



**Board Meeting Date:** April 13th, 2026

**Title:** Achievement and Integration 2027-2029 Plan

**Type:** Action

**Presenter(s):** Dr. Frannie Becquer, Director of Achievement Equity and Multilingual Learner Programming

**Description:** Districts participating in the Achievement and Integration program must develop comprehensive plans with formal school board approval. Input on this plan was gathered from community members, families, and staff across a series of meetings and consultations. The attached 2027-2029 plan focuses on three areas: (1) increasing racial and economic integration, (2) reducing achievement disparities, and (3) increasing student access to effective and diverse teachers. Goals, strategies, and key indicators are aligned with the district strategic plan and the Data Metrics Plan. A full summary report follows the attachments below.

**Recommendation:** Read and review 27-29 Achievement and Integration Plan

**Desired Outcome(s) from the Board:** Approval of the 27-29 Achievement and Integration Plan

**Attachment(s):** [FY27-29 Edina Public Schools Achievement and Integration Plan \(shared\).docx](#)

*See also: Summary Report (pages 2-8 of this document)*

# Achievement & Integration Plan | 2027-2029 | Summary Report

Prepared for the April 13, 2025 Board Meeting | Dr. Frannie Becquer, Director of Achievement, Equity & Multilingual Learner Programming

## 1. Data Foundation

All Achievement and Integration goals are rooted in the Data Metrics Plan, developed with guidance from the Edina School Board. This plan serves as a comprehensive needs assessment identifying achievement, access, and opportunity gaps within the district across racial, ethnic, and economic lines. Edina Public Schools is an adjoining district -- a district that physically borders a racially isolated district. Our partner district is Hopkins Public Schools. As an adjoining district, Edina is required to participate in the Achievement and Integration program and establish a Multidistrict Collaboration Council (MDCC) with Hopkins.

The goals, strategies, and key indicators in this plan are in direct alignment with both the district strategic plan and the data metrics plan, reflecting a continuous improvement approach rooted in existing priorities.

## 2. Plan Overview

This plan establishes the next three-year goal cycle for the 2027-2029 school years. Districts participating in the Achievement and Integration program must develop comprehensive plans with formal school board approval and input from community members, families, and staff. The plan is organized around three focus areas:

- Increasing racial and economic integration
- Reducing achievement disparities
- Increasing student access to effective and diverse teachers

To support these goals, strategies include innovative pre-K through grade 12 learning environments, family engagement initiatives, professional development, career and college readiness programming, rigorous coursework, and recruitment and retention of racially diverse staff.

**Note:** Goals are considered a draft. The plan will be amended once 2025-26 baseline data becomes available, as that year serves as the baseline year. The plan with amended goals will be updated to the District website and publicly available beginning September 2026.

## 3. How Feedback Was Gathered on Goals

Input on this plan was gathered from community members, families, and district staff through a structured series of meetings and consultations held between December 2024 and March 2025.

Date	Meeting / Activity	Outcome / Feedback Received
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<b>Ongoing (3 years)</b>	CACR Committee -- Plan Presentations	Dr. Becquer has presented the A&I Plan to the Comprehensive Achievement and Civic Readiness Committee over each of the past three years for feedback on goals and overall direction.
<b>Dec. 15, 2024</b>	Instructional Leadership Meeting -- Principal Input on Goal Focus Areas	The plan was presented to district principals and school leadership. Feedback was sought on goal focus areas principals wished to prioritize in the new goal cycle based on a review of the data metrics plan.
<b>Dec. 17, 2024</b>	Multidistrict Collaboration Council (MDCC) -- Edina & Hopkins	MDCC members from Edina and Hopkins met to jointly plan the cross-district integration strategy. Members continue to meet as they plan for implementation.
<b>Jan. 20, 2025</b>	Teaching & Learning Committee -- Review of Basic Goals	The basic goal framework was brought to the Teaching and Learning Committee for review prior to finalizing goal areas.
<b>Jan. 21, 2025</b>	American Indian Parent Advisory Committee (AIPAC)	Dr. Becquer met with the AIPAC to review American Indian student data and gather feedback on AIE goals. AIPAC feedback emphasized continuing to build relationships with American Indian families.
<b>Feb. 16, 2025</b>	Minnesota Department of Education (MDE) -- Draft Goal Review	Dr. Becquer worked with MDE to review draft goals for compliance with new guidance. Feedback was received and incorporated.
<b>Winter/ Spring 2025</b>	Cornelia Elementary -- Principal Goal Development (Pending Racially Identified School (RIS) Designation)	Dr. Becquer met with Principal Lisa Masica to develop site-level goals. Cornelia has held RIS designation in the prior plan cycle; MDE has not yet confirmed whether this designation will be retained for the 2027-29 cycle. Goals developed under MDE recommendation.
<b>Mar. 10, 2025</b>	Cornelia PTO -- Community Collaboration Council (CCC) Input (Pending RIS Designation)	Under MDE guidance, the established Cornelia PTO served as the CCC. Goals were presented and community feedback was gathered. CCC goals developed proactively pending MDE's final RIS determination.

