



**Board Meeting Date:** 9/19/2023

**Title:** Racially Identified School addendum to Achievement and Integration Plan

**Type:** Discussion

**Presenter(s):** Frannie Becquer, Director of Achievement Equity and Multi-lingual Learner Program; and Principal Lisa Masica, Cornelia

**Description:** The Minnesota Department of Education (MDE) has designated Cornelia Elementary as a Racially Identifiable School (RIS). A school is considered to be a RIS when the enrollment of a protected-class student group is more than 20 percent, compared to the number of protected-class students within the district for the same grade levels served.

In February of 2023 Edina Public Schools was made aware that Cornelia Elementary was racially identifiable based on its fall 2022-23 enrollment data and as defined by Minnesota's desegregation/integration rules.

A comprehensive report was submitted to MDE that described enrollment efforts, including the assignment of students who are open enrolled in April of 2023. MDE reviewed the information submitted for Cornelia Elementary and in May of 2023 determined that the racially identifiable status was not a result of "acts motivated at least in part by discriminatory purpose" (Minn. R. 3535.1330).

Districts with schools that are racially identifiable must develop a three-year Intra-District Achievement and Integration plan to increase racial and economic integration and reduce achievement disparities at the site. School districts must write and adopt an Achievement and Integration plan for the racially identifiable school by the end of the academic year or six months later, whichever is longer. The Achievement and Integration plan for Cornelia Elementary is due December 1, 2023.

**Recommendation:** The board has already approved the Edina Public Schools three-year Achievement and Integration plan. The Cornelia plan is an addendum and there is no further action required for addendum to the plan.

**Desired Outcomes from the Board:** Review the plan in detail and come to the meeting with questions you might have.

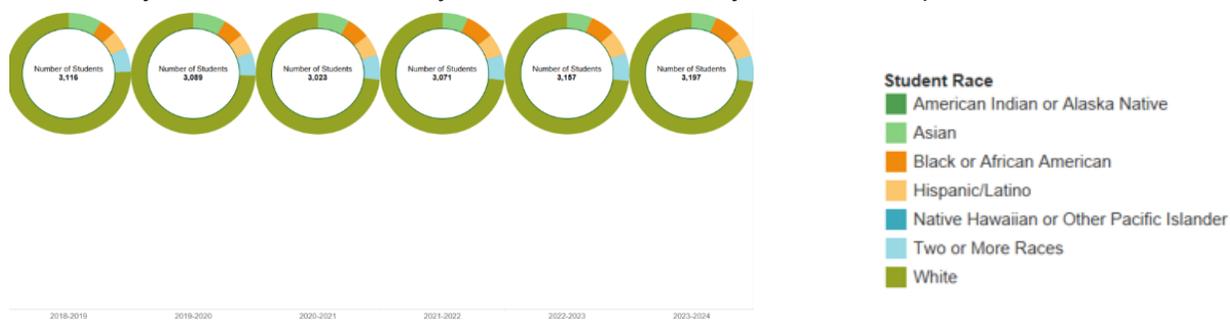
**Attachments:**

- Data
- Identification letter
- Overview of Plan Development
- Timeline
- Cornelia Intra-District Plan

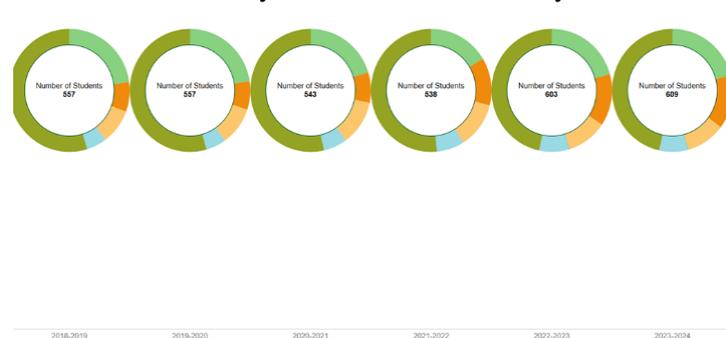
# Board Report

## Data

Elementary Student Enrollment by Race – All elementary schools except for Cornelia



