

World's Best Workforce
Report

Anoka-Hennepin School District
December, 2021



ANOKA-HENNEPIN
SCHOOLS
A future without limit

Anoka-Hennepin School District World’s Best Workforce

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World's Best Workforce Report

The "Striving for the World's Best Workforce" bill was passed in 2013 to ensure every school district in the state is making strides to increase student performance and serves as district-level accountability in Minnesota, paired with school-level accountability as outlined in the "Every Student Succeeds Act" (ESSA), enacted federally in 2015.

The World's Best Workforce legislation includes six areas for schools and districts to address. These components are:

- Having clearly defined goals,
- A process for assessing student progress,
- A system to review staff effectiveness,
- Quality instruction and curriculum,
- Effective educational practices, and
- A budget aligned to learning.

Each district must develop a plan that addresses the following five goals that serve as indicators of the success related to the components contained in the World's Best Workforce legislation:

1. All children are ready to start kindergarten.
2. All third-graders can read at grade level.
3. All achievement gaps between students are closed.
4. All students are ready for career and/or postsecondary education.
5. All students graduate from high school.

This document contains information regarding the 2020-2021 Anoka-Hennepin School District World's Best Workforce (WBWF) plan as well as goals and action items related to 2021-2022. This summary includes: student achievement goals, programming and strategies used to meet these goals, and progress made on these goals. The Anoka-Hennepin School District WBWF report is posted on the school district website annually and a summary report submitted to the Minnesota Department of Education (MDE) by December 15 each year in accordance with state timeline requirements. The purpose of this report is to provide stakeholders with an overview of the district's processes, programming and plans intended to contribute to the creation of the world's best workforce, as well as to inform them of our progress on the defined indicators of success.

Impacts of the COVID-19 Pandemic:

March of 2020 started an unprecedented and unfamiliar time for schools across the nation and our world as a whole. With the emergence and spread of the Corona Virus, a global pandemic erupted, sending the end of the 2019-2020 school year into an emergency model of instructional and support service delivery.

Following a trimester of distance learning, Anoka-Hennepin used the summer months to convene work groups to develop and implement plans at the district and school levels to be ready for the possibility of any of three models of operation for the 2020-2021 school year: full in-person, hybrid or distance learning models, including all that each entailed related to curriculum, instruction, professional development, technology, transportation, scheduling, cleaning and safety measures, child nutrition and childcare. Advisory teams were created to plan and provide input and feedback around opening schools, including monitoring the current circumstances and guidance from the state. In addition, related specifically to WBWF, determinations were made as to what data to use to inform goal setting and monitoring of student progress given the absence of spring data sources for the 2019-2020 school year.

Anoka-Hennepin School District opened school in the fall of 2020 in a hybrid learning model on September 15th for elementary students and September 28th for secondary students. (Students in grades 6-12 were in a distance learning model from September 14th – September 25th.) In the Anoka-Hennepin hybrid model, students whose families chose to participate attended school for two days per week in person and learned from home for three days per week both synchronously (meeting in real time with their classmates and teacher) and asynchronously (not connecting at the same time with their peers or their teacher), depending on the given day. Families were also able to choose full time distance learning for their student(s) for a trimester at a time throughout the 2020-2021 school year. Data related to positive case counts were monitored and used to inform transitions between learning models, based on guidance from the Minnesota

Departments of Health and Education. In response to these data, secondary students moved to full time distance learning on November 4th and elementary students transitioned to distance learning on November 30th. The first trimester ended on December 4th. The second trimester began on December 8th with all students participating in distance learning. At the elementary level, grades K-2 returned to full time in person learning on January 19th and grades 3-5 returned to full in person learning on February 1st. Sixth grade returned to full in person on February 2nd and 9th grade returned to full in person on February 9th. The remaining middle and high school grades returned to hybrid on February 16th. At the start of trimester 3, on March 23rd, middle school and high school returned to full in person learning for four days per week, with the fifth day delivered asynchronously. Again, all families still had the option to stay in the full distance learning model throughout the school year. In all circumstances, Anoka-Hennepin was and continues to be committed to working within and across departments, locations and organizations to most effectively and consistently meet the needs of all stakeholders in our system to the greatest extent possible.

Continuous Improvement and Goal Setting in Anoka-Hennepin:

Anoka-Hennepin philosophically follows a continuous improvement model of change, collecting and monitoring multiple sources of data to determine areas of success and areas on which to focus. Student achievement, behavioral, perception and enrollment data are disaggregated by school, grade-level, ethnicity, gender, special populations (students receiving special education, free/reduced-priced services, and/or language-acquisition services), and program participation (ie: magnet/specialty programs, intervention programming, advanced learner programming), in addition to by classroom and even individual student. These disaggregated data are included in district-created reports, as well as in software tools such as our data warehouse.

District and school staff regularly examine and analyze these data formally at scheduled times throughout the year and when questions arise through daily activities as part of on-going school improvement processes and work within collaborative teams. Data are also analyzed across years, grade levels and sources to identify patterns and trends to inform decisions and guide action steps. In addition, data are used to create predictive models of performance on future assessments to target students potentially at risk for not meeting defined benchmarks and proficiency levels as well as those performing above expectation. Student growth trends are also analyzed to ensure all students are challenged appropriately.

These data are also used as indicators of effectiveness and on-track performance toward supporting all students in meeting grade-level proficiency, outlined in the Minnesota Academic Standards, and reaching our state accountability goals in math and reading as measured by the Minnesota Comprehensive Assessments (MCAs). The district/school leadership teams annually set these goals in August, write action plans to meet these goals including strategies targeting areas of focus, evidence of effectiveness, timelines for implementation and persons responsible for implementation throughout the year. The district-wide goals in math and reading are listed below.

Math: By the end of the 2021-22 school year, 49.4% of all students will score at or above grade-level proficiency on the All Accountability MCA Math Assessments, an increase of 0.6% from the proficiency of the 2020-21 cohort of students. (The 2020-21 cohort of students scored a 48.8% proficiency rate.)

Specific area of focus within math is in 11th grade where our scores have been below the state for the past four years. In addition, our ACT math assessment data are below state averages, as well.

Grade 11 Math Proficiency Rate Trends (Percent of students proficient)																
MCA Year	2007	2008	2009	2010	2011	2012	2013	2014*	2015	2016	2017	2018	2019	2020	2021	
State	31.3	33.7	41.1	43.0	48.0	41.8	51.5	49.8	48.7	47.2	48.4	47.3	45.0	N/A	41.4	
District	29.9	29.5	38.7	41.8	46.5	41.1	53.8	50.1	46.1	39.9	47.3	46.3	45.8	N/A	43.0	

* Note: Indicates change in assessment from MCA-II to MCA-III, beginning a new comparison set

Reading: By the end of the 2021-22 school year, 57.6% of all students will score at or above grade-level proficiency on the All Accountability MCA Reading Assessments, an increase of 2.1% from the proficiency of the 2020-21 cohort of students. (The 2020-21 cohort of students scored a 55.5% proficiency rate.)

Additional Goals and Results:

Goals and results in this section of the WBWF report address the following: All children are ready to enter kindergarten; all students in third grade are achieving grade-level literacy; all achievement gaps between students are closing; all students are ready for post-secondary careers and/or education; all students graduate from high school. Specific data related to the goal areas below (which are the indicated measures of success outlined in the World's Best Workforce) are illustrated later in the *Broad Outcomes Impacted* section of this document, beginning on page 20.

All Students Ready for Kindergarten:

By the end of the 2021-22 school year, 52.0% of all students in Kindergarten will score at or above grade level proficiency benchmarks on the letter sounds task from the Formative Assessment System for Teachers earlyReading (FAST), an increase of 2.5% from the proficiency of the 2020-21 cohort of students. (The 2020-21 cohort of students scored a 49.5% proficiency rate.)

All Students in Third Grade Achieving Grade-Level Literacy:

By the end of the 2021-22 school year, 53.6% of all students in grade three will score at or above grade level proficiency benchmarks on the All Accountability MCA Reading assessment, an increase of 0.6% from the proficiency of the 2020-21 cohort of students. (The 2020-21 cohort of students scored a 53.0% proficiency rate.)

Closing the Achievement Gap(s) Among All Student Groups: *Anoka-Hennepin chose to focus on the MCA math and reading proficiency rate gaps between students of color and white students as the subject of our "closing the achievement gap" goals.*

By the end of the 2021-22 school year, the achievement gap between students of color (SOC) and white students as measured by the All Accountability MCA Math Assessments proficiency will decrease from 25.6% to 24.3%, a decrease of 1.3% from the 2020-21 achievement gap.

By the end of the 2021-22 school year, the achievement gap between students of color (SOC) and white students as measured by the All Accountability MCA Reading Assessments proficiency will decrease from 18.2% to 17.3%, a decrease of 0.9% from the 2020-21 achievement gap.

All Students Career-and-College Ready by Graduation:

By the end of the 2021-22 school year, 87.1% of all students completing their senior year will have taken at least one potential college credit earning course by graduation, an increase of 0.7% from the potential college credit earning course enrollment rate of the 2020-21 cohort of students. (The 2020-21 cohort of students had an 86.4% potential college credit earning course enrollment rate.)

All Students Graduate:

By the end of the 2021 school year, 86.9% of all students in their fourth year of high school will graduate, an increase of 0.7% from the rate of the 2020 cohort of students. (The 2020 cohort of students graduated at a rate of 86.2%.) This includes all students, including students in traditional, alternative and special programming across the district.

Best Practice Strategies and Action Steps:

Across Anoka-Hennepin Schools in all subjects, a variety of strategies and processes are in place in order to ensure instructional staff and administrators are focusing on proven best-practice strategies to ensure all students are kindergarten ready, all students can read by grade 3, reduction of the achievement gap between all student groups, ensure students are career and college ready, and that students graduate from high school. Action steps toward these desired outcomes are described in the following sections.

All Students Ready for Kindergarten:

- Anoka-Hennepin uses the Teaching Strategies Gold (TSG) assessment throughout our early childhood programming which is administered three times per year. In addition, since not all of our students that enroll as kindergartners attend district early childhood programs, we assess our kindergarten students using tasks from the Formative

Assessment System for Teachers (FAST) in earlyReading which are also administered three times per year. These data are broken down by school and student group to monitor areas of need across our system.

- We are focusing on social-emotional learning through teacher development, curricular focus and parent/guardian resources, as well as implementing a multi-tiered system of supports model within our early childhood programming. In addition, we are strengthening collaboration between our early childhood and early childhood special education staff to bring alignment in programming and expectations. Lastly, we are strengthening alignment between area child care providers and AH schools to ensure each child is ready for kindergarten.
- We have incorporated regular monitoring of process and outcomes to affirm that we are implementing these strategies with fidelity. In addition, we continue to analyze the early childhood community needs assessment data to help us better understand the needs of all of our families, especially those from traditionally underserved populations.
- We are continually making strides to strengthen the collection, analysis, usage of data to drive instruction and monitor effectiveness. As part of this work, we are studying the alignment of the TSG benchmarks and the kindergarten assessment benchmarks to ensure performance expectations are similar and appropriately leveled for each assessment toward age/grade level proficiency, especially in the area of literacy.

