

ANOKA-HENNEPIN SCHOOLS 2023-24 STRATEGIC PRIORITIES



LEADING THE DISTRICT'S STRATEGIC PRIORITIES

Anoka-Hennepin Schools' superintendent and six-member School Board are leading the district's 2023-24 strategic priorities. Updates are shared at regular board meetings and online at ahschools.us/strategicpriorities.

Anoka-Hennepin Schools community,

There's little question that achieving the best possible results for students benefits from a system that provides structure, deploys resources and includes a system of evaluation to determine impact and results.

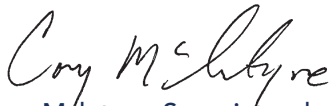
The Anoka-Hennepin Strategic Priorities system creates a shared expectation for how resources will be utilized along with a disciplined approach from governance, to implementation to measurement. Using a continuous improvement model that notes key dates for action steps throughout the year, the School Board works within a framework to align decisions to meet the mission and vision for the district.

Items selected for Strategic Priorities include significant staff and community input, including results from community surveys that provide a representative sampling of the wider district population.

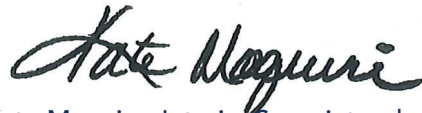
As the district transitions leadership, the Strategic Priorities process provides a foundation that helps keep a positive momentum for our schools and one that is being considered by schools across the state and nation. In fact, Anoka-Hennepin has presented at both state and national education conferences regarding the Strategic Priorities process and outcomes.

Thank you for your review of these Strategic Priorities for the 2023-24 school year. From the School Board to the classroom, the district is working to ensure safe and welcoming schools, academic excellence for each student and operational stewardship in how the resources provided to the district are utilized to reach our mission.

Sincerely,



Cory McIntyre, Superintendent
2023-2024



Dr. Kate Maguire, Interim Superintendent
2022-2023

The Anoka-Hennepin School District works to identify strategic priorities on an annual basis. The 2023-24 strategic priorities were identified in November 2022, and approved by the School Board in January 2023.

ANOKA-HENNEPIN SCHOOL DISTRICT SCHOOL BOARD MEMBERS



Marci Anderson
CHAIR



Nicole Hayes
VICE CHAIR



Jeff Simon
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Matt Audette
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DIRECTOR

SUPERINTENDENT OF SCHOOLS



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



Cory McIntyre
SUPERINTENDENT
2023-2024



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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 25 elementary schools, six middle schools and five high schools, plus early learning, alternative, magnet, speciality schools 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.

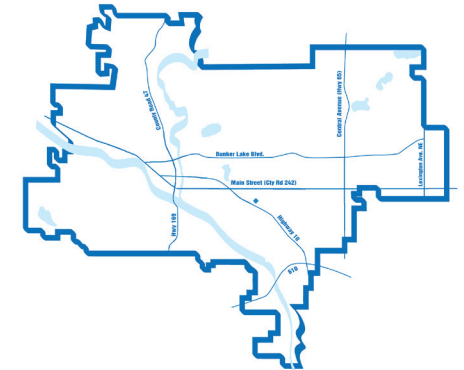


Where we are

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. Mary Wolverton
Assoc. Superintendent
Elementary Schools



Becky Brodeur
Assoc. Superintendent
Middle Schools
and Student Services



Dr. Josh Delich
Assoc. Superintendent
High Schools



Tim Palmatier
General Counsel



Greg Cole
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Officer



Michelle Vargas
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Dr. Joel VerDuin
Chief Technology and
Information Officer



Dr. Jennifer Cherry
Executive Director of
Human Resources



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Executive Director
of Community
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Jim Skelly
Executive Director of
Communications
and Public Relations



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

ANOKA-HENNEPIN SCHOOLS 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 areas, three-step process

The School Board has established three broad strategic priorities areas, 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.

