

## Achievement and Integration Plan

July 1, 2020 to June 30, 2023

**District ISD# and Name:** 273 Edina Public Schools

**District Integration Status:** Adjoining District (A)

**Superintendent:** Dr. John Schultz

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**Plan submitted by:** Mary Manderfeld

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### 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, please list each of those schools below. Add additional lines as needed.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **270 Hopkins Public Schools A -**  
Adjoining
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

### School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr John Schultz

Signature:

Date Signed: Wednesday, March 4, 2020

School Board Chair: Erica Allenburg

Signature:

Date Signed: Wednesday, March 4, 2020

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council 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).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee 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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

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:** The initial meeting was a time to listen to the WebEx from the MDE with the school leaders. After the viewing, we talked about what was currently in the plan and the direction we thought we should take going forward. We then had a joint meeting with Hopkins Public School staff that was facilitated by Pam Booker from MDE. We discussed things that need to stay and things that needed to be removed. We discussed how the A and I plan helps support literacy in our early learning center through middle school. We discussed the importance of the A and I budget to the plan. We aligned possible goal areas with the expectations in the plan document. The development of the plan was discussed and shared at multiple Lead Team meetings. A draft of the plan was brought to the World Best Work Force Committee for their input. This council is made up of community members including representation from the American Indian Parent Advisory committee, students, teachers, administrators, and school board members. The American Indian Parent Advisory committee reviewed and approved the plan. The plan was also shared with school principals and the district leadership team.

**Community Collaboration Council for Racially Identifiable School(s):** Enter text here.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.

3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** The percentage of all students who identify as Black, Hispanic, American Indian or Pacific Islander who are enrolled in Third Grade in the Edina Public in Schools who are proficient on the MCA Reading test will increase from 53% as of Spring 2019 to 70% by the Spring of 2023. The State of Minnesota expects all student groups to reach proficiency rates of 85% by the year 2025.

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

**Goal type:** Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

### Strategy Name and #1 Reading Intervention Teachers-Early Learning Center-Grade 5

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input type="checkbox"/> Increases graduation rates.   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.                 |

#### Narrative description of this strategy.

Students in grades K-5 are served by multiple tiers systems of support. Tier I core reading differentiated instruction occurs at least 90 minutes daily. Tier II and Tier III interventions are delivered in addition to Tier I. The interventions are delivered using district identified instructional materials. The students are receiving the instruction from a licensed teacher. The program will provide intervention teachers the opportunity to collaborate with classroom teachers and to teach according to the data identified needs of the students. The interventions will take place up to 3-5 days a week for 30-45 minutes a day depending on the identified student's needs, in a push-in model into the classroom, an individual setting or in small groups. Learning Specialists will teach students different strategies so that they can remain more

engaged in the learning. This tier is where our Multi-Tiered systems of support to Intervention and Continuous Improvement Monitoring Process programs align with other interventions. Tier 3 interventions are more intense and include one adult (learning specialist) in small group settings. The recommendation is 4-5 days per week. The student would be progress monitored more frequently and the duration of the lesson would be longer. The problem solving team would also be utilized at this point for better documentation of the interventions that have been tried and what ideas other teachers/specialists, including special education teachers may offer. There are multiple areas of research that support the need for small group instruction and additional support in reading to help all students become successful. This intervention is critical to assist students who need the additional academic support.

Location of services: Early Learning Center, and all six elementary sites.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
Increase the percent of students meeting the grade level benchmark as measured by an oral reading fluency	50%	55%	60%
Create and monitor individual student growth goals in reading fluency and ensure 85% or more of students are making growth	85%	85%	85%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

### Strategy Name and #2 Ready Set Kindergarten

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Ready Set Kindergarten is a collaboration between Hopkins and Edina Public Schools targeting incoming kindergarten students during the summer prior to starting kindergarten. Each week long session offers enrichment through an integrated curriculum of language and literacy, math, STEM, technology and dramatic play. Programming is designed to build understanding and knowledge which enables participant to have a strong foundation for the start of kindergarten

Location of services: Early Learning Center, and Hopkins Public Schools.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
<b>The number of students who participate in Ready Set Kindergarten will increase.</b>	100	110	120
<b>Student enrolled in the program will be disaggregated by race and monitored for representation and inclusion.</b>	Mirrors Edina Enrollment		

**Goal #2:** Edina defines the GAP in achievement as the difference between the actual percent proficient in the current year as compared to the State's target of 85% proficient by 2025. Given this definition, the 2019 gap in proficiency reading rates for students who identify as Black, Hispanic, American Indian or enrolled **in All Grades** in the Edina Public in Schools is currently 32 points. Edina Public Schools will focus on reducing the point spread by 17 points, going from 32 points in 2019 to 15 points in 2023

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

### Strategy Name and #3 Math Intervention 9-12

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### Narrative description of this strategy.