## 4. Goals & Strategic Plan Alignment

The nine A&I goals map directly to the EPS 2020-2030 Strategic Plan. The summary matrix below shows alignment at a glance; detailed goal cards follow.

**Reference Key: Strategic Plan Priority Strategies with Achievement and Integration aligned Sub-Strategies**

Code	Priority Strategy	Sub-Strategies
<b>Strategy A</b>	<b>Advance Academic Excellence, Growth, and Readiness</b>	A.1 Curriculum, instruction & assessment rigor   A.2 Differentiated education   A.3 Timely interventions   A.4 PreK-12 literacy   A.5 Early childhood education
<b>Strategy B</b>	<b>Ensure an Equitable and Inclusive School Culture</b>	B.1 Diverse, empathetic learning environments   B.3 Structural barrier removal   B.4 Recruit & retain culturally competent staff
<b>Strategy C</b>	<b>Foster Positive Learning Environments &amp; Whole Student Wellness</b>	C.1 Social-emotional competencies   C.5 Environments conducive to learning
<b>Strategy D</b>	<b>Develop Leadership Throughout the District</b>	D.2 Robust professional development   D.4 Culture of continuous improvement; interrupt marginalization
<b>Strategy E</b>	<b>Engage Parents, Schools, and Community</b>	E.3 Ensure all families are engaged and well-served   E.4 Leverage community partnerships

### Summary Alignment Matrix

● = Primary    ○ = Secondary

A&I Goal	A.1	A.2	A.3	A.4	A.5	B.1	B.3	B.4	C.1	C.5	D.2	D.4	E.3	E.4
Goal 1 - Black/AA, Gr.6-8 (Adv.)	●	●	●			●	●	○			●	●	●	●
Goal 2 - Hispanic/L, Gr.6-8 (Adv.)	●	●	●			●	●	○			●	●	●	○
Goal 3 - Black/AA, Gr.9-12 (Adv.)	●	●	●				●	●			●	●	●	●
Goal 4 - Hispanic/L, Gr.9-12 (Adv.)	●	●	●				●	●			●	●	●	○
Goal 5 - Black/AA, Gr.3-5 (Reading)	○		●	●	●	●	●				●	●	●	
Goal 6 - Black/AA, Gr.6-8 (Reading)	●		●	●		●	●				●	●	●	
Goal 7 - Hispanic/L, Gr.9-12 (ELA)	●	●	●			●	●	○			●	●	●	○
Goal 8 - Black/AA, Gr.9-12 (ELA)	●	●	●			●	●	○			●	●	●	
Goal 9 - All Students, District-Wide						●	●	●	●	●	●	●	●	○

### A&I Strategies -- Reference

- 1. Family Advocacy & Partnership
- 2. CPSS Teacher Toolkit Implementation with Structured Support
- 3. Connected and Job-Embedded CPSS Professional Learning

- 4. AVID -- Advancement Via Individual Determination
- 5. Curiosity Lab & Equitable Pathways
- 6. Early Learning Readiness Summer Programming (Ready Set K)
- 7. Multi-Tiered Systems of Support (MTSS) & Data-Driven Instruction
- 8. Non-Exclusionary Discipline (NED) Integration with Leadership Playbook

### Detailed Goal Cards

The following cards provide goal-by-goal detail including targets, A&I strategies, and rationale for strategic plan alignment.

### INTEGRATION GOALS -- Increase Racial & Economic Integration

#### Goal 1 | Black/African American Students | Grades 6-8

**Target:** *Maintain or increase representation index to  $\geq 0.57$  (baseline participation: 21.2% when overall participation is 37.1%) by end of 2027-28.*

**A&I Strategies:** Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID | Curiosity Lab & Equitable Pathways

EPS Strategy	Sub-Strategies	Rationale
<b>Strategy A</b>	A.1, A.2, A.3	Universal screening, PLC data conversations, flexible pathways, and Curiosity Lab's multi-measure identification model create equitable access to rigorous middle school coursework for Black/AA students.
<b>Strategy B</b>	B.1, B.3	Culturally responsive curriculum and equity lens review of placement policies directly address structural barriers preventing equitable identification for advanced classes.
<b>Strategy D</b>	D.2, D.4	CPSS Teacher Toolkit and job-embedded professional learning build staff capacity to interrupt historical patterns of underrepresentation in middle school advanced coursework.
<b>Strategy E</b>	E.3, E.4	Family Advocacy & Partnership, including Cultural Liaisons conducting family affinity spaces, ensures Black/AA family voice informs placement practices and district policy.

