

ANOKA-HENNEPIN SCHOOLS 2022-23 STRATEGIC PRIORITIES



LEADING THE DISTRICT'S STRATEGIC PRIORITIES

Anoka-Hennepin Schools' superintendent and six-member School Board are leading the district's 2022-23 strategic priorities. Updates are shared at regular board meetings and online at ahschools.us/strategicpriorities.

Anoka-Hennepin Schools community,

When it comes to moving our schools forward, having a system to prioritize strategies, an action plan to implement and an evaluation process to monitor progress is a foundation for success.

The Anoka-Hennepin Strategic Priorities process is a system that creates shared expectations for how resources are utilized along with a disciplined approach from governance to implementation. The district's continuous improvement model is an essential element to match resources with decisions to achieve the School Board's direction to meet the mission and vision for the district.

The Strategic Priorities are informed by significant staff and community input, including survey responses that included feedback from thousands of stakeholders.

Along with being an effective governance and operations system for Anoka-Hennepin Schools, the Strategic Priorities process has been showcased at national and state educational conferences as a best practice and has been used and adopted by other districts to improve their operations.

Thank you for reviewing Anoka-Hennepin's approach to ensuring safe and welcoming schools, ensuring academic excellence for students while continuing responsible stewardship of the resources provided to the district to do the work.

Sincerely,



David Law, Superintendent
2021-2022



Dr. Kate Maguire, Interim Superintendent
2022-2023

The Anoka-Hennepin School District works to identify strategic priorities on an annual basis. The 2022-23 strategic priorities were identified in November 2021, and approved by the School Board in January 2022. Revisions will be made to this document in the fall of 2022 to reflect leadership transitions.

ANOKA-HENNEPIN SCHOOL DISTRICT SCHOOL BOARD MEMBERS



Marci Anderson
CHAIR



Nicole Hayes
VICE CHAIR



Jeff Simon
CLERK



Erin Heers-McArdle
TREASURER



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DIRECTOR

SUPERINTENDENT OF SCHOOLS



Dr. Kate Maguire
**INTERIM
SUPERINTENDENT**
2022-2023



David Law
SUPERINTENDENT
2021-2022



ANOKA-HENNEPIN
SCHOOLS
A future without limit

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A FUTURE WITHOUT LIMIT.

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. The primary mission of the Anoka-Hennepin School District is to effectively educate each of our students for success.

Anoka-Hennepin Schools is a great place to live, work, and learn. Our communities work together to provide residents with safe and friendly neighborhoods, a wide range of business and economic opportunities, beautiful parks and abundant recreational activities and high-quality schools.

Who we serve

The Anoka-Hennepin School District is Minnesota's largest, serving a diverse population of approximately 37,000 students, 7,150 staff members and 248,000 residents. Anoka-Hennepin has 26 elementary schools, six middle schools and five high schools, plus early learning, alternative, virtual school sites and Community Education programs to serve all the needs of our learners.

What we do

Anoka-Hennepin Schools staff play a critical role in preparing students for life. We are proud to work together in providing students a future without limit, and our staff make a difference in the lives of our students each day.

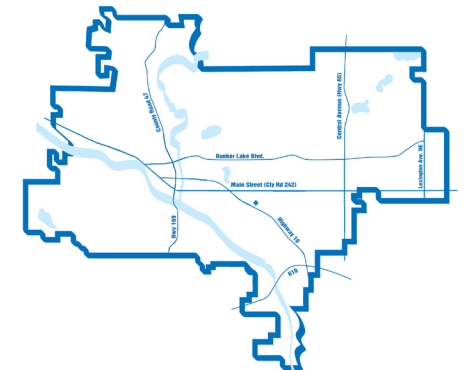


Where we are

Spread out across 172 square miles, the school district is comprised of 13 suburban communities north of the Twin Cities of Minneapolis and St. Paul:

Who we serve

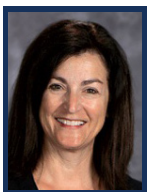
- Andover
- Anoka
- Blaine
- Brooklyn Center
- Brooklyn Park
- Champlin
- Coon Rapids
- Dayton
- Fridley
- Ham Lake
- Nowthen
- Oak Grove
- Ramsey



