



ANOKA-HENNEPIN
SCHOOLS
A future without limit

Equity Achievement Plan

As of November 2022 (updated version); 3rd edition



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

Under the direction of our School Board, we partnered with the Midwest and Plains Equity Assistance Center to conduct an Equity Context Analysis 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.

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 37,500 students and 247,000 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 and K-12 virtual school options.

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

Race and ethnicity: Today, approximately 60% of Anoka-Hennepin students are white and 40% are students of color (15% black, 10% Asian, 9% two or more races, 7% Hispanic, and less than 1% American Indian or Pacific Islander). In the early 2000's, approximately 10% of the Anoka-Hennepin student population were students of color. A decade ago, just over 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 7% of Anoka-Hennepin students are English language learners (11% of elementary students, 5% of middle school students, and 4% of high school students). The percentage of students identified as qualifying for English language services has quadrupled since the early 2000's. Although the proportion of students learning academic English has stayed fairly stable over the last decade, the diversity of languages spoken has increased

drastically in that time. Today, over 160 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, over 42% of students qualify for free or reduced price services. In the early 2000's, only about 15% of our students qualified for free or reduced price services. Along with more of our families experiencing greater economic hardships, a difference today is that more of these families are eligible for free, rather than reduced, price services. In addition, almost 3% 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. Just over 96% of teachers and 87% of administrators are white while less than 4% of teachers and 13% of administrators are people of color.

Anoka-Hennepin student and staff demographics are very similar to Minnesota as a whole. 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*

