

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

**District ISD# and Name:** 027201 Eden Prairie Schools

**District Integration Status:** Racially Isolated

**Superintendent:** Josh Swanson

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**Plan submitted by:** Robb Virgin

**Title:** Executive Director of Personalized Learning

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**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: **Eastern Carver County Schools**

### School Board Approval

- ☐ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).
- ☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

**Superintendent:** Josh Swanson

**Signature:** 

**Date Signed:**

3/15/23

**School Board Chair:** Aaron Casper

**Signature:**

**Date Signed:**

### 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](#).

**AIPAC Member:** Amy Ojibway

**Signature:** 

**Date Signed:**

3-14-23

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.

**Council Members:**

Heather Mac Murray	Lisa Birno	Brett Lobben
Nick Kremer	Nate Gibbs	Meagan Bennett
Carlondrea Hines	Kate Johnson	Palak Dhuman
Haley Ngim	Tyler Anderson	Jill Anderson
Ira Dhamne	Katie Dwyer	Lisa Casper
Mary Margaret Mellen	Caroline Larsen	Ella Drewes
Owen Brattebo	Peter Atsidakos	Rathika Murali
Robb Virgin	Jessica Playa-Rentas (AIPAC)	Amy Ojibway (AIPAC)
Sanya Clark (AIPAC)	Adam Lindberg (AIPAC)	Rich Playa-Rentas (AIPAC)

**Process to Ensure Meaningful Feedback:**

We worked with our World's Best Workforce (WBWF) committee and our American Indian Parent Advisory Committee (AIPAC) to gather recommendations for our district-wide plan.

We met with our WBWF committee on January 26, 2023 and March 9, 2023 to gather feedback from community members, parents, students, and staff. Specific recommendations from our WBWF group that we incorporated into this A&I plan include: ideas for family engagement; entry points for students to participate in the Inspired Journey program; and how to gather meaningful student feedback on their school and academic experiences.

We met with our American Indian Parent Advisory Committee on January 17, 2023 and February 21, 2023 to gather feedback from American Indian parents. Specific recommendations from our AIPAC group that we incorporated into this A&I plan include: adding a 1.0 FTE American Indian cultural liaison; including language in this A&I plan that addresses all students rather than students in the largest demographic groups; and a focus on culturally proficient leadership in all areas of our work.

Both of these partnerships will continue beyond submission of this plan.

**Multidistrict Collaboration Council:** Arika Mareck and Chris Weaver from Eastern Carver County

**Submitting this Plan**

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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 Goal #1

### Goal #1: 95% of students will graduate from high school.

**Aligns with WBWF area:** All students graduate from high school.

**Goal type:** Achievement Disparity

## Strategies and KIPS for Goal #1

### Strategy #1 - Rigor and Authenticity

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

#### Narrative for Strategy #1:

Rigor and authenticity are the cornerstones of learning and teaching in Eden Prairie Schools and the lens through which instruction and assessment are designed, delivered, and evaluated. We use our Rigor/Authenticity Matrix to determine the level of cognitive complexity –or rigor– called for in state standards. We will now work to ensure this same level of cognitive complexity is met through the aligned learning tasks and units of instruction. With our established foundation of rigor and authenticity, we will now work to align rigorous learning experiences across courses, departments, and buildings throughout the district.

This will be attained through our commitment to relevant and authentic learning experiences in which students can develop and apply their knowledge and skills to performance tasks and assessments that reflect real-world purposes, tasks, audiences, and resources. Our next steps will be to analyze state standards related to the level of rigor called for in the standard, and then design learning tasks and related assessments to ensure students' experiences meet the intended standard outcomes in an equitable manner.

