



ANOKA-HENNEPIN
SCHOOLS
A future without limit

Equity Achievement Plan

August 26, 2019



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.

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I. Educational Equity and Achievement for All

Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for all students. *Educational equity* is when educational policies, practices, interactions, and resources, are representative of, constructed by, and responsive to all students such that each individual has access to, can meaningfully participate and make progress in high quality learning experiences that empower them towards self-determination and reduces disparities in outcomes regardless of individual characteristics and cultural identities (GLEC, 2012).

II. We are Anoka-Hennepin

The Anoka-Hennepin School District is one of Minnesota's largest, serving approximately 38,000 students and 248,000 residents. Spread out across 172 square miles, the district is made of 13 suburban communities north of the Twin Cities of Minneapolis and St. Paul. The district serves 13 communities: All of Anoka, Champlin and Coon Rapids, and parts of Andover, Blaine, Brooklyn Center, Brooklyn Park, Dayton, Fridley, Ham Lake, Nowthen, Oak Grove and Ramsey. Anoka-Hennepin has 26 elementary schools, six middle schools, and five traditional high schools, plus alternative middle and high school sites.

Student demographics continue to grow in diversity across race, ethnicity, language, and economic status.

Race and ethnicity: Today, approximately 68% of Anoka-Hennepin students are white and 32% are students of color (12% black, 8% Asian, 6% Hispanic, and less than 1% American Indian). A decade ago, only 20% of our students were students of color. It is projected that students of color will become the majority and white students the minority within the next decade.

Language: Today, approximately 6.5% of Anoka-Hennepin students are English Language Learners (10% of elementary students, 4% of middle school students, and 3% of high school students). A decade ago, the percentage of students identified with English as a Second Language was fairly similar (6%). Although the proportion of students learning academic English has stayed fairly stable, the diversity of languages spoken has increased drastically in that time. Today, over 100 different languages and dialects are spoken in the homes of our students. Most commonly spoken languages in addition to English are Spanish, Hmong, Vietnamese, Arabic, Somali, and Russian.

Economic Status: Today, nearly 35% of students qualify for free or reduced price services. A decade ago, approximately 30% of our students qualified for free or reduced price services. A difference today is that more of our families are experiencing greater economic hardships. More of these families are eligible for free, rather than reduced, price services. In addition, almost 4% of our students lack a fixed, regular night-time residence and are eligible for McKinney-Vento support services to help stabilize their educational experience.

Anoka-Hennepin employs approximately 3,000 teachers and 200 principals, assistant principals, and district administrators. Nearly 96% of teachers and 94% of administrators are white while less than 5% of teachers and 6% of administrators are people of color.

Anoka-Hennepin student and staff demographics are very similar to Minnesota. The student body is changing dramatically while the staff working directly with students remains fairly homogenous.

A. *Mission Statement*

It is the primary mission of the Anoka-Hennepin School District to effectively educate each of our students for success. To fulfill this mission, the school district is accountable for:

- Providing a caring, highly trained and effective staff who use research-based best practices.
- Providing learning opportunities that meet the individual learning needs of each student.
- Monitoring student achievement to maximize each student's learning.
- Promoting high achievement for all students.
- Acknowledging parents' roles as their children's primary educators and partnering with them to increase student success.
- Improving connections with the community to foster public involvement with and understanding of our educational programs.
- Providing a safe and respectful learning environment.
- Using all resources efficiently and effectively.

B. *Vision Statement*

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.

