



## Achievement and Integration Plan July 1, 2023 to June 30, 2026

**District ISD# and Name:** 11 Anoka-Hennepin

**District Integration Status:** RI

**Superintendent:** Cory McIntyre

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### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- |                              |                           |
|------------------------------|---------------------------|
| 1. Evergreen Park Elementary | 3. Type name of RIS here. |
| 2. Monroe Elementary         | 4. Type name of RIS here. |

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

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Northwest Suburban Independent School District

- 286 Brooklyn Center Community RI - Racially Isolated
- 877 Buffalo A - Adjoining
- 728 Elk River A - Adjoining
- 14 Fridley RI - Racially Isolated
- 279 Osseo RI - Racially Isolated
- 883 Rockford A - Adjoining

### School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent: Cory McIntyre

Signature:

Date Signed:

School Board Co-Chairs: Kacy Deschene and Zach Arco

Signature:

Date Signed:

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

## American Indian Parent Advisory Committee

The purpose of the Anoka-Hennepin Indian Education Parent Advisory Committee and Indian Education program is to encourage and inspire the academic achievement, social and emotional development, and cultural awareness of our 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 Parent Advisory Committee (PAC) is a committee composed of parents or guardians of American Indian students, school district representatives and secondary American Indian students. The Parent Advisory Committee meets on a monthly basis throughout the school year. They provide an important link with the Indian community and advise the school district on all aspects of the Indian Education program.

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ **Date Signed:** Enter date here

**Multidistrict Collaboration Council:** Melissa Jordan, Robert Danneker, Becky Brodeur, Nate Manaen, Jason Bodey, Kelly Corbett, Kristin Hall, Duane Wardally, Jena Carlson, Nancy Eiyneck

**Community Collaboration Council for Racially Identifiable School(s):** Anoka-Hennepin convenes a monthly Community Curriculum Advisory Council (CCAC) for the purpose of reviewing PreK-16 curriculum, assessment, and instructional programming through community lens; to provide information to and request feedback from Parent Teacher Organizations, Partnership Teams, and Parent Advisory Committees in each building regarding curriculum, assessment, and instructional programming; to provide input and feedback to the Curriculum Advisory Council (CAC); and to provide input and feedback to the School Board regarding academic programs. Membership: PreK family and parent representatives (one family or parent representative each per elementary, secondary, and alternative school); elementary, secondary, and alternative school principals/designees; Directors of Elementary and Secondary Curriculum; Supplemental Teaching and Learning Specialists; as well as District Office Representation.

The Anoka-Hennepin School District Student Services Advisory Committee (SSAC) is a group of students, parents, teachers, school administrators and student support specialists charged with advising the district regarding how best to provide equitable educational opportunities for all students. SSAC works to address and close persistent gaps in student achievement, including academic performance and graduation rates. Specifically, this group will focus on the following:

1. SSAC will develop outreach strategies to parents and families to build awareness around and gain feedback regarding

the district's educational equity efforts;

2. SSAC will gather and review student outcome and system data to identify progress and areas for improvement related to equity and inclusion;
3. SSAC will provide recommendations to SSLT regarding strategies, policies, and procedures related to equity practices and systems;
4. Serve as a two-way conduit of information to AHS families and community members. Members also serve as family and community connectors to the public, communicating the committee's recommendations and progress.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

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

## Achievement and Integration Goals

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

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

### Goal #1: Reduce Disparities in Academic Achievement

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

**Goal type:** Achievement Disparity

**Goal #1A:** By the end of the 2026 school year, the achievement gap between BIPOC students and white students as measured by the All Accountability MCA Math Assessments proficiency will decrease from 24.6% to 21.6%, a decrease of 3% from the 2022 achievement gap.

**Goal #1B:** By the end of the 2026 school year, the achievement gap between BIPOC students and white students as measured by the All Accountability MCA Reading Assessments proficiency will decrease from 18.3% to 15.3%, a decrease of 3% from the 2022 achievement gap.

### Strategy 1: Student Achievement Advisors

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

**Integrated Learning Environments:** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Increases cultural fluency, competency, and interaction.