All Students in Third Grade Achieving Grade-Level Literacy:

- Anoka-Hennepin administers the Formative Assessment System for Teachers (FAST) in earlyReading for students in grades K and 1 three times per year. In addition, in grades 2 and 3, we administer the Measures of Academic Progress (MAP) up to three times per year and the Cognitive Abilities Test (CogAT) annually. In conjunction with these standardized assessments, we employ the Reading Wonders program to monitor student progress throughout the year. These data are broken down by school, grade level and all racial, special population and gender student groups, along with program participation groupings, to monitor areas of need across our system.
- We have a core literacy program that is fully aligned with intervention materials for all students identified as needing intervention or extension. We also have a strong partnership with Minnesota Reading Corps. In addition, we are beginning the implementation of literacy professional development, LETRS, with teachers in grades K-3 and have increased literacy and English Learner support in the primary grades. Further, we are working on a systems approach to multi-tiered systems of support for all learners.
- We have incorporated regular monitoring of process and outcomes to affirm that we are implementing these strategies with fidelity. In addition, we are continually working to strengthen collaboration between classroom, special education and support teachers to build consistency for our learners.
- We regularly monitor data regarding student measures, including behavioral components, to determine on-track performance. In addition, we regularly conduct classroom observations aligned to protocols of expectation.

Closing the Achievement Gap(s) Among All Student Groups:

- Anoka-Hennepin uses the Minnesota Comprehensive Assessments, along with a wide variety of other assessments and data, including local purchased standardized assessments, district-created classroom/course assessments plus behavioral, attendance and perception data, to measure and monitor the performance and experiences of each student group in comparison to their counterparts. Data are disaggregated across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels.
- Following a comprehensive Equity Context Analysis Process to identify areas of need, we developed a districtwide equity achievement plan, which is beginning year three of implementation. The Anoka-Hennepin Equity Achievement Plan addresses the following three areas: school climate, student engagement, and instruction and assessment. In addition, we are providing students with academic and cultural supports in an effort to continue to increase student engagement and achievement and are providing targeted instruction and research-based interventions to improve academic and behavioral proficiencies. We continue to provide training on providing equitable education to every student for staff and are implementing a multi-approach plan to actively work to attract applicants from diverse backgrounds. This work aligns with the statewide "Reimagine Minnesota" work to address statewide equity, led and supported by superintendents across the state, Minnesota Department of Education and University of Minnesota, among many other organizations and entities.
- We regular monitor process and outcomes to affirm that we are implementing these strategies with fidelity.
- We regularly monitor data regarding student measures, including behavioral components, to determine on-track performance. In addition, we regularly conduct classroom observations aligned to protocols of expectation.

All Students Career- and College-Ready by Graduation:

- Anoka-Hennepin uses proficiency indicators aligned to MN standards and performance on the Minnesota Comprehensive Assessments and the ACT to measure career and college readiness, along with the percent of students

enrolled in potential-college-credit-earning courses across their high school career. In addition, we monitor consistent attendance and course marks throughout our system. Each of these indicators are disaggregated and monitored across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels, where applicable.

- We are in the second year of implementation of a new set of math materials across our secondary schools and are working toward increasing consistency in our math intervention model, especially at the middle level. We are conducting a literacy pilot of instructional materials at the secondary level. We are intentionally linking academic and elective course choices to future study and career options for students. We are emphasizing “soft skills” such as problem solving, collaboration, quality study habits and effective work strategies into instruction and exposing students to “success stories” from the community. In addition, we are assisting students in self-assessment to identify their future academic and career goals, while providing pathways and supports to meet those goals. We are also developing and implementing systemic academic and behavioral supports across all levels to meet individual needs of all learners through a multi-tiered system of support approach.
- We have incorporated regular monitoring of process and outcomes to affirm that we are implementing these strategies with fidelity.
- We regularly monitor data regarding student measures, including course enrollment components, to determine on-track performance toward set expectations.

All Students Graduate:

- Anoka-Hennepin monitors credits attempted and earned, along with graduation requirements, to determine if students are on-track toward graduation. In addition, we review course mark trends and patterns, along with practices and policies and other data, to determine areas within the system that are creating barriers and effective ways to support students in preparedness for the post-secondary options of their choosing. Each of these measures are disaggregated and monitored across racial, socioeconomic, programming, and enrollment affinities as well as across schools and grade levels, where applicable.
- Schools intentionally and actively support students in meeting the requirements for four-year graduation and working with individual students for whom additional time is needed to meet graduation requirements to identify paths of completion. We are implementing standards-based practices to support better communication of student learning and increase students' ownership in their progress. We are also providing expanded credit recovery opportunities, along with systematic process to support and monitor student progress. We are increasing intervention identification and maximizing student support by leveraging student relationships with specific staff members. Schools are also incorporating actions they are taking to intentionally support dropout prevention and recovery of students that have dropped out into improvement plans. We are engaging in deeper analysis of individual student's graduation status and identifying patterns to inform supports and further preventive measures earlier.
- We have incorporated regular monitoring of process and outcomes to affirm that we are implementing strategies with fidelity.
- We regularly monitor data regarding student measures, including course enrollment components, to determine on-track performance toward graduation expectations.

Additional Action Steps:

In addition to the strategies and action steps listed above, Anoka-Hennepin regularly conducts listening sessions with our students across the system to gain a better understanding of our students' perspectives to inform district priorities and further identify areas of need. We also learn from students, ways to improve and strengthen connectedness and relationships among students, staff and families as well as how to best meet their academic needs by obtaining input on what constitutes well-rounded programming at every level. Furthermore, students are active members of our Student Services Advisory Committee where all aspects of district programming, culture and climate, and diversity and equity topics are discussed. This group provides information and recommendations back to our internal leadership teams, again to inform district priorities and decisions. We have also established a Student Curriculum Advisory Committee to acquire student input on curricular decisions and learning conditions within our schools.

Along with information gathered from our students, parents and community members participate in these same committees and activities to provide input from their perspectives, as well. We have a Community Curriculum Advisory Committee, consisting of representatives of each of our school sites that meeting on a monthly basis. This group regularly discusses programs, practices and materials related to curriculum, instruction and assessment, along with a myriad of other topics to assist the district in decision making. Community groups are also routinely convened around a wide variety of topics to inform decision making within the district.

Organizational Support:

Michael Fullan, in *The New Meaning of Educational Change* (2016 – 5th ed.), suggests that “whole-system improvement is the ultimate goal” (p. 41). He goes on to explain that a *driver* of change is intended to instigate favorable outcomes throughout the system. To be deemed effective or successful drivers, the policy/practice and associated actions must:

- 1) Foster intrinsic motivation of teachers [staff] and students
- 2) Support continuous improvement of instruction and learning
- 3) Encourage collective endeavors or teamwork
- 4) Affect all teachers [staff] and students (pgs. 41-42).

Fullan summarizes what he categorizes as right versus wrong drivers in the following table.

Right Drivers	Wrong Drivers
Capacity building for results (internal accountability)	External accountability alone
Collaborative work (collective efficacy – group improvement)	Focus on incentives for individual teacher and leadership quality
Pedagogy (increasing instructional understanding)	Technology use for the sake of technology
Systemness (systemic approach)	Fragmented strategies

Adapted from Fullan (2016, p. 42).

This section of the report illustrates ways in which the district strives to provide support at the system, district, school, group and individual levels.

Systemic, Building and District Support

Aligned Systemic Processes and Documents that Guide the Work in the Anoka-Hennepin School District:

Anoka-Hennepin follows a continuous improvement cycle that outlines essential action steps throughout the year such as information sharing with various stakeholder groups, systemic data collection and analysis, and leadership planning in response to data. One tool used in sharing information is the district scorecard, comprised of key performance indicators as gauges of district effectiveness. Based on scorecard performance and stakeholder input, annual strategic priorities are determined for implementation.

In addition, performance goals related to the scorecard and strategic priorities cascade from the superintendent throughout the system to central and school leadership, teachers and students. These systems are inherent indicators of the district’s philosophy of data use to inform decisions and action toward improvement throughout the organization. This philosophy is embraced and supported by our school board, leadership and staff at all levels and is routinely incorporated into our processes and practices.

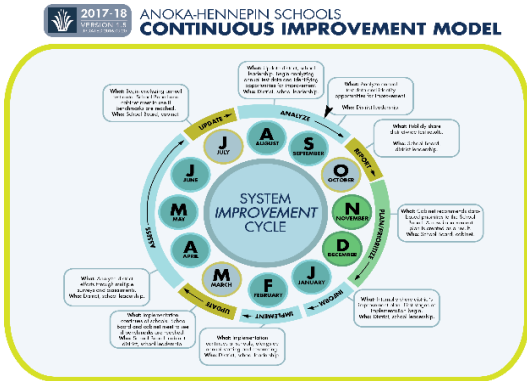
As part of this process, the district aligns strategic priorities to three identified areas aimed at providing safe and welcoming environments, increasing student achievement, and providing effective organizational support. These strategic priorities, along with the other internal models and documents described above and pictured below, are integral to guiding the work in the Anoka-Hennepin School District. The example images below are the Continuous Improvement Model, 2020-2021 and 2021-2022 Strategic Priorities, Building Futures document, Guiding Principles document and the District’s scorecard (5 pages shown beginning with the District Action Plan title page). Some of these documents can be found in their enlarged versions in the document center or in other areas on the district website at www.anoka.k12.mn.us.

The 2021-2022 Strategic Priorities being implemented are as follows.

Safe and Welcoming Environment: 1.1) Equity achievement plan; 1.2) Systemic efforts to respond to student disruption and students in crisis; 1.3) Bond construction and facilities improvement; 1.4) Improving school security; 1.5) Synthetic turf for stadiums and high school campuses; 1.6) Implementing K-5 social-emotional learning materials.

Increased Student Achievement: 2.1) Equity achievement plan; 2.2) Monitoring and adjusting academic programming post COVID-19; 2.3) Special education program improvements; 2.4) Standards based practices for secondary teachers; 2.5) Secondary math materials and instruction improvement; 2.6) Enhancing elementary talent development practices; 2.7) Evergreen Park magnet theme shift; 2.8) K-12 science standards implementation; 2.9) Creation and opening of Anoka-Hennepin online school; 2.10) Focusing on third grade literacy.

Effective Organizational Support: 3.1) Equity achievement plan; 3.2) Improving employee recruitment and retention; 3.3) Determining options and community support for technology and operating levy; 3.4) Finalizing referendum decisions and operationalizing information campaign.



2021-22 ANOKA-HENNEPIN SCHOOL DISTRICT STRATEGIC PRIORITIES

IMPLEMENTING: Changes that are happening during this school year. Changes may take multiple years to complete.

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and creating plans for potential implementation. Some of these items may move to implementation immediately while others will lead to action.

MONITORING AND CONSIDERING: Items in this area fall into one of two categories. Some initiatives were recently implemented and are continuing to be monitored to ensure they are meeting intended outcomes (M). Others are potential areas of need that haven't risen to the level of review yet (C).