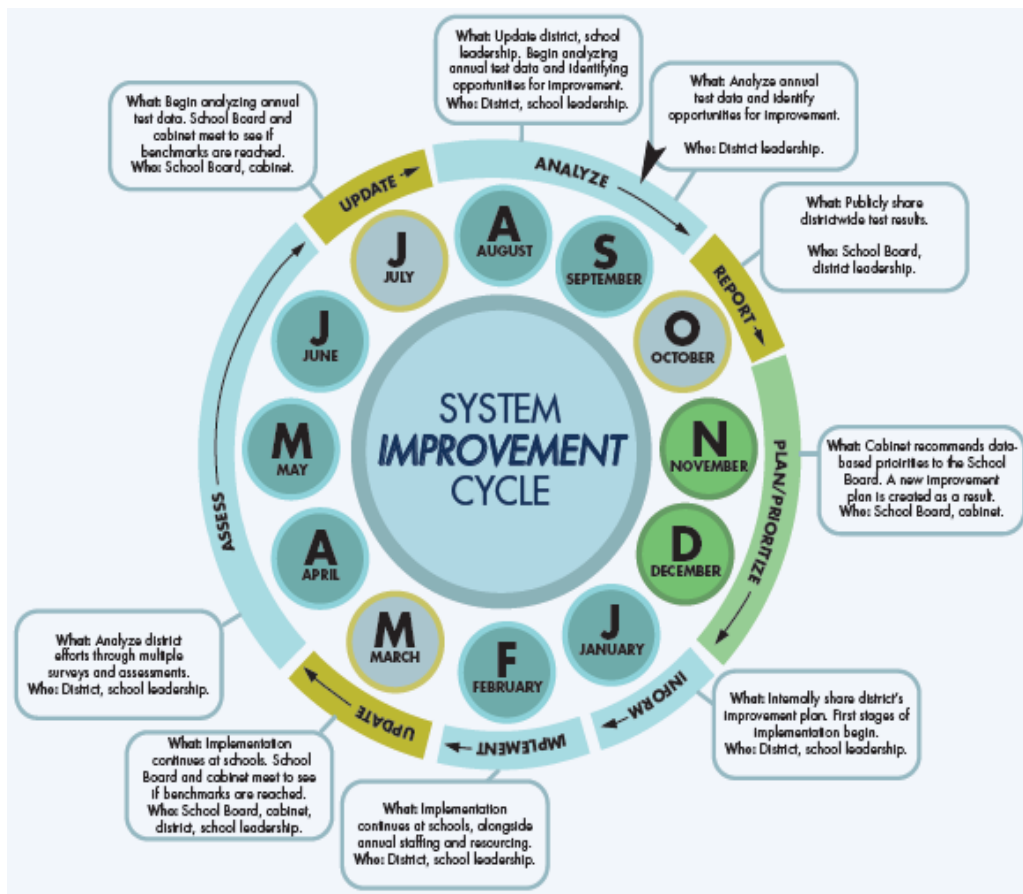
- Respect – to show consideration for self, others, and property
- Responsibility – to carry out obligations in a dependable manner; to acknowledge consequences and rewards of one's choices; to contribute to society
- Appreciation of diversity – to recognize and honor the dignity of each individual; 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	2017-18	2018-19	2019-20*	2020-21*	2021-22	
A1.1: Early Learning Achievement Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	89.3%	92.5%		59.7%	65.6%	↑
A1.2: earlyReading Kindergarten Readiness Reading Benchmark	Percent of all students who meet/exceed expected benchmark	≤ 59%	60-69%	70-79%	80-89%	≥ 90%	40.5%	39.0%	38.2%	34.8%	33.2%	↑
A1.3: Maximum gap in earlyReading proficiency between F/R and ethnic student groups	Percent difference between highest and lowest performing student groups	> 30%	24-30%	17-23%	10-16%	< 10%	22.8%	27.8%	24.6%	20.9%	27.2%	↓
District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2017-18	2018-19	2019-20*	2020-21*	2021-22	
A1.4: MCA-III												
A1.5: Maximum proficiency by groups												
A1.6: MCA-III	A3.1: Student engagement (e.g. performance feedback, safety, welcoming, belonging)	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	86.4%	86.2%	84.6%	88.5%	85.0%	↑
A1.7: CoM K-12 Benchmark	A3.2: Greatest difference in student engagement across ethnic groups	> 10%	9-10%	7-8%	5-6%	< 5%	2.9%	3.7%	5.0%	4.3%	3.7%	↓
A1.8: Maximum between F/R	A3.3: Percent of students with no out of school suspensions or SpEd dismissals (secondary only)	≤ 75%	76-81%	82-87%	88-94%	≥ 95%	95.3%	94.8%	95.7%	98.6%	93.6%	↑
A1.9: MCA-III	A3.4: Suspension/SpEd dismissal referrals: greatest percentage gap among all student groups (secondary only)	> 10%	9-10%	7-8%	5-6%	< 5%	10.3%	11.4%	9.9%	3.7%	13.3%	↓
A1.10: Maximum proficiency by groups	A3.5: Expulsion referrals: greatest percentage gap among all student groups	> 10%	9-10%	7-8%	5-6%	< 5%	0.3%	0.6%	0.6%	0.1%	NA	↓
A1.11: MCA-III												
A1.12: MCA-III												
District Scorecard A: Maximizing student learning and minimizing the achievement gap												
Indicators	Descriptions	Levels					Trend					Desired Trend
		Intervene	Concern	Baseline	Progress	Vision	2017-18	2018-19	2019-20*	2020-21*	2021-22	
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%	62.7%	62.5%		53.0%	50.7%	↑
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%	63.4%	62.5%		42.6%	48.2%	↑
A2.3: ACT Participation of graduating class	Percent of students who participate in ACT	≤ 74%	75-79%	80-84%	85-90%	> 90%	98.6%	97.0%	95.4%	66.3%	78.0%	↑
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	20.4	20.5	20.4	20.5	19.4	↑
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%	24%	23%	24%	25%	18%	↑
A2.6: 4-Year Graduation Rate (9 – 12 cohort)	Graduation rate percent	≤ 89%	90-92%	93-95%	96-98%	> 98%	83.2%	86.6%	86.6%	86.2%	88.7%	↑
A2.7: Participation in potential college-credit earning courses: percent of 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%	82.1%	87.9%	89.7%	86.4%	87.5%	↑
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%	19.6%	20.8%	18.9%	25.9%	27.5%	↓

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.

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 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).

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.

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 2022-23 school year, 55.0% of all students will score at or above grade-level proficiency on the All Accountability MCA Math Assessments, an increase of 2.6% from the proficiency of the 2021-22 cohort of students. (The 2021-22 cohort of students scored a 52.4% proficiency rate.)

By the end of the 2022-23 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 24.7% to 23.9%, a decrease of 0.8% from the 2021-22 achievement gap.