**Narrative description of this strategy:** Anoka-Hennepin will provide students with academic and cultural support that increase belongingness and connectedness, increase positive student-adult relationships, and increase student empowerment.

Student achievement advisors (SAAs) provide programming, groups, and resources outside the classroom that assist students in academic, social, emotional, and behavioral support as well as self-esteem, social skills, cultural and ethnic identity and conflict resolution.

SAAs lead opportunities for students to participate in affinity group and cross-cultural group workshops around school climate, academic achievement, social skills, and cultural awareness. SAAs assist students to understand the key educational concepts of achievement, opportunity, aspirations, and expectations within and across cultures and to think about their lives and future in a constructive way. SAAs promote student success by helping students with goal attainment, focusing them to stay on track, nurturing students so they feel somebody wants them to succeed and helps them succeed, connecting students so they feel they are a part of the school and group, engaging them in activities, and valuing them and their unique skills, abilities, and talents. SAAs provide direct interventions to students as needed. SAAs may provide professional development as needed to staff who work with students on how to better support students toward academic success and to promote a sense of student belonging and participation in school life.

**Location of services:** School sites, NWSISD, and culturally relevant locations.

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Maintain at least 80.0% overall student engagement for each racial/ethnic student group.	80.0%	80.0%	80.0%
Maintain at least 75.0% student engagement on the culture and climate dimension for each racial/ethnic student group.	75.0%	75.0%	75.0%

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

## Strategy 2: Build Bridges Between School and Community

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

**Narrative description of this strategy:** The Diversity, Equity and Inclusion Coordinator and Cultural Liaisons support school, family, and community partnerships to increase student achievement. These three roles facilitate parent affinity

groups to engage diverse families in supporting, informing, and supplementing other parent involvement initiatives across the district.

**Diversity, Equity and Inclusion Coordinator:** This role manages the work of the SAAs to drive a district-wide support network for students and families. The Coordinator for Diversity, Equity and Inclusion will meet with the SAAs regularly to provide professional development, discuss goals, expectations, and programming, cross-district collaboration as well as ways to promote continuous improvement and student achievement.

**Cultural Liaisons:** This role assists families in navigating the school system. They also assist school personnel in understanding various cultural underpinnings of student and family values and behaviors. They work to build bridges between school and community to meet the academic and social needs to increase student achievement.

**Location of services:** All schools and district sites

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Maintain at least 93.0% of EL and BIPOC parents/guardians reporting agreement regarding feelings of welcome and belonging in our schools.	93.0%	93.0%	93.0%

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

## Strategy 3: Advancement Via Individual Determination (AVID)

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

**Narrative description of this strategy:** AVID is a nationally affiliated college-readiness program for our students in grades 7 - 12 and is designed to increase the number of students who enroll in four-year colleges. Although AVID serves all students, it focuses on the least served students in the academic middle. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID students are required to take the AVID elective class as well as advance level core classes to prepare them for the rigor of a four-year college experience. Anoka-Hennepin will continue to participate in NWSISD efforts to provide coordination, training, and support for member districts and their AVID programs.

Student Achievement Advisors (SAAs) will work with the school counselors and administrators in each of their respective secondary schools to help identify and encourage underserved students to enroll and participate in AVID, International Baccalaureate, Advanced Placement, College Possible, College in the Schools and other advanced courses. SAAs will support students that may be struggling with coursework and decision-making around college and careers.

Additional support staff will be provided to assist at-risk students in developing and carrying out their personal learning plans promoting career and college readiness.

**Location of services:** Secondary sites.

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percentage of senior students taking at least one potential-college-credit-earning course in high school will increase.	87.9%	88.3%	88.7%
The percentage of grade 12 AVID students who report having completed at least one college application will increase.	81.6%	82.1%	82.6%

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

## Strategy 4: Academic Intervention Specialists

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases graduation rates.

**Narrative description of this strategy:** All reading and math teachers use data to alter their teaching practice in order to differentiate and plan instruction based on diagnostics. Through professional development and support from the reading and math teaching and learning specialists (TaLSs), intervention teachers will strengthen their ability to accelerate student learning through deeper and more focused small group instruction as a part of a workshop model. Through professional development and work in collaborative teams, teachers will accelerate student learning through integration of technology, where appropriate, as a part of the workshop model of intervention. Through professional development, intervention teachers will be strategic in their use of vocabulary and math instruction strategies.