C. *Core Values*

Anoka-Hennepin School District core values include

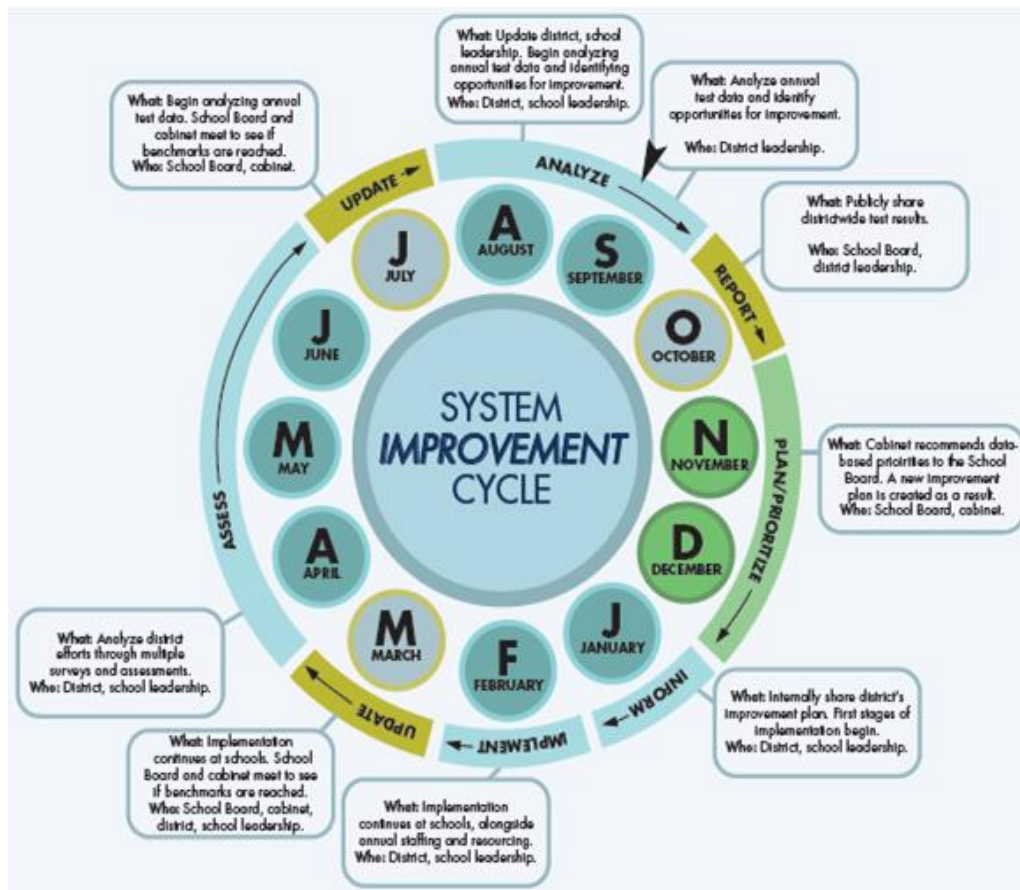
- Respect – to show consideration for self, others, and property
- Responsibility – to carryout obligations in a dependable manner; to acknowledge consequences and rewards of one's choices; to contribute to society
- Appreciation of diversity – to recognize and honor the dignity of each individual; to celebrate differences 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

III. Continuous Improvement and Goal Setting

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. These disaggregated data are included in district-created reports, as well as in software tools such as our data warehouse.