B. Reading Proficiency and Achievement Gap Goals

By the end of the 2022-23 school year, 55.2% of all students will score at or above grade-level proficiency on the All Accountability MCA Reading Assessments, an increase of 0.3% from the proficiency of the 2021-22 cohort of students. (The 2021-22 cohort of students scored a 54.9% proficiency rate.)

By the end of the 2022-23 school year, the achievement gap between students of color (SOC) and white students as measured by the All Accountability MCA Reading Assessments proficiency will decrease from 18.3% to 17.7%, a decrease of 0.6% from the 2021-22 achievement gap.

C. College and Career Readiness Goals

By the end of the 2022-23 school year, 87.9% of all students completing their senior year will have taken at least one potential college credit earning course by graduation, an increase of 0.4% from the potential college credit earning course enrollment rate of the 2021-22 cohort of students. (The 2021-22 cohort of students had an 87.5% potential college credit earning course enrollment rate.)

By the end of the 2022 school year, 89.1% of all students in their fourth year of high school will graduate, an increase of 0.4% from the rate of the 2021 cohort of students. (The 2021 cohort of students graduated at a rate of 88.7%.) 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:

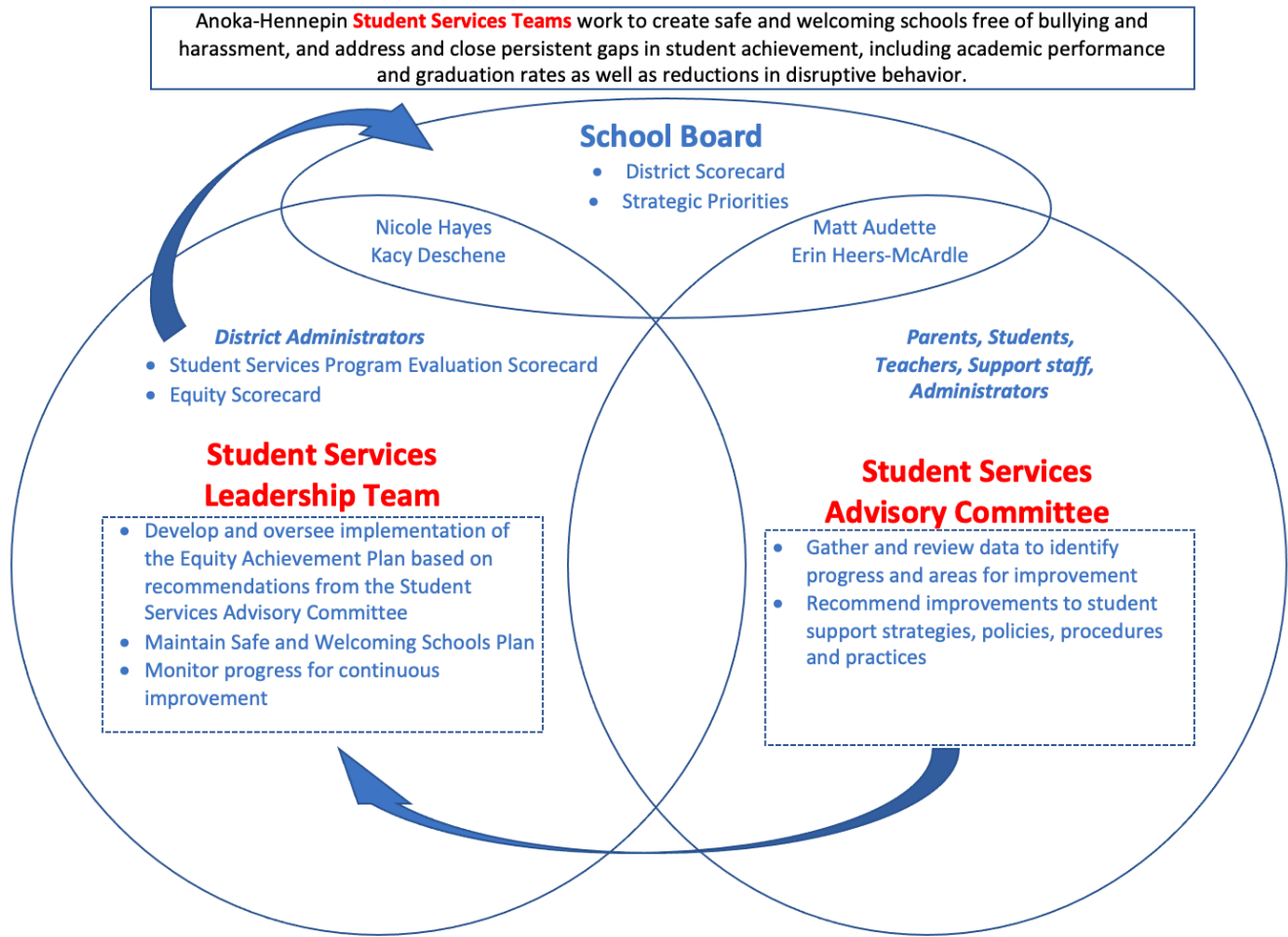
1. Effective, diverse stakeholders who use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes & dreams) of all students and families.
2. Personalized relevant education and youth development that guarantees access to rigorous learning and eliminating 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. Their 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.