#### Goal 2 | Hispanic/Latino/Latina Students | Grades 6-8

**Target:** *Maintain or increase representation index to  $\geq 0.91$  (baseline participation: 33.7% when overall participation is 37.1%) by the end of 2027-28.*

**A&I Strategies:** Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID | Curiosity Lab & Equitable Pathways

EPS Strategy	Sub-Strategies	Rationale
<b>Strategy A</b>	A.1, A.2, A.3	Universal screening, PLC data conversations, flexible pathways, and Curiosity Lab's multi-measure approach create equitable access to rigorous middle school coursework.
<b>Strategy B</b>	B.1, B.3	Culturally responsive curriculum and structural barrier removal via equity audits of placement practices directly enable proportional advanced course access.
<b>Strategy D</b>	D.2, D.4	CPSS Toolkit and job-embedded coaching build staff capacity to use disaggregated data to identify and support students for advanced coursework.
<b>Strategy E</b>	E.3	Cultural Liaisons communicating in families' home languages and convening affinity spaces ensure family voice shapes placement and access policies.

### Goal 3 | Black/African American Students | Grades 9-12

**Target:** *Maintain or increase representation index to  $\geq 0.42$  (baseline participation: 21.3% when overall participation is 50.5%) by the end of 2027-28.*

**A&I Strategies:** Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID

EPS Strategy	Sub-Strategies	Rationale
<b>Strategy A</b>	A.1, A.2, A.3	AVID's structured academic supports -- organizational skills, study strategies, and advanced coursework enrollment expectations -- remove barriers to rigorous high school coursework.
<b>Strategy B</b>	B.3, B.4	Equitable course placement policies, equity review of enrollment practices, and recruitment of culturally competent staff create systemic conditions for equitable high school access.
<b>Strategy D</b>	D.2, D.4	AVID-aligned professional learning and CPSS coaching actively interrupt enrollment inequities and build high school staff capacity.
<b>Strategy E</b>	E.3, E.4	Family affinity spaces and Cultural Liaisons support Black/AA families in understanding and navigating AP, IB, and honors enrollment.

## Goal 4 | Hispanic/Latino/Latina Students | Grades 9-12

**Target:** *Maintain or increase representation index to  $\geq 0.79$  (baseline participation: 39.8% when overall participation is 50.5%) by the end of 2027-28.*

**A&I Strategies:** Family Advocacy & Partnership | CPSS Teacher Toolkit | Connected CPSS PL | AVID

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	AVID's college-readiness framework and EPS flexible advanced course pathways create structured routes for students to access and succeed in rigorous coursework.
Strategy B	B.3, B.4	Structural equity reviews, anti-bias enrollment practices, and diverse culturally competent staff ensure systemic conditions support students in advanced courses.
Strategy D	D.2, D.4	CPSS Toolkit implementation with job-embedded coaching and PLCs using disaggregated data sustain and grow gains in advanced course representation.
Strategy E	E.3	Cultural Liaisons communicating in home languages and hosting family affinity spaces support families in navigating advanced enrollment at the high school level.

## ACHIEVEMENT GOALS -- Reduce Achievement Disparities

## Goal 5 | Black/African American Students | Grades 3-5

**Target:** *At least 50% of students beginning below benchmark will achieve aggressive growth ( $\geq 2$  performance levels) on FastBridge aReading fall to spring annually, increasing from baseline established in 2025-26, by the end of 2028-29.*

**A&I Strategies:** Family Advocacy & Partnership | Early Learning Readiness Summer Programming | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.3, A.4, A.5	MTSS tiered interventions with culturally responsive supports, a comprehensive PreK-12 literacy plan, and Ready Set K early learning

programming directly address the reading gap for Black/AA elementary learners.

<b>Strategy B</b>	B.1, B.3	Culturally responsive literacy instruction and removal of structural barriers ensure students access high-quality, relevant instruction.
<b>Strategy D</b>	D.2, D.4	CPSS Toolkit professional learning and PLC data cycles build staff capacity to design and implement targeted reading interventions with cultural responsiveness at the core.
<b>Strategy E</b>	E.3	Family Advocacy & Partnership ensures Black/AA families are engaged partners in early literacy, with Cultural Liaisons bridging home-school connections in families' home languages.

