



Achievement and Integration Plan July 1, 2026 to June 30, 2029

District ISD# and Name: #273 Edina Public Schools
District Integration Status: Racially Identifiable School
Superintendent: Dr. Daniel Bittman
Phone: 952-848-4000

Email: superintendent@edinaschools.org
Plan submitted by: Dr. Frances Becquer
Title: Director of Achievement Equity and Multilingual Learner Programming
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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. #270 Hopkins Public Schools, adjoining

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. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Cornelia Elementary

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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. Daniel Bittman**
Signature:

Date Signed: Enter date.

School Board Chair: **Karen Gabler**
Signature:

Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 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 student integration.

Districts with Racially Identifiable Schools (RIS) are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the [Achievement and Integration Plan Guide](#).

Below, **list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations** for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Leanne Kampfe, Sara Chovan, Kimberly Insley, Affey Sigat, Emily Kaiser, Frannie Becquer.

Submitting this Plan

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

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

Achievement and Integration Goal 1

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Black/African American Students (Grades 6-8)

By the end of the 2027-28 school year, Black/African American students in grades 6–8 will maintain or increase representation in advanced classes at or above a representation index of 0.57 (baseline participation: 21.2% when overall participation is 37.1%). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to rigorous coursework.

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

Strategy 1

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

Strategy Name and # 1. Family Advocacy & Partnership

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

Narrative description of this strategy.

- A. Cultural Liaisons partner with Black/African American and Hispanic/Latino/Latina through culturally responsive communication in families' home languages, cultivating authentic relationships that support families in navigating advanced coursework placement and literacy access.
- B. Liaisons convene family affinity spaces where families build community, share experiences, and identify barriers—ensuring family voice directly informs district policy and practice changes.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Somali families			
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Latino/a families			

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

Strategy 2

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

Strategy Name and # 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support

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

Narrative description of this strategy.

- A. To bridge the current implementation gap, Edina Public Schools will transition from foundational CPSS training to systematic classroom implementation by providing three critical supports staff have identified as missing: **(1) Practical Implementation Tools** - concrete, accessible examples of culturally proficient teaching practices through a curated digital resource library and peer modeling; **(2) Protected Collaborative Time** - dedicated PLC time specifically allocated for CPSS curriculum review, resource sharing, and collaborative planning; and **(3) Specific Cultural Knowledge** - targeted professional learning using local demographic data to deepen staff understanding of Edina students' cultural backgrounds, home languages, and lived experiences. This three-pronged approach directly addresses the structural barriers preventing staff from moving from "knowing" to "doing" culturally proficient instruction.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
% of staff responding "agree" or "strongly agree" to: "This module helped me learn practical examples for implementing CPSS practices in my classroom/space" will increase.	Staff survey			

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.	Measure	Target 2027	Target 2028	Target 2029
% of staff responding "agree" or "strongly agree" to: "Within my PLC, I have dedicated time to use the tools of CPSS for curriculum review, resource sharing, and collaborative planning with my colleagues" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I use the knowledge of my students' cultural backgrounds and lived experiences to inform my work" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I feel confident in my ability to implement Culturally Proficient School Systems practices in my daily work" will increase	Staff survey			
% of staff responding "agree" or "strongly agree" to: "I can clearly explain to others what I do in my work to create culturally proficient learning experiences for my students" will increase	Staff survey			

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

Strategy 3

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

Strategy Name and # 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

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

Narrative description of this strategy.

Edina Public Schools implements the Culturally Proficient School Systems framework (formerly Tools of Cultural Proficiency) through sustained, job-embedded professional learning that builds staff capacity to dismantle systemic barriers and accelerate achievement for students from traditionally underserved racial, ethnic, and economic backgrounds.

Professional Learning Structure:

- District leadership participates in monthly professional development during instructional leadership meetings, focusing on the core components of Culturally Proficient School Systems and learning to use the framework's tools to guide equity-centered work throughout the system
- All certificated staff participate in quarterly Culturally Proficient Teaching Strategy sessions led by trained coaches, applying practical classroom strategies that increase engagement and achievement for students of color, American Indian students, and students from low-income backgrounds
- Building-level professional learning communities analyze student work and disaggregate data by race, ethnicity, and economic status to adapt instruction for underrepresented learners

- Job-embedded coaching provides observation, co-planning, and feedback on culturally responsive instructional practices

This sustained, coach-supported approach ensures culturally proficient practices become embedded in daily instruction rather than remaining isolated workshop content, disrupting historical patterns of inequitable outcomes and creating inclusive learning environments where each and every student experiences belonging and reaches their full potential.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
80% of monthly instructional leadership meeting agendas documenting use of Culturally Proficient School Systems framework tools	Instructional leadership meeting agendas and documentation review			
Number of parent affinity group nights hosted by Department of Achievement Equity and Multilingual Learn Programming for Latino/a families	Professional learning attendance tracking system			

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

Strategy 4

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

Strategy Name and # 4. AVID - Advancement Via Individual Determination

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

Narrative description of this strategy.

