # RID Goal 3 - AVID Strategy 2: Expanding District Services for Post-Secondary

**Type of Strategy:** Career and College Readiness

**Narrative description of this strategy.** District 196 will broaden post-secondary services by supporting the implementation of the AVID program to secondary-level students. To drive results, schools will set specific site goals to increase college enrollment, supported by culturally relevant workshops on financial aid and college enrollment. We also aim to increase access to exploring post-secondary options, such as four-year, two-year, and technical colleges, and trade pathways through college visits, and supporting district-held college fairs with coordination of transportation support. Finally, we will expand the use of digital career and college exploration tools.

Location of services: Black Hawk Middle School, Falcon Ridge Middle School, Valley Middle School of STEM, all comprehensive high schools in District 196 and the School of Environmental Studies

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of grade 10-12 AVID Black/African American students enrolled in AP, CIS, or Honors courses who earn grades C- or above in those courses will increase from 63.85% in 2024-25 to 69.85% in 2028-29.	65.85%	67.85%	69.85%
The percentage of grade 10-12 AVID Hispanic/Latino students enrolled in AP, CIS, or Honors courses who earn grades C- or above in those courses will increase from 57.35% in 2024-25 to 63.35% in 2028-29.	59.35%	61.35%	63.35%
The percentage of grade 10-12 AVID American Indian students enrolled in AP, CIS, or Honors courses who earn grades C- or above in those courses will increase from 28.57% in 2024-25 to 34.57% in 2028-29.	30.57%	32.57%	34.57%
The percentage of grade 10-12 AVID students who qualify for Educational Benefits enrolled in AP, CIS, or Honors courses who earn grades C- or above in those courses will increase from 60.85% in 2024-25 to 66.85% in 2028-29.	62.85%	64.85%	66.85%

\*Grades reflected do not include a "P" grade.

## Achievement and Integration Goals

**Goal #4:** By the end of the 2028-2029 school year, the percentage of District 196 students receiving Check and Connect services through Cultural Family Advocates who consistently attend school (defined as attending more than 90% of enrolled days) will increase from a baseline of 52.26% (2025-2026) to 54.26%.

**Goal type:** Integration

## Strategies

**Strategy Name and # RID Goal 4 - Cultural Family Advocates Strategy 1: Professional Development**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Trained instructors will provide on-going Check and Connect professional development that is reinforced through curriculum, student and family engagement strategies that utilize differentiated instruction, and targeted interventions.

**Narrative description of this strategy:** The district will provide specialized, ongoing professional development to Cultural Family Advocates (CFAs) centered on the evidence-based Check & Connect student engagement model. This training is designed to equip CFAs with the tools necessary to foster strong, long-term relationships with K-12 students and their families, with a primary focus on increasing the average school attendance rate across District 196, improving academic outcomes and reducing behavioral referrals.

**Location of services:** District-wide and building specific

**Strategy Name and # RID Goal 4 - Cultural Family Advocates Strategy 2: CFA Support to Students and Families**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy:** Cultural Family Advocates (CFAs) will provide direct support to K-12 students and families in partnership with district staff. Their role is to ensure that the educational experience is accessible, inclusive, and culturally responsive. By operating in culturally and linguistically supportive ways, CFAs help students and families navigate the school system and advocate for the unique needs of diverse populations.

**Location of services:** District-wide and building specific

**Strategy Name and # RID Goal 4 - Cultural Family Advocates Strategy 3: CFA Support to Staff**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy:** Cultural Family Advocates (CFAs) will provide critical support and collaboration for building and district staff, serving as internal experts on culturally and linguistically supportive practices. Their partnership with educators and administrators is designed to improve school climate and ensure that institutional processes are equitable and accessible for all families of K-12 students.