C. Anoka-Hennepin Student Services Team Structures

The Student Services Advisory Committee (SSAC), Student Services Leadership Team (SSLT), school and district administrators, and the District-Wide Equity Achievement 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 outlined below. Finally, indicators of progress, action steps and projected timelines were identified for each strategy as follows. Annually, we share status updates to the plan and our efforts. In addition to these two committees, there is frequent feedback and interaction for input from the following departments: Curriculum, Special Education, Q-Comp, Employee Services, Research Evaluation & Testing, Operations, Community Education, Communications, etc.

D. 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.

Equity Achievement Plan (Updated as of November 2022)

A. Priority Domain #1: Climate

Strategy	Indicator of Progress	Measure	Target
1. Increase effective adult behaviors and decrease 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	1% increase from 79.9% to 80.9% overall agreement

Action Steps	Timeline Reviewed Annually	Leader Responsible	Deliverable
a. Each school/program has an Equity Achievement Team to implement district equity plans aligned to building priorities. At minimum, team members include principal, teacher, and student support staff.	School Year 22-23	School Principal Program Directors	Team roster Meeting agenda Co-facilitate presentations
b. District Equity Support Team provides staff development for school staff in collaboration with building Equity Team.		Director of Student Services and Assistant Director of Student Services Diversity, Equity & Inclusion	Staff development provided for all employees working directly with students
c. Research, adopt, and implement tools to review policies and practices for educational equity.		Cabinet Director of Student Services and Assistant Director of Student Services Diversity, Equity & Inclusion	Examples: Policy review rubric Use Reflection tool
d. School Board reviews recommendations and updates policy as approved by Board process.	School Year 22-23	School Board Chair	Updated policy
e. 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.		Principal of Compass Programs and School Principal	Student Code of Conduct Communication and Training Plan
f. Implement a cycle for equity review of district policies and recommend changes to the School Board, as appropriate.		Superintendent	Review cycle and policy recommendations

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 Reviewed Annually	Leader Responsible	Deliverable
a. Develop relationships with teacher preparation institutions focused on diversifying the teacher candidate pool.	School Year 22-23	Director of Employee Services and Recruitment & Retention Specialist	Prioritize list of universities
b. Provide career advancement opportunities for non-licensed employees (e.g. Grow Your Own Program).		Director of Employee Services and Recruitment & Retention Specialist	Employee participation
c. Research mentoring programs for new teachers of color and explore options for implementation.	School Year 22-23	Director of Employee Services and Recruitment & Retention Specialist	Teacher Mentorship Program Plan
d. Develop and implement effective staff employee resource groups intended to support and retain staff of color. In addition, we will find ways to support and collaborate with the Anoka-Hennepin Teachers of Color Coalition that has already laid tremendous groundwork.		Director of Employee Services, Employee Services Manager and Recruitment & Retention Specialist	Employee Resource group calendar and year-end recommendations from each group
e. Research and identify barriers to retention of staff of color and create Retention Plan.		Director of Employee Services and	Employee Retention Plan