Cornelia Elementary Student Enrollment by Race



	Cornelia 22-23	Elementaries excluding Cornelia 22-23	Cornelia 23-24	Elementaries minus Cornelia 22-23
American Indian	1 student	5 Students	1 student	2 students
Asian	20.59 %	6.46 %	20.85 %	6.47 %
Black or African American	13.76 %	6.62 %	14.29 %	7.23 %
Hispanic/Latino	10.78 %	6.46 %	10.51 %	6.38 %
Native Hawaiian or Other Pacific Islander	0	0	0	0
Two or More Races	7.96 %	7.25 %	7.55 %	7.04 %
White	46.60 %	73.01 %	46.67 %	72.82 %

## **Identification Letter**

**From:** Booker, Pamela (MDE) <pamela.booker@state.mn.us>  
**Sent:** Monday, May 22, 2023 7:55 AM  
**To:** Stanley, Stacie <Stacie.Stanley@edinaschools.org>; Smasal, Randy <Randy.Smasal@edinaschools.org>  
**Cc:** Traynham, Macarre (MDE) <macarre.traynham@state.mn.us>  
**Subject:** Response to Cornelia Elementary RIS data review

[External Sender. Be wary of requests, links, and attachments.]

Dear Superintendent Stanley:

In February we contacted you to let you know that Cornelia Elementary is racially identifiable based on its fall 2022-2023 enrollment data and as defined by Minnesota's Desegregation/Integration rules. After reviewing the information, you submitted for Cornelia Elementary, the Minnesota Department of Education (MDE) has determined that the racially identifiable status of Cornelia Elementary is not the result of "acts motivated at least in part by a discriminatory purpose" (Minn. R. 3535.0130). Schools that are racially identifiable are to develop a three-year Achievement and Integration plan to increase racial and economic integration and reduce academic achievement disparities at that site.

The Achievement and Integration plan you develop for Cornelia Elementary should include strategies for increasing racial and economic integration at Cornelia Elementary and reducing achievement disparities based on students' race, ethnicity, and economic backgrounds. The plan should also have measurable goals that align with your district's World's Best Work Force plan.

Your plan for Cornelia Elementary should be written and adopted by the end of the academic year in which you receive this notice or six months later, whichever is longer (Minn. R. 3535.0160, subp. 3, A). Because these plans require input, your district would convene a Community Collaboration Council (CCC) that is reasonably representative of the diversity of your district and includes representation from your district's American Indian Parent Committee, if applicable (Minn. R. 3535.0160, subp. 2). If you have an existing committee—a site council or curriculum advisory council—that meets these criteria, it may be convened for this purpose.

This three-year plan and annual budget shall be submitted to MDE for review and approval (Minn. Stat.124.D.861). MDE staff are available to provide support for developing an Achievement and Integration plan Cornelia Elementary. The attached document is a resource to help you develop this plan.

The MDE [Achievement and Integration webpage](#) lists several resources for Achievement and Integration districts, including a [plan guide](#) and [budget guide](#), as well as several webinars. If you have questions about the integration status of Cornelia Elementary or the A&I program, please contact Pam Booker at [pamela.booker@state.mn.us](mailto:pamela.booker@state.mn.us) or leave her a message at 651-582-8503.

Sincerely,  
Dr. Macarre Traynham  
Director, Center of Equity, Diversity and Inclusion  
Minnesota Department of Education

## Overview of Plan development process and expectations for contents



### **Developing an Achievement and Integration Plan: Racially Identifiable Schools**

**Background:** Districts with one or more Racially Identifiable Schools within their district determined by the Minnesota Department of Education (MDE) to not be racially isolated as the result of segregation are required to develop intra-district Achievement and Integration plans designed to address the lack of racial balance at these school sites (Minn. Rule 3535.0160).