**Location of services:** District-wide and building specific

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
From the 2026-2027 school year through the 2028-2029 school year, at least 80% of Equity and Inclusion Cultural Family Advocates (CFAs) will complete a minimum of 20 Check & Connect intervention meetings with each of their assigned students annually to strengthen student engagement and support consistent attendance.	80.0%	80.0%	80.0%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
By the end of the 2028-2029 school year, the percentage of District 196 Black/African American students receiving Check and Connect services through Cultural Family Advocates who consistently attend school will increase from a baseline of 65.33% (2025-2026) to 67.33%.	65.99%	66.66%	67.33%
By the end of the 2028-2029 school year, the percentage of District 196 Hispanic/Latino students receiving Check and Connect services through Cultural Family Advocates who consistently attend school will increase from a baseline of 39.06% (2025-2026) to 41.06%.	39.72%	40.39%	41.06%
By the end of the 2028-2029 school year, the percentage of District 196 American Indian students receiving Check and Connect services through Cultural Family Advocates who consistently attend school will increase from a baseline of 66.67% (2025-2026) to 68.67%.	67.33%	68.00%	68.67%
By the end of the 2028-2029 school year, the percentage of District 196 students who qualify for educational benefits and receive Check and Connect services through Cultural Family Advocates who consistently attend school will increase from a baseline of 52.89% (2025-2026) to 54.89%.	53.55%	54.22%	54.89%

\*Baseline values are as of February 24, 2026. Official values will be provided at the end of the 2025-26 school year in June 2026.

## Achievement and Integration Goals

**Goal #5:** The percentage of teachers of color will increase from 6.0% in 2025-26 to 8.0% in 2028-29.

**Goal type:** Teacher Equity

## Strategies

**Strategy Name and # RID Goal 5 - Teachers of Color Strategy 1:** Teachers of Color Recruitment and Retention Plan

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** District 196 is committed to building a workforce that reflects the diversity of its entire student body. This strategy involves the ongoing, rigorous implementation of a comprehensive Teachers of Color Recruitment and Retention Plan designed to attract, hire, and support educators of color at both the district and individual building levels. This includes the Equity and Inclusion and Human Resources departments attending regional career fairs in partnership.

Location of services: District office and district-wide

**Strategy Name and # RID Goal 5 - Teachers of Color Strategy 2:** Leadership team on Teachers of Color Recruitment and Retention Plan

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** To ensure the successful execution and continuous improvement of the Teachers of Color Recruitment and Retention Plan, District 196 will convene a dedicated leadership team. This team acts as a strategic governing body, bringing together a diverse group of stakeholders to provide expert guidance, oversight, and advocacy for the district’s workforce diversity initiatives.

Location of services: District office and district-wide

**Strategy Name and # RID Goal 5 - Teachers of Color Strategy 3: Continue supporting affinity groups**

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** To foster a supportive and inclusive professional environment, District 196 will continue to facilitate and expand established affinity groups specifically designed for teachers of color. Recognizing that professional isolation can be a barrier to retention, these groups provide a dedicated space for staff to connect, share experiences, and access peer mentorship.

Location of services: District office and district-wide

**Strategy Name and # RID Goal 5 - Teachers of Color Strategy 4: Expand partnerships for student teaching**

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** District 196 recognizes that building a diverse workforce requires both external outreach and the internal development of talent. This strategy focuses on expanding student teaching partnerships and providing the professional infrastructure necessary to develop diverse candidates into long-term employees.

Location of services: District office and district-wide

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of teachers of color each year will increase from 6.0% in 2025-26 to 8.0% in 2028-29.	6.67%	7.34%	8%

## Achievement and Integration Goals

**Goal #6:** From July 2027 through July 2029, District 196 will maintain a participation rate of at least 95% annually of all students registered for the Business Innovation Academy.

**Goal type:** Integration

## Strategies

**Strategy Name and # RID Goal 6 - Integration Strategy 1: Business Innovation Academy Participation**

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

**Narrative description of this strategy.** District 196 and District 199 (Inver Grove Heights) will participate in a partner program to provide a summer opportunity to middle school students for interdistrict 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 districts. By bringing students from different communities together, the academy fosters cross-cultural friendships and breaks down social barriers, promoting a more inclusive and integrated educational experience.