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
1.1 Equity achievement plan.	3.1 Equity achievement plan.	3.1 Equity achievement plan.
1.2 Systemic efforts to respond to student disruptions and students in crisis.	3.2 Monitoring and adjusting academic programming post COVID-19.	3.2 Improving employee recruitment and retention.
1.3 Bond construction and facilities improvement.	3.3 Special Education program improvements.	3.3 Determining options and community support for technology and operating levy.
1.4 Improving school security.	2.4 Standards based practices for secondary teachers.	3.4 Finalizing referendum decision and operationalizing information campaign.
1.5 Synthetic test for students and high school completion.	2.5 Secondary math materials and instruction improvement.	3.5 Leveraging unutilized funds to support the implementation of strategic priorities.
1.6 Implementing K-5 social-emotional learning materials.	2.6 Enhancing elementary talent development practices.	3.6 District communication and branding plan.
1.7 Preparing for 6-12 social-emotional learning implementation.	2.7 Evergreen Park magnet theme shift.	3.7 Elementary and middle school boundaries (M).
1.8 Facility capacity needs based on student population (enrollment).	2.8 K-12 science standards implementation.	
1.9 Long-term facility needs.	2.9 Creation and opening of Anoka-Hennepin online school.	
1.10 Retention of district students enrolled (C).	2.10 Focusing on third grade literacy.	
	2.11 High school program schedule.	
	2.12 Portals of a Graduate.	
	2.13 Co-curricular middle school program.	
	2.14 Middle school specialty school program.	
	2.15 Gifted and talented school within a school program (M).	
	2.16 Transitioning gifted and talented students to secondary schools (C).	

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2020-21 ANOKA-HENNEPIN SCHOOL DISTRICT STRATEGIC PRIORITIES

IMPLEMENTING: Changes that are happening during this school year. Changes may take multiple years to complete.

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and creating plans for potential implementation. Some of these items may move to implementation immediately while others will lead to action.

MONITORING AND CONSIDERING: Items in this area fall into one of two categories. Some initiatives were recently implemented and are continuing to be monitored to ensure they are meeting intended outcomes (M). Others are potential areas of need that haven't risen to the level of review yet (C).

SAFE AND WELCOMING ENVIRONMENT	INCREASED STUDENT ACHIEVEMENT	EFFECTIVE ORGANIZATIONAL SUPPORT
1.1 Equity achievement plan.	3.1 Equity achievement plan.	3.1 Equity achievement plan.
1.2 Systemic efforts to respond to disruptive students and students in crisis.	3.2 Special Education program improvements, year three.	3.2 Improved employee recruitment and retention.
1.3 Bond construction and facilities improvement.	2.3 Standards based practices for secondary teachers.	3.3 Leveraging unutilized funds to support the implementation of strategic priorities.
1.4 Improving school security.	2.4 Secondary math materials and instruction improvement.	3.4 District communication and branding plan.
1.5 Synthetic test for students and high school completion.	2.5 Enhanced elementary talent development practices.	3.5 Elementary and middle school boundaries (M).
1.6 Implementing K-5 social-emotional learning materials.	2.6 Gifted and talented school within a school program.	3.6 New student support model (M).
1.7 Preparing for 6-12 social-emotional learning implementation.	2.7 Evergreen Park magnet theme shift.	3.7 Investment Human Resources (personnel, finance, software updates) (M).
1.8 Facility capacity needs based on student population (enrollment).	2.8 High school program schedule.	
1.9 Long-term facility needs.	2.9 Portals of a Graduate.	
1.10 Retention of district students enrolled (C).	2.10 Co-curricular middle school program.	
	2.11 K-12 science standards implementation.	
	2.12 Middle school specialty school program.	
	2.13 Hoover-STEM specialty school (M).	
	2.14 Enhanced elementary collaboration time (M).	
	2.15 Aligning Q-camp goals to students (C).	
	2.16 Elementary math and literacy (M).	

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Anoka-Hennepin Public Schools DISTRICT ACTION PLAN 2020-21

It is the vision of the Anoka-Hennepin School District to be a public school system of excellence, with high quality staff and programs and successful graduates.

Mission Statement: It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success.

Our Core Purpose: To provide a caring, highly trained and effective staff who use research-based best practices

Core Values: Respect: to show consideration for self, others and property
Responsibility: to carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one's choices; to contribute to society
Appreciation: to recognize and honor the dignity of each individual; to celebrate diversity among culture, gender, ability to work cooperatively with others and to resolve conflicts
Integrity: to display honesty, perseverance, confidence and pride, trustworthiness, and the courage of one's convictions
Compassion: to show empathy, generosity, kindness, patience and sensitivity

Strategic Directions:
A. Maximizing student learning and minimizing the achievement gap
B. Implementing "best in class" leadership and management practices

District Scorecard A: Maximizing student learning and minimizing the achievement gap

Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
A1.1 Early Learning Achievement	Percent of all students who met/exceeded expected benchmarks	< 5%	60-69%	70-79%	80-89%	> 90%	57.0%	62.0%	62.0%	62.0%	62.0%	62.0%	↑
A1.2 Early Learning Student Readiness	Percent of all students who met/exceeded expected benchmarks	< 5%	60-69%	70-79%	80-89%	> 90%	43.7%	40.3%	35.0%	36.2%	34.8%	↑	
A1.3 Minimum gap in early learning readiness between IIR and other student groups	Percent difference between highest and lowest performing student groups	< 5%	24-30%	17-21%	10-16%	< 10%	54.7%	22.0%	17.4%	14.2%	10.9%	↓	
A1.4 MCAS Reading Proficiency	Percent of all students who met/exceeded expected proficiency	< 5%	50-54%	55-59%	60-64%	> 65%	55.3%	55.2%	55.1%	55.1%	55.1%	↑	
A1.5 Minimum gap in MCAS Reading Proficiency	Percent difference between highest and lowest performing student groups	< 2%	15-20%	10-14%	5-9%	< 5%	24.7%	25.1%	24.3%	24.3%	24.3%	↓	
A1.6 MCAS Reading Growth	Percent of all students who met/exceeded high growth	< 5%	60-69%	70-79%	80-89%	> 90%	62.6%	62.1%	75.5%	NA	NA	↑	

BUILDING FUTURES FOR ANOKA-HENNEPIN STUDENTS

A Roadmap to Student Success

MULTIPLE SYSTEM ENTRY POINTS

CRITICAL ACADEMIC INDICATORS: DASHBOARD MILE MARKERS

Months: P, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, C1, C2, C3, C4

STUDENT SUPPORT: APPLYING EXISTING ACADEMIC INTERVENTIONS

SCHOOL-BASED STUDENT & ACADEMIC SUPPORT
(Social workers, student achievement advisors, counselors, psychologists, school nurses, ESE/CFE, etc.)

SCHOOL RELATED ENGAGEMENT
(Baker, counselor, parent, community, community, community, community)

OPERATIONAL SUPPORT
(Transportation, Child Services, Finance, Communications, Technology, Legal Counsel, Employee Services, Labor Relations and Benefits, Building and Grounds)

FAMILY & COMMUNITY SUPPORT
(Homebased, extended school year support, school based family clubs)



District Scorecard A: Maximizing student learning and minimizing the achievement gap

Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
A2.1 8th Grade MCAS Reading Proficiency	Percent of all students who met/exceeded expected benchmarks	< 5%	50-54%	55-59%	60-64%	> 65%	60.3%	62.7%	62.3%	62.3%	62.3%	62.3%	↑
A2.2 8th Grade MCAS Math Proficiency	Percent of all students who met/exceeded expected benchmarks	< 5%	50-54%	55-59%	60-64%	> 65%	42.6%	45.4%	43.3%	44.8%	44.8%	44.8%	↑
A2.3 ACT Participation of graduating class	Percent of students who participate in ACT	< 1%	75-79%	80-84%	85-89%	> 90%	199.4%	198.6%	197.0%	195.4%	196.3%	197.2%	↑
A2.4 ACT composite score of graduating class	Average composite score of students taking the ACT	> 21 or below	> 22 and < 23	> 23 and < 24	> 24 and < 25	> 25 or above	20.4	20.4	20.5	20.4	20.3	20.3	↓
A2.5 ACT College Readiness Benchmarks of graduating class	Percent of all students tested who meet or exceed all four ACT benchmarks	< 2%	30-39%	40-49%	50-59%	> 60%	27%	24%	27%	28%	29%	29%	↑
A2.6 4-Year Graduation Rate (9-12 cohort)	Graduation rate percent	< 10%	90-92%	93-95%	96-98%	> 98%	83.4%	82.2%	86.6%	86.6%	86.2%	86.2%	↑
A2.7 Participation in postsecondary education	Percent of senior students who participated in at least one postsecondary credit-earning course percent of seniors	< 50%	50-54%	55-59%	60-64%	> 65%	60.3%	62.1%	62.0%	65.7%	66.4%	66.4%	↑

District Scorecard A: Maximizing student learning and minimizing the achievement gap

Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
A3.1 Student engagement (e.g. performance, attendance, behavior)	Percent overall student engagement	< 70%	70-74%	75-79%	80-84%	> 85%	87.3%	86.4%	86.2%	84.0%	85.3%	85.3%	↑
A3.2 Greatest difference in student engagement across ethnic groups	Percent difference	< 10%	9-10%	7-9%	5-6%	< 5%	3.7%	2.8%	3.7%	3.0%	4.3%	↓	
A3.3 Percent of students with no out of school suspensions or SGLs	Percent of students who do not have an out of school suspension or SGL	< 1%	70-74%	75-79%	80-84%	> 85%	156.1%	152.3%	149.0%	157.7%	158.4%	158.4%	↑
A3.4 Suspension/Expulsion/Out of School Suspension/Out of School Suspension	Percent difference	< 10%	9-10%	7-9%	5-6%	< 5%	9.6%	10.3%	11.4%	9.3%	8.7%	8.7%	↓
A3.5 Suspension/Expulsion/Out of School Suspension/Out of School Suspension	Percent difference	> 10	9-10%	7-9%	5-6%	< 5%	0.8%	0.3%	0.6%	0.6%	0.1%	0.1%	↓
A3.6 Overall attendance rate	Average attendance rate	< 80%	80-84%	85-89%	90-94%	> 94%	93.3%	94.9%	94.9%	94.9%	94.9%	94.9%	↑

District Scorecard B: Implementing "best in class" leadership and management practices

Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
B1 Employee engagement	Percent of overall employee engagement	< 70%	70-74%	75-79%	80-84%	> 85%	80.1%	80.8%	80.2%	80.2%	80.2%	80.2%	↑
B2 Supervisor support	Percent of employees who report overall supervisor support	< 70%	70-74%	75-79%	80-84%	> 85%	81.0%	81.4%	81.4%	81.4%	81.4%	81.4%	↑
B3 Achievement of School Improvement Goals (math and reading)	Percent of School Improvement Goals met	< 50%	70-74%	75-79%	80-84%	> 85%	100%	100%	100%	100%	100%	100%	↑
B4 Employee PISA completion	Percent of staff who complete PISA within the designated effort rate	< 80%	80-84%	85-89%	90-94%	> 94%	82.2%	80.4%	80.2%	77.5%	81.6%	81.6%	↑

