

**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Edina 0273

District's Integration Status: Adjoining District (A)

Superintendent's Name: Dr. Ric Dressen
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Plan submitted by:

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Racially Identifiable Schools (RIS) within District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, adding additional lines as needed.

1. **Enter text here.**

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Dr. Ric Dressen
Signature:

Date Signed: **Enter date.**

School Board Chair: Leny Wallen-Friedman
Signature:

Date Signed: **Enter date.**

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: Hopdina Collaborative/ Edina and Hopkins School Districts

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

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

Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 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 integration.

The rule also requires districts with a racially identifiable school (RIS) 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 RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: WBWF meeting on March 9, 2017. Hopkins and Edina Public Schools have met multiple times to plan programming for this collaboration. The next meeting will occur in April. Involved in the planning from Hopkins included: John Schultz (Supt.), Nik Lightfoot (Asst. Supt.), Karen Terhaar (Director of Teaching and Learning, Becky Allen (Director of Professional Development, Stanley Brown (Equity and Inclusion Specialist, Ivar Nelson (Director of Technology. From Edina Rik Dressen (Supt), Randy Smasal (Director of Teaching and Learning, Steve Buettner (Director of Technology, Mary Manderfeld (Director of Equity and Enrollment, Leah Byrd (Early Childhood coordinator). We will continue with Hopdina Technology Cohorts, Culturally and Linguistic Responsive teaching, we will share a CLRT coach between the two sites and Edina will hire an additional. 5 to work just with Edina staff. We will collaborative on student programming as listed in the plan and additional staff development. We will likely be doing a cohort in sheltered instruction to work with our EL population, some cohort in literacy and collaboration with our American Indian students. Community Collaboration Council for the RIS:.

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. Link will be entered once we have plan in place.

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: By 2020, Edina Public Schools will increase the percentage of students who are college and career ready as measured by the number of students meeting all four subject area college benchmarks: English, Math, and Reading & Science. The percentage of Grade 12 students will increase from 61% in 2016 to 70% in 2020:

Aligns with WBWF area: All students are ready for career and college.

Objective 1.1: Through Personalized Learning, Edina Public Schools will provide a continuum of learning opportunities and support that will assist students with academic, social and emotional needs. This will include interventions that support a Multi-Tiered level of support.

Objective 1.2: Family Engagement, Edina Public Schools will build effective relationships with students and families by June, 2020 through culturally responsive practices, CLR strategies, and language and cultural representative support for families

Objective 1.3: Professional Development -Edina Public Schools will continue to provide staff training on strategies in culturally and linguistic responsive teaching as we continue to meet the needs of all of our learners.

Objective 1.4: To decrease academic and economic disparity Edina Public Schools will provide Desegregation Busing to allow economically disadvantaged students to attend Edina Public Schools.

GOAL # 2: By 2020 the percentage of Third Grade Students who are proficient in reading as measured by the MCA III reading assessment will increase *from 78.5 %* in 2016 *to 87%* in 2020.

Aligns with WBWF area: All 3rd graders can read at grade level.

Objective 2.1: Increase the enrollment of students from economically and racially diverse backgrounds in a preschool learning opportunities for families. This will include a Jump Start to Kindergarten Program with Hopkins Public Schools.

Objective 2.2: Through Personalized Learning, Edina Public Schools will provide a continuum of learning opportunities and support that will assist students with academic, social and emotional needs.

Objective 2.3: Family Engagement, Edina Public Schools will build effective relationships with students and families by June, 2020 through culturally responsive practices, CLR strategies, and language and cultural representative support for families.

Objective 2.4: To decrease academic and economic disparity Edina Public Schools will provide Desegregation Busing to allow economically disadvantaged students to attend Edina Public Schools..

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1 College Possible-

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 1.1, 1.4, 3.2, and 3.3

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. We will continue to 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.

Grade levels to be served: 11-12

Location of services: Edina High School

Formative assessment(s) used to inform instructional decision-making: Student survey. Improved score on the ACT assessment

Evidence of research-base: College Possible a [nonprofit AmeriCorps](#) organization making college admission and success possible for low-income students in the United States through an intensive curriculum of coaching and support. Its model uses recent college graduates serving an [AmeriCorps](#) term of service as near-peer mentors for students lacking the social resources to successfully enroll in and graduate from college.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Retention of students in each College Possible cohort	90%	95%	97%
Acceptance by all students in college	100%	100%	100%

Intervention 2 AVID

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 1.4, 3.2, and 3.3

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum or trained instructor and other advocates
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. 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.