Location of services: District 196 middle schools with District 199 at the University of Minnesota Carlson School of Business

**Strategy Name and # RID Goal 6 - Integration Strategy 2: Business Innovation Academy Impact Survey**

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

**Narrative description of this strategy.** As part of the Business Innovation Academy, a robust evaluation component is integrated into the summer program to measure student growth and program effectiveness. All participating middle school students from District 196 and its partner district will complete a comprehensive pre- and post-survey. The survey will gather information about exposure to higher education and career opportunities, leadership skills, teamwork skills, and communication.

Location of services: District 196 middle schools with District 199 at the University of Minnesota Carlson School of Business

**Key Indicators**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of registered District 196 students who attended Business Innovation Academy will equal 95% or higher.	95%	95%	95%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
From July 2027 through July 2029, the percentage of District 196 middle school students participating in the Business Innovation Academy who report they have had exposure to higher education and career opportunities will increase from the pre-survey percentage to the post-survey percentage each year.	pre-survey percentage		
	post-survey percentage		

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

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District 196 will create efficiencies and eliminate duplicative programs through this Achievement & Integration Plan by aligning existing initiatives within a cohesive, equity-centered framework. The district will implement coherent curriculum across schools to strengthen instructional consistency and equity. Using data-based decision-making, culturally inclusive curriculum resources, professional learning, and the Anti-Bias Education Framework, the district will enhance inclusive learning environments and improve academic and social-emotional outcomes. Magnet and focus schools—including specialized programming such as AVID and themed magnet pathways—will promote cross-district integration, expand student voice, and address racial, ethnic, and economic enrollment disparities.

The plan also strengthens student engagement and workforce diversity. District 196 will utilize the Check & Connect intervention model to build meaningful student connections. Coordinated magnet school themes and collaboratives, such as the Business Innovation Academy, will increase integrated learning opportunities across the district. In partnership with Human Resources, the district will intensify recruitment and retention efforts to grow a more diverse and culturally proficient workforce and expand participation in the Grow Your Own Mentorship Program. Through intentional alignment of resources and strategic implementation, this plan advances integration while reducing disparities districtwide.

# Racially Identifiable School(s) (RIS)

## Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district.

One RIS Achievement and Integration Plan should be submitted for each RIS your district has.

**District ISD# and Name:** ISD #196, Rosemount - Apple Valley - Eagan

**RIS Name:** Cedar Park Elementary School of STEM

**Program Contact:** Virgil Jones

**Phone:** 651-423-7939

**Email:** virgil.jones@district196.org

### RIS Plan Input

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

Community Collaboration Council for Racially Identifiable Schools		
Name	Role	Location
Andersen, Julie	Community Member	Eagan
Barrios, Juan	Student	Apple Valley High School
Bartosh, Alyssa	Coordinator of Equity and Inclusion, AVID District Director	District Office
Bhrmanakodu Sumanth, Siddharth	Student	Eagan High School
Bolsoni, Michael	Superintendent of District 196	District Office
Brutinel, Noa	Student	Eagan High School
Diamond, Catherine	School Board Director	District Office
Dreher, Tiffany	Teacher	Rosemount High School
Evans, Shaun	Parent/Guardian	Red Pine Elementary
Hansen, Eric	Director of Secondary Education	District Office
Idow, Aisha	Student	Eastview High School
Jackson, Brandi	Cultural Family Advocate	District Office
Jones, Virgil	Director of Equity and Inclusion	District Office
Keasling, Calvin	Assistant Principal	Rosemount High School
Kindem, Cathy	Principal	Oak Ridge Elementary

