

## **Achievement and Integration Plan**

### **July 1, 2026 to June 30, 2029**

**District ISD# and Name:** Eden Prairie Schools  
**0272-01**

**District Integration Status:** Racially Isolated  
District (RI)

**Superintendent:** Dr. Josh Swanson

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**Plan submitted by:** Dr. Robb Virgin, Felicia  
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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.

1. Eastern Carver County Schools

Provide the name of your integration collaborative if you have one:

### **Racially Identifiable Schools within District**

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below.

*[N/A]*

### **School Board Approval**

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

Superintendent: **Dr. Josh Swanson**

Signature:

Date Signed:

School Board Chair: **Aaron Casper**

Signature:

Date Signed:

## Plan Input

### Members:

Dr. Josh Swanson	Dr. Robb Virgin	Felicia Thames
Lisa Birno	Jessica Lange Brar	Lisa Casper
Katie Barnhart	Meghan Gasdick	Matt Harmon
Jess Bergmann	Lindsey Schlangen	Anna Anderson
Krista Jordan	Beth Yeh	Ann D'Amour
Kristy Hymans	Dianne DeKoning	Kelsey Snyder
Brent Anderson	Tyler Anderson	Jill Anderson
Rachel Spessard	Jody Ward Rannow	Kayle Terpstra
Amy Ojibway (AIPAC)	Amanda Norman (AIPAC)	

### Process Description:

The district partnered with its Learning & Innovation Advisory Team to gather feedback from community members, parents, students, and staff. The Team met on multiple occasions during the planning process to review data, discuss identified disparities, and provide recommendations related to family engagement, student voice, and ensuring all students have access to academic and career-connected learning opportunities. Feedback from this group directly informed strategies related to family partnerships, student engagement, and overall strategic plans.

The district also collaborates with its American Indian Parent Advisory Committee (AIPAC) to gather feedback specific to the experiences and perspectives of American Indian families. AIPAC meetings focused on ensuring that strategic plans reflect inclusive language, culturally responsive practices, and systems that support all students while honoring the unique needs of American Indian students and families.

In addition, we have a collaborative relationship with our integration partner, Eastern Carver County Schools. We are committed to working together through the cycle of this plan and building on the work we've done in the past.

These partnerships will continue throughout the implementation of the plan, with stakeholder input used to monitor progress, review data, and adjust as part of the district's ongoing continuous improvement process.

**Multidistrict Collaboration Council:** Arika Marek, Executive Director of Equity and Inclusion, Eastern Carver County Schools

## Achievement and Integration Goals

**Goal #1:** In 2025, 87% of Hispanic/Latino and 84% of Black or African American students graduated from Eden Prairie High School in four years. By 2029, 95% of Hispanic/Latino and 95% of Black or African American students will graduate from Eden Prairie High School in four years.

**Goal type:** Integration

## Strategies

**Strategy Name and #** Strategy 1: Rigor and Authenticity

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

**Narrative description of this strategy.**

This strategy implements rigorous and authentic learning experiences to increase graduation rates for Hispanic/Latino and Black or African American students by 2029. It reflects the district's commitment to ensuring all students have access to rigorous coursework that meets state standards and prepares them for postsecondary success, actively ensuring that students for whom these pathways have not always been accessible can fully participate.

Rigor and authenticity will be systematically embedded across all courses through analysis of state standards and alignment of learning tasks to the cognitive complexity indicated by the standard. During each Curriculum Improvement Cycle (CIC), these teams will examine whether classroom instruction and assessments match the level of rigor called for in Minnesota Academic Standards, ensuring students engage with content at appropriate cognitive complexity levels.

The strategy prioritizes career and college readiness by connecting academic content to real-world applications and authentic purposes. Learning experiences will incorporate purposes, tasks, audiences, and resources that reflect professional environments, ensuring students experience clear connections between their education and future opportunities. All students will have the opportunities to participate in advanced and honors high school courses as well as college-level courses in programs including, but not limited to, Advanced Placement, College in Schools (CIS), Career Pathway Capstone courses, Post Secondary Enrollment Options (PSEO). In addition, students have the opportunity to participate in college and career preparatory assessments including, but not limited to PSAT, PreACT, ACT, ACCUPLACER, ASVAB, Bilingual Seal and AP Exams.

To boost student growth and achievement, staff will engage in annual tracking of 9th through 12th grade students' progress toward graduation credit requirements by grade level to identify and ensure the system responds early and with precision to each student's progress toward graduation requirements. Students will also have access to tutoring and credit completion or recovery options. An example includes the AVID program which will provide ongoing, multi-year supports for secondary students by building and improving academic skills, college and career knowledge, and student agency. AVID students also have direct experience with college campuses and programs to build background regarding the pursuit and navigation of post-secondary options.