District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend				Desired Trend	
		Intervene	Concern	Baseline	Progress	Vision	2013-14	2014-15	2015-16	2016-17		
A1.1: Early Learning Achievement Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	91.4%	90.3%	91.1%	87.8%	↑	
A1.2: earlyReading Kindergarten Readiness Reading Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	NA	45.4%	46.1%	43.3%	↑	
A1.3: Maximum gap in earlyReading proficiency between F/R and ethnic student groups in meeting benchmark	Percent difference between highest and lowest performing student groups											
A1.4: MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency											
A1.5: Maximum gap in MCA-III Reading proficiency between F/R and ethnic student groups in meeting proficiency	Percent difference between highest and lowest performing student groups											
A1.6: MCA-III Reading Growth	Percent of all students who meet medium or high growth											
A1.7: CoM Kindergarten Readiness Math Benchmark	Percent of all students who meet/exceed expected benchmark											
A1.8: Maximum gap in CoM proficiency between F/R and ethnic student groups in meeting benchmark	Percent difference between highest and lowest performing student groups											
A1.9: MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency											
A1.10: Maximum gap in MCA-III Math proficiency between student groups in meeting benchmark	Percent difference between highest											
A1.11: MCA-III Math												
A1.12: MCA-III Scier												
A1.13: Maximum gap Science between F/ student groups in m												
A1.14: MCA-III Read Comparison												
A1.15: MCA-III Mat Comparison												
A1.16: MCA-III Scier Comparison												
District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend				Desired Trend	
		Intervene	Concern	Baseline	Progress	Vision	2013-14	2014-15	2015-16	2016-17		
A3.1: Student engagement (e.g. performance feedback, safety, welcoming, belonging)	Percent overall student engagement	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	87.3%	87.8%	87.2%	87.2%	↑	
A3.2: Greatest difference in student engagement across ethnic groups	Percent difference	>10%	9-10%	7-8%	5-6%	<5%	4.2%	6.0%	2.5%	3.7%	↓	
A3.3: Percent of students with no out of school suspensions (secondary only)	Percent of students who do not have an out of school suspension	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	NA	92.2%	95.0%	96.1%	↑	
District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend				Desired Trend	
		Intervene	Concern	Baseline	Progress	Vision	2013-14	2014-15	2015-16	2016-17		
A2.1: 3 rd Grade MCA-III Reading Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	58.6%	58.4%	59.0%	60.3%	↑	
A2.2: 8 th Grade MCA-III Math Proficiency	Percent of all students who meet/exceed expected proficiency	≤ 79%	80-84%	85-89%	90-94%	≥ 95%	57.4%	58.9%	61.9%	62.9%	↑	
A2.3: ACT Participation of graduating class	Percent of students who participate in ACT	≤ 74%	75-79%	80-84%	85-90%	>90%	67.6%	69.3%	98.4%	99.4%	↑	
A2.4: ACT composite score of graduating class	Average composite score of students taking the ACT	20 or below	>20 and ≤21	>21 and ≤23	>23 and ≤24	24 or greater	22.7	22.4	20.7	20.8	↑	
A2.5: ACT College Readiness Benchmarks of graduating class	Percent of all students tested who meet or exceed all four ACT benchmarks	≤ 29%	30-39%	40-49%	50-60%	>60%	37%	36%	25%	27%	↑	
A2.6: 4-Year Graduation Rate (9 – 12 cohort)	Graduation rate percent	≤ 89%	90-92%	93-95%	96-98%	>98%	81.3%	81.6%	85.8%	83.4%	↑	
A2.7: Participation in potential college-credit earning courses: percent of graduating seniors taking at least one while in high school	Percent of senior students who participated in at least one potential college-credit earning course during four years in high school	<50%	50-64%	65-79%	80-94%	≥ 95%	NA	81.3%	81.2%	90.2%	↑	
A2.8: Participation in potential college-credit earning courses: greatest percentage gap among F/R and ethnic student groups for seniors (PSEO, CIS, S2S, AP, IB, etc.)	Percent difference between highest and lowest participating student groups	>25%	21-25%	16-20%	10-15%	<10%	NA	27.9%	23.5%	20.2%	↓	

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 systems 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.

 ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES <small>Mission: It is the primary mission of the district to effectively educate each of our students for success. Vision: It is the vision of the district to be a public school system of excellence, with high quality staff, programs and successful graduates.</small>		
INCREASED STUDENT ACHIEVEMENT	SAFE AND WELCOMING ENVIRONMENTS	EFFECTIVE ORGANIZATIONAL SUPPORT
IMPLEMENTING		
1.1 Elementary English Language Arts curriculum. 1.2 Special Education program improvements, Year two. 1.3 Hoover STEM specialty school. 1.4 Enhanced elementary talent development practices. 1.5 Gifted and talented school within a school program. 1.6. Updated elementary math.	2.1 Bond Construction and facilities improvements 2.2 Multi-tiered systems of support (MTSS) 2.3 Improved School Security 2.4 Systemic efforts to respond to disruptive students and students in crisis.	3.1 Elementary and middle school boundaries. 3.2 New student support model. 3.3 Improved employee recruitment and retention 3.4 Improved Human Resource/payroll/finance software software. 3.5 Increased staff and stakeholder involvement in district planning and continuous improvement.
REVIEWING		
1.7 Evergreen Park magnet theme shift 1.8 Standards based practices for secondary teachers. 1.9 High School program schedule. 1.10 Northdale Middle School specialty school program. 1.11 Secondary math materials and instruction improvement.	2.5 Equity achievement plan	3.6 Investing unrestricted funds to support the implementation of strategic priorities
CONSIDERING		
1.12 Personalized learning and 21st century skills. 1.13 Aligning Q-Comp Goals to Student Achievement 1.14 Co-Curricular Middle School Program 1.15 K-12 Science Standards Implications	2.6 Synthetic turf for stadium fields. 2.7 Long-term facility needs	
MONITORING		
1.16 Middle School reading intervention supplemental materials.	2.8 Retention of district students enrolled	

Following are the current district-wide goals in math, reading, and college and career readiness. Goals are evaluated and revised annually.