Kusch, Anne	Principal	Black Hawk Middle School
Lindstam, Kristin	Parent/Guardian	Parent at Rosemount Middle School and Rosemount High School
Lonetree-Brovold, Nicole	NAPAC Chairperson	Parent, NAPAC Chairperson
Lyrek, Ryan	Teacher	Echo Park Elementary
Mariscal, Katie	Teacher	Thomas Lake Elementary
McBride, Mindy	Community Member	Rosemount
Mohamed, Sakawdin	School Board Treasurer	District Office
Naughton, M	Community Member	Eagan
Needham, Austin	Student	School of Environmental Studies
Otero, Dario	Parent/Guardian	Rosemount High School, Scott Highlands Middle School
Rocha, Miguel	Parent/Guardian	East Lake Elementary
Schmidt, Kate	President, Dakota County United Educators	District Office
Schwartz, Amanda	Parent/Guardian	Parkview Elementary
Sorenson, Jeremy	Director of Elementary of Education	District Office
Swiecichowski, Janet	Director of Communications	District Office
Thomas, Stefanie	Assistant Principal	Valley Middle School of STEM
Torres, Richard	Assistant Principal	Pinewood Elementary
Turgeon, Lisa	Coordinator of American Indian Education	District Office
Umez, Amarachi	Student	Eastview High School
Umez, Onyinyechi	Student	Eastview High School
Valandra, Jorja	American Indian Education Program Cultural Family Advocate	District Office
Vogel, Nick	Assistant Principal	Scott Highlands Middle School
Welckle, Abe	Dean	School of Environmental Studies
Williams, Anna	School Board Vice Chairperson	District Office
Yasin, Isra	Student	Apple Valley High School
Yermishkin, Susi	Executive Assistant	District Office

**Community Collaboration Council - Steering Committee**

Name	Role	Location
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Bartosh, Alyssa	Coordinator of Equity and Inclusion	District Office
Bell-Kemp, Stephen	Coordinator of Research, Assessment and Analytics	District Office
Hansen, Eric	Director of Secondary Education	District Office
Hughes, Rachel	Director of Instruction and Achievement	District Office
Jones, Virgil	Director of Equity and Inclusion	District Office
Sorenson, Jeremy	Director of Elementary Education	District Office
Walsh, Amber	Coordinator of Instruction and Achievement, Magnet and Pre-K - 5th Grade Content	District Office

<b>Community Collaboration Council - Planning Team</b>		
Name	Role	Location
Bartosh, Alyssa	Coordinator of Equity and Inclusion	District Office
Jones, Virgil	Director of Equity and Inclusion	District Office

**Community Collaboration Council - General Council - Meeting Dates for 2025-26 School Year**

September 18, 2025	October 23, 2025	November 13, 2025
December 11, 2025	January 15, 2026	

**Community Collaboration Council Steering Committee Meeting Dates for 2025-26 School Year**

October 9, 2025	October 16, 2025	October 30, 2025
November 11, 2025	November 26, 2025	December 4, 2025
December 9, 2025	January 5, 2026	January 12, 2026
January 27, 2026		

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

As required by Minn. R. 3535.0160, subpart 2, in September 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 includes input on the district's goals, strategies and key indicators of progress relating to our Racially Isolated District (RID) designation. As allowed by MN

Rules, part 3535.0170, subpart 4B, our district’s Equity Advisory Council (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 41 member CCC, a 7 member CCC steering committee, and 2 member planning team.

The CCC met monthly since September, while the steering committee met ahead or after the CCC meetings. Input was provided during the CCC meetings and work continued in between those meetings in partnership with the steering committee’s input, as well as from administration at our district’s Racially Identifiable School.

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

Meeting Date	Activity/Objectives
September 18, 2025	<p>Our objective was to ensure an informed decision-making process, review the CCC charge statement, committee expectations and timeline, 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.</p>
October 23, 2025	<p>To ensure we are aligned with our district’s mission, vision and core values, we reviewed our strategic roadmap and the priorities that align with our Achievement and Integration Plan. We presented a guide with definitions pertaining to the Achievement and Integration Plan with the intent of developing a shared understanding. We also introduced definitions of racially isolated district, racially identifiable school, multi-district collaborative council, and community collaboration council.</p> <p>Next, our Research, Assessment &amp; Analytics Coordinator and Magnet and Content Coordinator presented an overview of the district’s framework of services, including MnMTSS, the Minnesota Multi-tiered System of Support. Members then broke into small groups and took a Data Walk, viewing information on the following topics: MCA Reading and Math scores, district trends by student groups - including students who qualify for Educational Benefits, and Talent Development model changes. There was also data for the percentage of students with consistent attendance and students who receive English Language Development services.</p> <p>Members noted trends, questions and additional wonderings which then were shared with the whole group. This feedback produced by members was gathered and was used as the new Achievement and Integration Plan took shape.</p>
November 13, 2025	<p>To ensure we are aligned with our district’s mission, vision and core values, we reviewed our strategic roadmap and the priorities that align with our achievement and integration plan.</p> <p>The Research, Assessment &amp; Analytics Coordinator presented an overview of the district’s ACT testing practices in correlation with the Achievement and Integration Plan 2023-26</p>