This strategy ensures enhanced rigor and authentic learning experiences benefit the entire student population while specifically addressing the graduation rate disparities experienced by Hispanic/Latino and Black or African American students in a meaningful way.

**Location of services:** District-wide

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Student engagement data will be regularly collected and disaggregated by student demographics and course.	<i>1x per year</i>	<i>1x per year</i>	<i>1x per year</i>
The level of rigor will be analyzed in relation to state standards throughout the curriculum improvement cycle (CIC).	1x per CIC Cycle	1x per CIC Cycle	1x per CIC Cycle
Analyze the number of students on track to meet graduation credit requirements by grade level.	<i>1x per year</i>	<i>1x per year</i>	<i>1x per year</i>

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

## Strategies

**Strategy Name and #** Strategy 2: Partnerships among Staff, Students, and Families

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

### Narrative description of this strategy.

This strategy builds meaningful partnerships among staff, students, and families to increase graduation rates for all students, including Hispanic/Latino and Black or African American students. It addresses achievement disparities that reflect school systems' need for ongoing work to build the relational and family engagement conditions that every student deserves and commits the district to doing this work with intention and accountability.

The strategy implements cross-district integration activities where Eden Prairie students partner with Eastern Carver County students in structured learning experiences focused on building cultural understanding. These partnerships will grow from 20 participating students in year one to 50 students by year three, bringing together students from diverse racial, ethnic, and socioeconomic backgrounds in shared learning experiences that develop cross-cultural competencies and strengthen academic engagement.

Cultural liaisons, communication specialists and the inclusion facilitator ensure that school systems are accessible and responsive to all families. These roles reflect the district's commitment to proactively build communication and cultural bridges that ensure all families can fully engage with their children's education. By supporting families through initiatives such as facilitating multilingual communication, connecting families

with resources, and organizing family engagement events, our staff members actively build on the strengths, languages, and experiences families bring, thus strengthening home-school partnerships.

Our inclusion facilitator also directly supports student engagement and staff-student relationships by bringing deep knowledge of students' lived experiences, cultural backgrounds, and linguistic identities into the work — ensuring the system builds connections that reflect and honor who students actually are. Current examples of the tangible ways this is developed include Family Nights and Culture Day, with additional structures developed as needs and opportunities emerge.

Teacher-student relationships are systematically strengthened through intentional relationship-building practices and regular feedback loops. Strong educator-student connections are especially essential for students for whom the district is actively strengthening pathways to graduation, and positive relationships are not a supplement to that work, they are what make it possible. Student engagement survey data, gathered three times per year, informs ongoing adjustments to ensure the system is building those conditions equitably. The winter survey provides particularly rich data regarding the quality of teacher-student relationships, allowing the district to respond with precision.

This comprehensive strategy creates multiple touchpoints of support for students, builds meaningful partnerships across the community, and fosters cultural understanding and connection that strengthen both individual student experience and district-wide integration goals.

**Location of services:** District-wide

## Key Indicators

### Key Indicators of Progress (KIP)

<i>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.</i>	<b>Target 2027</b>	<b>Target 2028</b>	<b>Target 2029</b>
Eden Prairie students who partner with Eastern Carver County students in building cultural understanding will increase.	20 <i>Students</i>	35 <i>Students</i>	50 <i>Students</i>
Teacher-student relationship data will be regularly collected and disaggregated by student demographics and course.	3x per <i>year</i>	3x per <i>year</i>	3x per <i>year</i>

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

## Achievement and Integration Goals

**Goal #2:** In 2025, 65% of Hispanic/Latino and 61% of Black or African American students were proficient in two of three aligned reading assessments (FastBridge aReading, FastBridge CBMR, MCA/MTAS) by the end of third grade. By 2029, 75% of Hispanic/Latino and Black or African American students will be proficient in two of three aligned reading assessments by the end of third grade.

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #** 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 description of this strategy.**

This strategy implements a systematic data-based decision-making process to increase reading proficiency for Hispanic/Latino and Black or African American students by 2029. The strategy uses Eden Prairie's established "Data to Action to Growth" framework to identify where the system needs to respond early and with precision, using research-based instructional matches to accelerate growth.

The strategy utilizes Eden Prairie's comprehensive assessment system, which includes the three aligned reading assessments specified in the goal: FastBridge aReading (universal screener measuring broad reading achievement), FastBridge CBM-R (oral reading fluency measure), and MCA/MTAS (state assessment measuring progress toward Minnesota Academic Standards). Students demonstrating proficiency in two of these three assessments by the end of third grade are considered to have met grade-level reading expectations, aligning with Minnesota Academic Standards.