A. Math Proficiency and Achievement Gap Goals

By the end of the 2019 school year, 65.7% of all students will score at or above grade-level proficiency on the All Accountability MCA Math Assessments, an increase of 1.1% from the proficiency of the 2018 cohort of students.

By the end of the 2019 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 20.7% to 19.6%.

B. Reading Proficiency and Achievement Gap Goals

By the end of the 2019 school year, 66.4% of all students will score at or above grade-level proficiency on the All Accountability MCA Reading Assessments, an increase of 1.0% from the proficiency of the 2018 cohort of students.

By the end of the 2019 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 17.9% to 16.9%.

C. College and Career Readiness Goals

By the end of the 2019 school year, 83% of all students completing their senior year will have taken at least one potential college credit earning course by graduation, an increase of 1% from the potential college credit earning course enrollment rate of the 2018 cohort of students.

By the end of the 2018 school year, 85.5% of all students in their fourth year of high school will graduate, an increase of 2.3% from the rate of the 2017 cohort of students. This includes all students, including students in traditional, alternative and special programming across the district.

IV. Data Informed Decision Making

Anoka-Hennepin joined other school districts across the Twin Cities metropolitan area in exploring educational equity and excellence for all. The following year, the district engaged in an in-depth analysis of the local context driving student opportunity and outcomes.

A. Reimagine Minnesota

The goal of Reimagine Minnesota is to eliminate disparities and to improve access, equity and opportunity for ALL students.

In the Spring of 2017, parents, students, cultural representatives, community members, business leaders and other education stakeholders participated in a community conversation about educational equity. Participants were asked to Reimagine Minnesota and conceptualize a new model of education that's designed for the success of all students. Input from Anoka-Hennepin stakeholders was combined with that of communities all across the metropolitan area. In total 12 World Café convenings of more than 3,000 participant voices and a student conference of more than 300 high school students resulted in three overarching recommendations:

1. Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.
2. Personalized relevant education and youth development that guarantees access to rigorous learning and eliminating predictability based on race.
3. Equitable resources (time, talent, funds) aligned to student needs (hopes & dreams) that enable every district to "see all" and "serve all."

Reimagine Minnesota is a comprehensive education plan developed collectively by a group of more than 30 school superintendents from the metropolitan area. The Association of Metropolitan School Districts has facilitated the initiative and is hosting periodic professional development sessions focused on the strategies in the Reimagine Minnesota plan.

Reimagine Minnesota strategies are aligned to the Anoka-Hennepin Equity Achievement Plan.

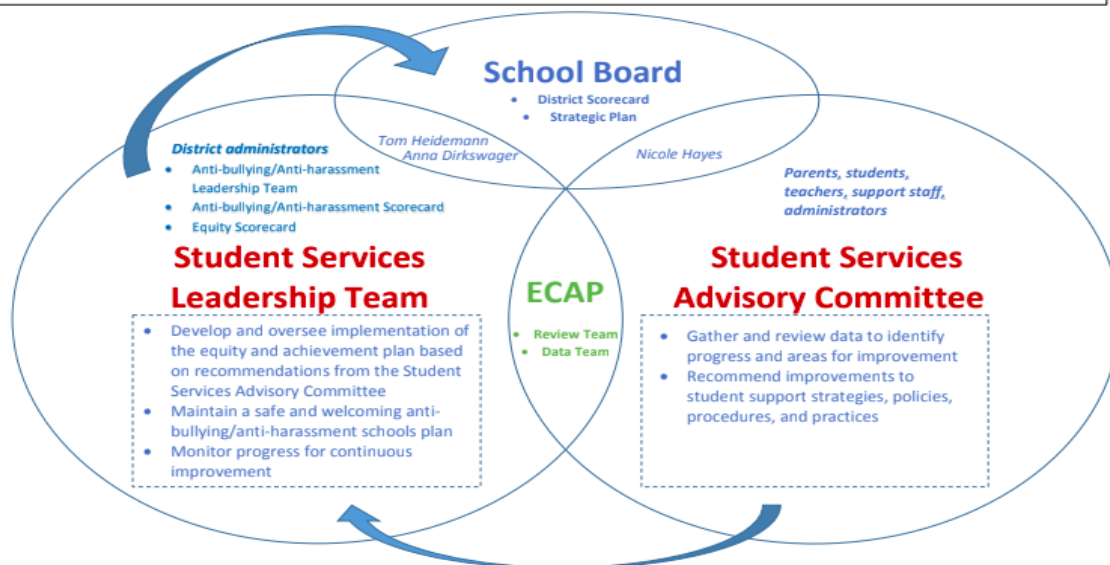
B. Equity Context Analysis Process

In order to gather local information to inform equity-focused strategic planning efforts, Anoka-Hennepin School District partnered with the Midwest and Plains Equity Assistance Center (MAP Center) and engaged in a district-wide analysis of our system via the Equity Context Analysis Process (ECAP). The ECAP involved several data collection activities, including:

- student outcomes data summary,
- school site visits,
- stakeholder questionnaires, and
- an equity review rubric.