		Recruitment & Retention Specialist	
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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 80% or greater of community rating quality education as good or excellent (82%, 2022)
Action Steps	Timeline Reviewed Annually	Leader Responsible	Deliverable
a. Coordinate and support parent affinity groups (e.g. Parents of Students of Color, Best Legacy, Indian Ed Parent Committee).	School Year 22-23	School Principals, Assistant Director of Student Services for Diversity, Equity & Inclusion, Indian Education Program Coordinator, Cultural Liaisons, 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).	School Year 22-23	Volunteer Services Coordinator 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).		Associate Superintendents, Director of Student Services and School Principals	Volunteer Services Report

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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 of the identified group
Action Steps	Timeline Reviewed Annually	Leader Responsible	Deliverable
a. Provide professional development opportunities for school administrators and teacher leaders .	School Year 22-23	Director of Student Services and Assistant Director of Student Services for Diversity, Equity and Inclusion	Principal report to staff about new understandings
b. Research, review, and identify equity consultant(s) for leading and implementing culturally responsive teaching practices.	School Year 22-23	Director of Student Services and Assistant Director of Student Services for Diversity, Equity and Inclusion	Board approved recommendations
c. Develop a professional development plan (scope and sequence) for school / district administrators and teacher leaders.		Cabinet and Associate Superintendents	Professional development plan
d. Integrate equity lens throughout district-provided professional development (e.g. SEL adoption).		Curriculum Directors	Professional development plan

B. Priority Domain #2: Student Engagement and Outcomes

Strategy	Indicator of Progress	Measure	Target
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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; 85.0% overall engagement with a 3.7% gap (2022)
Action Steps	Timeline Reviewed Annually	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).	School Year 22-23	Principal	Input informs School Improvement Plans
b. Hold student integrated forums in each secondary school (students self-select) to analyze school safety, relationships, teaching and learning and make recommendations for improvement. We intend to create space for students to opt-in based on their interests.	School Year 22-23	Principal Student Achievement Advisor	Input informs School Improvement Plans Identify frequency
c. Communicate about student suggestions and actions to promote safe and welcoming schools.		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, student listening sessions, etc.).		Principal (Superintendent, Associates, Student Services)	Input informs School Improvement Plans

Student Engagement and Outcomes, continued

Strategy	Indicator of Progress	Measure	Target
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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 Reviewed Annually	Leader Responsible	Deliverable
a.	Create a common definition and vision for personalized learning.	School Year 22-23	Executive Director of Technology	Personalized Learning Committee Report
b.	Provide opportunities for student directed learning activities across all levels for all students.		Curriculum Directors and Principals	Academic program and course syllabi
c.	Implement Multi-Tiered Systems of Support (MTSS) district-wide through adult growth.		Associate Superintendents, Program Directors, and Principals	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). High school implementation is currently in place.	School Year 22-23	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 Reviewed Annually	Leader Responsible	Deliverable
a.	Engage parents and students from historically marginalized groups in		Curriculum Directors	Recommendations to CIAC

reviewing curriculum materials for bias and cultural responsiveness.	School Year 22-23		
b. Provide course offerings designed to explore the perspectives of underrepresented groups in every high school.		Director of Secondary Curriculum	Course catalog
c. Enhance current course offerings and curriculum to reflect perspectives of underrepresented groups.		Curriculum Directors	Board approved course modifications or adoptions

Curriculum, Instruction, and Assessment, continued

Strategy	Indicator of Progress	Measure	Target
8. Provide culturally responsive professional development for all staff who work directly with students.	% of staff participation	Attendance	90% of active teachers complete
Action Steps	Timeline Reviewed Annually	Leader Responsible	Deliverable
a. District Equity Support Team supports school Equity Achievement Teams and provides peer-led professional development for all staff who work with students.	School Year 22-23	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.		Director of Student Services	Sessions provided after school three times per year

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

Completed action items from Equity Achievement Plan

Domain	Strategy	Action Steps	Date Completed
Climate	1	Equity Support Team conducts school ECAP to drive school-wide equity activities embedded within school improvement plans.	School Year 18-19