Educators use multi-tiered systems of support (MTSS) to meet the academic needs of students.

With new math and reading curriculum at the elementary level, and new math curriculum at the secondary level, specific and targeted intervention supports will be provided for students struggling academically.

NOTE: The district did not meet the previous math goal, and is continuing to leverage the Academic Interventionists to support math learning. After analyzing both student results and district conditions, the district believes that progress toward the math goal was significantly impeded by the pandemic. The strategies listed in this plan and specifically the Academic Interventionists are, in alignment with our strategic priorities, the right investments to support attainment of the new math goal. Additionally, professional development funds noted in Strategy 6 will include support for MTSS for academic and behavioral needs, further strengthening the quality of instruction students will receive in math.

**Location of services:** Secondary schools, Monroe Elementary and Evergreen Park Elementary

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The 4-year districtwide high school graduation rate will increase.	89.1%	89.6%	90.0%
The achievement gap in proficiency on the secondary math MCA between BIPOC students and white students will decrease.	21.7%	21.6%	21.5%
The achievement gap in proficiency on the secondary reading MCA between BIPOC students and white students will decrease.	16.1%	16.0%	15.9%

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

## Strategy 5: College and Career Readiness at Alternative Learning Center Sites

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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

### Narrative description of this strategy:

**Achievement/Behavior Facilitators:** The Achievement/Behavior Facilitator teacher(s) will work with students on their four-year Personalized Learning Plans, identify academic and behavioral strengths and areas for growth targets, develop and implement advisory curriculum including study skills, note taking, and personal development skills (behavior learning targets) to prepare students for personal and professional success. They will educate students on post-secondary options, including career and post-secondary readiness by leading the following activities: career inventories, career study, education paths, career fair, interview skills practice, college search activities, college visits.

**Care Coach Paras:** The Care Coach Para(s) will work with students to address issues around developing the soft skills needed to work in collaboration with diverse groups of people, attendance, assignment completion and other successful qualities needed to progress in school as well as to ensure that career exploration and college and career information is aligned with the PLP goals.

**Location of services:** District alternative learning center sites

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Maintain at least 20.0% of students at Sandburg Regional High School who report completing at least one college application.	20.0%	20.0%	20.0%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The percentage of Sandburg Regional High School students reporting their highest education goal as at least some college will increase.	52.9%	55.8%	58.7%

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

## Goal #2 Access to Effective and Diverse Teachers

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

**Goal type:** Teacher Equity

**Goal #2:** By the end of the 2026 school year, the percentage of teachers of color (teacher FTE) will increase from 4.3% (2021-2022 teacher FTE) to 4.9%.

## Strategy 6: Recruitment and Retention of Staff of Color

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

### Narrative description of this strategy:

**Recruitment:** The recruitment specialist will implement strategies that increase the number of candidates of color who apply for positions within our district. Intentionality in developing a marketing-recruitment strategy that includes assessing what our current employees opine about their employment and creating an employment brand that can be used in all recruitment activities. Anoka-Hennepin will target diversity recruitment strategies that include, but are not limited to: (1) attendance at diversity job fairs; (2) working proactively in building relationships with higher education organizations that have a diverse population and connect with their student organization representing diverse populations; (3) designing recognition program for employee referral; (4) recruitment through “pop up job fairs” within individual school communities; (5) optimizing recruitment resources such as LinkedIn, Facebook, Glassdoor, and Twitter; (6) ensure our school community is reflected on job recruitment pamphlets; (7) review and revise job descriptions with an equity lens; (8) work with the legislature and Minnesota Department of Education to eliminate impediments for candidates of color who would like to become licensed educators; (9) develop a student teacher pipeline with higher education organizations having a more diverse student population. Anoka-Hennepin partners with post-secondary institutions to develop and foster a grow-your-own pathway for future teachers from current employees.