Eden Prairie has developed a strong Data to Action to Growth plan to support students' academic growth as part of our multitiered systems of support for all students. Eden Prairie implements the interventions required by state and federal frameworks as personalized instructional matches, designed to ensure the system provides each student precisely what is needed to accelerate growth. Classroom and school-level data is reviewed regularly by teacher teams such as PLCs and MTSS Teams. These teams work in collaboration with site Data Leads, Literacy Interventionists, Instructional Excellence Coordinators, the Literacy Coordinator, Math Coordinator, and site leadership to identify where instruction needs to be strengthened and adapted. Universal screening, typically administered three times per year, systematically identifies students for whom current instruction has not yet produced grade-level growth. FastBridge screening data, including risk indicators, identifies where the system must respond with greater instructional precision and urgency. For each of these students, an instructional plan is developed reflecting specific learning needs. Weekly progress monitoring determines whether each intervention is accelerating learning as intended, with adjustments made when data indicates the system needs to respond differently.

Eden Prairie's Positive Behavioral Interventions and Supports (PBIS) framework deepens this work by ensuring the system attends to the full range of conditions that affect student learning. Through a pilot implementation of mySAEBRS (Social, Academic, and Emotional Behavior Risk Screener) in grades 2-5, social-emotional data will be integrated directly into the Data to Action to Growth framework alongside academic indicators and other individual student data. This integration ensures the system develops a comprehensive understanding of what each student needs academically, relationally and emotionally. Students identified through this process receive Tier 2 social-emotional interventions, ensuring the system addresses all conditions that may be preventing students from accessing rigorous reading instruction.

This systematic approach strengthens educator capacity to use data consistently and effectively. In addition to ensuring that instructional decisions are responsive, evidence-based, and focused on accelerating reading achievement for Hispanic/Latino and Black or African American students, it reinforces the district's commitment to eliminating the proficiency disparities that persist for these groups.

**Location of services:** District-wide

## **Key Indicators**

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
All students at risk of not meeting end of the year grade level expectations are progressed monitored.	<i>100% of Students at-risk</i>	<i>100% of Students at-risk</i>	<i>100% of Students at-risk</i>
Intervention program effectiveness will be evaluated.	<i>2x per year</i>	<i>2x per year</i>	<i>2x per year</i>
All data will be disaggregated by student demographic groups to evaluate implementation and program effectiveness.	<i>3x per year</i>	<i>3x per year</i>	<i>3x per year</i>

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

## Achievement and Integration Goals

**Goal #3:** By the end of 2029, 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%).

**Goal type:** Integration

## Strategies

**Strategy Name and #** Strategy 4: Develop Career Readiness Programming

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

**Narrative description of this strategy.**

This strategy implements Eden Prairie's comprehensive Inspired Journey career readiness program to ensure every student has a genuine pathway to Capstone courses, with the demographic makeup of completing students reflecting the high school population within 5% by 2029. The strategy addresses integration disparities by expanding access to authentic, career-connected learning experiences that bring together students from diverse racial, ethnic, and socioeconomic backgrounds.

Current data reveals some participation gaps in Capstone course completion, with 25% of 12th grade students completing these courses in 2024-25. In addition, we would like to ensure our African American or Black students, as well as our Hispanic or Latino students, participate proportionally in these courses.

The Inspired Journey program provides structured career exploration through five Career Pathways: Business & Management, Communication & Arts, Engineering, Technology & Manufacturing, Human & Public Services, and Natural & Applied Sciences. These align with Minnesota's Career Fields, Clusters, and Pathways framework and support purposeful progression from elementary discovery experiences through high school Capstone courses. At the elementary level, all students participate in Discovery Groups that expose them to

career areas across all Pathways. Middle school students complete Milestone Projects that deepen their exploration, while high school students engage in increasingly rigorous Capstone experiences.

Capstone courses provide authentic career field experiences where students think and act like professionals, apply new and prior learning, and engage with real-world resources, tasks, purposes, and audiences. Supported and coordinated with our College and Career Specialist and our Capstone course preparation team, students collaborate directly with industry professionals through mentorship, guest instruction, and site visits—with 100% of Capstone students engaging with industry professionals in 2024-25. These experiences prepare students for multiple post-secondary pathways, contributing to the district's overall college and career readiness outcomes where 93% of seniors demonstrate readiness through at least one of three indicators: completion of college level courses, meeting ACT benchmarks in reading, English and math, and completion of a Capstone course.

To address participation disparities, the strategy implements targeted outreach, advising, and support systems designed to reach every student. This includes enhanced recruitment of students for whom these pathways have not yet been fully accessible, culturally responsive programming design, and the active identification and removal of barriers to participation. In addition, we will collect feedback from students and families to help identify gaps and opportunities in our course offerings in order to create even more courses that are strongly appealing to students and families. The district will monitor enrollment and completion data disaggregated by race/ethnicity, implementing continuous adjustments to recruitment and support strategies based on participation patterns. Finally, as we begin to offer courses that carry certifications such as the FAA Part 107 Drone Pilot License, we can work to ensure that certification fees are not a barrier to participation for any student by paying for some certifications.