		Site-based ECAP guided by Midwest and Plains Equity Assistance Center.	
Climate	1	To ensure safe and welcoming schools, clearly define expected and unacceptable student behavior as a means to reduce discipline disparities. Recommend changes to the School Board for the District Student Discipline Policy.	School Year 20-21
Climate	4	Complete Intercultural Development Inventory and Intercultural Development Plan coaching for School Board Members and district leaders.	School Year 19-22
Climate	2	Provide education career exploration program for high school students (e.g. Educators Rising).	School Year 20-21
Climate	2	Expand educator development program opportunities for high school students (e.g. Future Leaders).	School Year 20-21
Curriculum, Instruction and Assessment	7	Provide training for teaching and learning specialists to identify tools to review curriculum for highly effective approaches.	School Year 20-21
Curriculum, Instruction and Assessment	8	Qcomp peer evaluation includes cultural proficiency indicators.	School Year 21-22
Curriculum, Instruction and Assessment	8	Performance Appraisal System teacher rubrics include cultural proficiency indicators.	School Year 21-22

Glossary

The following terms and phrases used in the Equity Achievement Plan. This is not meant to be an exhaustive list, but rather supportive to learning and clarity.

Affinity Groups: Groups of people who choose to meet to explore a shared identity such as race, gender, age, religion, or sexual orientation. These groups gather both formally and informally in school, community, and workplace settings.

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.

Appreciation of Diversity Series: A professional learning series offered in alignment with the Anoka-Hennepin Equity Achievement Plan, and a coordinated effort to promote high academic achievement for all students and eliminate predictable gaps amongst student groups. The focus of the series is to help staff gain a better understanding of the cultures throughout Anoka-Hennepin schools and communities. Each session is offered as voluntary professional development for staff.

Anoka-Hennepin Teachers of Color Coalition (AHTOCC): A group of Anoka-Hennepin teachers dedicated to personal and collective empowerment within the school community through advocacy, mentorship and partnership.

Compassion: To show empathy, generosity, kindness, patience and sensitivity.

Culture: Social systems of meaning and customs that are developed by a group of people. These groups are distinguished by a set of spoken and unspoken shared understandings that shape values, beliefs, habits, patterns of thinking, behaviors, and styles of communication.

Culturally Responsive Teaching: An approach to teaching that is grounded in Gary Howard's work with Anoka-Hennepin Schools. Culturally responsive teaching focuses on teachers' practice of cultural competence, or skill at teaching in diverse, cross-cultural and/or multicultural settings. Culturally Responsive Teaching principles as defined by Gary Howard include:

- Students are affirmed in their cultural connections.
- Teachers are personally inviting
- Learning environments are physically and culturally inviting.
- Students are reinforced for academic development
- Instructional changes are made to accommodate differences in learners.
- Classroom is managed with firm, consistent, loving control.

- Interactions stress collectivity as well as individuality.

Diversity: The inclusion of all the ways in which people differ, encompassing all the different characteristics that make one individual or group different from another. It is all-inclusive and recognizes everyone and every group as part of the diversity that should be valued. A broad definition includes not only race, ethnicity, and gender - the groups that most often come to mind when the term “diversity” is used - but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, and physical appearance. It also involves different ideas, perspectives, and values.

Economic Status: A way of describing or categorizing individuals based on education and income.

Educational Equity: 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 reduce disparities in outcomes regardless of individual characteristics and cultural identities (GLEC, 2012).

Educators Rising: An organization that helps make sure students have the experience and skills they need to be ready for the classroom as future professional educators. Starting with high school students, Educators Rising provides passionate young people with hands-on teaching experience, sustains their interest in the profession, and helps them cultivate the skills they need to be successful educators. The result is a pipeline of accomplished teachers who are positioned to make a lasting difference - not only in the lives of their students, but also in the field of teaching more broadly.

Ethnicity: A social construct which divides people into social groups based on characteristics such as shared values, behavioral patterns, language, political and economic interests, history, and ancestral geographical base.

Future Leaders: A paid internship program in partnership with Anoka county and Adventures Plus, providing after school care for elementary age students and is located in various elementary schools throughout the district. The focus of the Future Leaders program is to provide support in math and reading for students in the elementary schools of AH ISD11.

Gender: A person’s internal sense of themselves as a man, woman, both, or neither. Often times influenced by their sex assigned at birth.