The ECAP provided an in-depth study of the Anoka-Hennepin school district. It enabled collaborative, cross-stakeholder dialogue, analysis, and meaning-making of systemic variables and systemic conditions toward equity. The data collection process looked at themes occurring throughout the district and identified areas of strength and opportunities for change. The ECAP data collection phase was completed April through September 2018. The MAP Center worked with the Student Services Advisory Committee, a district cross-stakeholder team, to co-interpret the data, identify themes, and build capacity for driving educational equity.

Anoka-Hennepin **Student Services Teams** work to create safe and welcoming schools free of bullying and harassment, and address and close persistent gaps in student achievement, including academic performance and graduation rates as well as reductions in disruptive student behavior.



Midwest and Plains Equity Assistance Center will guide the district through an Equity Context Analysis Process (ECAP). ECAP is a comprehensive data collection and analysis process used to identify opportunities for growth related to advancing educational equity and support strategic planning efforts.

Student Services Teams 3.1.18

C. Priority Equity Domains

Through the Equity Context Analysis Process, three equity domains were identified as priorities for strategic equity initiatives.

#1 Climate

All members of the learning community experience safe, supportive, and inclusive learning environments, where there is a recognition and valuing of students' differences and the creation of spaces for families and students to participate in decisions that affect their learning trajectories.

#2 Student Engagement

All students are active participants in their own learning and are engaged in high quality and rigorous learning opportunities. Students' academic, social, and personal growth all are deemed important outcomes.

#3 Instruction and Assessment

Curriculum, instruction, and assessment practices support all students in identifying and using tools and knowledge resources from multiple communities to empower students to be critical thinkers and contribute positively to our communities in and out of school. Instruction is differentiated to facilitate use of various modalities for acquisition and generation of knowledge or skills through experience and study.

The Student Services Advisory Committee, Student Services Leadership Team, school and district administrators, and the Culturally Responsive Teaching (CRT) District Support Team identified barriers to achieving equitable outcomes for all students and assets in our district and community that could be drawn upon to reach our goals. This informed the alignment of eight Reimagine Minnesota strategies to the three priority equity domains. Finally, indicators of progress, action steps and projected timelines were identified for each strategy as follows.

V. Strategies, Actions and Indicators of Progress

A. Priority Domain #1: Climate

Strategy	Indicator of Progress	Measure	Target
1. Eliminate ineffective adult behaviors and ensure policies do not lead to disproportionality; provide growth-oriented student, staff and family support.	Increased levels of agreement related to positive culture and climate	Culture and Climate Survey	2% increase from 81.9% to 83.9% overall agreement
Action Steps	Timeline	Leader Responsible	Deliverable
a. Each school/program has an Educational Equity Team to implement district equity plan aligned to building priorities. Team members include principal, teacher, and student support staff.	2019-2020	School Principal and Program Directors	Team roster and meeting agenda/notes
b. CRT District Support Team provides staff development for school staff in collaboration with building Educational Equity Team.	2019-2020	Director of Student Services	Staff development provided for all employees working directly with students
c. Research, adopt, and implement critically conscious tools to review policies and practices for educational equity.	2019-2020	Director of Student Services	Policy review rubric