	<p>Racially Isolated District (RID) Goal #2. Council members read about the goal with their table group and recorded what they noticed and wondered about the goal and corresponding data. Then each group rotated throughout each goal to read and discuss notes from other groups.</p> <p>Next, the committee reviewed RID Goal #5, AVID (Advancement Via Individual Determination), a national program in all five of our high schools and three middle schools. Last, our PK-5 Digital Resource Coach/Magnet Teacher on Special Assignment (TOSA) presented the district history of magnet schools.</p> <p>The evening’s final activity included an Achievement Data overview, Data Walk and Note Catcher completion. Posters outlined MCA Reading and/or MCA Math scores at schools that qualified as Racially Identifiable Schools during the A&amp;I 2023-26 three year plan period. Council members reviewed the data and recorded what they noticed and wondered about the data in their Note Catcher form. The information shared was transcribed, summarized and used to inform the new Achievement and Integration Plan for 2026-29.</p>
December 11, 2025	<p>The council reviewed progress on Racially Isolated District (RID) initiatives related to Teacher Equity, Integration, and Cultural Family Advocates, including strengthening recruitment and retention efforts.</p> <p>Key strategies supporting Teacher Equity, including the Grow Your Own (GYO) grant and the Outstanding Network of Educators (ONE) Mentorship Program, were discussed. GYO funding has supported candidates pursuing Tier 3 licensure through partnerships with multiple Minnesota higher education institutions; candidates have graduated, some of whom teach in District 196. The ONE Mentorship Program pairs new teachers of color with veteran educators and has shown strong outcomes.</p> <p>Integration strategies with partner districts include the Business Innovation Academy, a middle school summer program at the University of Minnesota focused on leadership, career exploration, and college readiness, and Camp Invention, a STEM summer camp for elementary students. Both programs prioritize access for students who may not otherwise have enrichment opportunities, with transportation and scholarships provided where needed.</p> <p>Achievement data and goal setting were also reviewed. Secondary literacy goals are being reconsidered due to the introduction of a new MCA reading assessment. For elementary students, the FAST literacy screener will be used to measure growth rather than proficiency, alongside a newly adopted literacy program. Cultural Family Advocates continue training in Check &amp; Connect intervention. Current RIS designation applies to one school.</p>
January 15, 2026	<p>The committee reviewed proposed Racially Isolated District (RID) and Racially Isolated School (RIS) goals related to achievement, teacher equity, and integration. The committee discussed</p>

	<p>that the new achievement goals emphasize student growth rather than proficiency. Goals are structured as multi-year targets aligned with school improvement plans and Comprehensive and Civic Readiness goals. Identified demographic groups will serve as Key Indicators of Progress (KIPs).</p> <p>Teacher Equity goals aim to increase the percentage of teachers of color districtwide. At Cedar Park Elementary, the district’s sole Racially Isolated School, the goal is to increase teachers of color from 1% to 3% over the 2026-29 plan period.</p> <p>Integration goals include attendance for students enrolled in the Business Innovation Academy and continuing Camp Invention. Overall, the proposed 2026–2029 Achievement and Integration goals align with the district’s evolving approach to measuring student success.</p> <p>The meeting concluded with discussion of the 2026–2029 Achievement and Integration Plan being presented to Cabinet and the School Board on March 9, 2026, with the final written plan and budget due to the Minnesota Department of Education on March 13, 2026.</p>
<p>Other Key Dates February 25, 2026</p>	<p>Presentation of progress to District Cabinet.</p>
<p>March 9, 2026</p>	<p>Presentation to School Board.</p>

## RIS Achievement and Integration Goals

**RIS Goal # 1** The percentage of all protected class, as defined by MDE, Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 60.60%\* in 2025-2026 to 66.60% in 2028-2029.