**Retention:** District will focus on the retention of teachers of color through a number of actions including but not limited to: (1) developing and administering culturally responsive exit interview questions for employees voluntarily leaving the organization; (2) focus groups for current employees to collect and analyze information related to employee engagement and barriers to success; (3) a mentorship program for teachers of color will be developed and implemented; (4) the district will provide opportunities for employees of color to meet periodically as a means to increase employee support systems and reduce isolation.



**Location of services:** All Anoka-Hennepin Schools and District Offices

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
BIPOC student participation in Educators Rising program will increase (40% in SY21).	43%	45%	48%
BIPOC participation in Grow Your Own programs will increase by 1% per year. (17% in SY21)	18.0%	19.0%	20.0%
Retention rate for BIPOC teachers will increase. (92.5% in SY21)	93.0%	93.3%	93.5%

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

## Strategy 7: Provide Growth-Oriented Support to Increase Effective Adult Behaviors

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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

**Narrative description of this strategy:** Anoka-Hennepin will provide equity-driven professional development for all employees to (1) build their capacity to work effectively with diverse groups of students and families; (2) increase employee knowledge and skills in high quality instruction and cultural competency; and (3) to provide data-driven, multi-tiered, systems of support to students (MTSS) to achieve high academic success for every student. Educators and administrators are provided multiple opportunities to participate in-district and inter-district professional learning opportunities for improving the achievement of all students. District staff members will participate in professional learning experiences provided by partner organizations including NWSISD, University of Minnesota, and additional educational equity experts using a variety of delivery models and topics based on district needs.

Anoka-Hennepin will provide district-wide staff development based on the district Equity Achievement Plan and the district's strategic priorities. The Anoka-Hennepin District Equity Support Team, working in partnership with School Equity Teams, will advise, develop, coordinate, and facilitate professional development offerings. Delivery models and topics will be determined based on school needs and direction from the cabinet.

A combination of on-site, online, and remote learning experiences are provided for employees. Professional development plan is reviewed and revised annually to meet the needs of the district.

**Location of services:** Anoka-Hennepin School District offices, schools, NWSISD office, or culturally significant locations

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Maintain at least 90.0% agreement that PD sessions are effective.	90.0%	90.0%	90.0%
Maintain at least 80.0% agreement related to positive staff culture and climate.	80.0%	80.0%	80.0%

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

## Goal #3 Integration

**Aligns with WBWF area:** All students are ready for career and college.

**Goal type:** Integration

**Goal #3:** As part of the NWSISD Collaborative Anoka-Hennepin School District 11 will participate in programs seeking racial and economic integration and achievement gap closure for students in our district FY 2024-2026.

By the end of the 2026 school year, the percentage of senior BIPOC students taking at least one potential-college-credit-earning course in high school will increase to 88.7%. The 2021-22 cohort of senior BIPOC students participated at a rate of 86.2%.

## Strategy 8: School Choice

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Provides school enrollment choices.

**Narrative description of this strategy:** Anoka-Hennepin will offer open enrollment, in-district transfer, and NWSISD enrollment opportunities to students and families who wish to participate in magnet and specialty schools. Magnet/Specialty schools are designed to provide opportunities for students to learn in an innovative and integrated environment that provides rigorous coursework for all students. The curriculum is aligned to themes such as the Arts, International Baccalaureate, or STEM/STEAM. Magnet/Specialty schools are more “hands-on, minds on” and use an approach to learning that is inquiry or performance/project based. Policies, curricula, trained instructors, administrators, counselors and other staff all work together to provide integrated learning activities. Curriculum integration teachers integrate the magnet school themes into the state standards-based curriculum. Students participate in innovative learning activities such as field trips, guest speakers, and digital learning experiences.

High school magnet/specialty programs provide opportunities for students to enroll in college credit-bearing courses during the regular school day. These opportunities include, but are not limited to, International Baccalaureate Career Certificate courses, Advanced Placement, Project Lead the Way, concurrent enrollment, and certificate programming within the health career industry.

Anoka-Hennepin will continue to work in partnership with NWSISD in the development, design, and implementation of educational methods and practices that promote diversity and increased choices for families. The NWSISD magnet schools do not have entrance criteria and student eligibility is based on an interest in theme, resulting in students from a wide array of backgrounds enrolled in the magnet schools. Anoka-Hennepin will use the Minnesota open enrollment process and desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school system.