Strategy	Indicator of Progress	Measure	Target
1. Eliminate ineffective adult behaviors and ensure policies do not lead to disproportionality; provide growth-oriented student, staff and family support.	Increased levels of agreement related to positive culture and climate	Culture and Climate Survey	2% increase from 81.9% to 83.9% overall agreement
Action Steps	Timeline	Leader Responsible	Deliverable
d. To ensure safe and welcoming schools, clearly define expected and unacceptable student behavior. Recommend changes to the School Board for the District Student Discipline Policy.	2019-2020	Principal of Compass Programs	Behavior rubric and behavior targets
e. School Board reviews recommendations and updates policy as approved by Board process	2019-2021	School Board Chair	Updated policy
f. Develop and implement Student Code of Conduct Communication and Training Plan for students, families, and staff. Provide resources for educators to facilitate respectful learning environments.	2020-2021	Principal of Compass Programs and School Principal	Student Code of Conduct Communication and Training Plan
g. Educational Equity Team conducts school ECAP to drive school-wide equity activities embedded within school improvement plan. Site-based ECAP guided by Midwest and Plains Equity Assistance Center.	2020-2021	School Principal and Program Directors	School Improvement Plan
h. Implement a cycle for equity review of district policies and recommend changes to the School Board, as appropriate.	2020-2021	Superintendent	Review cycle and policy recommendations

A. Climate continued

Strategy	Indicator of Progress	Measure	Target
2. Recruit and retain staff of color.	Staff of color are retained	Percent of Employees of Color	Increase teachers of color from 4% to 5%
Action Steps	Timeline	Leader Responsible	Deliverable
a. Provide education career exploration program for high school students (e.g. Educators Rising).	2019-2020	Assistant Director of Student Services	Students participating
b. Expand educator development program opportunities for high school students (e.g. Future Leaders).	2019-2020	Equity and Inclusion Coordinator	Students participating
c. Develop relationships with teacher preparation institutions focused on diversifying the teacher candidate pool.	2019-2020	Director of Employee Services	Prioritized list of colleges/universities
d. Provide career advancement opportunities for non-licensed employees (e.g. Grow Your Own Program).	2019-2020	Director of Employee Services	Employees participating
e. Research mentoring programs for new teachers of color and explore options for implementation.	2019-2020	Director of Employee Services	Teacher Mentorship Program Plan
f. Develop and implement effective staff affinity groups intended to support and retain staff of color.	2019-2020	Director of Employee Services	Affinity group calendar and year-end recommendations from each group
g. Research and identify barriers to retention of staff of color and create Retention Plan.	2020-2021	Director of Employee Services	Employee Retention Plan

A. Climate continued

Strategy	Indicator of Progress	Measure	Target
3. Build bridges between school and community.	Increased ratings of good and excellent quality education	Community Survey	Maintain 85% or greater of community rating quality education as good or excellent (88%, 2018)
Action Steps	Timeline	Leader Responsible	Deliverable
a. Coordinate and support parent affinity groups (e.g. Parents of Students of Color, Best Legacy, Indian Ed Parent Committee).	2019-2020	Inclusion and Diversity Coordinator and Parent Involvement Coordinator	Parent group meeting schedule and end of year summary from each group
b. Provide opportunities for community service within schools (e.g. tutors, reading buddies, big brother).	2019-2020	Volunteer Services Coordinators and Principals	List of volunteer opportunities
c. Invite community organizations to partner with schools to support academic and social growth of students (e.g. YMCA, Faith Community Partnership).	2019-2020	Principals and Director of Student Services	Volunteer Services Report
d. Host community world café to obtain authentic input and feedback on effective family engagement.	2020-2021	Directors of Student Services and Community Education	Recommendations report
e. Explore opportunities for school staff to partner with parents outside of school, within the community.	2021-2022	Director of Community Education	Parent involvement recommendations

A. Climate continued

Strategy	Indicator of Progress	Measure	Target
4. Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels.	District leaders participate in the IDI	IDI District profile	90% or greater participation
Action Steps	Timeline	Leader Responsible	Deliverable
a. Complete Intercultural Development Inventory and Intercultural Development Plan coaching for School Board Members and district leaders.	2019-2020	Superintendent	Group coaching session
b. Provide professional development opportunities for school administrators and teacher leaders (e.g. Urban Leadership Academy).	2019-2020	Director of Student Services	Principal report to staff about new understandings
c. Research, review, and identify equity consultant(s) for leading and implementing culturally responsive teaching practices.	2019-2020	Director of Student Services	Board approved recommendations
d. Develop professional development plan (scope and sequence) for school administrators and teacher leaders.	2020-2021	Associate Superintendents	Professional development plan
e. Integrate equity lens throughout district provided professional development (e.g. SEL adoption).	2021-2022	Curriculum Directors	Professional development plan