**Location of services:** District-wide

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The percentage of 12th grade students completing a Capstone course will increase.	18%	22%	25%
The percentage of 8th grade students who complete a Milestone Project will increase.	18%	22%	25%

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

## Achievement and Integration Goals

**Goal #4:** By the end of 2029, 90% of teachers will receive personalized professional learning to increase cultural proficiency.

**Goal type:** Teacher Equity

## Strategies

## Strategy Name and # Strategy 5: Build and Strengthen Cultural Proficiency

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

### Narrative description of this strategy.

Cultural proficiency development occurs through multiple integrated approaches that reach all staff members. New educator onboarding provides intensive cultural proficiency development during the critical early career years. All incoming teachers — whether new to the profession or experienced educators new to Eden Prairie — participate in comprehensive cultural proficiency training as part of their three-year induction process. This systematic approach ensures consistent foundational knowledge while providing ongoing mentorship support that develops both new teachers and their mentors in cultural proficiency practices. During ongoing Curriculum Improvement Cycles (CIC), these educator teams apply cultural proficiency tools to analyze curriculum content, instructional strategies, and assessment practices, ensuring instruction is responsive to the full range of students the district serves. Teams use content-specific cultural proficiency continuums that guide ongoing instructional decisions and strengthen the system's capacity to meet each student's needs. This approach ensures that cultural proficiency becomes foundational infrastructure for teaching and learning across Eden Prairie Schools, not an isolated professional development topic.

The Grow Your Own program creates pathways for increasing educator diversity by supporting Eden Prairie High School students in pursuing education careers, particularly students whose backgrounds and identities are not yet fully reflected in the district's educator workforce. Students participate in courses including, but not limited to, Introduction to Education and Multicultural Education and Human Relations courses, earning college credit while exploring education as a career. The program provides authentic work experience through positions such as, but not limited to, summer school and before/after school care, with additional opportunities developed as the program grows. This allows students to apply their learning in real educational settings while building connections to the profession.

This strategy reflects the district's commitment to building a workforce that is both culturally proficient and representative of the students and communities Eden Prairie serves. By systematically developing cultural proficiency across all staff and expanding pathways for recruiting educators from a broader range of backgrounds and experiences, the district is investing in the conditions where every student is taught by educators who reflect, understand, and are prepared to serve them well by 2029.

**Location of services:** District-wide

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Professional development related to the tools of cultural proficiency will be offered to all staff.	<i>2x per year</i>	<i>2x per year</i>	<i>2x per year</i>
New teachers will build their cultural proficiency through their initial onboarding in New Teacher Induction.	<i>2x per year</i>	<i>2x per year</i>	<i>2x per year</i>
Staff will integrate components of the Tools of Cultural Proficiency into their curriculum design and planned practices for instruction in ongoing professional development and Curriculum Improvement Cycles.	<i>1x per year</i>	<i>2x per year</i>	<i>2x per year</i>

## **Creating Efficiencies and Eliminating Duplicative Programs**

Eden Prairie Schools' Achievement & Integration Plan is intentionally aligned with the district's mission, strategic objectives, and systemwide improvement efforts to maximize impact and avoid duplicative programs and services. Rather than creating parallel initiatives, A&I strategies are designed to strengthen, extend, and coordinate existing district work in ways that directly address identified achievement and integration disparities.

Key A&I strategies are embedded within established district structures, including the Curriculum Improvement Cycle (CIC), the district's Comprehensive Achievement and Civic Readiness (CACR) plan, the Local Literacy Plan and other strategic plans. This alignment ensures that professional learning, instructional design, family engagement, and student support efforts are coordinated across departments and funded strategically, reducing redundancy while increasing coherence.

Efficiencies are created through cross-department collaboration and shared responsibility for implementation and monitoring. Data collection, progress monitoring, and reporting are built into existing district systems rather than layered on as separate A&I processes, allowing staff to rely on common measures and shared review cycles to guide decisions. Our partnership with Eastern Carver County Schools further strengthens this work by allowing us to share learning and build on one another's efforts. Together, these practices support ongoing progress monitoring and adjustment without adding unnecessary administrative burden.

By leveraging and aligning resources across initiatives, the district ensures that Achievement & Integration revenue supplements rather than replaces current programming. This cohesive, systemwide approach allows Eden Prairie Schools to focus resources on high-impact strategies that advance racial and economic integration, reduce achievement disparities, and ensure every student has access to educational experiences that are responsive to and reflective of who they are.