NWSISD magnet students receive free transportation as long as they live within the seven district collaborative boundaries. A-H will continue to participate in NWSISD efforts to provide coordination, training, and support for member districts.

**Location of services:** The Anoka-Hennepin School District has twelve Magnet/Specialty Schools: 1. Champlin Brooklyn Park Academy for Math and Environmental Science 2. Evergreen Park Elementary School of Innovation 3. Hoover Elementary School: Science, Technology, Engineering, and Mathematics, 4. Lincoln Elementary School for the Arts 5. Monroe Elementary School for Mathematics, Science, and Children's Engineering 6. University Avenue Aerospace, Children's Engineering, and Science 7. Anoka Middle School for the Arts 8. Jackson Middle School: A Science and Math Specialty School 9. Anoka High School Science, Technology, Engineering, Arts, and Mathematics 10. Blaine High School: Center for Engineering, Mathematics, and Science 11. Champlin Park High School: International Baccalaureate 12. Coon Rapids High School: Center for Biomed Sciences and Engineering

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The number of student requests to open enroll and in-district transfer into our 12 magnet/specialty schools will increase.	583	589	595
Maintain no more than a 6.0% difference between the percentage of BIPOC students at district magnet/specialty schools and district overall enrollment.	6.0%	6.0%	6.0%
Maintain no more than a 4.0% difference between the percentage of students qualifying for free and reduced priced services at district magnet/specialty schools and district overall enrollment.	4.0%	4.0%	4.0%

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

## Strategy 9: Integrated Student Enrichment Activities

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Increases cultural fluency, competency, and interaction.

Increases graduation rates.

**Narrative description of this strategy:** Anoka-Hennepin students will participate in the NWSISD-sponsored student support service opportunities promoting integrated learning environments and practices to increase cultural fluency, competency, and interaction.

Student programs provided by NWSISD are the Step-Up: Mentorship for Young Men and Essence: Mentorship for Young Women. These mentorship programs target middle school and high school students with a focus on the four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which are focused on introspection, learning how culture shapes expectations, setting goals for their high school careers and beyond. Examples of specific activities are college field trips, career exploration, service learning, team building and guest speakers. In addition to support for the specific mentorship programs, NWSISD provides college experiences for middle school and high school students who may be in AVID, Educators Rising, as well as in collaboration with the college and career centers. NWSISD offers college and career conferences.

Anoka-Hennepin Schools will use the Minnesota open enrollment process and desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school system.

**Location of services:** NWSISD member districts. The Anoka-Hennepin School District has twelve Magnet/Specialty Schools: 1. Champlin Brooklyn Park Academy for Math and Environmental Science 2. Evergreen Park Elementary School of Innovation 3. Hoover Elementary School: Science, Technology, Engineering, and Mathematics, 4. Lincoln Elementary School for the Arts 5. Monroe Elementary School for Mathematics, Science, and Children's Engineering 6. University Avenue Aerospace, Children's Engineering, and Science 7. Anoka Middle School for the Arts 8. Jackson Middle School: A Science and Math Specialty School 9. Anoka High School Science, Technology, Engineering, Arts, and Mathematics 10. Blaine High School: Center for Engineering, Mathematics, and Science 11. Champlin Park High School: International Baccalaureate 12. Center for Biomed Sciences and Engineering

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Maintain at least 70.0% of seniors who report having visited a college campus while in high school.	70.0%	70.0%	70.0%
The 4-year districtwide high school graduation rate of BIPOC students will increase.	84.1%	85.2%	86.4%

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Anoka-Hennepin employs a continuous improvement model for 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 (i.e.: magnet/specialty programs, intervention programming, advanced learner programming), in addition to by classroom and even individual student.

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.

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.

Our district's Achievement and Integration Plan creates efficiencies by implementing a multi-district collaborative for planning and implementing integration activities. Utilizing a single outside entity of NWSISD #6078 to provide integration activities for the entire region reduces redundancy in the development and implementation of the magnet, student services and professional development programs and eliminates duplicative programs within the region. Additionally, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to our other district initiative and funding source, including World's Best Workforce Goals, American Indian Education Plan and funds. By supplementing each of these areas, we avoid program duplication while increasing efficiencies and effectiveness.