## Goal 6 | Black/African American Students | Grades 6-8

**Target:** *At least 50% of students beginning below benchmark will achieve aggressive growth (>=2 performance levels) on FastBridge aReading fall to spring annually, increasing from baseline established in 2025-26, by the end of 2028-29.*

**A&I Strategies:** Family Advocacy & Partnership | Early Learning Readiness Summer Programming | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
<b>Strategy A</b>	A.1, A.3, A.4	Content-area embedded literacy instruction, MTSS data-driven supports, and a comprehensive literacy plan address middle school reading gaps through rigorous targeted intervention.
<b>Strategy B</b>	B.1, B.3	Culturally relevant texts and equity audits of instructional practices reduce systemic barriers to middle school literacy achievement.
<b>Strategy D</b>	D.2, D.4	Job-embedded CPSS coaching, PLC data review cycles, and MTSS professional learning ensure culturally responsive evidence-based practices reach Black/AA middle school learners.
<b>Strategy E</b>	E.3	Family Advocacy & Partnership ensures families are meaningfully engaged partners in middle school literacy progress, with liaisons navigating home-school communication.

## Goal 7 | Hispanic/Latino/Latina Students | Grades 9-12 -- ELA Achievement

**Target:** Increase the percentage of students earning a grade of C or higher in English classes from \_\_\_% to \_\_\_% by the end of 2028-29.

**A&I Strategies:** Family Advocacy & Partnership | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Rigorous culturally responsive ELA instruction, AVID academic supports, differentiated coursework, and MTSS data-driven interventions support students in achieving C or higher in English classes.
Strategy B	B.1, B.3	Culturally responsive ELA curriculum with diverse voices and texts, combined with equity review of grading and instructional practices, creates conditions for ELA success.
Strategy D	D.2, D.4	CPSS Toolkit PD and PLCs using disaggregated grade data build staff capacity to close the ELA achievement gap for high school students.
Strategy E	E.3, E.4	Cultural Liaisons providing communication in home languages and family affinity spaces ensure families understand ELA expectations and can support student success.

## Goal 8 | Black/African American Students | Grades 9-12 -- ELA Achievement

**Target:** Increase the percentage of students earning a grade of C or higher in English classes from \_\_\_% to \_\_\_% by the end of 2028-29.

**A&I Strategies:** Family Advocacy & Partnership | MTSS & Data-Driven Instruction | Connected CPSS PL | CPSS Teacher Toolkit

EPS Strategy	Sub-Strategies	Rationale
Strategy A	A.1, A.2, A.3	Rigorous ELA instruction, differentiated coursework, and MTSS data-driven interventions including F-grade reduction KIPs support Black/AA students in achieving C or higher in English.
Strategy B	B.1, B.3	Culturally relevant texts, Culturally responsive pedagogical practices, and equity review of grading and ELA structures create systemic conditions for Black/AA ELA success.
Strategy D	D.2, D.4	CPSS Toolkit PD and PLC data cycles built around disaggregated ELA and F-grade data build staff capacity to close the achievement gap for high school students.

**Strategy E**

E.3

Family Advocacy & Partnership and Cultural Liaisons ensure families are engaged partners in understanding high school ELA expectations and supporting student success.

**TEACHER DIVERSITY & EFFECTIVENESS GOAL**

**Goal 9 | All Students -- Focus on Traditionally Underserved Groups | District-Wide**

**Target:** *By the end of 2028-29, educators will demonstrate increased proficiency in CPSS practices, increasing students' access to effective, culturally responsive instruction. Progress measured via composite of KIPs; goal is 'On Track' when >=50% of KIPs are rated 2-4.*

**A&I Strategies:** Connected CPSS PL | CPSS Teacher Toolkit | Non-Exclusionary Discipline (NED) Integration with Leadership Playbook | Family Advocacy & Partnership

EPS Strategy	Sub-Strategies	Rationale
<b>Strategy B</b>	B.1, B.3, B.4	CPSS Toolkit and job-embedded professional learning advance culturally proficient teaching (B.1), dismantle structural barriers (B.3), and build a diverse culturally competent staff workforce (B.4).
<b>Strategy C</b>	C.1, C.5	NED Integration with the Leadership Playbook addresses racial disparities in discipline, creating positive learning environments and social-emotional conditions for all students to thrive.
<b>Strategy D</b>	D.2, D.4	Monthly instructional leadership CPSS PD, quarterly certified staff sessions, job-embedded coaching, and PLC data cycles are the primary vehicles for professional learning and continuous improvement.
<b>Strategy E</b>	E.3	Family affinity spaces hosted by Cultural Liaisons ensure family voice directly informs district practice changes, aligning family engagement with the district's accountability for culturally proficient teaching.