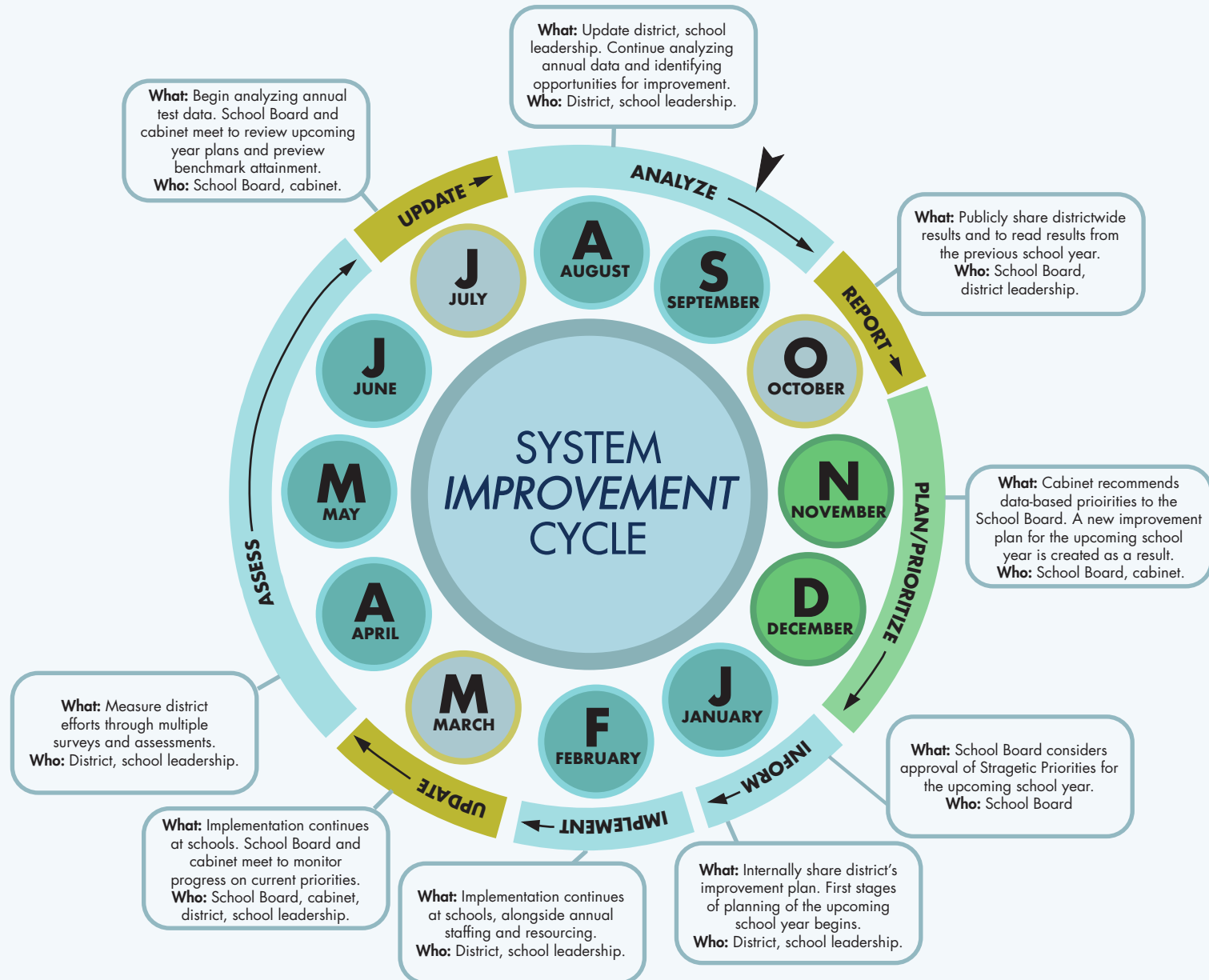
A traditional planning model for districts includes an annual summer retreat to review data and actions from the previous year and actions to finalize plans for the upcoming year. This model leaves little time or ability to implement emerging ideas for the upcoming year. In addition, student performance 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.



AHSCHOOLS.US/STRATEGICPRIORITIES

ANOKA-HENNEPIN SCHOOLS CONTINUOUS IMPROVEMENT MODEL





2023-24 STRATEGIC PRIORITIES

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 Ensure systemic efforts to support students' social, emotional and behavioral needs.