AVID supports academically capable students in the middle who have potential to succeed in advanced courses but may lack skills or confidence to access them. The

program prioritizes students historically underrepresented in advanced coursework, including first-generation college-bound students. AVID provides organizational skills, study strategies, and academic support needed for rigorous classes. Students are expected to enroll in Advanced Placement courses, increasing participation in advanced classes while building critical thinking and collaboration skills essential for college and career success. This structured support removes barriers and creates pathways for students to thrive in challenging academic opportunities.

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
% of AVID HS students enrolled in at least one Advanced Placement, IB, honors, or rigorous course	Course enrollment database			
% of AVID MS students enrolled in AVID who are maintaining a GPA of a C or higher	Grade Report data for AVID			
% of AVID HS students enrolled in AVID who are maintaining a GPA of a C or higher	Grade Report for AVID			
% of AVID HS students enrolled in advanced courses earning a grade of C or higher	Grade report data for AVID students in advanced courses			

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

Strategy 5

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

Strategy Name and # 5. Curiosity Lab Equitable Pathways

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

Narrative description of this strategy.

Curiosity Lab gives 2nd and 3rd grade students access to advanced learning opportunities. Students are invited to participate using multiple assessments—including test scores, classroom activities, and teacher input—to identify each child's strengths and potential. The Curiosity Lab teacher provides lessons in math and reading that build strong foundations for advanced work. Student groups change throughout the year based on growth and readiness, not fixed labels. This program opens pathways to Talent Development for students who haven't traditionally had access, ensuring every child's abilities are recognized and supported

Location of services: District-wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Enrollment of Black/African American students in Curiosity Lab representation index	Curiosity Lab enrollment data disaggregated by race/ethnicity			
Enrollment of Hispanic/Latino/Latina students in Curiosity Lab representation index	Curiosity Lab enrollment data disaggregated by race/ethnicity			

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

Achievement and Integration Goal 2

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #2: Hispanic/Latino/Latina Students (Grades 6-8)

By the end of the 2027-28 school year, Hispanic/Latino/Latina students in grades 6–8 will maintain or increase representation in advanced classes at or above a representation index of 0.91 (baseline participation: 33.7% when overall participation is 37.1%). The district will address systemic barriers to equitable identification and placement to ensure Hispanic/Latino/Latina students have full access to rigorous coursework.

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

Strategies:

- 1. Family Advocacy & Partnership**
- 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 4. AVID - Advancement Via Individual Determination**
- 5. Curiosity Lab Equitable Pathways**

Achievement and Integration Goal 3

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #3: Black/African American Students (Grades 9-12)

By the end of the 2027-28 school year, Black/African American students in grades 9–12 will maintain or increase representation in advanced classes (AP, IB, and honors coursework) at or above a representation index of 0.42 (baseline participation: 21.3% when overall participation is 50.5%). The district will address systemic barriers to equitable enrollment and sustained participation in rigorous secondary coursework for Black/African American students.

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

Strategies:

- 1. Family Advocacy & Partnership**
- 2. Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 4. AVID - Advancement Via Individual Determination**

Achievement and Integration Goal 4

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #4: Hispanic/Latino/Latina Students (Grades 9-12)

By the end of the 2027-28 school year, Hispanic/Latino/Latina students in grades 9–12 will maintain or increase representation in advanced classes (AP, IB, and honors coursework) at or above a representation index of 0.79 (baseline participation: 39.8% when overall participation is 50.5%). The district will address systemic barriers to equitable enrollment and sustained participation in rigorous secondary coursework for Hispanic/Latino/Latina students.