**Process:** The following outline represents the process districts will follow when a school has been identified by MDE as racially identifiable as defined by Minn. Rule 3535.0110 Subp. 1.

1. **Notification by MDE.** MDE notifies district of the need to provide background information to determine whether the racial composition at the school in question results from policies or procedures that have a discriminatory purpose.
2. **Determination of Intent.** MDE determines whether the racial composition at the school in question results from acts motivated at least in part by a discriminatory purpose. This determination is based upon a review of the data for that school as outlined in Minn. Rule 3535.0130.

If it is determined that the racial balance of the school in question is not the result of intentional segregation, the district will be notified that it must develop an intra-district Achievement and Integration plan.

3. **District develops an intra-district plan for the racially identifiable school.** The district will be asked to develop an Achievement and Integration plan which provides options to help integrate the racially identifiable school. The plan shall include the following components as specified in the Minnesota Desegregation/Integration plan template available on MDE's Achievement and Integration website:
  - a. Input from a Community Collaboration Council created to assist in developing an Achievement and Integration plan designed to reduce the racial imbalance at the school in question (See Minn. Rule 3535.0160 Subp.2 for details on the Community Collaboration Council),
  - b. Measurable goals designed to address integration and achievement at the school in question,
  - c. Rationale for achieving the new goals,
  - d. Explanation of how the goals will be met (see activities listed below).
4. **Intra-District Activities.** All plans must be educationally justifiable and include viable options for intra-district integration and for increasing achievement such as those listed below.
  - a. Duplicating programs that have demonstrated success in improving student learning at schools that are racially identifiable,
  - b. Incentives to help balance racially identifiable schools,
  - c. Incentives to teachers to improve the distribution of teachers of all races at schools across the district,
  - d. Promotion of programs designed to attract a wide range of students,
  - e. Provide school-based services, resources, and extracurricular opportunities at racially identifiable schools in comparable ways to those provided at schools that are not racially identifiable,
  - f. Promote instructions about different cultures.
  - g. Develop strategies that embed the four Equity Criteria: access, meaningful participation, representation, and positive outcomes.

For details on developing a plan, see the [Achievement and Integration Plan Guide](#).

While MDE recognizes that every district has different needs and constraints, a district's achievement and integration plan should include intra-district initiatives aligned with allowable uses of achievement and integration revenue and designed to support progress toward the plan goals. Districts are strongly encouraged to develop achievement and integration plans which align with their World's Best Work Force plan.

5. **Obtain MDE and school board approval for the Achievement and Integration plan.** Each district shall create a detailed plan and budget using an MDE-provided template to support implementation of its intra-district plan. If a district is also part of a cross-district achievement and integration partnership, the plan and budget submitted to MDE shall support both plans but distinguish between the goals and proposed expenditures linked to the district's inter-and-intra district plans.

6. **Budget.** The budget linked to the achievement and integration plan should reflect how revenue expenditures will be used specifically to support increased opportunities for intra-district interracial contact with students at the racially identifiable school site and for addressing any achievement disparities.

Plan to use the current MDE budget guide available on the MDE Achievement and Integration website to develop your annual achievement and integration budget.

7. **Timeline.** MDE must receive districts' board approved Achievement and Integration plans and budgets by March 15 of each year in order to meet the annual deadline for certifying levy limitations to school district. A budget cannot be approved unless it supports an achievement and integration plan approved by the district and by MDE.

**Statutory Achievement and Integration Goals.** Eligible districts must pursue academic achievement and racial and economic integration through these specific types of strategies to help meet their plan goals: Integrated Learning Environments, Family engagement initiatives; Rigorous coursework and career and college readiness; Professional development; and Recruit and retain a racially and ethnically diverse staff and provide equitable access to effective and diverse teachers.

For further information on the plan process contact MDE staff member Pam Booker at [pamela.booker@state.mn.us](mailto:pamela.booker@state.mn.us) or 651-582-8503.