This course is for students who struggled in Algebra and Geometry. This class will reteach and review the standards from Intermediate Algebra while also supporting students in their current Intermediate Algebra class. Geometry Bridge. This course is for students who struggled in Algebra last year (received a grade of C- to D-). This class will reteach and review the standards from Intermediate Algebra while also supporting students in their current Geometry class. This is for students who have a strong desire to build their math foundation and want to work hard to fill gaps they have in their learning

Location of services: Edina High School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
Increase percent of students who have a grade of at least a C- in their Intermediate Algebra course	75%	80%	85%
Increase percentage of students who improved their grade from 8th grade to 9th grade in Intermediate Algebra	60% increase	65% increase	73% increase
Enter KIP.			

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategy Name and #4 Reading Intervention Teachers-6-12

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Students in grades 6-12 will be provided additional supports in literacy to students in our middle schools who are behind benchmarks in reading as measured by multiple measures and teachers input.

Location of services: South View Middle School and Valley View Middle School.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
Increase the percent of black, American Indian, and Hispanic students hitting the national normed projected growth targets on the winter reading MAP	50+%	50+%	50+%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

**Strategy Name and #5** College Possible

**Strategy Name and #6** AVID Summer Bridge

**Strategy Name and #7** AVID Advancement Via Individual Determination

**Goal #3:** Edina Public Schools will retain 90% of all students enrolled through the Minneapolis Transportation program from 2020-2023 (Data History: n=201 students of which 22 are current seniors) .

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

**Goal type:** Integration

**Strategy Name and #5** College Possible

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### Narrative description of this strategy.

We will partner with College Possible and provide a cohort for 25-23 juniors and a cohort of 25-30 seniors. College Possible Minnesota is coaching low-income students to and through college. Dedicated AmeriCorps members serve as guides, coaching students on their path to college graduation. College Possible was founded in Minnesota in 2000 to

ensure that every child’s future is determined solely by their talent, motivation and effort. Since our founding, 99% of College Possible students have earned admission to college, and they are four times more likely to graduate from college than their low-income peers.

Location of services: Edina High School.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
<b>Retention of students in each College Possible cohort</b>	90%	95%	97%
<b>Acceptance by all students in college</b>	100%	100%	100%
Enter KIP.			
Enter KIP.			

### Strategy Name and #6 AVID Summer Bridge

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

We will also run an AVID summer bridge program with Hopkins Public Schools. AVID Summer Bridge provides our AVID 7<sup>th</sup> and 8<sup>th</sup> graders opportunities to build and use AVID strategies in a collaborative and highly engaging environment. Using Algebra, Science, AVID curriculum and College Readiness components, students experience increased preparation for the upcoming school year. Experiential learning includes visits to college campuses, a tour and discussions with professionals in the workplace, a history based field trip, and an outdoor base (day) camp. This is the ideal balance between summer fun, enriched learning and networking for our AVID students from Edina and Hopkins Schools. . .

Location of services: Edina or Hopkins in the summer

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
<b>Graduation rate for AVID students</b>	100%	100%	100%
<b>Number of AVID students participating in AP or Enriched Courses</b>	70%	74%	80%
<b>Decrease the achievement gap between federally designated racial and economic student groups in AVID for reading proficiency on the ACT Reading Benchmark vs nonAVID students?</b>	6%	5%	4%

### Strategy Name and #7 AVID Advancement Via Individual Determination

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |   |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### Narrative description of this strategy.

AVID Advancement via Individual Determination (AVID) college readiness system that supports students with academic skills (Reading, Writing, Collaboration, Critical Thinking), study skills (Organization, Note Taking), and a growth mindset philosophy. Students will also be able to participate in AVID Summer Bridge for our middle school students. The goal for all AVID students is to close the achievement gap that is found throughout our country. Improving student's success in their classes, raising participation level of AVID students in AP and Enriched courses while increasing the graduation rate and college entrance exams. Students in the AVID class are typically from underrepresented populations in higher education. AVID students are traditionally first generation college students who might need extra guidance and support to navigate the education system.