Rigorous, relevant, and authentic learning experiences engage students at high levels, thus effectively preparing all students for multiple opportunities after graduating from high school, whether students pursue college or career paths

**Location of services for Strategy #1:** District-wide

#### Key Indicators of Progress (KIP) for Strategy #1:

Description	Target 2024	Target 2025	Target 2026
Student engagement data will be regularly collected and disaggregated by student demographic and course.	1 time / year	2 times / year	2 times / year
The level of rigor will be analyzed in relation to state standards throughout the curriculum improvement cycle (CIC).	1 time / CIC process	2 times / CIC process	3 times / CIC process

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

## Strategy #2 - Partnerships among Staff, Students, and Families

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

### Narrative for Strategy #2:

Educators will build partnerships with students and families and intentionally integrate this knowledge about each student's unique identity (cultural background, interests, special needs, varied approaches to learning) to strengthen student learning. For this strategy, we will actively nurture meaningful relationships of mutual trust and respect with each student and family in order for students to develop an identity where they feel valued and inspired within the classroom community. Our efforts will create and sustain conditions that eliminate status in the classroom and lift and support each student in attaining high academic expectations regardless of socioeconomic status, race, gender, special needs, or initial ability.

We will build strong relationships between students and staff by focusing on two key components: (1) rigorous expectations and (2) social-emotional connection and sense of psychological safety. Teachers must be prepared to integrate strong social-emotional support for students with high academic expectations in order to effectively meet the widely ranging needs of all students.

Cultural liaisons are also a key component of this strategy. Our cultural liaisons support students and families as they navigate Eden Prairie Schools systems and programs. Cultural liaisons work with district staff, community groups, and social service agencies to ensure the social and academic needs of our students and their families are met.

Additionally, Eden Prairie High School students will partner with their counterparts from Eastern Carver County Schools to build their individual and collective cultural understanding. As a result of this learning, students will determine tangible steps to increase culturally responsive instruction in their respective districts.

**Location of services for Strategy #2:** District-wide

### Key Indicators of Progress (KIP) for Strategy #2:

Description	Target 2024	Target 2025	Target 2026
Eden Prairie students who partner with Eastern Carver County students in building cultural understanding will increase.	20 students	35 students	50 students
Teacher-student relationship data will be regularly collected and disaggregated by student demographic and course.	1 time / year	2 times / year	2 times / year

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

**Additional Strategies:** Strategy #3 - Data to Action to Growth, Strategy #4 - Develop Career Readiness Programming, and Strategy #5 - Build and Strengthen Cultural Proficiency (described in Goal #2, Goal #3, and Goal #4 below)

## Achievement and Integration Goal #2

**Goal #2: 70% of 3rd grade students will be proficient in two of three aligned reading assessments (FastBridge aReading, FastBridge CBMR, MCA/MTAS).**

**Aligns with WBWF area:** All third graders can read at grade level

**Goal type:** Achievement Disparity

## Strategies and KIPS for Goal #2

### Strategy #3 - Data to Action to Growth

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

#### Narrative for Strategy #3:

Eden Prairie Schools utilizes a data-based decision making process called “Data to Action to Growth” that triangulates multiple sources of data to (1) identify students who are achieving below grade level proficiency levels, (2) generate an immediate and personalized plan of action for each student to accelerate learning, (3) measure the plan’s impact, and (4) respond instructionally to ongoing analysis at the student and program level.

All students are assessed through universal screeners, typically administered three times a year. Additional short-cycle and mid-cycle assessments offer additional refined instructional guidance as we work to meet grade level benchmarks for all students, thus creating a continuous instructional improvement cycle. Research-based instructional matches are implemented to close instructional gaps for each student.

The effectiveness of these instructional matches are carefully analyzed through weekly progress monitoring to ensure the match is accelerating student understanding. This strategy works to give educators a versatile toolkit to effectively and consistently use data to design and adjust instruction in response to each student’s learning.