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

Strategies:

1. **Family Advocacy & Partnership**
2. **Culturally Proficient School Systems (CPSS) Teacher Toolkit Implementation with Structured Support**
3. **Connected and Job-Embedded Culturally Proficient School System Professional Learning**
4. **AVID - Advancement Via Individual Determination**

Achievement and Integration Goal 5

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #5: Black/African American Students (Grades 3-5)

By the end of the 2028-29 school year, at least 50% of Black/African American students in grades 3–5 who begin below benchmark will achieve aggressive growth (≥ 2 performance levels) on FastBridge aReading from fall to spring annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers contributing to the racial reading proficiency gap, including equitable access to high-quality, culturally responsive literacy instruction and timely intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

2. CPSS Teacher Toolkit Implementation with Structured Support

Strategy 6

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

Strategy Name and # 6. Early Learning Readiness Summer Programming

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

Narrative description of this strategy. Ready Set K serves students without preschool access by integrating culturally responsive social-emotional learning with foundational literacy and numeracy development. This asset-based program builds children's academic readiness and creates pathways to advanced learning opportunities from kindergarten forward.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
80% of enrolled Ready Set K students maintaining 90% or higher attendance	Program attendance records			
Over 50% of Ready Set K students who are from historically racially or ethnically marginalized groups (Black/African American, Hispanic/Latino/Latina, Native Hawaiian or other Pacific Islanders, and Native American/American Indian)	Program enrollment records disaggregated by			

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.	Measure	Target 2027	Target 2028	Target 2029
	race/ethnicity			

Strategy 7

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

Strategy Name and # 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction

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

Narrative description of this strategy. Professional Learning Communities engage in student-focused, solution-oriented conversations using common disaggregated evidence to identify and support PreK-12 students not at benchmark in literacy, numeracy, and social-emotional learning. Through the Edina MTSS framework and evidence-based response, teams utilize continuous improvement cycles (Plan, Do, Study, Act) to design instructional matches, implement culturally responsive interventions with high expectations, and ensure equitable and holistic support for each and every student. Principals and staff receive professional learning to build capacity in implementing tiered supports that provide additional time and targeted, culturally responsive interventions for students in high or some-risk categories. This collective action ensures each and every student is known, supported, and empowered to reach grade-level standards and thrive

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Percentage of PLCs conducting monthly student-focused data conversations using disaggregated evidence to design culturally responsive interventions.	Program attendance records			

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.	Measure	Target 2027	Target 2028	Target 2029
Increase the percentage of Latino/a students in grades 6-8 achieving Aggressive Growth (≥ 75 th percentile) on FastBridge aReading after starting below benchmark in Fall. Current baseline:	Program enrollment records disaggregated by race/ethnicity			
Decrease % of Black/African American students receiving one or more F grades (course failure rate) in 6-8	Grade report data disaggregated by race			
Decrease % of Black/African American students receiving one or more F grades (course failure rate) in 9-12	Grade report data disaggregated by race			
Decrease % of Hispanic/Latino/Latina students receiving one or more F grades (course failure rate) in 6-8	Grade report data disaggregated by race			
Decrease % of Hispanic/Latino/Latina students receiving one or more F grades (course failure rate) 9-12	Grade report data disaggregated by race			

Achievement and Integration Goal 6

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #6: Black/African American Students (Grades 6-8)

By the end of the 2028-29 school year, at least 50% of Black/African American students in grades 6–8 who begin below benchmark will achieve aggressive growth (≥ 2 performance levels) on FastBridge aReading from fall to spring annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers contributing to the racial reading proficiency gap, including equitable access to high-quality, culturally responsive literacy instruction and timely intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction**

Achievement and Integration Goal 7

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #7: Hispanic/Latino/Latina ELA Achievement (Grades 9-12)

By the end of the 2028-29 school year, the percentage of Hispanic/Latino/Latina students in grades 9–12 earning a grade of C or higher in English classes will increase from ___% to ___%. The district will address systemic barriers to ELA achievement for Hispanic/Latino/Latina students, including equitable access to rigorous, culturally responsive instruction and academic supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

- 1. Family Advocacy & Partnership**
- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction**

Achievement and Integration Goal 8

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

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #8: Hispanic/Latino/Latina ELA Achievement (Grades 9-12)

By the end of the 2028-29 school year, the percentage of Black/African American students in grades 9–12 earning a grade of C or higher in English classes will increase from ___% to ___%.