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## Racially Identifiable School(s) (RIS)

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

## Evergreen Park Elementary School of Innovation Achievement and Integration Goals

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

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

**RIS Goal # 1** By Spring 2026, 30.5% of 3rd grade students at Evergreen Park Elementary will score at or above grade level proficiency on the All Accountability MCA Reading Assessments. (The Spring 2022 proficiency rate is 23.6%)

**Aligns with WBWF area:** All third graders can read at grade level

**Goal type:** Achievement Disparity

**RIS Goal # 2** By the end of the 2026 school year, the percentage of teachers of color (teacher FTE) at Evergreen Park Elementary will increase from 18.2% (2021-22 teacher FTE) to 24.2%.

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

**Goal type:** Teacher Equity

**RIS Goal # 3** By the end of the 2025-26 school year, the percentage of BIPOC students qualifying for TD programming at Evergreen Park Elementary will increase from 3.2% to 4.5%.

**Aligns with WBWF area:** All students are ready for career and college.

**Goal type:** Integration

## Evergreen Park Elementary School of Innovation Racially Identifiable School Strategies

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

### Strategy #1: Intervention Teacher

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools,

differentiated instruction, or targeted interventions.

#### **Narrative description of this strategy:**

Providing facilitation and data digging support to grade level/student support teams who meet weekly to discuss data by group, standard and grade level. Intentional focus on specific student needs. Support in tracking data, growth over time, and facilitation of conversations about Tier 1 differentiation and Tier II interventions. Specializing in differentiation

strategies to model and coach effective best practices through regular coaching cycles for staff supporting whole group and small group, tier I and II instruction in the areas of math or reading.

Location of services: Evergreen Park Elementary School of Innovation

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
3rd graders at Evergreen Park will increase their percentage of students scoring at or above grade level on the All Accountability MCA Reading Assessments. (The Spring 2022 proficiency rate is 23.6%.)	23.6%	27.1%	30.5%

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

## Strategy #2: Student Services Advocate - School Social Worker

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

**Narrative description of this strategy:** Outreach/support to parents/students in the area of basic needs, physical, academic, and social and emotional wellness, especially in tier II needs, to increase achievement, so all students can succeed – student services advocate licensed school social work (SSW). Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

The Student Support Advocate will supplement a larger family engagement program by acting as a liaison between home and school and encouraging broader parent involvement from families. SSW will seek out resources from The Family Community Engagement Program (FCE) at Northwest Suburban Integration School District in an effort to assist families in learning how to navigate school systems and empower their children to achieve academic success. The FCE works with schools, families, and community stakeholders to improve student achievement. Studies show that relationships, resources and school climate play a significant role in family engagement. 2) SSW will use and promote the Family Community Engagement online resource <http://nwsisdce.wordpress.com/> which offers the best practices and innovations related to school, family, and community partnerships and how it contributes to student achievement and life-long success. 3) Staff will collaborate with NWSISD to provide workshops to educators on working with underrepresented families, specifically families in poverty and families of color.

Location of services: Evergreen Park Elementary School of Innovation

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase overall rate of satisfaction of Evergreen students on the Student Engagement Survey (86.7% from 2022).	88%	89%	90%
Increase overall parent satisfaction on the Parent Attitude and Satisfaction Survey for Evergreen Park (88.3% from 2022).	89%	90%	91%

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

## Strategy #3: Effective Teaching Practices Coach

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Increases cultural fluency, competency, and interaction.

Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Coach will support students and staff to increase achievement, so all students can succeed. The coach provides whole group review of priority school skills (including Catalyst skills), yearly refreshers, individual coaching that is differentiated to the needs of the staff member. Support of the building leadership team in creating and achieving continuous improvement targets. Working with staff to create action plans to put school improvement strategies into action.