\* Preliminary value using fall-to-winter growth in 2025-2026. Final value is available in June 2026.

**Goal type:** Achievement Disparity

## RIS Strategies

**Strategy Name and #** RIS Goal 1 - Literacy Screener - Strategy 1: Literacy Professional Development

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

**Narrative description of this strategy.** All instructional staff at Cedar Park Elementary School of STEM will participate in staff development focused on the district-approved structured literacy curriculum. We will align with the District strategy on the Comprehensive Achievement and Civic Readiness. This includes phonics, word study, non-fiction and fiction text curricular materials. This will benefit all K-5 students receiving literacy instruction.

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

**Strategy Name and # RIS Goal 1 - Literacy Screener Strategy 2: Literacy Instruction**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Cedar Park Elementary School of STEM will provide 30-45 minutes per day for phonics and word study instruction through Functional Phonics and Morphology. Kindergarten, first and second grade students will have a scheduled 45 minute daily block focused on acquiring literacy skills. The focus of these lessons are phonemic awareness, phonics, vocabulary and fluency. Third, fourth and fifth grade students will have a scheduled 30 minute daily block focused on word study. The focus of these lessons is prefixes, suffixes, morphemes and gaining fluency.

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

**Strategy Name and # RIS Goal 1 - Literacy Screener Strategy 3: Literacy Instruction**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** All elementary classroom teachers provide instruction each day in a content-rich curriculum that supports fiction and non-fiction comprehension.

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

**Strategy Name and # RIS Goal 1 - Literacy Screener Strategy 4: Literacy Instruction**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Cedar Park Elementary School of STEM will have a dedicated 30 minutes of WIN, "What I Need," time to support literacy intervention and extension. Students in grades K-5 are provided instruction by classroom, intervention, special education and English Language Development teachers during this time. Instruction is planned to meet individual student learning needs. Curricular resources will be provided for intervention to ensure structured learning opportunities for students.

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

**Strategy Name and # RIS Goal 1 - Literacy Screener Strategy 5: Professional Learning Communities**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Cedar Park Elementary School of STEM will have regularly scheduled Professional Learning Community meetings to study student data and make instructional decisions. This data includes classroom based formative and summative assessments and standardized testing data. Professional Learning Community teams will include all general education teachers at a grade level and in some cases intervention, special education and English Language Development teachers will join these meetings. Teachers will use the data and make instructional decisions to support students.

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

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of Black/African American Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 60.47%* in 2025-2026 to 66.47% in 2028-2029.	62.47%	64.47%	66.47%
The percentage of Hispanic/Latino Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 60.40%* in 2025-2026 to 66.40% in 2028-2029.	62.40%	64.40%	66.40%
The percentage of American Indian Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 54.55%* in 2025-2026 to 60.55% in 2028-2029.	56.55%	58.55%	60.55%
The percentage of Cedar Park Elementary School of STEM students who qualify for Educational Benefits and who show typical or aggressive fall-to-spring growth on the literacy screener will increase from 54.68%* in 2025-2026 to 60.68% in 2028-2029.	56.68%	58.68%	60.68%

\*The target values provided above are **preliminary** and are based on fall-to-winter growth for the 2025-26 school year, rather than fall-to-spring growth. Official values will be provided after the spring screening concludes in early June 2026.

## RIS Achievement and Integration Goals

**RIS Goal # 2** The percentage of all protected class, as defined by MDE, Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the math screener will increase from 58.07%\* in 2025-2026 to 62.07% in 2028-2029.

\* Preliminary value using fall-to-winter growth in 2025-2026. Final value is available in June 2026.