**Location of services:** District-wide

#### Key Indicators of Progress (KIP) for Strategy #3:

Description	Target 2024	Target 2025	Target 2026
All students at risk of not meeting end of the year grade level expectations are progressed monitored.	80% of students at risk	90% of students at risk	100% of students at risk
Intervention program effectiveness will be evaluated.	Design program evaluation metrics	1 time / year	2 times / year
All data will be disaggregated by student demographic groups to evaluate program effectiveness.	2 times / year	2 times / year	3 times / year

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

**Additional Strategies:** Strategy #1 - Rigor and Authenticity and Strategy #2 - Partnerships (described in Goal #1 above) and Strategy #5 - Build and Strengthen Cultural Proficiency (described in Goal #4 below)

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### **Achievement and Integration Goal #3**

**Goal #3: By the end of 2026, the demographic makeup of students who complete a Capstone course as a part of Eden Prairie Schools' Inspired Journey program will be reflective of the demographic makeup of Eden Prairie Schools' high school population (within 5%).**

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

**Goal type:** Integration

### **Strategies and KIPS for Goal #3**

#### **Strategy #4 - Develop Career Readiness Programming**

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

##### **Narrative for Strategy #4:**

Eden Prairie Schools is developing a new program called Inspired Journey, a K-12 career readiness program that is grounded in authentic experiences which utilize the resources, tasks, purposes, and audiences regularly found in career settings. Inspired Journey ensures that underserved students are afforded equitable educational opportunities thereby reducing academic disparities by engaging students in authentic opportunities to explore, develop skills for, and experience various career fields through their school experience. Implementation pilots began in school year 2022-2023, with full implementation beginning in school year 2023-2024.

Learning experiences with the Inspired Journey program are clustered into five Pathways: Business & Management, Communication & Entertainment, Engineering & Technology, Human & Public Services, and Natural & Applied Sciences. The five Pathways in Inspired Journey align to the six areas in Minnesota's Career Fields, Clusters, and Pathways. Students are supported in their purposeful navigation of Pathways from grades K-12.

Course and co-curricular experiences are provided and aligned so that students are ultimately prepared for college, career, and civic opportunities post-graduation. At the elementary level, students discover their interests and skills by being exposed to a wide variety of learning experiences through a schoolwide enrichment model where all students participate in weekly "Inspire CHOICE" clusters. At the middle school level, each student explores each of the five Pathways more deeply in all three of their middle school years by completing at least one course per year in each Pathway. At the high school level, these experiences include elective courses, tailored core courses (i.e., where required core content courses are aligned with Pathways), Capstone courses, and co-curricular experiences such as school-sponsored activities and clubs.

Students will pursue different pathways, which increase in specificity and choice, as they advance in their education and culminate in Capstone courses at the high school level. Capstone courses allow students to experience various career fields by directly interacting with them via guest instruction, mentorship, and site visits. Student learning is driven by and designed around the resources, tasks, purposes, and audiences that industry professionals engage with. Students are



able to pursue multiple Pathways and they receive recognition on their high school transcript for each Pathway and Capstone they complete.

**Location of services for Strategy #4:** District-wide

**Key Indicators of Progress (KIP) for Strategy #4:**

Description	Target 2024	Target 2025	Target 2026
The number and type of Capstone courses offered at the high school level will increase.	9 Capstones offered	12 Capstones offered	14 Capstones offered
Students in all grades have access to Inspired Journey experiences.	80% of K-12 students	90% of K-12 students	100% of K-12 students

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

**Additional Strategies:** Strategy #1 - Rigor and Authenticity and Strategy #2 - Partnerships (described in Goal #1 above) and Strategy #5 - Build and Strengthen Cultural Proficiency (described in Goal #4 below)

## Achievement and Integration Goal #4

**Goal #4: By the end of 2026, 90% of teachers who are engaged in a curriculum improvement process will receive personalized professional learning to increase cultural proficiency.**

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

**Goal type:** Teacher Equity

## Strategies and KIPS for Goal #4

### Strategy #5 - Build and Strengthen Cultural Proficiency

**Type of Strategy:** Equitable access to effective and more diverse teachers.

#### Narrative for Strategy #5:

Eden Prairie Schools has committed to the Tools of Cultural Proficiency as a means to examine our own values and beliefs related to culture and as a tool to strengthen our interactions with one another, our students, and our community. The tools include a set of guiding principles, barriers, essential elements of cultural proficiency, and a continuum framework through which we are able to identify healthy and unhealthy practices. We integrate these tools into the foundational work of our curriculum improvement cycles in order to ensure a lens of cultural proficiency permeates all aspects in the cycle.