District Scorecard C: Expanding professionalism for all administration and staff

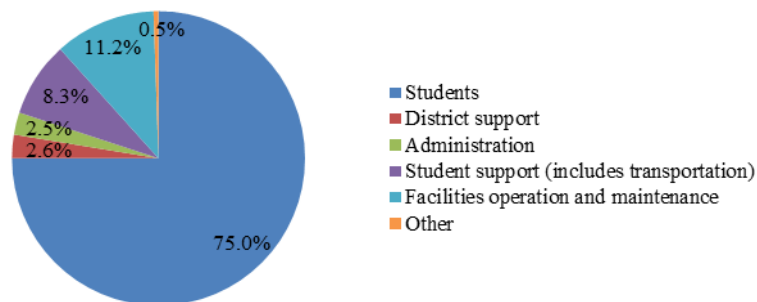
Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
C1 Employee attendance	Percent attendance	< 80%	80-84%	85-89%	90-94%	> 94%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	↑
C2 Employee Performance	Percent of staff rated "Satisfactory" and above on District Performance System (DPS)	< 70%	70-74%	75-79%	80-84%	> 85%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	↑
C3 Staff training completion	Percent of staff who complete training as required	< 80%	80-84%	85-89%	90-94%	> 94%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	↑
C4 Staffing diversity	By DIVERSITY												

District Scorecard D: Engaging and collaborating with stakeholders for educational excellence

Indicators	Descriptions	Intervene	Concern	Baseline	Progress	Values	2016-17	2017-18	2018-19	2019-20*	2020-21*	Desired Trend	
D1 Overall Public Perception of DISTRICT	Percent of public surveyed who rate overall quality as "good" or "excellent" (Matters Leadership Survey - Community)	< 60%	50-54%	55-59%	60-64%	> 65%	85%	85%	86%	86%	86%	86%	↑
D2 Overall Parent Satisfaction with DISTRICT	Percent of parents surveyed who are satisfied or highly satisfied (Matters Leadership Survey - Parent Attitude and Satisfaction)	< 60%	50-54%	55-59%	60-64%	> 65%	95.8%	97.7%	97.3%	97.7%	99.0%	99.0%	↑
D3 Public perception of District financial management	Percent of community members who rate District's "financial management" as "good" or "excellent" (Matters Leadership Survey - Community)	< 40%	50-54%	55-59%	60-64%	> 65%	65%	64%	67%	67%	67%	67%	↑
D4 Community volunteerism hours	Number of annual volunteer hours per successful student	< 4	5-6	7-8	9-10	> 10	7.6	7.2	7.8	4.4	2.0	2.0	↑

Budget Aligned to Learning:

In Anoka-Hennepin, funds are primarily aligned to learning and student support, evidence of the district’s commitment to using resources where it matters most. The following is a representation of the 2020-2021 categorical budget allocation broken down by the percent of the annual budget which was approximately \$528.3 million dollars. The “students” section incorporates costs for regular education, special education, career and technical education, instructional technology and media services. “Student support” includes things like guidance counseling, health services, psychologists and mental health services, social workers, food services and student transportation. “District support” and “administration” encompasses district and school administrators and other district operational personnel. “Facilities operation and maintenance” also incorporates capital and long-term facilities maintenance budgeting.



Respectful Learning Environment Curriculum Policy:

The School Board and district-wide staff are committed to providing a safe and respectful learning environment and to providing an education that respects all students and families. It is the professional responsibility of the teacher to follow the Board-adopted curriculum, which is designed to meet Minnesota state standards.

Political, religious, social, or economic issues may become contentious in a learning environment in which conflicting views are held by a broad segment of people in our schools, our community, and the nation. It is not the District’s role to take positions on these issues. Teachers and educational support staff shall not attempt in the course of their professional duties to persuade students to adopt or reject any particular viewpoint with respect to these issues. Curricular discussions of such issues shall be appropriate to the maturity and developmental level of students; be of significance to course content; and be presented in an impartial, balanced and objective manner, allowing respectful exchange of varying points of view. Lessons shall be designed to help students think critically and develop decision-making skills and techniques for examining and understanding differing opinions. In the course of discussions of such issues, district staff shall affirm the dignity and self-worth of all students, regardless of their race, color, creed, religion, national origin, sex/gender, marital status, disability, status with regard to public assistance, sexual orientation, age, family-care leave status or veteran status.

Anti-Bullying and Anti-Harassment Programming:

The Anoka-Hennepin School District wishes to eliminate bullying and harassment and provide a safe learning environment for all students and to share information to create greater awareness among all stakeholders about the role they play in eliminating bullying and harassment. As part of the anti-bullying and anti-harassment efforts in the district, all staff members participate in annual training related to the prevention of these behaviors, along with how to recognize and respond to these behaviors and the effects of these behaviors on students. In addition, students participate in an anti-bullying survey and a student engagement survey annually as part of the ways the district monitors efforts to eliminate these behaviors from our system and community.

Staffing a Diverse Workforce and General Staffing Process:

Anoka-Hennepin is in its second year of implementation of its plan for recruitment and retention of a diverse workforce. In accordance with this plan, the district has: (1) built two grow-your-own pathways with post-secondary institutions and obtained supportive funding; (2) proactively reached out to community organizations for recruitment purposes; (3) worked with state agencies and legislators to eliminate impediments for non-traditional teachers; (4) increased its presence at student career fairs lauding its student-to- retiree pipeline; (5) utilized college-in-the-school coursework to create interest in teaching; (6) created a full-time position focused on recruitment and retention of a diverse workforce; and (7) used an equity lens to review and revise our application and interview processes.

In general, the district staffing process includes building principals, associate superintendents, central administrative departmental staff and employee services staff, with the underlying goal of equitable staffing across sites to ensure all

students have experienced and qualified teachers. The staffing process includes information regarding vacancies, licensure, number of teaching staff assigned and needed at each site based on enrollment, demographic and program data, and informational feedback/input from the building administration. Each building has a range of experience and educational attainment levels within its teaching staff, but all meet qualifications for the positions to which they are assigned.

Numerous District/Community Committees:

The district has a strong philosophy of community involvement in providing input and feedback related to decision-making. Examples of recent and ongoing committees demonstrating collaboration between the district and community are: Special Education Advisory Committee, Community Curriculum Advisory Committee, Indian Education Advisory Committee, Chemical Health Advisory Committee, Health Safety and Wellness Committee, Faith and Community Partnership Committee, Student Services Advisory Committee, along with a variety of curricular advisory committees and school-based parent committees.

Trauma Response:

The Anoka-Hennepin School District has developed *Response to Trauma* procedures, which outline guidance as to the general steps that school-level and district-level staff take when a traumatic event involving serious injury or death occurs. These guidelines also include information regarding children's understanding of death, considerations for memorializing a student or staff death, and sample communications.

School Crisis Management:

Anoka-Hennepin School District is committed to promoting and protecting students' health, safety, and wellness. The District Health, Wellness, Safety Committee (HWS) was formed in 2000 following the Columbine tragedy. The HWS committee, in consultation with local community response agencies and other groups that would be involved in a school emergency, created a District Crisis Management Plan which reviews and oversees school district safety procedures for responding to all-hazard emergencies including acts of violence. Furthermore, each school building has a building-specific management plan. School crisis management includes but is not limited to security check-in systems, evacuation procedures, containments, and lockdowns.

Faith and Community Partnership:

The Faith and Community Partnership is a collaborative effort of the Anoka-Hennepin School District and broader community churches and faith-based establishments to raise awareness and understanding of compelling community issues and to mobilize people to help meet the basic needs of students. Different church and faith-based establishments within the Anoka-Hennepin district boundaries are aligned to schools and work with the schools to identify needs of the students and families they serve and then put activities and opportunities in place for congregation members and organizational affiliates to help address these needs. Some activities may be things like providing backpacks and school supplies in the fall, adopting families at holiday times, providing food shelf and basic needs items for distribution, etc.

Anoka-Hennepin Educational Foundation (AHEF):

The Anoka-Hennepin Educational Foundation was created in 1990 by district leaders and community members as a 501(c)(3) non-profit corporation to help provide a tax-deductible vehicle for contributions to the district and help address program losses due to budget cuts. The foundation's articles of incorporation and by-laws were developed and filed with the state later that year.

Initially, the primary source of revenue for the foundation was donations from staff payroll deductions and community members. Over time, the foundation expanded its fundraising with a district-wide golf tournament ("Putt-ing" Kids First Best Ball Scramble Tournament), an annual gala event (the Northern Stars Celebration) and later, a 5K Run/Walk honoring the late Bill Gallagher (a principal who championed literacy in the district).

The foundation has funded a wide-range of curricular, co-curricular and extra-curricular projects throughout the years, including the district's K-12 science, technology, engineering and math (STEM) fair, teacher grants and grants to expand student involvement in extra and co-curricular activities.

The foundation has also served the district by functioning as the fiscal agent for select programs that complement its mission, including the Metro North Adult Basic Education consortium, school-based food shelves (which began emerging in 2010), student crisis funds and back-to-school supply drives.

Teacher and Principal Support

Teachers and principals in Anoka-Hennepin are committed to providing professional development opportunities along with a variety of partnerships with community stakeholders in order to deepen staffs' understanding of effective instructional strategies and enhance a commitment to lifelong learning throughout the organization.

Equitable Educational Practices:

Anoka-Hennepin is committed to embedding equitable educational teaching practices throughout our system. Each school has an equity team that oversees activities at their site. As part of this work we are:

- Continuing and deepening the work of personal growth toward cultural proficiency for teachers, classified staff, and educational leaders.
- Expanding the approach and analysis to multiple dimensions of difference, including race, but also focusing on culture, class, gender, language, sexual orientation, special needs, religion, learning styles, and the many other differences that affect educational outcomes.
- Deepening educators' understanding of issues of privilege, power, social dominance and social justice in a way that increases their passion for equity while building bridges and understanding between our diverse stakeholders.
- Providing a comprehensive set of practical tools for classroom implementation and differentiation.
- Implementing a process of teacher-to-teacher peer support and action research focused on data-based results aimed at transforming pedagogy at the systems and classroom level and closing targeted achievement gaps at the individual student level.

Restitution - Choice Theory:

Restitution is a philosophy of teaching self-awareness, self-advocacy, and helping students learn behaviors and take actions for the betterment of themselves and others. We have in-district trainers of this philosophy who customize their work to specific audiences to support the implementation and success of the program. In an environment that embraces Restitution, staff members:

- Create conditions for staff and students to fix their mistake and to return to the group strengthened.
- Allow students to become better able to behave in harmony with their needs by process of consensus.
- Teach students to self-counsel.
- Promote the discovery of external and internal motivation of actions.

