REIMAGINE MINNESOTA STRATEGY H
Create and sustain consistent shared understanding of equity and high level of skill application for leaders at all levels.

May 2, 2018

David Law, Superintendent
Cory McIntyre, Executive Director of Student Services, Supervisor of Middle Schools
Jennifer Cherry, Director of Student Services
Bullying and a Consent Decree (consistent & shared understanding)

- Community perception that multiple student deaths were connected, driven by bullying
- Concerned district staff, wanting to proactively approach this perception

Movement from Equality to Equity

- Policy changes from ensuring all have similar to all have what they need
- Intentional change in practice across our system through new support structures

Professional Development Plan

- All staff, including leaders, receive ongoing training and development
- Develop and sustain practice through a Train-the-Trainer model
Three pronged approach

Anti-Bullying/Anti-Harassment Community Task Force

- Student, parent, teacher, administrator and community members
- Build awareness, address concerns, and gain feedback
- Recommends strategies to improve the educational climate

Anti-Bullying/Anti-Harassment Leadership Team

- District LEADS systemic efforts
- Guiding Principles
- Monitoring and Assessment

Annual Strategies and Board Update
<table>
<thead>
<tr>
<th>Year</th>
<th>Work Product</th>
<th>Action</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>Framework: nine foundational recommendations</td>
<td>School Board referred to internal leadership team for evaluation and possible implementation</td>
<td>21 action items developed and implemented</td>
</tr>
<tr>
<td>2013-14</td>
<td>Five action-oriented recommendations</td>
<td></td>
<td>Three action items approved by School Board; two items supported by current practice</td>
</tr>
<tr>
<td>2014-15</td>
<td>Five themes, recommendation to garner student input</td>
<td></td>
<td>Anti-bullying student forum held; elicited student perspectives later shared with stakeholders</td>
</tr>
<tr>
<td>2015-16</td>
<td>Eight themes, recommend outreach to parents and families</td>
<td></td>
<td>Parent group discussions held; input gathered was shared with stakeholders</td>
</tr>
<tr>
<td>2016-17</td>
<td>Six themes, eight recommendations</td>
<td>School Board heard parent input and task force recommendations</td>
<td>Conclusion of Task Force; expand efforts and develop Student Services Advisory Committee</td>
</tr>
</tbody>
</table>
82.0% of students report not being bullied.

89.7% of students report having a trusted adult to go to.

87.0% Overall student engagement.

90.5% Overall cross-stakeholder composite of a feeling of safety.

87.0% Overall cross-stakeholder composite of a feeling of welcome and belonging.
Expanding our Focus Using Strategies that Work

Superintendent David Law

AB/AH Success Implies Process Should be Expanded

- High rates of staff involved in professional development
- Increased consistency in handling student support and bullying
- Increase in the number of students reporting connections to safe adults

Data Sets Identify Areas of Priority
Continuous Improvement and Annual Goal Setting

### District Success K - Maximizing student learning and minimizing the achievement gap

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Targets</th>
<th>Current</th>
<th>Progress</th>
<th>Vision</th>
<th>Goal</th>
<th>Tier</th>
<th>Tier</th>
<th>Tier</th>
<th>Tier</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Improved Academic Achievement</td>
<td>Year-over-year</td>
<td>-6.2%</td>
<td>-5.5%</td>
<td>-3.0%</td>
<td>-5.0%</td>
<td>-6.0%</td>
<td>A1</td>
<td>A1</td>
<td>A1</td>
<td>A1</td>
</tr>
<tr>
<td>A2: Increased Student Engagement</td>
<td>Year-over-year</td>
<td>-5.0%</td>
<td>-4.5%</td>
<td>-3.0%</td>
<td>-5.0%</td>
<td>-6.0%</td>
<td>A2</td>
<td>A2</td>
<td>A2</td>
<td>A2</td>
</tr>
<tr>
<td>A3: Improved school climate</td>
<td>Year-over-year</td>
<td>-5.0%</td>
<td>-4.5%</td>
<td>-3.0%</td>
<td>-5.0%</td>
<td>-6.0%</td>
<td>A3</td>
<td>A3</td>
<td>A3</td>
<td>A3</td>
</tr>
</tbody>
</table>

#### ANOKA-HENNEPIN SCHOOLS STRATEGIC PRIORITIES

**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 and programs and successful graduates.

**Increase Student Achievement**

**Safe and Welcoming Environments**

**Effective Organizational Support**

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**Implementing**

1.1 Elementary English Language Arts curriculum, for facilities.
1.2 Middle school literacy review.
1.3 Special education recommendations, year one.
1.4 Technology plan, year three.
1.5 Monitor and enhance magnet/specialty schools.
1.6 Voluntary pre-K implementation, year two.
1.7 Talent development recommendations, year one.

2.1 Support students in crisis.
2.2 Implement a multi-tiered system of support for students, year one.

3.1 Support board decisions in recommendations for facilities.
3.2 Recruitment and retention of employees.
3.3 Continuous Improvement process update.
Building an Equity Plan

Cory McIntyre, Executive Director of Student Services, Supervisor of Middle Schools

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.

**Student Services Leadership Team**
- Develop and oversee implementation of the equity and achievement plan based on recommendations from the Student Services Advisory Committee
- Maintain a safe and welcoming anti-bullying/anti-harassment schools plan
- Monitor progress for continuous improvement

**ECAP**
- **Review Team**
- **Data Team**
- Gather and review data to identify progress and areas for improvement
- Recommend improvements to student support strategies, policies, procedures, and practices

**Student Services Advisory Committee**
- Parents, students, teachers, support staff, administrators

**School Board**
- **District Scorecard**
- **Strategic Plan**

**District administrators**
- Anti-bullying/Anti-harassment Leadership Team
- Anti-bullying/Anti-harassment Scorecard
- Equity Scorecard

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.
WHAT DO WE MEAN BY EDUCATIONAL EQUITY?


Representation – Having presence in decision making and in content (Mulligan & Kozleski, 2009).

Meaningful Participation – Agency and are empowered to contribute in effective ways (Fraser, 1998).

High Outcomes – Solutions benefit all (Waitoller & Kozleski, 2013).

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What is your district currently doing?

What are other districts doing that you find interesting?

Based on what you have heard, what new steps will you take to implement this strategy?