After initial work regarding our individual and collective cultures, each team develops a continuum of cultural proficiency regarding their content area and instructional practices. This tool is dynamic and is used as an ongoing guide for the entire curriculum improvement process. Building and strengthening cultural proficiency will support individual staff member's personal intercultural awareness and strengthen their growing cross-cultural awareness. This work in this

strategy is designed to move individuals and systems to an intercultural mindset that more accurately reflects our collective community.

One key opportunity to build cross-cultural awareness of individuals is through our new teacher induction process. As teachers enter Eden Prairie Schools, whether as a veteran teacher from another district or someone entering their first year, we will introduce the Tools of Cultural Proficiency and provide learning for how our values and beliefs as a district are supported through these tools. This induction process continues for the first three years of a teacher's career in our system and is supported with mentorship through which both new teachers and mentors continue to grow in their cultural proficiency.

Additionally, we will increase the number of staff of color to reflect the demographics of our student population by supporting the Grow Your Own program which was initially launched in 2019 in partnership with Normandale Community College, and the work in this strategy will help continue this work. Grow Your Own focuses on students of color at Eden Prairie High School, and our AVID program will provide an avenue for direct recruiting of students from traditionally underrepresented populations. 11th and 12th grade students in the program will enroll in Introduction to Education as well as Multicultural Education and Human Relations at Eden Prairie High School, receiving 7 college credits upon completion. In addition, we will support opportunities for senior/18-year-old students to serve as Eden Prairie Schools employees in summer school EPIC programming and Eagle Zone before and after school care to apply their skills in an authentic educational setting. Through programs like Grow Your Own, we will promote the training and retention of educators of color as we work towards our racial demographics of our staff reflecting our student population.

**Location of services for Strategy #5:** District-wide

**Key Indicators of Progress (KIP) for Strategy #5:**

Description	Target 2024	Target 2025	Target 2026
Professional development related to the tools of cultural proficiency will be offered to all staff.	0 times / year	1 time / year	1 time / year
New teachers will build their cultural proficiency through their initial onboarding in New Teacher Induction.	1 time / year	2 times / year	2 times / year
Veteran staff participating in a CIC process will integrate components of the Tools of Cultural Proficiency into their curriculum design and planned practices for instruction.	1 time / CIC process	2 times / CIC process	3 times / CIC process

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

## 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 analyzing our work in relation to our district mission, strategic objectives, and core values and across departments, we have identified areas where we can improve our practices and streamline our processes. We have clearly delineated opportunities to ensure more equitable educational experiences for our students through the active pursuit of racial and economic opportunity and integration. This will directly support our strategic objective to eliminate achievement disparities. This focus on a more cohesive, aligned, and efficient system will ensure we are better equipped to meet the needs of our students. This direct alignment of our programs and services with our district mission, strategic objectives, and core values will provide stronger, more responsive support to our students.



## **Improvement from 20-23 Plan**

In our previous plan, we reported that not all A&I plan goals were met. Our reflective analysis in preparation for the development of this plan helped find opportunities to strengthen our work in specific areas so that we are more likely to meet our plan goals for the 24-26 plan.

Improvements include our Inspired Journey initiative as a means to strengthen our EC-12 alignment to build stronger paths to equitable access for all students. We recognize an opportunity in this work to ensure that as courses and programs are established in our system, they are reflective of the makeup of our student demographics. Recognizing the importance of this work from inception helps ensure instructional decision making is grounded in equitable outcomes for all students from the start.

Another area of improvement lies in refining our curriculum improvement process. By integrating our work with the Tools of Cultural Proficiency into the curriculum writing process, teams will learn how to better respond in culturally proficient ways and develop collaborative tools that will support their ongoing instructional collaboration for equitable outcomes.

Finally, our Data to Action to Growth process is a current practice at the elementary level that will now extend across our system K-12 and with intentionality to better ensure equitable outcomes for all students. This process will work in tandem with our PLCs and Data Leads to ensure our work is grounded in triangulated data that offers multiple perspectives and insights regarding student learning, leading to the most effective instructional response personalized for each student.