Catalyst:

Anoka-Hennepin provides professional development in Catalyst. Catalyst focuses on the empowerment strategies to build relationships that improve classroom interactions and instructional management. The goals of Catalyst comprehensive training are to help people recognize that they are leaders and are responsible for purposefully contributing to positive school cultures where everyone recognizes that they have the ability to be a "catalyst" for creating community and disrupting inequity. District engagement coaches support Catalyst implementation at the elementary level in the school district. Catalyst is also being implemented to varying degrees at the middle and high school levels, as well.

Professional Learning Community Model:

Anoka-Hennepin capitalizes on the Professional Learning Community (PLC) model of staff collaboration as a vehicle for job-embedded ongoing staff development and professional growth. In collaborative teams, staffs discuss instructional strategies and approaches to increase student learning, curricular alignment to standards, and collection and analysis of data to inform next steps and conceptual understanding. The work of collaborative teams with a PLC model are guided by four corollary questions: 1) What is it that students should know and be able to do?; 2) How will we know when they have learned those things?; 3) What will be our response if they haven't learned them?; 4) What is our response if they already know them?

Student Support

Students in Anoka-Hennepin schools take an active role in their education and service within the communities in which they live. Students are supported by a variety of programs that provide academic and social support networks. In addition, the school board and district have invested in providing student choice by providing magnet and specialty schools and a wide variety of course options, along with numerous co-curricular and extra-curricular clubs and activities.

Multi-Tiered System of Support (MTSS):

Anoka-Hennepin is working toward developing a comprehensive, system wide multi-tiered system of support (MTSS). MTSS is a systemic approach that uses high-quality instruction and increasingly intense interventions, measures learning

rates and performance over time, and incorporates a coordinated decision-making process to ensure a continuum of research-based supports are available to students based on their individual needs. This model addresses academic, behavioral, and social-emotional learning, using common terminology and processes to provide aligned support to students and families.

Each site has a team of individuals, called the I-Team, which is charged with oversight and support of this work within their school. The primary purpose for these teams is to improve student performance by identifying the most effective means to remove the barriers to learning so every student can succeed.

School-Based Mental Health Services:

The school district employs several specialized staff dedicated to supporting students in the areas of social, emotional and behavioral health issues. The licensed district staff designated to support students in these areas are: school nurses, school social workers, school psychologists, and school counselors. They provide prevention, early intervention, crisis management, referral, and screening. In addition, the district contracts with mental health agencies that employ school-based mental health therapists. They provide diagnostic assessment, individual and family therapy, service coordination, consultation, and mental health training.

McKinney-Vento Liaisons:

The McKinney-Vento District Homeless Liaisons, in collaboration with numerous support staff, including school social workers and student achievement advisors, identify and immediately enroll students experiencing homelessness. The team also coordinates with teachers, administrators, coaches and others throughout the district to ensure students have comparable services and that they receive necessary support with their education and other school related activities. The district develops partnerships throughout the community to assist in meeting the basic needs of identified students.

School Counselors:

School counselors collaborate with students, families, community members and school personnel to assure that all students realize and integrate their academic, career and personal/social potential in order to develop and achieve an individualized vision of success. They help students with academic organization, course planning, study skills and post-secondary preparation. They also help students:

- Identify possible career paths through interest inventories, personality-type assessments and learning style tests
- Understand the connections between their academic learning, post-secondary education and training, and their career goals

Indian Education Advisors:

Six Indian Education Advisors support American Indian students in the buildings at the elementary, middle, and high school levels. The role of the Indian Education Advisors is to support the academic achievement, cultural identity and awareness and the social and emotional needs of American Indian students. The advisors also work in collaboration with building administration, teachers, support staff, and parents to support high school graduation and college and career readiness of American Indian students.

Student Achievement Advisors (SAA):

Student achievement advisors collaborate with school administration and staff to support students who are potentially at-risk academically and socially as well as strengthen relationships with the families and communities our students represent. Sixteen classified student achievement advisors support our middle and high schools.

Digital Citizenship:

Netzsartz introduces cyber bullying, sexting, social networking and other important Internet safety topics through tip sheets for children and their trusted adults. An annual workshop for families provides information about internet safety and helps them engage their children in discussions about appropriate online behavior.

District Plans, Programs and Formal Evaluations:

Anoka-Hennepin has developed plans across the district to support and improve student achievement and teacher effectiveness. The achievement plans described in the next section are examples of district plans designed to enhance learning for students – pre-kindergarten through age 21, to support adult learners in the community, and to support teachers and administrators in professional development learning and effective practice.

Achievement and Integration Plan (AI):

The Anoka-Hennepin Achievement and Integration plan, formerly known as the Achievement and Integration Minnesota (AIM) plan, outlines a variety of programs, professional development, and direct student support services that have been developed and implemented to pursue racial and economic integration, increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds. Examples of programs, professional development, and student support funded by the plan include, but are not limited to, school enrollment choices (e.g. magnet and specialty schools), college and career readiness (e.g., Advancement Via Individual Determination [AVID] and Individual Baccalaureate [IB]), equity staff development (e.g., Equitable educational practices and Seeking Educational Equity and Diversity [SEED]), Student Achievement Advisors (SAA), and efforts toward the recruitment and retention of staff with diverse racial and ethnic backgrounds. The Anoka-Hennepin AI plan is aligned to the AI plan of the Northwest Suburban Integration School District (NWSISD), of which the district is a member. The AI plan can be found at the following link: https://drive.google.com/file/d/1J9v-xt_lhai_Zvwqf2duGyxPHq0mFuVh/view

Anoka-Hennepin Technology Plan:

The district technology plan incorporates goals and action steps focused at the student, staff and system levels in the areas of 21st century skills, digital learning environments, aligned resources, capacity building, operational efficiencies and stakeholder involvement as they relate to technology. This plan helps to guide professional development and activities aligned with technology, along with timelines and processes for technology purchases, including software and hardware for use across the district. The Technology Plan can be found at the following link:

<https://docs.google.com/document/d/1OfL1zmn26GNP5owdpEDPdGhdKKTGiEz9szGQheAAKHk/edit>

Local Literacy Plan:

Every public school district serving students in kindergarten through third grade is required by the state of Minnesota to have a local literacy plan. This plan provides guidance for the district and schools together toward the goal of having all students reading well by third grade. The Anoka-Hennepin plan provides information on the curriculum, assessments, instructional structures, and professional development that support achievement of this goal. Further information about the Anoka-Hennepin Local Literacy Plan (Read Well by Grade 3) can be found at this link:

<https://www.ahschools.us/Page/4195>

Indian Education Plan:

The Anoka-Hennepin Indian Education Program aligns to the following three World's Best Workforce goals: All third graders achieve grade level literacy, all achievement gaps closed, and all students graduate from high school. The Indian Education Plan outlines steps and strategies toward meeting these goals. One of the main strategies of the plan is employing Indian Education Advisors to support students by building relationships with students/families. Another strategy of the plan is providing an opportunity for the underachieving students to participate in academic tutoring.

The Indian Education program advisors work to encourage and inspire the academic achievement, social and emotional development, and cultural awareness of American Indian students; to serve as a resource to review and recommend accurate curriculum; and to promote cultural diversity between community, staff and students. The Indian Education Advisors meet with students in small groups and one on one depending on the needs of the individual students. The advisors monitor attendance, course grades, and discipline reports for all the students in the program and lead cultural lessons/activities to build student knowledge of American Indian culture and to develop their own cultural identity.

Olmstead Plan:

On September 29, 2015, the Court approved Minnesota's Olmstead Plan. This plan works to ensure that Minnesotans with disabilities have opportunities for lives of integration and inclusion. The Olmstead Plan is a broad series of key activities our state must accomplish to ensure people with disabilities are living, learning, working, and enjoying life in the most integrated setting. The Plan will help achieve a better Minnesota for all Minnesotans by helping those with disabilities have the opportunity, both now and in the future to:

- Live close to their family and friends,
- Live more independently,
- Engage in productive employment,
- Participate in community life.

The impact on schools specifically focuses on post-secondary options and independent employment. Anoka Hennepin's primary goal aligned with the Olmstead Plan is to support district young adults who still attend our programming through

age 21 and who also meet the state criteria to gain competitive integrated employment to develop post-secondary and lifelong skills in the areas of maintaining stable employment and living independently.

Equity Achievement Plan:

Anoka-Hennepin School District is committed to maintaining safe and welcoming schools free of bullying and harassment, addressing and closing persistent gaps in student achievement, including academic performance and graduation rates, and reducing disruptive student behavior.

Partnering with the Midwest and Plains Equity Assistance Center, the district conducted an Equity Context Analysis Process to identify opportunities for system improvement which resulted in the following Equity Achievement Plan. This plan identifies specific goals, strategies, and actions to create opportunities for lasting educational equity and excellence in Anoka-Hennepin Schools for all.

The following equity criteria serve as the basis for ongoing evaluation and refinement of this plan.

- Access – Students and their families have access to rigorous, high-quality educational experiences, decision-making, initiatives, resources, and viable school choice options.
- Participation – Enrollment and meaningful participation in rigorous career and college readiness and other academic programs as well as enrichment in extra-curricular programs are proportionate to enrollment when disaggregated by race, ethnicity, and economic background.
- Representation – School culture, climate, staff, and curriculum are inclusive, culturally relevant, and representative of the diversity of the students and the school community.
- Outcomes – Efforts result in positive measurable outcomes that are not predictable by race, ethnicity, or economic background.

The district is committed to continuous improvement of the educational system to meet the needs of all students and effectively educate each student for success.

District Staff Development Plan:

World's Best Workforce is the overarching committee structure for District Staff Development. Sub-committees serve as an extension of World's Best Workforce Teams in relation to Staff Development Reporting including:

- Community Curriculum Advisory Committee
- District Staff Development Committee
- Student Services Advisory Committee

Staff development report components for the district include a district goal, findings, impact on student learning, and impact on teacher practice. Staff development report components for each school site include alignment to the district goal, findings, impact on student learning, impact on teacher practice and the percentage of staff involved in professional development in relation to the site goal. Staff development report components are embedded within the district and school improvement plans, written annually and reviewed incrementally throughout the year. More information related to these plans is included directly below, in the next description.

Early Childhood – Age 21 Programming School Improvement Plans:

Anoka-Hennepin grounds school improvement in our continuous improvement process. We ask school leadership teams to complete an annual plan which lists their action steps for improvement, the measures of effectiveness, the timeline and individuals responsible for implementing the plan. Teams use these planning documents throughout the year to record their progress, determine next steps or modifications, if necessary, and assure progress toward goals. Plans are completed and shared with stakeholders on an annual basis, as well as review incrementally during regularly scheduled meetings.

Content area improvement also follows our continuous improvement process. Working with grade-level and department teacher leaders, directors, and associate superintendents, plans are developed for each content area. Site, program, content area, and department plans are integrated with the district-wide technology, Achievement and Integration Minnesota, Indian Education, Literacy and Title plans, components of which are incorporated into the overarching World's Best Workforce efforts.

Title I:

Title I is a federally funded program and is a part of the Every Student Succeeds Act of 2015 (ESSA). It provides opportunities for children to acquire the knowledge and skills they will need to achieve proficiency according to the

Minnesota State Standards. In the Anoka-Hennepin School district we operate twelve school wide title buildings and three targeted assistance buildings. Title I funded teachers primarily support academic interventions in reading and math.