INCREASED STUDENT ACHIEVEMENT

- 2.1 Provide academic programming to support K-12 students impacted by the effects of the COVID-19 pandemic.
- 2.2 Improve instruction and comprehension at the secondary level.
- 2.3 Improve third grade literacy.
- 2.4 Prepare students to enter the workforce of the future: Portrait of a Graduate.

EFFECTIVE ORGANIZATIONAL SUPPORT

- 3.1 Increase employee recruitment and retention.
- 3.2 Analyze district student enrollment trends.
- 3.3 Continue construction and facilities improvements.



Listed are anticipated action steps to address the priorities during the 2023-24 school year. These items are in addition to any other strategies currently in place or under development.

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

SAFE AND WELCOMING ENVIRONMENT

1.1 Ensure systemic efforts to support students' social, emotional and behavioral needs.

1.1 Rationale: Students learn better when they are in a safe and supportive learning environment. Feedback from teachers, parents/guardians and students suggests that there are students needing additional support on a daily basis. Discipline data also shows disproportionality between student demographic groups.

Pre-Kindergarten (PreK)

- Implementing Year 5 activities of the PreK social and emotional learning framework that promotes young children's healthy development, and addresses and manages challenging behaviors. Work in cooperation with Early Childhood Special Education (ECSE).

Elementary

- Review of iTeam referrals including processes, protocols and systems to support interventions, Tier I and Tier II.
- Pilot social emotional learning universal screener at five schools, an assessment used to identify students who may have additional needs for social, emotional or behavioral support.

Middle and High School

- Maintain school guidance counselors and social worker support at current staffing levels.
- Review and implement multi-tiered systems of support (MTSS) and implement social emotional learning materials during advisory periods for middle school students.

INCREASED STUDENT ACHIEVEMENT

2.1 Provide academic programming to support K-12 students impacted by the effects of the COVID-19 pandemic.

2.1 Rationale: There is some indication that academic performance is beginning to improve based on 2022 data, however, achievement rates are not yet aligned to pre-pandemic levels. Math achievement, which was more profoundly impacted in 2021 than reading, showed the most growth in 2022 across grade levels. Failure rates in secondary courses decreased in 2022, as well, coming closer to mirroring rates from before COVID-19.

- Refine multiple tiered systems of support (MTSS) structures.
- Maintain additional math and literacy teachers and English Learners staffing.
- Continue to leverage the academic intervention teachers.

2.2 Improve instruction and comprehension at the secondary level.

2.2 Rationale: As new materials and courses are introduced, recurring revision and review are necessary. Standards Based Practices provide means for teams of teachers to use the same prioritized standards and proficiency scales to create consistency from teacher to teacher and from 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, Standards Based Practices equip and empower students and parents to be active participants in the learning process, as well as partners in monitoring progress toward proficiency expectations.

- Provide ongoing professional development related to foundational rationale, mindset, and implementation strategies of Standards Based Practices.
- Maintain consistent site visits to monitor fidelity and curriculum implementation.
- Enhance communication regarding Standard Based Practices for students, parents/guardians, staff and other stakeholders.

2.3 Improve third grade literacy.

2.3 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. In addition, reading well by grade three is an expected outcome in the Minnesota World's Best Workforce legislation. Recent assessment data shows that 50.7% of our 3rd graders did not demonstrate grade level reading proficiency in 2022. This data also shows gaps in opportunity and achievement between student groups.

- Utilize professional learning communities (PLC) for data analysis of diagnostic and formative assessments to inform instruction.
- Maintain support for Language Essentials for Teachers of Reading and Spelling (LETRS) professional development.
- Bridge2Read pilot.

EFFECTIVE ORGANIZATIONAL SUPPORT

3.1 Increase employee recruitment and retention.

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

3.2 Analyze district student enrollment trends.

3.2 Rationale: Recent enrollment shifts throughout the district have added complexity to the process of projecting enrollment for each school which, in turn, adds complexity to ensuring stability in staffing. Further, school choice, exercised through open enrollment options, impacts our enrollment. Anoka-Hennepin school district consistently loses more students to other school choice options than we gain in open enrollment. In order to provide the best educational experiences at every site, there is a need to gather additional data to inform the enrollment projection process. More robust demographic data will also inform the continuous improvement and strategic planning process.