ANOKA-HENNEPIN SCHOOL DISTRICT CABINET MEMBERS



Dr. Kate Maguire
Interim
Superintendent



Dr. Mary Wolverton
Assoc. Superintendent
Elementary Schools



Becky Brodeur
Assoc. Superintendent
Middle Schools
and Student Services



Dr. Josh Delich
Assoc. Superintendent
High Schools



Greg Cole
Chief Operations
Officer



Michelle Vargas
Chief Finance Officer



Dr. Joel VerDuin
Chief Technology and
Information Officer



Michelle Trelstad
Executive Director
of Community
Education and
Government Relations



Anjie Flowers
General Counsel and
Executive Director of
Human Resources



Jim Skelly
Executive Director of
Communications
and Public Relations



Dr. Johnna Rohmer-Hirt
Executive Director of
Research,
Evaluation and Testing

ANOKA-HENNEPIN SCHOOLS 2022-23 STRATEGIC PRIORITIES



Making improvements in a school system with over 50 sites and more than 7,150 staff members requires intense planning and coordination. The Anoka-Hennepin School Board relies on a continuous improvement cycle and strategic priorities framework as a system to bring necessary resources to schools, and evaluate and monitor programming for effectiveness.

The continuous improvement cycle provides a framework, which places a value on time and is based on a school-year calendar cycle for decision making to allow staff members time to implement new initiatives.

Three strategic priorities, three-step process

The School Board has established three broad strategic priorities, along with a three-step process to guide priority items effectively through the process:

- Maintaining safe and welcoming schools
- Improving academic performance
- Ensuring effective organizational support

Anoka-Hennepin's data-rich scorecard is used as a tool for the School Board to monitor performance across the district.

Strategic priorities are established and reviewed in alignment with School Board budgetary and operations calendars, ensuring energy is focused on the task prioritized, and assuring that the district has the necessary resources to achieve, sustain and monitor priorities.

Continuous improvement process guides decision-making and work

Anoka-Hennepin's continuous improvement system provides structure and discipline, following an order and process for decisions, with the goal of improving outcomes for students:

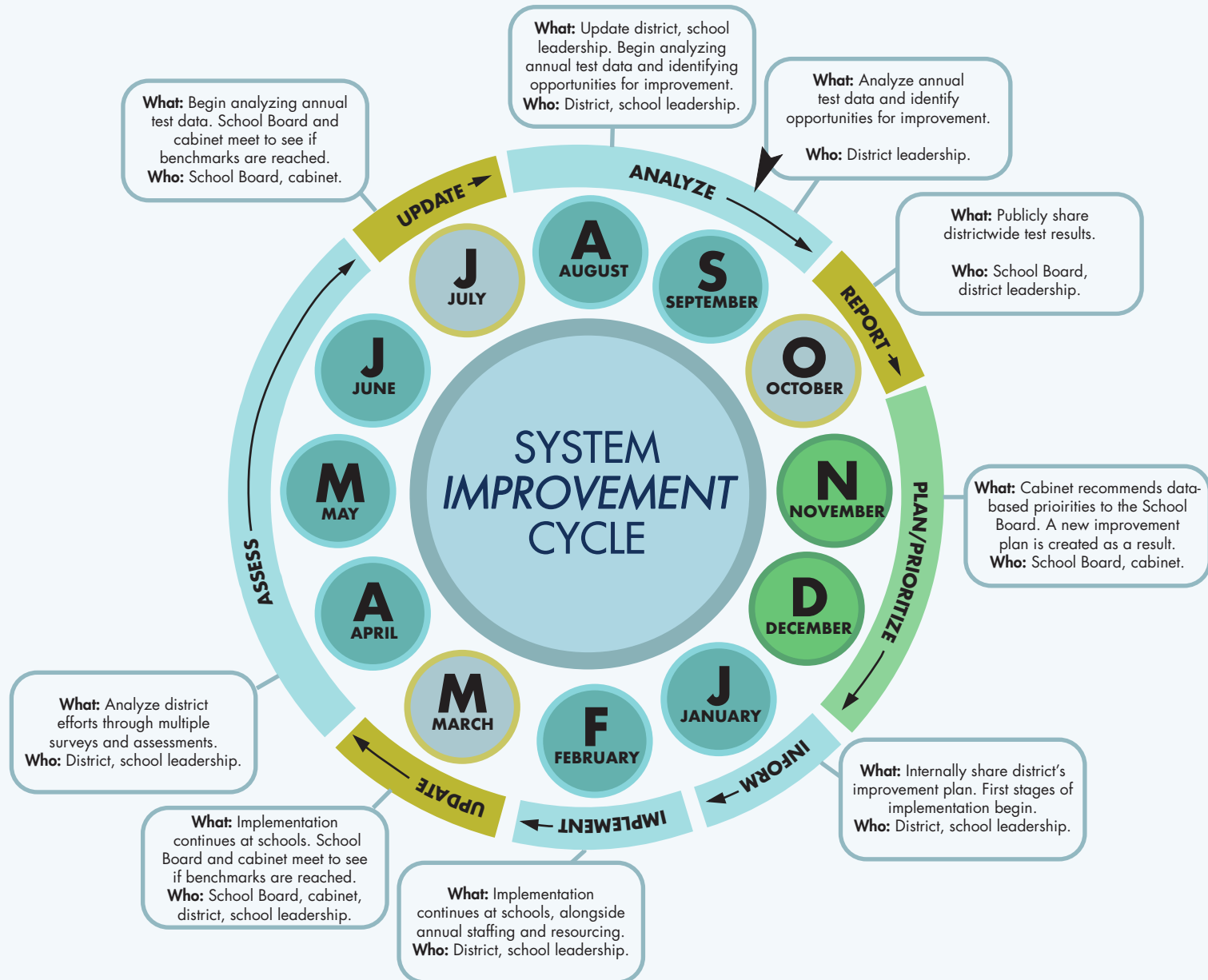
- **Implementing:** Items in the implementing category are those being completed or have substantial priority in the current year, but may also take multiple years to complete.
- **Reviewing and planning for potential implementation:** Priorities are reviewed and planning is in process for potential future implementation.
- **Monitoring or considering:** Current programs being monitored for effectiveness or possible future priorities for consideration that have not risen to the level of review.