The goal for all AVID students is to close the achievement gap that is found throughout our country. It is about improving student success in their classes, raising their participation level in AP and Enriched courses. We will also run an AVID summer bridge program with Hopkins Public Schools. AVID Summer Bridge provides our AVID 7th and 8th 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.

Grade levels to be served: Grades 7-12

Location of services: All Secondary Buildings

Formative assessment(s) used to inform instructional decision-making: Organization Skills Check, Tutorial request/pre-work Inquiry

http://www.avid.org/dl/res_research/research_collegeandcareerready.pdf

https://www.utdallas.edu/research/tsp-erc/pdf/seminar_handout_watt_avid_research.pdf

<http://files.eric.ed.gov/fulltext/EJ1004339.pdf>

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<http://education.state.mn.us/MDE/dse/safe/clim/prac/023485>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Graduation rate for AVID students	100%	100%	100%
Number of AVID students participating in AP or Enriched Courses	70%	74%	80%
AVID students enrolled in 2-4 years colleges	75%	77%	79%

Intervention 3 Academic Support Specialist/Cultural Liaisons/Equity Inclusion Specialist

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 1.1, 1.2, 2.1, 2.3, 2.4, 3.1, and 3.3

Type of Intervention: Family engagement initiative to increase student achievement.

Our Liaisons/Academic Support Specialists 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.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Our Pk-12 Cultural Liaisons//Academic Support Specialists will connect and engage our students, and families through intentional outreach, providing translations which can be a barrier, and other types of family engagement meetings. These positions will help support students and family success in

schools. We will provide professional development to staff to help increase their knowledges and understanding of working with all cultures that are part of Edina Public Schools. These staff members will help ensure that all of our students have access and opportunities in high quality education. They will collaborate with parents of poverty and color in building trust and understanding of the educational system and how they can best support their children in this system. They will work with our families who access education through the desegregation transportation. These student support personal will utilize scholarships funding as a way to provide academic assistance to students in need. By developing relationships with students and families they will help providing funding for field trip fees, supplemental class material, and scholarships for athletic, musical and theatre fees, etc.

Grade levels to be served: PK-12

Location of services: Early Learning Center, Elementary Buildings, and all Secondary Buildings

Formative assessment(s) used to inform instructional decision-making: School Climate Survey and Minnesota Student Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<http://education.state.mn.us/MDE/dse/health/mss/index.htm>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increased feeling of student engagement and safety as evidenced by student survey data in each school building PK-12	NA	NA	5% growth on each question.
Retention of open enrolled students (FRP) from Minneapolis who received transportation	Using baseline data from 16-17 EPS will retain 90% of our Minneapolis transportation students.	Using baseline data from 16-17 EPS will retain 92% of our Minneapolis transportation students.	Using baseline data from 16-17 EPS will retain 94% of our Minneapolis transportation students.

Intervention 4 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.

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Edina and Hopkins will continue to work together in developing more culturally responsive schools. We will have a joint CLR coach shared between Hopkins and Edina Public Schools. In addition, Edina will be creating and funding a CLR coach to work with all EPS school buildings. We will also have a CLR resource teacher at each site as a stipend position. The goal will be to strengthen teacher leadership 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. We are also looking at a model that will allow teachers from the two school districts to observe and learn from each other.

Grade levels to be served: PK-12

Location of services: District wide; Hopdina Collaborative

Formative assessment(s) used to inform instructional decision-making: NA

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.
<http://www.culturallyresponsive.org/>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
More teachers trained in CLR strategies at each site	Survey data	Survey data	Survey data
Expanded use of CLR strategies	Survey data	Survey data	Survey data

Intervention 5 Intervention Teachers

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.2, and 3.3

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Students in grades K-12 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 teachers. The Intervention or close the gap teachers are an important part of the support of students in our work to close the gap. Staff also participate in Professional Learning Communities as they are essential for the ongoing review and discussion of student learning data. 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 could 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 on how to become more engaged students. This tier is where our Multi-Tiered systems of support to Intervention and Continuous Improvement Monitoring Process programs align with other interventions. **Intensive (few students)** Tier 3 interventions are more intense and would most likely include a one adult (learning specialist) to one student setting. The recommendation is 4-5 days per week. The student would be progress monitored more frequently and the duration of the lesson would be loner. 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. While parents are involved at all tiers, parent involvement would be more frequent in a tier 3 setting. Continuous improvement monitoring process with the proper use of early interventions funds, evaluation requests and timelines, special education eligibility, and the proper pre-referral interventions and documentation also is aligned with our tier 3 interventions