Title II Professional Development:

Title II funds are intended to increase the academic achievement of students by improving teacher and principal quality. In particular, Title II funds are used to provide continuous, ongoing training that helps improve student learning. For the 2020-2021 school year, Title II funds were used to fund Catalyst professional development and district engagement coaches to support the implementation of Catalyst.

Title III Multi-language Learners:

The primary goal of the Multi-language Learners (ML) program is to help students to use U.S. academic English, understand the culture of U.S. schools, and be successful learners. Students in the program are provided an understanding that:

- English is used to communicate for a variety of purposes in social, cultural and academic settings.
- English language strategies support academic achievement in content areas.
- English language mastery requires proficiency in listening, speaking, reading and writing.

Title III funds supplement general education funds to provide programming that assist Multi-language Learners (MLs) and immigrant students attain English proficiency and meet the same challenging state standards required of all other students. Title III programming includes employee professional development, paraeducator support for newcomers, as well as supplemental student activities and parent engagement to specifically support MLs academic achievement.

School Readiness:

To assist our community in supporting young learners, we identified the attributes and skills needed for learning, providing a strong early education framework for future student success in meeting Minnesota Academic Standards. In addition, children have the opportunity to attend preschool, often at no cost, to prepare them for school success via a curriculum aligned with kindergarten benchmarks. Also Early Childhood Family Education (ECFE) classes, offered for children ages 0 up to K-enrollment and their parents, provide young families with their first connections to the school district as well as the foundational skills for school success for our very youngest learners.

Kindergarten (K)-Skillbuilders:

Our parent volunteer program, K-Skillbuilders, has been designed to support volunteers to assist students as they learn foundational skills for literacy and mathematics. Volunteers provide one-on-one practice for students who are struggling with early reading and math skills. Each volunteer attends district training to become familiar with the activities that have been created to support the Wonders curriculum and the Minnesota Academic Standards. Some examples of the activities include recognizing letter names, name writing, counting collections and identifying numerals. Volunteers also work closely with kindergarten teachers to document Skillbuilder assignments and to track student progress.

Adult Basic Education (ABE):

The Adult Basic Education program provides instruction to adult students who are working towards a high school credential, learning English, improving basic skills such as literacy and math, and/or preparing for post-secondary education or employment. In addition, it offers preparation for the U.S. Citizenship exam. Instruction utilizes multiple modalities including both in-class and online options.

The program sustains active partnerships with the Anoka County Workforce Center, Anoka Technical College, Anoka Ramsey Community College, local corrections facilities, and local business owners to support learners with both career and academic aspirations. Trends that continue to emerge with the adult learners are the 1) dramatic growth in online education, 2) embedded instructional support for post-secondary institutions, and certificate programs leading to careers.

The Adult Basic Education program develops and operates based on a thorough strategic plan which is submitted to the Minnesota Department of Education every five years as part of recertification. The plan outlines processes, actions and previous outcomes in the following areas: identifying student needs, intake, data management, marketing; collaborative relationships; effective professional development and standards-based curriculum development.

ABE aligns their curriculum to three areas of content standards: for basic skills, College and Career Readiness Standards; for professional soft skills, the ACES Transitions Integration Framework; and the Northstar Digital Literacy standards. The two primary summative assessment evaluations utilized are: The Test for Adult Basic Education (TABE) and the Comprehensive Adult Student Assessment System (CASAS).

Quality Compensation (Q-Comp) Program:

The decision of Anoka-Hennepin licensed teachers and administration to move forward, collaboratively, toward an agreement regarding the development and implementation of an alternative compensation system for Anoka-Hennepin Schools is the result of careful consideration and discussion of the district's current context and reality, shared commitment to the mission, vision and strategic direction of the district, and a collective recognition of the need for transformative, innovative thinking in pursuit of district goals.

The Q-Comp program includes an objective and comprehensive teacher evaluation system. It is based on the educational improvement plan and multiple evaluations of a teacher's instructional performance that include classroom observations by a locally selected evaluation team. The team focuses on supporting student achievement by developing teachers' skills in instructional best practices and helping them demonstrate proficiency in the component areas of Communicating Clearly and Accurately, Using Questioning and Discussion Techniques, Engaging Students in Learning, Using Feedback and Assessment, and Demonstrating Flexibility and Responsiveness, as outlined by Charlotte Danielson, an internationally recognized expert in the area of teacher effectiveness.

The Q-Comp plan includes measurable goals and objectives for improving school site performance, teacher performance, and individual student performance. The program clearly identifies the assessment that will be used to measure school-wide achievement gains (Minnesota Comprehensive Assessments or locally selected standardized assessments or both) and student achievement gains, where applicable, that will be used to measure student performance and progress. Specific information regarding Q-Comp may be found on the website at <https://www.ahschools.us/qcomp>

Teacher Evaluation:

Every year, through our district staff performance appraisal processes, we work to ensure that only qualified teachers are employed and assigned to classrooms. The individual's direct supervisor is responsible for teacher evaluation with the partnership and assistance of our Q-Comp program peer evaluators and our special education supervisors, in the case of special education teachers. The district has an extensive training model for both supervisors and peer evaluators to strengthen inter-rater reliability and shared understanding of performance levels across the system.

The district revised its teacher Performance Appraisal System (PAS) to meet requirements of revised state statutes during 2014-15 school year, working in collaboration with Anoka-Hennepin Education Minnesota (AHM). The system developed was not new; it was based on the rubrics already in place but was streamlined to reduce the number of components from 68 to 22. Despite this streamlining, it remains rigorous given the increased frequency of the evaluation process, moving from a five-year to a three-year cycle. The revised teacher PAS program also reflects inclusion of student achievement goals. Thirty-five percent of a teacher's evaluation is based on meeting student achievement goals. We use an online format for the revised teacher PAS to make the process more convenient for users. The teacher PAS is based on the work of Charlotte Danielson, an internationally recognized expert on teacher effectiveness who specializes in designing teacher evaluation systems that ensures teacher quality and promotes professional learning.

Principal Evaluation:

The purpose of principal evaluation is to enhance principals' leadership skills and support and improve teaching practices, school performance, and student achievement. The principal evaluation system was designed to improve teaching and learning by supporting the principal in shaping the school's professional environment and developing teacher quality, performance, and effectiveness.

The principal Performance Appraisal System (PAS) was collaboratively developed as an annual evaluation that includes formative and summative performance data that aligns with the principal's job description, the principal's own professional multi-year growth plans and goals, and the district's strategic plan. Similar to the teacher PAS, the principal PAS includes on-the-job observations, along with optional use of surveys, to help identify principals' effectiveness, leadership skills and processes, and strengths and weaknesses. The principal PAS process has been streamlined; prioritizing three leadership domains assessed using three, rather than four, rating levels. We developed an online format that facilitates ease of use and greater efficiency.

The principal PAS uses longitudinal data on student academic growth as an evaluation component, incorporates district achievement goals, and is linked to professional development that emphasizes improved teaching and learning, curriculum and instruction, student learning, and a collaborative professional culture. The principal PAS is based on the essential leadership domain areas identified by best-practice research and state statutes and includes evaluative and performance compensation components.

Formal Monitoring of Special Education Programming through the Minnesota Department of Education:

As a part of their regularly scheduled monitoring cycle, the Minnesota Department of Education (MDE), periodically conducts a formal monitoring of the Anoka-Hennepin School District's Special Education Department. This process is designed to assist schools in ensuring that special education programming and due process components comply with all state and federal rules and requirements. The MDE monitors review a predetermined group of students' special education files. They also conduct building tours and interview staff. The monitors share their findings and feedback with the district. Those findings are then used to improve processes that support students receiving special education services.

Talent Development/Gifted Education Program Evaluation:

Anoka-Hennepin elementary schools utilize a tiered model of services for students who demonstrate an advanced level of learning when compared to their age and grade-level peers in math, reading or both. In addition, students who are consistently significantly above their age and grade-level peers are invited to a school within a school gifted program for students in grades three – five, Nebula, located at Eisenhower Elementary School.

Secondary schools also provide programming for students displaying advanced-level skills in specific content areas. In middle school, students can self-select to enroll into above grade-level or advanced courses in English Language Arts and science and are scheduled into math courses at or above grade level based on demonstrated performance aligned to established placement criteria. In high school, students have the opportunity to self-select advanced coursework through annual course registration processes.

Early entrance into kindergarten is an option for families to consider for students whose fifth birthday falls after September 1 and on or before October 31. The parent/guardian completes the Anoka-Hennepin Early Entrance into Kindergarten application. To qualify, the potential candidate must demonstrate a qualifying score on a formal intellectual assessment administered by the district in June.

Anoka-Hennepin Program Evaluation Model:

Anoka-Hennepin is committed to program evaluation and building evaluation capacity within the district. Evaluation capacity is characterized in part by an awareness, ability and willingness to think and reason evaluatively (thinking about and attending to evidence of effectiveness) and using data to inform decisions. As part of the evaluation capacity building efforts, the district employs a utilization-focused, participatory approach to evaluation which implements a “learning by doing” philosophy, aligning to the educational expertise of our organization. Program evaluation is viewed as a cyclical, ongoing process that is part of the district's commitment to continuous improvement. The reporting tool used as part of the program evaluation model coincides with the layout of the district scorecard as a means to increase understandability and consistency across the system.

Key Indicators of Implementation Progress:

The following instruments are used system-wide as indicators of student progress, along with state-initiated assessments.

Achievement Data

Math:

- Teaching Strategies Gold (early childhood assessment).
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- Formative and summative classroom assessments.

Reading:

- Teaching Strategies Gold (early childhood assessment).
- Formative Assessment System for Teachers (FAST): Early Reading.
- Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).
- Formative and summative classroom assessments.

Perception Data

- Student Engagement Survey.
- Anti-Bullying Student Survey.
- Ninth-grade Transition Student Survey.
- Senior Exit Survey.
- Minnesota Student Survey.

- Parent Attitude and Satisfaction Survey.
- Community Survey.
- Employee Engagement Survey.
- Culture and Climate Staff Survey.