B. Priority Domain #2: Student Engagement and Outcomes

Strategy	Indicator of Progress	Measure	Target
5. Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment.	Overall student engagement	Student Engagement Survey	Maintain at least 85% overall student engagement and less than 3% gap between student groups in overall student engagement; 86.4% overall engagement (2018)
Action Steps	Timeline	Leader Responsible	Deliverable
a. Create regular, encouraging, and safe places for students to share feedback, especially opposing opinions (e.g. suggestion box, electronic forum, meetings, advisory discussions).	2019-2020	Principal	Input informs School Improvement Plans
b. Hold affinity group student forums and integrated group forums in each secondary school (students self-select) to analyze school safety, relationships, teaching and learning and make recommendations for improvement.	2019-2020	Principal and student achievement advisor	Input informs School Improvement Plans
c. Communicate about student suggestions and actions to promote safe and welcoming schools.	2019-2020	Principal	Student and parent communications
d. Create multiple opportunities inclusive of all secondary students to participate in influencing school culture (e.g. surveys, meetings, forums, etc.)	2020-2021	Principal	Input informs School Improvement Plans

B. Student Engagement and Outcomes continued

Strategy	Indicator of Progress	Measure	Target
6. Prioritize and ensure personalized education with emphasis on acceleration vs. intervention.	% of students in grades 9 through 12 with a plan	Personalized Learning Plan	Establish baseline
Action Steps	Timeline	Leader Responsible	Deliverable
a. Create a common definition and vision for personalized learning.	2019-2020	Executive Director of Technology	Personalized Learning Committee Report
b. Provide opportunities for student directed learning activities across all levels for all students.	2020-2021	Curriculum Directors and Principals	Academic program and course syllabi
c. Implement Multi-Tiered Systems of Support (MTSS) district-wide.	2021-2022	Associate Superintendents	MTSS action plan
d. Ensure every student has a personalized learning plan (PLP) established and monitored (i.e. elementary introduction, middle school exploration, high school implementation).	2021-2022	Associate Superintendents	Student PLP

C. Priority Domain #3: Curriculum, Instruction, and Assessment

Strategy	Indicator of Progress	Measure	Target
7. Develop and implement culturally inclusive curriculum and assessment systems*	Development and implementation plan	Documented timeline and action steps	Action steps are completed
Action Steps	Timeline	Leader Responsible	Deliverable
a. Provide training for teaching and learning specialists on critically conscious pedagogy and identify tools to review curriculum for cultural responsiveness.	2019-2020	Curriculum Directors	Curriculum review rubric
b. Engage parents and students from historically marginalized groups in reviewing curriculum materials for bias and cultural responsiveness.	2020-2021	Curriculum Directors	Recommendations to CIAC
c. Provide course offerings designed to explore the perspectives of underrepresented groups in every high school.	2020-2021	Director of Secondary Curriculum	Course catalog
d. Enhance current course offerings and curriculum to reflect perspectives of underrepresented groups.	2021-2022	Curriculum Directors	Board approved course modifications or adoptions

* Any curriculum changes/updates will be processed through Anoka-Hennepin curriculum change/adopt/update process

C. Curriculum, Instruction, and Assessment continued

Strategy	Indicator of Progress	Measure	Target
8. Provide culturally responsive teaching (CRT) professional development for all staff who work directly with students.	% of staff participation	Attendance	90% of active teachers complete
Action Steps	Timeline	Leader Responsible	Deliverable
a. CRT District Support Team supports school Equity Teams and provides peer-led professional development for all staff who work with students.	2019-2020	Director of Student Services	Professional development provided
b. Build deeper cultural responsiveness of staff through optional Appreciation of Diversity Speaker Series available for all employees.	2019-2020	Director of Student Services	Sessions provided after school three times per year
c. Qcomp peer evaluation includes cultural proficiency indicators.	2019-2020	Qcomp Administrator	Look for document
d. Performance Appraisal System teacher rubrics include cultural proficiency indicators.	2020-2021	Director of Employee Services	PAS rubric

VI. Educational Equity and Culturally Responsive Teaching (CRT)

Anoka-Hennepin is committed to embedding a culturally responsive teaching model throughout our system.

As part of this work we are:

- Continuing and deepening the work of personal growth toward cultural proficiency for teachers, staff, and educational leaders.
- Expanding the approach and analysis to multiple dimensions of difference, including race, class, gender, language, sexual orientation, special needs, religion, learning styles, and the many other differences that impact 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 using the 7 Principles for Culturally Responsive Teaching.
- Implementing 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.

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.