A traditional planning model for districts includes an annual summer retreat to review data and actions from the previous year and actions to finalize plans for the upcoming year. This model leaves little time or ability to implement emerging ideas for the upcoming year. In addition, student performance data from the previous year is not often available to use in decision making.

The Anoka-Hennepin continuous improvement cycle has been presented at state and national leadership conferences for other districts to adopt as a "best practice" planning model to ensure efficient and effective allocation of resources and governance.



ANOKA-HENNEPIN SCHOOLS CONTINUOUS IMPROVEMENT MODEL



MISSION: To effectively educate each of our students for success.

VISION: To be a public school system of excellence, with high quality staff and programs and successful graduates.

EQUITY COMMITMENT: Anoka-Hennepin School District is committed to creating equitable learning environments which provide access, representation, meaningful participation, and highly positive outcomes for each student.

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

REVIEWING AND PLANNING FOR POTENTIAL IMPLEMENTATION: Studying our current program for possible improvements and making plans for potential implementation. Some of these items may move to implementation immediately while others may not lead to action.

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

SAFE AND WELCOMING ENVIRONMENT

- 1.1 Systemic efforts to support students in crisis.

INCREASED STUDENT ACHIEVEMENT

- 2.1 Academic programming to support students impacted by COVID-19.
- 2.2 Efforts to improve instruction and comprehension at the secondary level.
- 2.3 Efforts to improve third grade literacy.
- 2.4 Reviewing the high school schedule to determine solutions to address the following: instructional gaps that lead to lower student performance in math and literacy, address lack of collaboration time for teachers.
- 2.5 Preparing students to enter the workforce of the future.
- 2.6 Transitioning elementary gifted and talented magnet school students to secondary sites (M).

EFFECTIVE ORGANIZATIONAL SUPPORT

- 3.1 Improving employee recruitment and retention.
- 3.2 District communication improvements.
- 3.3 Potential boundary review and adjustments.
- 3.4 Bond construction and facilities improvements (M).
- 3.5 Analysis of district student enrollment trends in other education settings (C).

SAFE AND WELCOMING ENVIRONMENT

1.1 Systemic efforts to support students in crisis:

Elementary: Interpersonal materials, additional administrative support, behavior intervention room staffing, monthly elementary behavior support committee.