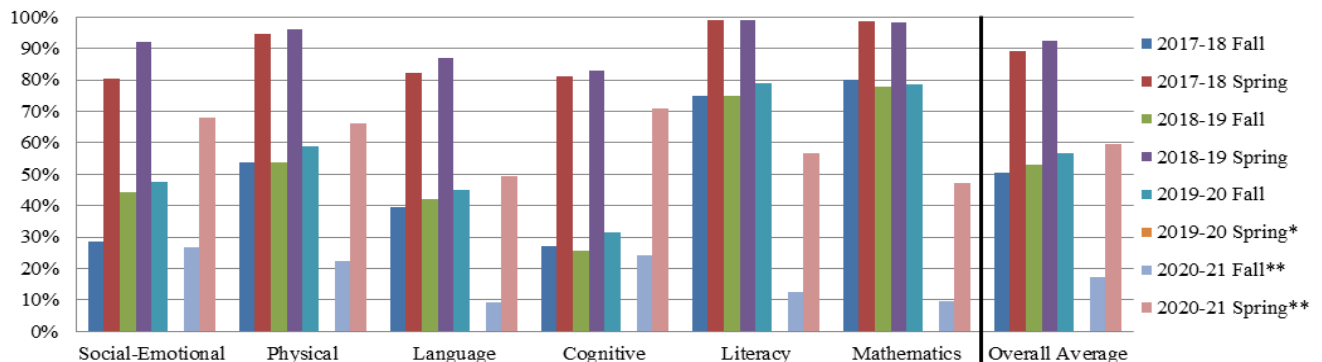
Broad Outcomes Impacted:

This section of the report displays the Anoka-Hennepin data aligned to the five WBWF goals: All children are ready to enter kindergarten, all students in third grade are achieving grade-level literacy, all achievement gaps between students are closing, all students are ready for post-secondary careers and/or education, and all students graduate from high school. Broad goals and specific goals in these areas can be found in the front of this report beginning on page 5.

All Students Ready for Kindergarten:

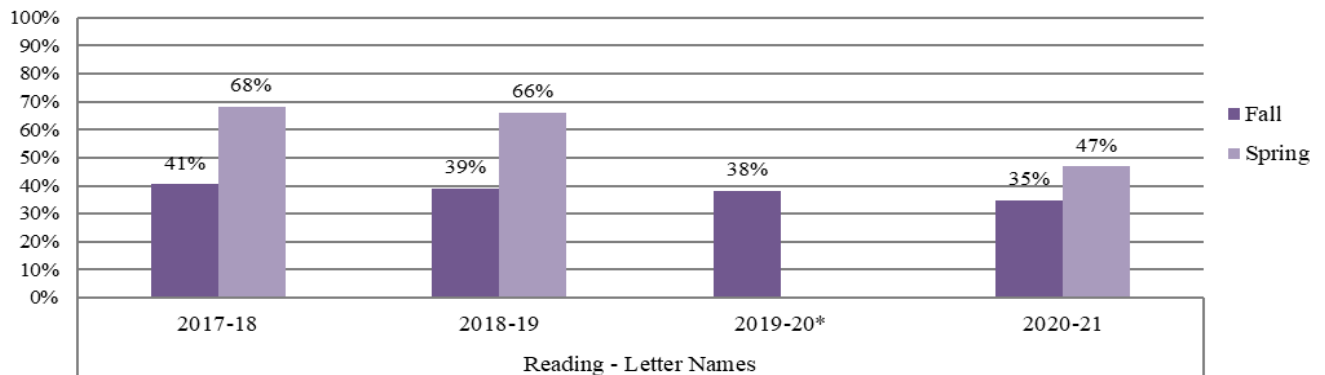
This WBWF goal requires districts to ensure all students are ready to enter kindergarten. In Anoka-Hennepin, not all students participate in a district preschool program prior to kindergarten. Assessments and results in this section provide data for students who are enrolled in the Anoka-Hennepin School Readiness and Kindergarten Readiness preschool programs. The other two graphs in this section display the percent of all kindergarten students in Anoka-Hennepin meeting local fall and spring benchmarks using the FAST earlyReading assessment tool, and the percent of all kindergarten students meeting or exceeding the Concepts of Math (CoM) assessment benchmarks. Kindergarten information is included as not all students entering kindergarten are enrolled in the district's early childhood programming and therefore, not represented in the early childhood performance data.

Percentage of School Readiness Students Meeting Kindergarten Benchmarks on Teaching Strategies Gold



*Preschool students were not assessed in the spring of 2019-20 due to the COVID-19 pandemic. **K-readiness calculations changed in 2020-21.

Percentage of Students Meeting Benchmarks on Kindergarten Reading Assessment

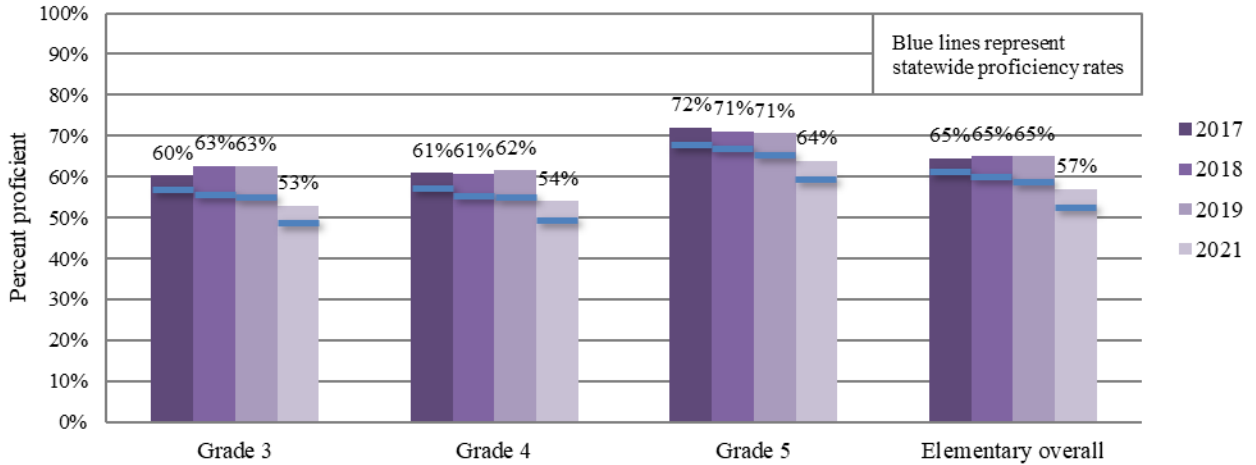


*Note: The letter names task of the earlyReading assessment was not given to kindergarten students in the spring of 2019-20 due to the COVID-19 pandemic.

All Students in Third Grade Achieving Grade-Level Literacy:

This WBWF goal requires districts to have all students in third grade achieving grade-level literacy. This next section depicts MCA elementary reading assessment results for this WBWF goal.

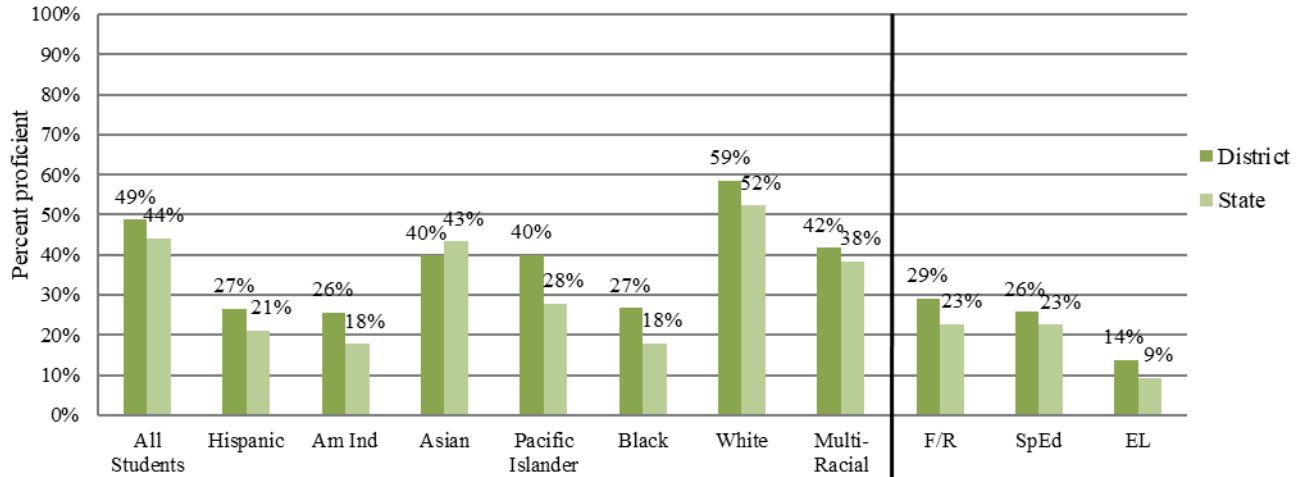
Elementary Reading All Accountability Proficiency



Closing Achievement Gap(s):

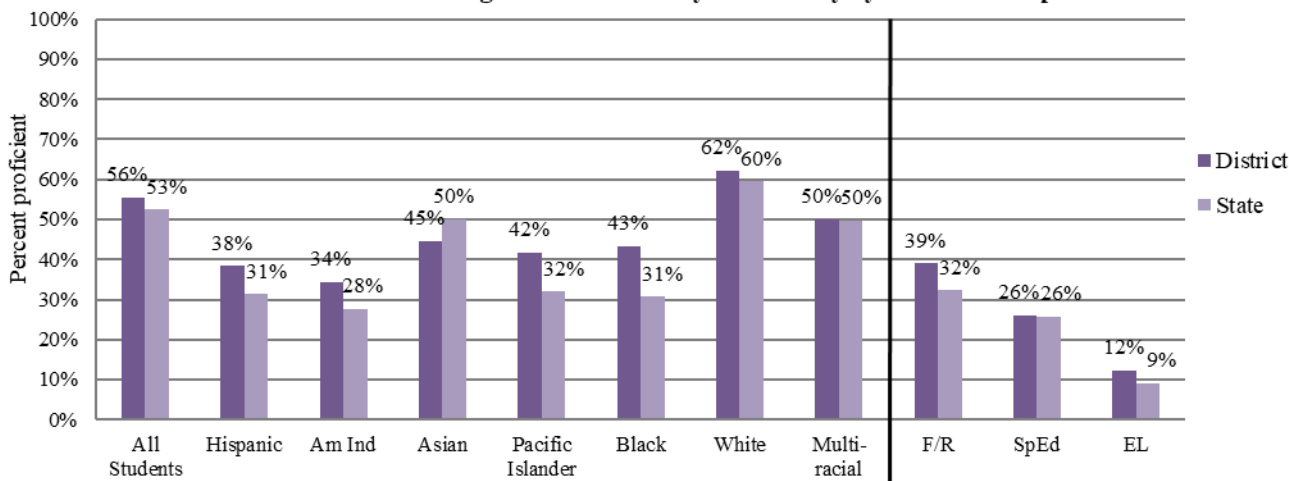
The next WBWF goal requires districts to reduce the achievement gap between student groups. Assessments results aligned to MCA math and reading proficiency differences by student group are illustrated in this next section.