Grow Your Own Program: Partnerships between educator preparation programs, school districts or charter schools, and community organizations that recruit and prepare local community members (e.g., parents, paraeducators, non-certified school staff, high school students) to enter the teaching profession and teach in their communities.

Inclusion: Being included within a group or structure. More than simply diversity and quantitative representation, inclusion involves authentic and empowered participation, with a true sense of belonging and full access to opportunities.

Indian Education Parent Advisory Committee (PAC): A committee composed of parents or guardians of American Indian students, school district representatives and secondary American Indian students. The purpose of the AH 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.

Intercultural Development Inventory (IDI) and Intercultural Development Plan (IDP): The IDI is a cross-cultural assessment of intercultural competence that is used by thousands of individuals and organizations to build intercultural competence to achieve international and domestic diversity and inclusion goals and outcomes. An IDP is a personal action plan to continue personal and professional learning about intercultural competence.

McKinney-Vento Education Assistance Improvements Act: This law requires schools to remove barriers to enrollment, attendance and success for homeless students. Children and youth who experience homelessness have the right to receive a free, appropriate public education under McKinney-Vento.

Minority: Refers to a group of people whose practices, race, religion, ethnicity, or other characteristics are fewer in numbers than the majority groups of those classifications.

Minnesota Comprehensive Assessments (MCAs): Minnesota tests in reading, mathematics, and science aligned to state academic standards that are used to meet state and federal legislative requirements. MCAs are administered annually in grades 3-8 and 10 for reading; in grades 3-8 and 11 for math; and in grades 5, 8 and following HS Biology for science.

Multi-Tiered Systems of Support (MTSS): An equitable, needs-driven service delivery framework to support student social, emotional, behavioral, and academic outcomes. All staff have a shared commitment to continuously improve the delivery of a continuum of evidence-informed practices and engage in data-based problem-solving to ensure each student is able to consistently access what they need to be well, belong, and engage fully in learning to prepare students for lifelong success.

Parent Advisory Committee for Racial and Ethnic Equity (PACREE): A district parent group that meets monthly to support the voices of families of color in the district and provide input on the district's equity work. This group was founded in 2019.

Performance Appraisal System (PAS): An Anoka-Hennepin system used to evaluate the performance of all employees district-wide.

Personalized Learning Plan (PLP): An individualized learning plan which refers to the educational experiences that are tailored to student interest, abilities, and ways of learning. Personalized learning often includes students’ “voice and choice” in the development of learning experiences in an effort to address those personal interests, abilities and ways of learning with hopes of developing engagement.

Q-Comp: Provides meaningful job-embedded professional development and financially rewards teachers and other licensed staff for working towards raising student achievement. The Anoka-Hennepin plan includes incentives for completing a professional growth process, achieving school-level student achievement goals, and individual student achievement goals.

Race: A social construct used to assign and identify people into groups with commonly shared physical traits and/or shared ancestry.

Reimagine Minnesota: A comprehensive education plan collectively developed in the spring of 2017 by a group of more than 30 school districts working in collaboration and led by superintendents from the metropolitan area.

Respect: To show consideration for self, others, and property.

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

School Culture: The underlying norms, beliefs, values, perceptions, relationships, and attitudes that guide and influence how a school operates.

Social Emotional Learning (SEL): The process through which all people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Student Services Advisory Committee: The Anoka-Hennepin School District Student Services Advisory Committee (SSAC) is a group of students, parents, teachers, school administrators and 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.

Student Services Leadership Committee: Student Services Leadership Team (SSLT) works to address and close persistent gaps in student achievement, including academic performance and graduation rates as well as reductions in disruptive student behavior. Specifically, this group will focus on the following:

1. Analyze student outcomes data and review systems inputs to drive strategic implementation of best practice student support services.
2. Drive implementation of strategic plans and programs to support the success of all students including targeted student groups.
3. Monitor progress and outcomes of Anoka-Hennepin's student support services to continually improve student achievement for all students including those most at-risk.
4. Seek input from and provide feedback to the Student Services Advisory Committee.

Underrepresented Groups: Subsets of population that hold a smaller percentage within a significant subgroup than the subset holds in the general population. Specific characteristics of an underrepresented group vary depending on the subgroup being considered.