__%. The district will address systemic barriers to ELA achievement for Black/African American students, including equitable access to rigorous, culturally responsive instruction and academic supports

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies:

1. Family Advocacy & Partnership

7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction

3. Connected and Job-Embedded Culturally Proficient School System Professional Learning

2. CPSS Teacher Toolkit Implementation with Structured Support

Achievement and Integration Goal 9

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

4. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
5. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
6. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #9: Increase Access to Effective and Diverse Teachers

By the end of the 2028–29 school year, educators across Edina Public Schools will demonstrate increased proficiency in implementing Culturally Proficient School Systems practices, thereby increasing students from traditionally underserved racial, ethnic, and economic backgrounds' access to effective, culturally responsive instruction. The district will address systemic barriers to culturally proficient teaching by ensuring sustained professional learning, implementation support, and accountability structures across all schools.

This goal will be measured by creating a composite of all KIPs connected to the goal. Each KIP will establish a baseline in the first year of the program, with baselines and targets defined within each individual KIP. Each KIP is assessed according to its own custom rubric. Overall goal progress will be determined as follows:

- *If half or more of the KIPs are rated between 2–4, the goal area will be considered **On Track***
- *If half or more of the KIPs are rated at a 1, the goal area will be considered **Not On Track***
- *If all of the KIPs are rated a 3 or 4, the goal area will be considered **Goal Met***

Strategies:

- 3. Connected and Job-Embedded Culturally Proficient School System Professional Learning**
- 2. CPSS Teacher Toolkit Implementation with Structured Support**
- 8. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook**

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

Strategy 8

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

Strategy Name and # **7. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook**

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

Narrative description of this strategy. Edina Public Schools will implement the Integrated Framework for Change through the Instructional Leadership Playbook, which creates coherence across Culturally Proficient School Systems (CPSS), Multi-Tiered Systems of Support (MnMTSS), Non-Exclusionary Discipline (NED), and Social Emotional Learning (SEL) frameworks. This systemic transformation addresses documented racial disparities in disciplinary outcomes for Black/African American and Hispanic/Latino/Latina students. Through standardized policy interpretation guides, equity monitoring systems, behavioral data alignment, and bias interruption protocols implemented by building leaders during monthly instructional leadership meetings, the district will move from reactive disciplinary responses toward proactive, culturally responsive approaches that eliminate exclusionary practices and create conditions for all students to thrive

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Measure	Target 2027	Target 2028	Target 2029
Number of tri- annual behavior data reviews conducted at each of the 11 school sites using consistent definitions and equity lens	Site-level data review documentation			

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.	Measure	Target 2027	Target 2028	Target 2029
Risk ratio for Black/African American students in disciplinary incidents	District discipline database disaggregated by race			
Risk ratio for Hispanic/Latino/Latina students in disciplinary incidents	District discipline database disaggregated by ethnicity			

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)).

This plan was created collaboratively across departments in Edina Public Schools. The Department of Achievement, Equity, and Multilingual Learning Programming oversees the Achievement and Integration plan; however, the responsibilities, measurement, and initiatives are carried out by staff from various departments including Teaching and Learning, Student Support Services, and building leadership. Our equity work continues to integrate into all that we do as a district, rather than existing as a standalone set of initiatives. The Culturally Proficient School Systems (CPSS) framework serves as the guiding framework across the district, ensuring that culturally responsive practices are already embedded in instruction, professional learning, and decision-making rather than existing as a separate or duplicative initiative. This plan is a supplement to our district's strategic plan, Comprehensive Achievement and Civic Readiness (CACR) plan, Multi-Tiered Systems of Support (MTSS) framework, and school improvement plans.

Efficiencies are created by aligning A&I strategies with existing district structures. PLC data conversations, universal screening processes, and continuous improvement cycles (Plan, Do, Study, Act) already in place through our MTSS framework serve double duty as the primary vehicles for monitoring A&I goal progress. Cultural Liaisons support both family engagement and advanced course access goals simultaneously, eliminating the need for separate outreach initiatives. The Ready Set K summer program addresses early learning readiness while building pathways to Curiosity Lab and Talent Development, creating a cohesive PreK-12 pipeline rather than disconnected program-by-program efforts. Because CPSS is already woven into the fabric of daily practice districtwide, A&I strategies build upon and strengthen existing work rather than duplicating it.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

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

RIS Name: Cornelia Elementary

Program Contact: Frances Becquer

Phone: 952.848.4824

Email: Frannie.Becquer@edinaschools.org

RIS Plan Input

Districts with **Racially Identifiable Schools (RIS)** are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

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.