Secondary: Interpersonal materials pilot, additional counselor and social work support, additional mental health information monitoring and support for students and families.

Rationale: We believe that all students learn better when every student is in a safe and supportive learning environment. Recent teacher, parent and student feedback suggests that there are students in crisis on a daily basis that need additional support. Discipline data also shows disproportionality between student demographic groups.

SCORECARD INDICATORS:

- A3.1 Student engagement
- A3.2 Greatest difference in student engagement
- A3.3 Percent of students with no out of school suspensions
- A3.4 Greatest percentage gap in student suspensions
- A3.5 Expulsion referrals gap
- A3.6 Attendance rates
- A3.7 Attendance rates gap



INCREASED STUDENT ACHIEVEMENT

2.1 Academic programming to support students impacted by COVID-19 including:

Elementary: Staffing to maintain programming during enrollment fluctuations, reduced class sizes, additional intervention staff for math and literacy.

Secondary: Staffing to maintain programming during enrollment fluctuations, additional intervention staff for math and literacy.

Rationale: Student achievement data from 2020 and 2021 demonstrate that many students have dropped in reading and math proficiency. This data also shows that students living in poverty have been impacted more than their peers who are not financially disadvantaged.

2.2 Efforts to improve instruction and comprehension at the secondary level including: Review and revise common summative assessments, implement standards based practices (SBP), create time for high school teachers to work collaboratively.

Rationale: There is an on-going commitment to ensure our system has feedback loops that identifies misalignment between the expectations of what students know and what is taught, prompting revisions creating better alignment. As new materials and courses are introduced, recurring revision and review are necessary. SBP provides means for teams of teachers to use the same prioritized standards and proficiency scales to create consistency from teacher to teacher and school to school, promoting consistency across the system related to what students should know and be able to do. These practices help to guarantee the same learning opportunities for all students. In addition, SBP equips and empowers students and parents to be active participants in the learning process and monitor progress toward proficiency expectations.

SCORECARD INDICATORS:

- A1.1 Early learning achievement
- A1.2 Kindergarten readiness
- A1.4 MCA-III Reading
- A1.5 Maximum gap in MCA-III Reading proficiency between student groups
- A1.9 MCA-III Math
- A1.10 Maximum gap in MCA-III Math proficiency between student groups
- A1.12 MCA-III Science

SCORECARD INDICATORS:

- A2.2 Eighth grade MCA-III math proficiency
- A2.3 ACT composite score
- A2.5 ACT college readiness benchmarks
- A2.6 Four-year graduation rate
- A2.7 Participation in potential college credit earning coursework
- A2.8 Greatest gap in participation in college credit earning coursework



INCREASED STUDENT ACHIEVEMENT (CONT.)

- 2.3 Efforts to improve third grade literacy:** Reduced class sizes in grades K-3, LETRS training for elementary staff in grades K-3, additional English Language supports.

Rationale: Reading is an essential skill for students to be successful in every curricular area and a strong predictor for high school graduation and post-secondary enrollment. Recent assessment data shows that almost 40% of our 3rd graders are not able to demonstrate grade level proficiency in reading. This data also shows gaps in opportunity and achievement between student groups.

SCORECARD INDICATORS:

A2.1 Third grade MCA-III reading proficiency

- 2.4 Reviewing the high school schedule** to determine solutions to address instructional gaps that lead to lower student performance in math and literacy, and lack of collaboration time for teachers.

Rationale: The current high school schedule does not effectively allow for the ongoing collaboration time for teachers to come together at the frequency necessary to engage in a cycle of learning, including analyzing data, setting goals, learning individually and collaboratively, and implementing and adjusting practices to meet the needs of all learners. The current schedule does not allow for year-long mathematics and literacy instruction, which creates instructional gaps and impacts achievement outcomes as indicated by data.

- 2.5 Preparing students to enter the workforce of the future including** embedding digital literacy across all grade levels, and the developing of interpersonal skills.

Rationale: Every indication suggests a significant skills gap in the workforce. In addition to students being proficient in the core content areas, schools across the nation are trying to cultivate skills and talents that will allow students to thrive in a quickly changing world.