Location of services: Evergreen Park Elementary School of Innovation

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase percent of teachers of color at Evergreen Park Elementary (18.2% in SY21).	21.2%	21.2%	24.2%
3rd graders at Evergreen Park will increase their percentage of students scoring at or above grade level on the All Accountability MCA Reading Assessments. (The Spring 2022 proficiency rate is 23.6%.)	23.6%	27.1%	30.5%

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

## Strategy #4: School Choice

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Provides school enrollment choices.



**Narrative description of this strategy:** Anoka-Hennepin will offer open enrollment, in-district transfer, and NWSISD enrollment opportunities to students and families who wish to participate in magnet and specialty schools. Magnet/Specialty schools are designed to provide opportunities for students to learn in an innovative and integrated environment that provides rigorous coursework for all students. Magnet/Specialty schools are more “hands-on, minds on” and use an approach to learning that is inquiry or performance/project based. Policies, curricula, trained instructors, administrators, counselors and other staff all work together to provide integrated learning activities. Curriculum integration teachers integrate the magnet school themes into the state standards-based curriculum. Students participate in innovative learning activities such as field trips, guest speakers, and digital learning experiences.

Anoka-Hennepin will continue to work in partnership with NWSISD in the development, design, and implementation of educational methods and practices that promote diversity and increased choices for families. The NWSISD magnet schools do not have entrance criteria and student eligibility is based on an interest in the theme, resulting in students from a wide array of backgrounds enrolled in the magnet schools. Additionally, NWSISD magnet students receive free transportation as long as they live within the seven district collaborative boundaries. A-H will continue to participate in NWSISD efforts to provide coordination, training, and support for member districts.

Location of services: Evergreen Park Elementary School of Innovation

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The number of student requests to open enroll and in-district transfers into Evergreen Park will increase.	14	16	18

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

## Strategy #5: Integrated Student Enrichment Activities

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools,

differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Anoka-Hennepin students will participate in the NWSISD-sponsored student support service opportunities promoting integrated learning environments and practices to increase cultural fluency, competency, and interaction.

Student programs provided by NWSISD career and college exploration, Educators Rising, and Multicultural Resource Center.

Location of services: Evergreen Park Elementary School of Innovation

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Evergreen Park will reach out at least the following number of times per year to the NWSISD Multicultural Resource Center to integrate resources into school learning experiences.	3	3	3
Evergreen Park will maintain participation in at least the number of NWSISD integrated Learning activities as they align with school priorities, curriculum, etc.	1	1	1

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

## Creating Efficiencies and Eliminating Duplicative Programs

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

Evergreen Park Elementary is also a school-wide title building. As part of the school wide title planning process, staff conducts a needs assessment each year to determine areas of focus for the upcoming school year. As a team, we utilized the data gathered during the needs assessment process to align our school wide title plan with our AIM plan. This allows for focus on measurable goals which will impact student learning.

## Monroe Elementary: Math, Science and Children’s Engineering Achievement and Integration Goals

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

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

**RIS Goal # 1** By Spring 2026, 34.2% of 3rd grade students at Monroe Elementary will score at or above grade level proficiency on the All Accountability MCA Reading Assessments. (The Spring 2022 proficiency rate is 20.0%.)

**Aligns with WBWF area:** All third graders can read at grade level

**Goal type:** Achievement Disparity

**RIS Goal # 2** By the end of the 2026 school year, the percentage of teachers of color (teacher FTE) at Monroe Elementary will increase from 25.9% (2021-22 teacher FTE) to 30.9%.

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

**Goal type:** Teacher Equity

**RIS Goal # 3** By the end of the 2025-26 school year, the percentage of BIPOC students qualifying for TD programming at Monroe Elementary will increase from 4.4% to 5.7%.

**Aligns with WBWF area:** All students are ready for career and college.

**Goal type:** Integration

## Monroe Elementary: Math, Science and Children’s Engineering Racially Identifiable School Strategies

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

### Strategy #1: Intervention Teacher

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools,

differentiated instruction, or targeted interventions.