Community Collaboration Council for Racially Identifiable School(s): Lena Eastman, Sarah Nguyen & Alecia Smith, Adam Mayfield, Jessica Castro, Elizabeth Lilley, Kristi Matelski, Katie Halcrow

RIS Achievement and Integration Goal #1

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

1. Reducing tBy the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ____ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways.The disparities in academic

achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Reduce Achievement Disparities in Math (K-1)

By the end of the 2028–29 school year, at least 50% of Black/African American students in grades K–1 at Cornelia Elementary who are below grade level will move up two or more risk categories on the Fastbridge EarlyMath assessment annually, increasing from a baseline of ___% in 2025–26. The district will address systemic barriers to early math achievement by ensuring equitable access to culturally responsive math instruction and timely, targeted intervention supports.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

RIS 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.

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 Multi-tiered Systems of Support (MTSS) & Data-Driven Math Instruction

Type of Strategy: Integrated Learning Environment

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. PLCs at Cornelia Elementary use disaggregated Fastbridge EarlyMath data to identify K–1 students not at benchmark and design culturally responsive, tiered interventions through the Edina MTSS framework's Plan-Do-Study-Act cycle. Universal screening data is reviewed at least three times per year, disaggregated by race, ethnicity, and economic status, to match students with targeted supports and monitor growth. This strategy strengthens equitable practices within existing MTSS structures—such as broadening identification measures, integrating culturally responsive materials, and ensuring consistent access to intervention—to close early math achievement gaps for Black/African American students

Location of services: Cornelia Elementary

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of K–1 students at or above benchmark on Fastbridge EarlyMath, disaggregated by race/ethnicity:			
African American			
Asian			
Hispanic			
White			
Two or More Races			
Percentage of k-1 PLC teams documenting use of disaggregated Fastbridge data in MTSS decision-making cycles at least quarterly.			

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

RIS Strategy #2 Connected and Job-Embedded Culturally Proficient School Systems (CPSS)

Type of Strategy: Professional development opportunities focus on academic Achievement.

Narrative description of this strategy. Edina Public Schools implements the Culturally Proficient School Systems (CPSS) framework through sustained, job-embedded professional learning to build staff capacity and accelerate math achievement for Black/African American students at Cornelia Elementary. All certificated staff participate in quarterly facilitated learning sessions to deepen understanding of culturally responsive classroom strategies. Building-level PLCs analyze student work and disaggregate data by race, ethnicity, and economic status to adapt math instruction. Job-embedded coaching provides observation, co-planning, and feedback to ensure culturally proficient practices become embedded in daily instruction rather than remaining isolated workshop content.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of Cornelia Elementary certified staff completing quarterly CPSS professional learning sessions.			

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

RIS Achievement and Integration Goal #2

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

4. Reducing tBy the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ___ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways. The disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
5. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
6. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal #2 Participation in Talent Development (4-5)

By the end of the 2027–28 school year, Black/African American students at Cornelia Elementary will maintain or increase representation in Talent Development math at or above a representation index of ___ (current baseline). The district will address systemic barriers to equitable identification and placement to ensure Black/African American students have full access to advanced math pathways.

Goal type: Increasing Racial and economic integration

RIS 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.

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 #3 Curiosity Lab - Talent Identification & Development.

Type of Strategy: Integrated Learning Environment

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy. Curiosity Lab at Cornelia Elementary gives 2nd and 3rd grade students access to advanced learning opportunities as a pathway into Talent Development. Students are identified using multiple measures—including test scores, classroom activities, and teacher input—rather than a single standardized test, and groups change throughout the year based on growth and readiness. This approach strengthens equitable access to advanced math pathways for Black/African American students by broadening identification practices and ensuring every child's abilities are recognized. All students are welcome and encouraged to participate regardless of racial, ethnic, or socioeconomic background.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	26-27	27-28	28-29
Percentage of 2-3 students participating in curiosity lab.			

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

Edina Public Schools' RIS Achievement and Integration Plan for Cornelia Elementary creates efficiencies by aligning A&I goals and strategies with the district's CACR plan, MTSS framework, and ongoing CPSS professional learning. Rather than creating parallel initiatives, A&I strategies build upon and deepen work already underway—leveraging existing PLC structures, coaching models, and Fastbridge assessment systems. By

embedding equity-centered practices within structures the district already maintains, this plan maximizes impact while minimizing administrative burden and program duplication.