- 2.6 Transitioning elementary gifted and talented magnet school students to secondary sites (M).**

Rationale: In the fall of 2018, the district opened a magnet program at Eisenhower Elementary. As these students begin to transition to middle school, the district wants to ensure these students continue to grow academically in a more traditional learning environment.



EFFECTIVE ORGANIZATIONAL SUPPORT

3.1 Improving employee recruitment and retention, within our communities.

Rationale: Current data on open positions as well as surveys from current staff demonstrate that unfilled positions are creating gaps in programming as well as operations across the system. In addition, there is an increasing gap between the demographic makeup of our labor force within our system and the surrounding community, indicating that we are not attracting our community members to work in our system.

SCORECARD INDICATORS:

- B1 Employee engagement
- B2 Employee evaluation completion
- C1 Employee attendance
- C4 Staffing diversity

3.2 District communication improvements, including increased opportunities for community engagement, increased transparency in all areas of the district, and highlighting high quality district programs.

Rationale: Community input suggests that there is not an awareness or a common understanding of district initiatives along with the rationale behind them. In addition, community feedback indicates there may be a need for better, more frequent communication about the wide array of district programming and opportunities for students and families across our system.

SCORECARD INDICATORS:

- D1 Overall public perception
- D2 Overall parent satisfaction
- D3 Public perception of district financial management

3.3 Potential boundary review and adjustments

Elementary: Review boundaries for the 2023-24 school year, as needed.

Secondary: Review any boundary areas of concern.

Rationale: The school board commits to reviewing elementary school boundaries no sooner than every five years after a boundary change. The current elementary school boundaries were implemented during the 2019-2020 school year and are due to be reviewed prior to the 2024-25 school year. The process is intended to address population growth or decline in pockets of the district and to ensure all students have the opportunity to receive comparable educational experiences.



EFFECTIVE ORGANIZATIONAL SUPPORT (CONT.)

3.4 Bond construction and facilities improvements (M):

Media center and science classroom upgrades, addressing interior and exterior high priority concerns, addressing space needs for special education programs, improving external field surfaces, improving facility security.

Rationale: In the fall of 2017, the community supported a significant bonding bill intended to address facility concerns across the district. The final projects funded by this bonding bill are media centers and science classrooms across the district. In addition, a recent facilities audit identified interior and exterior improvements at almost every school site that have been put off for years due to a shortage of funding. The district is committed to address these needs proactively and prevent future cost increases for repair. Finally, the district has been working on upgrading outdoor facilities for several years and will be finalizing additional artificial turf space at every high school site to improve the quality of field for use during the school day and for co-curriculars.

3.5 Analysis of district student enrollment trends in other education settings (C)

Rationale: Recent enrollment shifts have led to more challenging enrollment projections and in turn instability in staffing. In order to provide the best educational experiences at every site, there is a need to gather data to inform the enrollment projection process. This information will also inform the strategic planning process.



CORE VALUES ARE THE FOUNDATION FOR OUR WORK

RESPECT

To show consideration for self, others and property.

RESPONSIBILITY

To carry out obligations in a dependable manner; to acknowledge the consequences and rewards of one's choices; to contribute to society.

APPRECIATION 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.

MISSION

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



**ANOKA-HENNEPIN
SCHOOLS**
A future without limit

THIS IS HOW WE PUT CORE VALUES IN ACTION



Lead: Educators and staff promote the core values of character education as the foundation for ensuring a respectful learning environment. They strive for consistent application and implementation of anti-bullying and anti-harassment policies across all schools.



Engage: Educators and staff engage families and community as partners in anti-bullying and anti-harassment and focus on changing behaviors, not beliefs.



Assess and Act: District leaders solicit feedback from a variety of stakeholders (students, staff, families, and the broader community) and effectively implement programming to address identified needs.



Data-Driven Continuous Improvement: District leaders regularly assess culture and climate and the degree to which anti-bullying and anti-harassment efforts are successful. Data is used to inform decisions and create plans to promote continuous improvement.



Safe and Inclusive Schools: Educators and staff understand that each child is unique and need not sacrifice uniqueness nor risk their safety to enjoy their life and learning in our schools. The world of each child contributes to the quality of this place we call "school" and none shall be excluded.