## **Cornelia Elementary Timeline, Goals, and KIPs**

### **Timeline:**

**February 2023:** EPS is notified that Cornelia is a racially identifiable school.

**February – April of 2023:** Assistant Superintendent Smasal curated information and submitted answers to a series of questions about the demographic make-up of the Cornelia attendance area and MDE determined that the racially identifiable status of Cornelia Elementary is not the result of “acts motivated at least in part by a discriminatory purpose” (Minn. R. 3535.0130).

**May 2023:** With designation of Cornelia Elementary as a racially identifiable school, EPS is required to create an Intra-District Achievement and Integration plan for Cornelia Elementary. This plan is an addendum to the current Achievement and Integration plan.

**August:** Director Becquer communicated via email with Pam Booker, the Edina Public Schools MDE liaison for Title 3 grants to determine if a list of potential strategies would meet criteria for the Cornelia Elementary Intra-District Plan. The list of potential goals was approved.

**September:** Superintendent Stanley, Assistant Superintendent Smasal and Director Becquer met with Principal Masica to present the potential strategies and refine them. With feedback from Principal Masica, the potential list of strategies was refined to three strategies with 5 Key Indicators of Progress (KIPs).

**September:** Director Becquer met with Sandy Harley, Literacy coach for Cornelia, and Bethany VanOsdel, assistant director of Teaching and Learning, to align Structured Literacy goal with the district k-5 comprehensive literacy plan. In addition, all strategies are aligned to the EPS strategic Plan.

### **Goals and KIPS:**

#### **Strategy 1: Structured Literacy**

##### **KIPs**

Percent of k-2 classroom teachers implementing LETRS best practices using sound walls and district adopted resources. *Baseline data will be collected during fall and winter 2023-2024.*

Percent of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on Fast Bridge aReading in grades K-2.

Percent of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on Fast Bridge aReading in grades K-2.

#### **Strategy 2: Culturally Proficient School Systems**

##### **KIP**

Percent of Cornelia staff who have completed Culturally Proficient Schools Training

#### **Strategy 3: STEAM Focus School (Not a Magnet)**

##### **KIP**

Increase the number of targeted STEAM opportunities that students participate within at each grade level.

**September – October:** Per MDE requirements, Principal Masica will gather feedback from staff and the community on the proposed Intra-District Achievement and Integration Plan strategies for Cornelia Elementary.

**November:** KIP data will be finalized and Intra-District Achievement and Integration plan for Cornelia Elementary will be submitted to MDE.

**December – End of SY 23-24:** Assistant Superintendent Smasal and Principal Masica will work with the Cornelia Elementary community to gather feedback on a STEAM focus.

# **Cornelia Intra-District Achievement and Integration Racially Identified School (RIS) Plan**

## **Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce 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** *Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).*

### **RIS Strategy #1: Structured Literacy**

**WBWF goal area:** Racial and economic achievement gaps between students are closed.

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

**Narrative description of this strategy.** Structured literacy is rooted in the science of reading, an interdisciplinary body of scientifically based research about reading and writing. Structured Literacy is a focus of the district, it aligns with our district strategic plan Priority Strategy A: Advance Academic Excellence, Growth and Readiness. This goal aligns with Edina Public Schools literacy commitments, helps to establish a viable curriculum, the materials are evidenced based, and the LETRS research will live within the scope and sequence that have been designed for grades k-5. This strategy takes the practice of LETRS training beyond teacher training to the implementation of practices in the classroom.