2021 Overall Math All Accountability Proficiency by Student Group



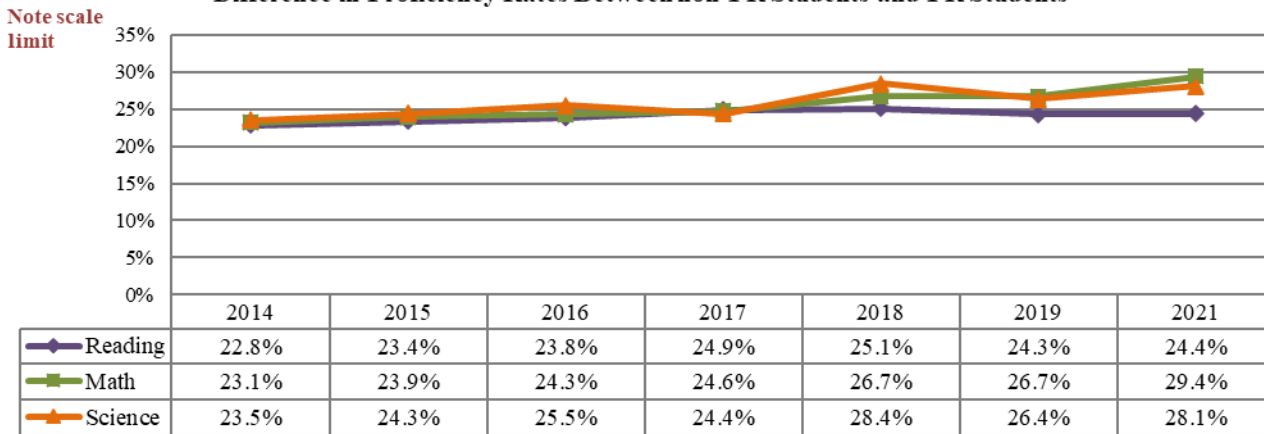
Am Ind – American Indian
 F/R – Free and Reduced Priced services
 SpEd – Special Education
 EL – English Learner

2021 Overall Reading All Accountability Proficiency by Student Group



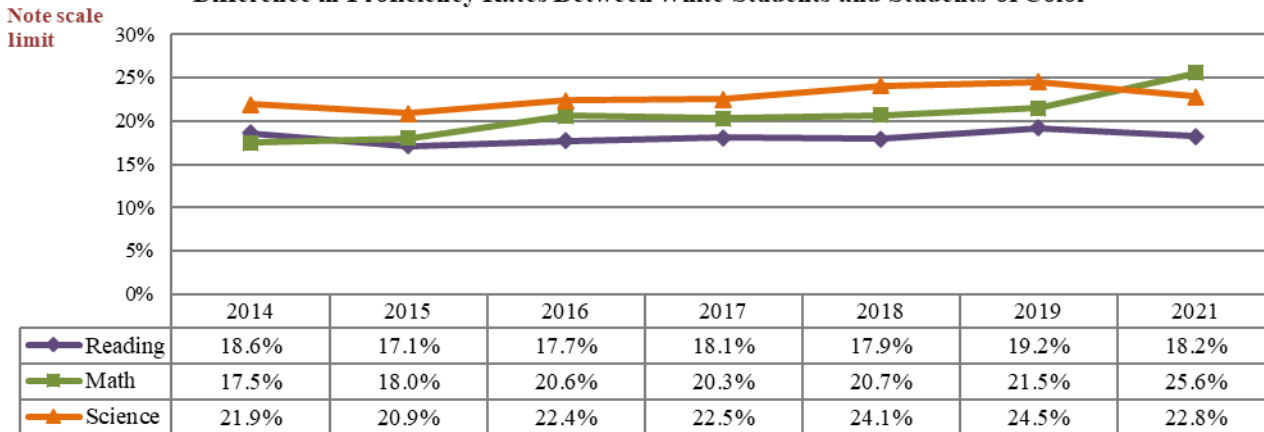
Am Ind – American Indian
 F/R – Free and Reduced Priced services
 SpEd – Special Education
 EL – English Learner

Difference in Proficiency Rates Between non-FR Students and FR Students



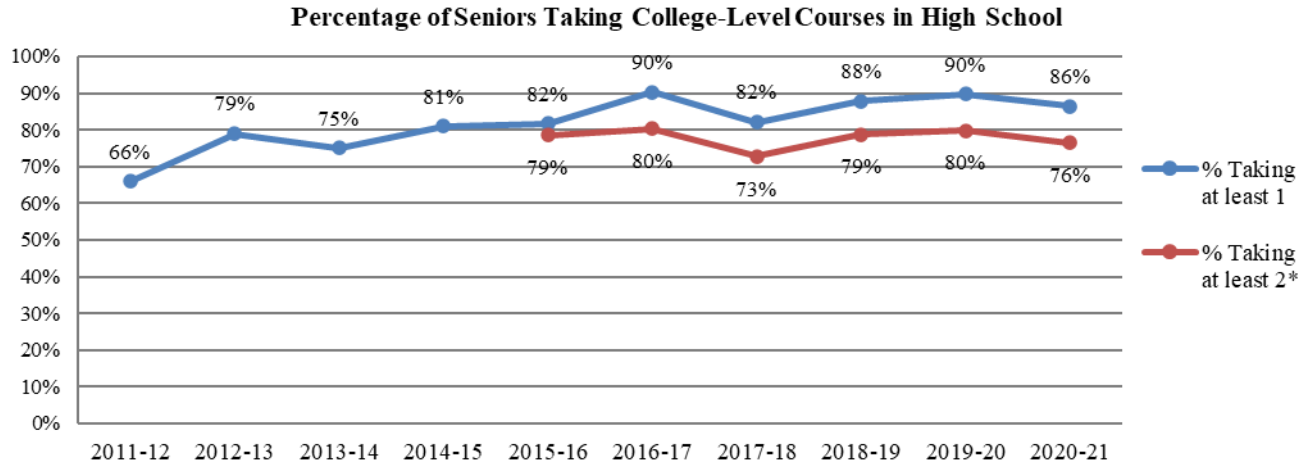
FR = Free/Reduced indicating students qualifying for free or reduced-priced services

Difference in Proficiency Rates Between White Students and Students of Color

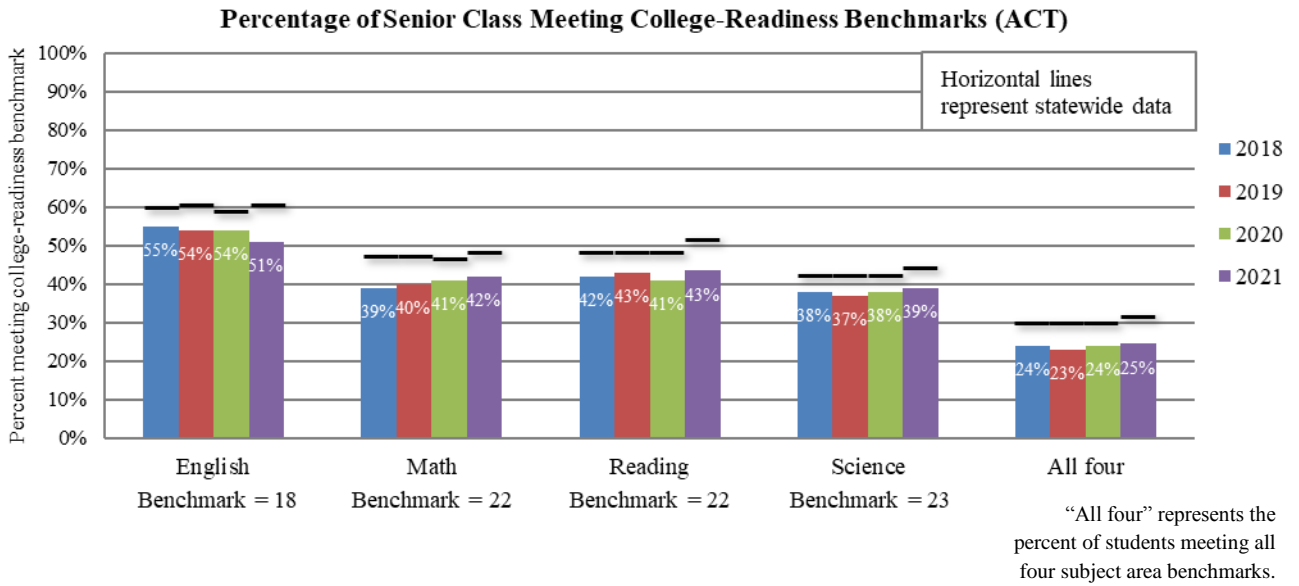


All Students Career and College Ready by Graduation:

The next WBWF goal requires all students to be career and college ready by graduation. Course participation data and ACT assessment results are displayed below.

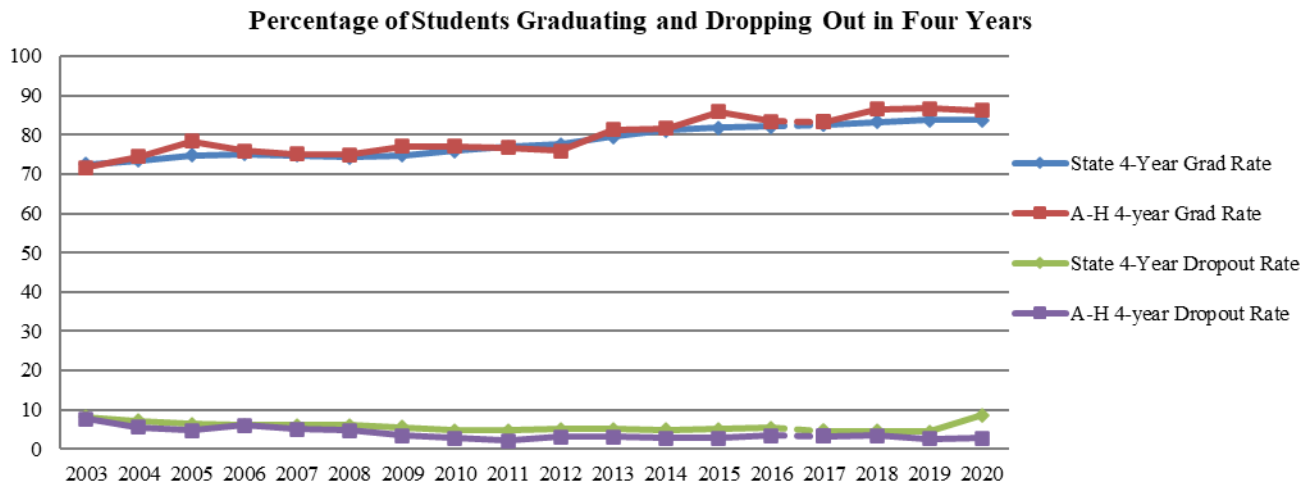


* This indicator was calculated beginning in 2015-16.



All Students Graduate:

The fifth WBWF goal requires districts to ensure all students graduate from high school. The four-year graduation and dropout rates for Anoka-Hennepin and the state of Minnesota are depicted below.



Note: dotted line indicates a change in how graduation rates were calculated from one year to the next

Summary:

The mission of Anoka-Hennepin schools is to effectively educate each of our students for success. Anoka-Hennepin’s vision is to be a public school system of excellence with high quality staff and programs and successful graduates. As a district, we strive to provide students the best opportunities to grow and achieve. Anoka-Hennepin focuses on setting student achievement goals, implementing action plans including programming and strategies to meet these goals, and evaluating the progress made on these goals toward ensuring success for our students. The WBWF report highlights some of the work to which we have committed toward this end, within a culture of continuous improvement. For additional information related to district data, please visit the district website Research, Evaluation and Testing page at the following link: <https://www.ahschools.us/domain/12026>.