Recruitment plan implementation

- Online recruiting with Indeed, LinkedIn, networking and sharing with other HR partners
- Increased in-person and virtual job fair presence
- Increased visibility: social media, website, signage, paid advertising
- Strengthen partnerships with colleges and universities, and local workforce centers

Retention of current employees

- Providing competitive compensation and comprehensive benefits package
- Listening to feedback and being responsive
- Expanding "Grow your own" program
- Growing the Wellness program

- Conduct a districtwide demographics study to estimate both short-term and long-term enrollment trends and issues.
- Conduct a survey of parents/guardians who live in Anoka-Hennepin but enroll their student in another public school district, charter school, private school or homeschool.

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.

INCREASED STUDENT ACHIEVEMENT

2.4 Prepare students to enter the workforce of the future: Portrait of a Graduate.

2.4 Rationale: The Anoka-Hennepin Portrait of a Graduate focuses on talents and skills such as leadership, empathy, and adaptability. Many school districts and state education agencies are developing ways to emphasize these attributes alongside existing academic skills. It is important for all Anoka-Hennepin students to have opportunities to develop in these areas as we work to educate the whole child and educate each of our students for success.

- Internal analysis - further identify existing contributions to these skills and gaps (structural and ad hoc).
- Develop recommendations to augment or add to existing experiences.
- SEL materials adoption at middle school level and alignment with Portrait of a Graduate.
- Identify a plan of action for high schools that further incorporates Portrait of a Graduate skills into student experiences.
- Deepen understandings internally and with external groups regarding the district's commitment to this work.

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).

EFFECTIVE ORGANIZATIONAL SUPPORT

3.3 Continue construction and facilities improvements. (M)

3.3 Rationale: In the fall of 2017, the community supported a significant bond referendum intended to address facility concerns across the district. The final projects funded by this bond 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 the field for use during the school day and for co-curriculars.

The following projects are in the planning or consideration stages for 2023 to 2025 as part of ongoing work.

- Increase security district wide – Entrances, updated door security electronic panels, cameras, camera servers, exterior doors, and Crisis Go app.
- Monitor and determine facility needs at Dayton Elementary.
- Repurpose Franklin Elementary for Bridges and Pathways program.
- Complete media centers, science rooms and aesthetic projects funded through the Fit for the Future referendum and other district sources.

EFFECTIVELY EDUCATE EACH STUDENT FOR SUCCESS

Remove gaps - increase academic achievement



Equity Achievement Plan

Our schools promote high academic achievement for all students while providing opportunities that meet the individual learning needs of each student.

 ahschools.us/equityachievementplan

Priority educational equity domains

1

School climate

Safe and supportive schools that value involvement from students and families.

2

Student engagement

All students are active and engaged in learning.

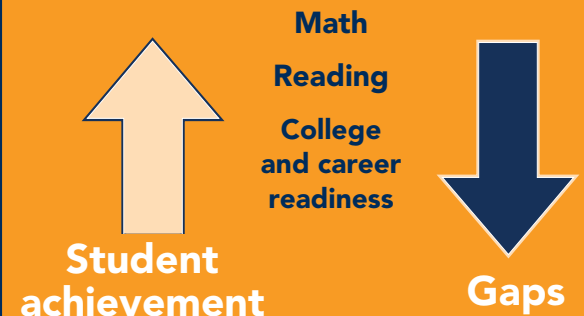
3

Instruction and assessment

Curriculum, instruction and assessment practices challenge and support all students.

Goals

Increase academic achievement for all students while eliminating predictable and persistent achievement gaps between student groups.



The Equity Achievement Plan includes **8 strategies** and **41 action steps** with defined timelines, goals and methods to measure progress. Students, parents/guardians, staff and School Board members **worked in collaboration to create the plan** and will continue to monitor progress.

8
Strategies

41
Action steps

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.



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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.