**Goal type:** Achievement Disparity

## RIS Strategies

**Strategy Name and # RIS Goal 2 - Math Screener Strategy 1: Professional Development**

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

**Narrative description of this strategy:** Cedar Park Elementary School of STEM instructional staff will participate in staff development focused on i-Ready, the district-approved curriculum. This learning will be provided by Instruction and Achievement staff members. Continued support will be offered to teachers through a math instructional coach assigned to Cedar Park Elementary School of STEM. Teachers will have the opportunity to understand data and make instructional decisions to support student learning. This will benefit all K-5 students receiving math instruction.

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

**Strategy Name and # RIS Goal 2 - Math Screener Strategy 2: Math Instruction**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Cedar Park Elementary School of STEM teachers will provide math instruction each day to all K-5 students using i-Ready instructional materials. A math instructional coach assigned to Cedar Park Elementary School of STEM will support teachers in planning these lessons.

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

**Strategy Name and # RIS Goal 2 - Math Screener Strategy 3: Professional Learning Communities**

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

**Narrative description of this strategy:** Cedar Park Elementary School of STEM will have regularly scheduled Professional Learning Community (PLC) meetings to study student data and make instructional decisions. This data includes K-5 classroom formative and summative assessments and standardized testing data. PLC teams will include all general education teachers at a grade level and in some cases intervention, special education and English Language Development teachers will join these meetings.

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

**Strategy Name and # RIS Goal 2 - Math Screener Strategy 4: Math Instruction**

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

**Narrative description of this strategy:** Cedar Park Elementary School of STEM students will have access available to math intervention and extension. These interventions will be supported at a district level by the Instruction & Achievement department.

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

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of Black/African American Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the math screener will increase from 50.91%* in 2025-2026 to 54.91% in 2028-2029.	52.24%	53.57%	54.91%
The percentage of Hispanic/Latino Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the math screener will increase from 54.26%* in 2025-2026 to 58.26% in 2028-2029.	55.59%	56.92%	58.26%
The percentage of American Indian Cedar Park Elementary School of STEM students who show typical or aggressive fall-to-spring growth on the math screener will increase from 50.00%* in 2025-2026 to 54.00% in 2028-2029.	51.33%	52.66%	54.00%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of Cedar Park Elementary School of STEM students who qualify for Educational Benefits and who show typical or aggressive fall-to-spring growth on the math screener will increase from 54.88%* in 2025-2026 to 58.88% in 2028-2029.	56.21%	57.54%	58.88%

\*The target values provided above are **preliminary** and are based on fall-to-winter growth for the 2025-26 school year, rather than fall-to-spring growth. Official values will be provided after the spring screening concludes in early June 2026.

## RIS Achievement and Integration Goals

**RIS Goal # 3** The percentage of teachers of color at Cedar Park Elementary School of STEM will increase from 1.0% in 2025-26 to 3.0% in 2028-29.

**Goal type:** Teacher Equity

## RIS Strategies

**Strategy Name and # RIS Goal 3** - Teachers of Color Strategy 1: Recruitment and Retention Plan

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** District 196 is committed to building a workforce that reflects the diversity of its entire student body. This strategy involves the ongoing, rigorous implementation of a comprehensive [Teachers of Color Recruitment and Retention Plan](#) designed to attract, hire, and support educators of color at both the district and individual building levels.

Location of services: Cedar Park Elementary School of STEM

**Strategy Name and # RIS Goal 3** - Teachers of Color Strategy 2: Leadership Team on Teachers of Color Recruitment and Retention Plan

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** To ensure the successful execution and continuous improvement of the Teachers of Color Recruitment and Retention Plan, District 196 will convene a dedicated leadership team. This team acts as a strategic governing body, bringing together a diverse group of stakeholders to provide expert guidance, oversight, and advocacy for the district’s workforce diversity initiatives.

Location of services: Cedar Park Elementary School of STEM

**Strategy Name and # RIS Goal 3** - Teachers of Color Strategy 3: Continue supporting affinity groups

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** To foster a supportive and inclusive professional environment, District 196 will continue to facilitate and expand established affinity groups specifically designed for educators of color. Recognizing that professional isolation can be a barrier to retention, these groups provide a dedicated space for staff to connect, share experiences, and access peer mentorship.