Grade levels to be served: Grades K-8

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: NWEA MAP, Fast Bridge Early Literacy, Locally designed formative assessments,

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- <http://www.edweek.org/ew/articles/2016/12/14/what-are-multitiered-systems-of-supports.html>
- <http://education.state.mn.us/MDE/dse/mtss/>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
MAP making high growth K-8	3% increase	3% increase	3% increase
FAST progressing monitoring K-2	Individual assessment at each grade level	Individual assessment at each grade level	Individual assessment at each grade level

Intervention 6 Ready Set Kindergarten**Priority Area:** Instruction and Assessment**Objective this intervention supports: 3.1,****Type of Intervention:** Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Ready Set Kindergarten is a collaboration between Hopkins and Edina Public Schools targeting incoming kindergarten students. 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

Grade levels to be served: PK students

Location of services: Alice Smith Elementary School in Hopkins.

Formative assessment(s) used to inform instructional decision-making: Teacher observation and anecdotal notes

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. The pre-kindergarten summer enrichment program is designed to provide opportunities for all students to develop skills and habits that will ease their transition into full day kindergarten. The program encompasses a balanced approach to kindergarten readiness: physical, cognitive, social, and emotional competence and positive attitudes towards learning as is recommended in current research. <http://www.nea.org/home/18226.htm>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
FAST early Reading Composite	Low risk or higher	Low risk or higher	Low risk or higher
Student enrolled in the program will be disaggregated by race and measured to reduce gaps between students prior to starting kindergarten	No gap greater than 20% as	No gap greater than 15% when	No gap greater than 10% when

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
	measured by race	measured by race	measured by race

Intervention 7 ACT Prep

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1, 3.2, 3.3, 1.3,

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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.

x Increases graduation rates.

Narrative description of the critical features of the intervention. ACT Prep is a collaboration between Hopkins and Edina Public Schools targeting high school students to allow them to prep for the ACT assessment. Sessions will be run twice a year, once at Hopkins High School and once at Edina High School. Transportation will be provided for the students to attend at either school.

Grade levels to be served: High School students

Location of services: Hopkins High School and Edina High School

Formative assessment(s) used to inform instructional decision-making: Pre and post scores prior to the taking the ACT test <http://www.thesismag.com/2015/02/26/the-benefits-of-multiple-practice-tests-on-standardized-test-performance/>
https://books.google.com/books?id=RqtrCwAAQBAJ&pg=PT496&lpg=PT496&dq=is+there+any+research+that+cites+taking+an+ACT+prep+class+improved+the+score&source=bl&ots=wAnT1J52eX&sig=d25-sRJTJAWoa4-q2EUQkrmxr-M&hl=en&sa=X&ved=0ahUKEwji5afVjp_TAhWH5oMKHd_nDvg4ChDoAQggMAA#v=onepage&q=is%20there%20any%20research%20that%20cites%20taking%20an%20ACT%20prep%20class%20improved%20the%20score&f=false

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. We will offer ACT Prep Courses twice a year, one session will be held in Hopkins and the second session will held in Edina. A typical breakdown of session content within the ACT Prep Course. Session 1- Intro, orientation Session 2- English Session 3 - English Session 4 - Math Session 5 - Math Session 6 - Reading Session 7 - Science Session 8 - Writing Session 9 - Practice timed test—passages 1 in each section Session 10 - Practice timed test—passages 2 in each section research.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Pre and post score of the ACT	Increase in individual scores on ACT	Increase in individual scores on ACT	Increase in individual scores on ACT

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)). The Edina Public Schools Achievement and Integration Plan creates efficiencies by focusing program, staff and resources on our underrepresented student of color and those that are economically disadvantaged to ensure that we provide for our students an opportunity to be successful. We recognize that this focus will benefit all students who are enrolled in Edina Public Schools. This plan helps ensure that we are not duplicating programs and services, or running parallel programs for students, but rather those designed to provide the level of support our underserved students need to be successful. This plan also allows up to foster the collaboration between Edina Public Schools and Hopkins Public Schools to benefits students, families and staff in both districts.