Location of services: All three secondary buildings

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
<b>Graduation rate for AVID students</b>	100%	100%	100%
<b>Number of AVID students participating in AP or Enriched Courses</b>	70%	74%	80%

### Strategy Name and #8 Cultural Liaisons/Equity Inclusion Specialist

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Our Cultural Liaisons and Equity and Inclusion Specialist will help assist with our open enrolled students from Minneapolis who qualify with economic need. We will provide transportation to students from Minneapolis using desegregation transportation. This intervention supports the goal of increasing racial and economic integration. It will do so by providing an array of supports for students who by open enrolling into Edina increase racial and economic integration within the district—one of the primary goals of the A&I program. We will have parent engagement nights at least three times during the school year to help support parents in understanding the access and opportunities their children have available to them in Edina Public Schools.

Location of services: Districtwide.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
Increase student perceptions in two areas: engagement and safe and welcoming school environment.	<i>5% growth on each question.</i>	<i>5% growth on each question.</i>	<i>5% growth on each question.</i>
Increase parent engagement from our underserved students through meetings			
Retention of open enrolled students (FRP) from Minneapolis who received transportation	Baseline data from 19/20 EPS will retain 90% of our Minneapolis transportation students.	Baseline data from 19/20 EPS will retain 91% of our Minneapolis transportation students.	Baseline data from 19/20 EPS will retain 92% of our Minneapolis transportation students.

### Strategy Name and #1 Reading Intervention Teachers K-12

**Goal #4:** Edina Public Schools will improve the cultural competency of teaching staff as measured in the following ways: The percentage of staff who have been trained in the CLRT 1 summer institute will increase from 40% to 65% by Spring of 2023. The percentage of staff who attend after school CLRT support training sessions/or other CLR PD will increase from 45% in the fall of 2019 to 70% by Spring of 2023. The percentage of staff rating their comfort level as Very Comfortable/Comfortable implementing all types of CLRT strategies as measured on the end of year Teacher Evaluation Survey will increase from 71.03% in Spring 2019 to 90% in Spring 2023. **Aligns with WBWF area:** All racial and economic achievement gaps between students are closed.

**Goal type:** Teacher Equity

**Strategy Name and #9** CLR Professional Development-Train and educate all staff in supporting academic achievement for all learners from diverse cultures, incomes and ability levels. We will provide professional development resources and training to improve achievement for all students.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Edina will continue to work in developing more culturally responsive schools. We will contract with a trainer who works with CLR for staff in services, new teacher training and after school help session. This individual will provide workshop opportunities, provided demonstrations in CLR strategies, and help support the coaches at each site. In addition, Edina will be creating and funding a CLR coach to work with all EPS school buildings. We will also have two-four CLR resource teacher at each site as a stipend position. The goal will be to strengthen teacher leadership and confidents in the use of culturally and linguistic teaching strategies and help build sustainability at every site in our district. The CLR coach will provide workshop opportunities, provided demonstrations in CLR strategies, support a new cohort at each site.

Location of services: Districtwide.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### 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 2021	Target 2022	Target 2023
The percentage of staff who have been trained in the CLRT 1 summer institute will increase from 40% in 2019 to 65% by Spring of 2023.	40%	58%	65%
The percentage of staff who attend after school CLRT support training sessions/or other CLR PD will increase from 45% in the fall of 2019 to 70% by Spring of 2023.	45%	65%	70%
The percentage of staff rating their comfort level as Very Comfortable/Comfortable implementing all types of CLRT strategies as measured on the end of year Teacher Evaluation Survey will increase from 71.03% in Spring 2019 to 90% in Spring 2023.	71%	84%	90%
Enter KIP.			

## 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)). By being very intentional we will accomplish more intensive reading support for our students at

the earliest level thereby closing the achievement gap. We will supplement additional support for students by combining this support with other additional interventions. We will support students struggling in math and reading at the secondary level by giving them a double dose of support. We will use opportunities like AVID and College Possible to push students to reach their post-secondary goals. We will support students and families and staff with our cultural liaisons who can help bring the school/home gap. This plan will create efficiencies and eliminate duplicative programs and services because the components in it are unique. It is part of the larger district strategic direction and is a key part of eliminating opportunity and achievement gaps. It provides better access, opportunity and service for some of our least served populations. It is picking up work we are unable to do anywhere else. This plan allows us to do the needed work to ensure that all of our students are reaching their potential.

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