Location of services: Cedar Park Elementary School of STEM

**Strategy Name and # RIS Goal 3 - Teachers of Color Strategy 4: Expand Partnerships for student teaching**

**Type of Strategy:** Recruitment and retention

**Narrative description of this strategy.** District 196 recognizes that building a diverse workforce requires both external outreach and the internal development of talent. This strategy focuses on expanding student teaching partnerships and providing the professional infrastructure necessary to develop diverse candidates into long-term employees.

Location of services: Cedar Park Elementary School of STEM

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of teachers of color each year will increase from 1% in 2025-26 to 3% in 2028-29.	1.67%	2.34%	3.0%

## RIS Achievement and Integration Goals

**RIS Goal # 4** From July 2027 through July 2029, District 196 will maintain a participation rate of at least 95% annually of all students registered for Camp Invention, an intradistrict program.

**Goal type:** Integration

## RIS Strategies

**Strategy # RIS Goal 4 - Integration Strategy 1: Camp Invention STEM Experience and Project Showcase**

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

**Narrative description of this strategy.** The Camp Invention STEM Experience is a high-engagement, intradistrict integration program designed to bring together elementary-aged students from diverse backgrounds through hands-on science, technology, engineering, and mathematics (STEM) learning. For this strategy, Cedar Park Elementary School of STEM partners with two other elementary schools that were previously identified as racially identifiable to provide a unified summer enrichment experience.

To ensure the success of this integration effort, District 196 aims to maintain a 95% participation rate among students registered for the program, ensuring that the benefits of this integrated environment reach the widest possible audience.

Location of services: Cedar Park Elementary School of STEM

**Strategy # RIS Goal 4 - Integration Strategy 2: Camp Invention STEM Experience and Project Showcase**

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

**Narrative description of this strategy.** The Camp Invention STEM Experience is a high-engagement, intradistrict integration program designed to bring together elementary-aged students from diverse backgrounds through hands-on science, technology, engineering, and mathematics (STEM) learning. For this strategy, Cedar Park Elementary School of STEM partners with two other elementary schools that were previously identified as racially identifiable. Students participate in Camp Invention, which focuses on creativity, innovation, and real-world problem-solving. This shared academic challenge serves as a common ground for collaboration and teamwork.

By hosting the program in District 196, students from across the three participating buildings interact in integrated classrooms. This structure breaks down geographic and social barriers, allowing students to form connections with peers they might not otherwise meet during the standard school year.

To ensure the success of this integration effort, District 196 will measure the percentage of participating students who share their camp project amongst small groups to assess students' learning in the areas of science, technology, engineering, mathematics knowledge and cross-school relationship building.

Location of services: Cedar Park Elementary School of STEM

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2026	Target 2027	Target 2028
From July 2026 through July 2028, District 196 will maintain a participation rate of at least 95% annually of all students registered for Camp Invention, an intradistrict program.	95%	95%	95%
From July 2026 through July 2028, 100% of participating students will share their camp project amongst small groups.	100%	100%	100%

## Creating Efficiencies and Eliminating Duplicative Programs

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

District 196 will create efficiencies and eliminate duplicative programs through this Achievement & Integration Plan by aligning existing initiatives within a cohesive, equity-centered framework. The district will implement coherent curriculum across schools to strengthen instructional consistency and equity. Using data-based decision-making, culturally inclusive curriculum resources, professional learning, and the Anti-Bias Education Framework, the district will

enhance inclusive learning environments and improve academic and social-emotional outcomes. Magnet theme focus will promote cross-district integration, expand student voice, and address racial, ethnic, and economic enrollment disparities.

The plan also strengthens student engagement and workforce diversity. Coordinated magnet school themes and collaboratives, such as Camp Invention, will increase integrated learning opportunities across the district. In partnership with Human Resources, the district will intensify recruitment and retention efforts to grow a more diverse and culturally proficient workforce and expand participation in the Grow Your Own Mentorship Program. Through intentional alignment of resources and strategic implementation, this plan advances integration while reducing disparities at racially identifiable schools.