#### **Narrative description of this strategy:**

Providing facilitation and data digging support to grade level/student support teams who meet weekly to discuss data by group, standard and grade level. Intentional focus on specific student needs. Support in tracking data, growth over time, and facilitation of conversations about Tier 1 differentiation and Tier II interventions. Specializing in differentiation strategies to model and coach effective best practices through regular coaching cycles for staff supporting whole group and small group, tier I and II instruction in the areas of math or reading.

Location of services: Monroe Elementary: Math, Science and Children’s Engineering

## Key Indicators

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
3rd graders at Monroe will increase their percentage of students scoring at or above grade level on the All Accountability MCA Reading Assessments. (SY21 proficiency at 20%)	24.7%	29.5%	34.2%

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

## Strategy #2: Student Services Advocate - School Social Worker

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

**Narrative description of this strategy:** Outreach/support to parents/students in the area of basic needs, physical, academic, and social and emotional wellness, especially in tier II needs, to increase achievement, so all students can succeed – student services advocate licensed school social work (SSW). Parent, family, and community involvement in education correlates with higher academic performance and school improvement. When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in higher level programs.

The Student Support Advocate will supplement a larger family engagement program by acting as a liaison between home and school and encouraging broader parent involvement from families. SSW will seek out resources from The Family Community Engagement Program (FCE) at Northwest Suburban Integration School District in an effort to assist families in learning how to navigate school systems and empower their children to achieve academic success. The FCE works with schools, families, and community stakeholders to improve student achievement. Studies show that relationships, resources and school climate play a significant role in family engagement. 2) SSW will use and promote the Family Community Engagement online resource <http://nwsisdce.wordpress.com/> which offers the best practices and innovations related to school, family, and community partnerships and how it contributes to student achievement and life-long success. 3) Staff will collaborate with NWSISD to provide workshops to educators on working with underrepresented families, specifically families in poverty and families of color.

Location of services: Monroe Elementary: Math, Science and Children’s Engineering

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase overall rate of satisfaction of Monroe students on the Student Engagement Survey (baseline of 94% in SY21).	94.5%	95%	95.5%
Maintain a high level (over 98%) of overall parent satisfaction on the Parent Attitude and Satisfaction Survey for Monroe (baseline of 98.3% in SY21).	98%	98%	98%

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

## Strategy #3: Effective Teaching Practices Coach

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Increases cultural fluency, competency, and interaction.  
Increases access to effective and diverse teachers.

**Narrative description of this strategy:** Coach will support students and staff to increase achievement, so all students can succeed. The coach provides whole group review of priority school skills (including Catalyst skills), yearly refreshers, individual coaching that is differentiated to the needs of the staff member. Support of the building leadership team in creating and achieving continuous improvement targets. Working with staff to create action plans to put school improvement strategies into action.

Location of services: Monroe Elementary: Math, Science and Children’s Engineering

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Increase percent of teachers of color at Monroe Elementary (25.9% in SY21) to 30.9%.	28.4%	28.4%	30.9%
3rd graders at Monroe will increase their percentage of students scoring at or above grade level on the All Accountability MCA Reading Assessments. (SY21 proficiency at 20%)	24.7%	29.5%	34.2%

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

## Strategy #4: Integrated Student Enrichment Activities

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools,

differentiated instruction, or targeted interventions.

**Narrative description of this strategy:** Anoka-Hennepin students will participate in the NWSISD-sponsored student support service opportunities promoting integrated learning environments and practices to increase cultural fluency, competency, and interaction.

Student programs provided by NWSISD career and college exploration, Educators Rising, and Multicultural Resource Center.

Location of services: Monroe Elementary: Math, Science and Children’s Engineering

## Key Indicators

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Monroe will reach out at least the following number of times per year to the NWSISD Multicultural Resource Center to integrate resources into school learning experiences.	3	3	3
Monroe will maintain participation in at least the number of NWSISD Integrated Learning activities as they align with school priorities, curriculum, etc.	1	1	1

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

## Creating Efficiencies and Eliminating Duplicative Programs

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

Monroe Elementary is also a school-wide title building. As part of the school wide title planning process, staff conducts a needs assessment each year to determine areas of focus for the upcoming school year. As a team, we utilized the data gathered during the needs assessment process to align our school wide title plan with our AIM plan. This allows for focus on measurable goals which will impact student learning.