**Location of Services:** Cornelia Elementary

### **Key Indicators of Progress (KIP)**

<b>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.</b>	<b>2024 Target</b>	<b>2025 Target</b>	<b>2026 Target</b>
% of k-2 classroom teachers implementing LETRS best practices using sound walls and district adopted resources.			
% of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on FASTBridge aReading in grades K-2	KIP 2024	KIP 2025	KIP 2026

2023 baseline			
% of Black, Hispanic/Latino, Asian and American Indian students at aggressive growth on FASTBridge aReading in grades K-2 2023 baseline	KIP 2024	KIP 2025	KIP 2026

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

**RIS Strategy #2: Culturally Proficient Schools Systems**

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

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

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

**Narrative description of this strategy.** Cultural Proficiency consists of an interrelated set of four tools, when used authentically, provides the opportunity to improve one’s own practice in service of others. The Tools of Cultural Proficiency are not strategies or techniques. The tools provide us with the means by which to perform our professional responsibilities in every Edina School District role in a Culturally Proficient manner. Being culturally competent or proficient is exemplified by how one uses assessment data, delivers curriculum and instruction, interacts with students, parents, and community members, and plans and uses professional development.

**Location of Services:** Cornelia Elementary

**Key Indicators of Progress (KIP)**

<b>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.</b>	<b>2024 Target</b>	<b>2025 Target</b>	<b>2026 Target</b>
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% of Cornelia staff who have completed Culturally Proficient Schools Training.	KIP 2024	KIP 2025	KIP 2026
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*This data will be used to support evaluation of the plan (Minn. Stat. § 124D.861, subd. 5).*

**RIS Strategy #3: STEAM FOCUS SCHOOL**

**Choose a WBWF goal area:** All racial and economic achievement gaps between students are closed.

**Choose the type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the 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:

- X 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.** All Edina Public schools will have a STEAM focus (NOT A MAGNET SCHOOL). At Cornelia, a specific STEAM focus that sets Cornelia apart from other schools will be established. The purpose of this is to retain students at Cornelia, their neighborhood school, who may otherwise consider other choice programming. An outcome is to increase greater racial and economic integration.

In the 2023-24 school year Cornelia Elementary will develop a specific STEAM focus and work to develop targeted STEAM opportunities.

The district communications office will support Cornelia with developing marketing to promote the STEAM focus at Cornelia to neighborhood families.

**Location of Services:** Cornelia Elementary

**Key Indicators of Progress (KIP)**

<b>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.</b>	<b>2024 Target</b>	<b>2025 Target</b>	<b>2026 Target</b>
Increase the number of targeted STEAM opportunities that students participate within at each grade level. Baseline - K - 0 activities 1 <sup>st</sup> - 0 activities 2 <sup>nd</sup> - 0 activities 3 <sup>rd</sup> - 0 activities 4 <sup>th</sup> - 0 activities 5 <sup>th</sup> - 0 activities	KIP 2024  K - 0 activities 1 <sup>st</sup> - 0 activities 2 <sup>nd</sup> - 0 activities 3 <sup>rd</sup> - 0 activities 4 <sup>th</sup> - 0 activities 5 <sup>th</sup> - 0 activities	KIP 2025  K - 2 activities 1 <sup>st</sup> - 2 activities 2 <sup>nd</sup> - 2 activities 3 <sup>rd</sup> - 2 activities 4 <sup>th</sup> - 2 activities 5 <sup>th</sup> - 2 activities	KIP 2026  K - 3 activities 1 <sup>st</sup> - 3 activities 2 <sup>nd</sup> - 3 activities 3 <sup>rd</sup> - 3 activities 4 <sup>th</sup> - 3 activities 5 <sup>th</sup> - 3 activities

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

**Creating Efficiencies and Eliminating Duplicative Programs**

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

Cornelia is working on strategies that are in direct alignment with the Edina Public Schools Strategic plan. The three goals are focused on Priority Strategy A: Advanced academic excellence, growth and readiness and Priority Strategy B: Ensure equitable and inclusive school culture. These three goals allow Cornelia a more intensive focus on strategy A and strategy B while allowing the district to tap into systems already in place to support their implementation. Prioritizing these goals allows the district to accelerate the implementation of district priorities at Cornelia ensuring all students are getting the support they need.