



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Shakopee Public Schools #720

Grades Served: PreK-12

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New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: The Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

- Part A:** Required for all districts/charters
- Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkforce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us) program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- *Direct website link to the district’s WBWF annual report:*
<https://www.shakopee.k12.mn.us/domain/1664>

- *Provide the direct website link to the A & I materials:*
<https://www.shakopee.k12.mn.us/domain/1834>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

- *Date of the school board annual public meeting to review progress on the WBWF plan (and A&I plan for participating districts) for the 2017-18 school year: **December 10, 2018***

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Nika Summer	Teaching & Learning Supervisor Group Facilitator	
Kristi Ward	Equity Programming Principal & parent	X
Ray Betton	Equity Supervisor	X
Bryan Drozd	Director of Instructional Technology	
Craig Smith	Parent	
Hannah Woosley	Parent	
Lana Krosch	Parent	
Aline Condon	Parent	
Sinouane Chanthraphone	Parent	
Jeremy Casper	Parent	
Bill Schleper	Parent	
Nancy Thul	Director of Teaching & Learning	
Bob Romansky	Community Member	
Nicole Randall	Parent	
Alison Rahn	Parent	
Sheila Peterson	Parent	
Matthew Peris	Parent	
Jeff Pawlicki	Principal & parent	
Dave Orlowsky	Interim Superintendent	
Dofa Mohamed	Parent	
Kim Loughlin	Parent	
Josie Koivisto	Principal & parent	
Katie Johnson	District staff member & parent	
Shawn Hallett	School Board member & parent	
Ford Rolfsrud	Temporary Data and Testing Supervisor	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.

- *Equitable Access to Experienced, Effective, and In-Field Teachers*
 - *Who is included in the conversations to review equitable access data and when do these occur?*
HR, Building Admin, Data and Testing Team; January – May of each year
 - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
 - *What are the root causes contributing to your gaps?*
 - *What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?*
- *Access to Diverse Teachers*
 - *What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?*
 - *What efforts are in place to increase the diversity of the teachers in the district?*

When new or reconfigured buildings are staffed, the experience level is monitored to insure all buildings have a solid mix of new and experienced teachers. When new boundary lines are drawn, demographic balance is factored in to decisions with a goal of having all our buildings reflect our community as a whole. Additionally, building administrators monitor the effectiveness of teacher teams and Professional Learning Communities, making assignment adjustments as needed to balance teacher performance and experience throughout each individual school. We use our MCA and local assessment data along with HR files to determine experience and effectiveness quality of each individual teacher and teacher team.

The Equity team continues to develop an equity focus as a foundation for Shakopee schools. The Equity team continues to work with individual students, families, and all staff members. There has been a shift in focus to prioritizing what Excellence in Equity looks like and how equity is embedded in every facet of the Shakopee Public Schools.

Our staff recruiting practices have shifted to seek out and encourage applicants with varying backgrounds. Professional development practices including our Instructional Coaches, book studies, and culturally responsive professional development in the district also reflect our commitment to give all students access to equitable education to set them up for successful futures.

While students of color make up 42% of our student community, less than 5% of our staff reflect the diversity in our Shakopee community. As a result, we are continuing to work on adjusting hiring practices in an effort to recruit a more culturally diverse staff across the district.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A & I Goal	Result	Goal Status
<p>By the fall of 2018-19 School Year, greater than 80% of our incoming kindergarten students will demonstrate academic readiness on 3 of the 4 local measures of school readiness.</p> <p>Measurements</p> <p>Basic numeracy skills: number identification and counting</p> <p>Basic literacy skills: letter identification & letter sound identification</p> <p>Future Goal: We will increase the number of our incoming kindergarten students demonstrating academic readiness on 3 of the 4 local measures of school readiness from 70% in 2018-2019 to 73% in 2019-2020.</p>	<p>Counting: 84% (487/581) Number Identification: 67% (390/586) Letter Identification: 77% (483/631) Letter Sound Identification: 61% (363/600)</p> <p>Percent of students meeting 3 out of 4 measurements: 70% (405/580)</p> <p>Baseline kindergarten data benchmarks Letter Identification (UC & LC combined 10+) Letter Sound Identification (2+) Counting (12+) Number ID/Numerical Recognition (10+)</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We are using counting, number identification, letter identification, and letter sound identification in the fall of each student's kindergarten year to determine their readiness for kindergarten. We consider any student meeting the benchmark in at least 3 out of the 4 data points to be ready for school.

- *What strategies are in place to support this goal area?*

In order to meet this goal area, we currently pull representative teachers from our preschool programs and our kindergarten classrooms together to align benchmarks.

- *How well are you implementing your strategies?*

While we currently do this once per year, we are looking to increase our collaboration throughout the school year.

- *How do you know whether it is or is not helping you make progress toward your goal?*

Feedback from teachers helps us determine current effectiveness of collaboration and how often we may need to meet as a team in the future.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF/A & I Goal	Result	Goal Status
<p>The percentage of 3rd grade students enrolled in Shakopee Public Schools that are proficient on the MCA Reading test will increase from 6.8% above state rates in 2013-14 to at least 10% above state proficiency rates by 2017-2018.</p> <p>Future Goal: The percentage of 3rd grade students enrolled in Shakopee Public Schools that are proficient on the MCA Reading test will increase from 6.5% above state rates in 2017-18 to 8% above state proficiency rates in 2018-2019.</p>	<p>Grade 3 MCA Reading Proficiency rate trend:</p> <p>13-14: 65.9% (6.8% above state) 14-15: 66.0% (6.3% above state) 15-16: 65.8% (7.5% above state) 16-17: 63.5% (5.9% above state) 17-18: 62.4% (6.5% above state)</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <p><i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i></p> <p>We use 3rd grade MCA reading scores to determine achievement and growth of our overall student body. While we have not disaggregated by student groups in this goal, each of our schools and our district as a whole continue to set continuous improvement goals that include closing the achievement gap in math and reading for all traditionally under-represented groups of students.</p> <p><i>What strategies are in place to support this goal area?</i></p> <p>We have instructional coaches to work with teachers on improved reading instruction. We also utilize intervention teachers within each school to target students who are below grade level. Our PLCs use ongoing formative assessment data to insure teachers meet students where they are at with timely instruction.</p> <p><i>How well are you implementing your strategies?</i></p> <p>We have been fully implementing our strategies, but we are continuously looking for ways to improve and make our practices even more robust.</p> <p><i>How do you know whether it is or is not helping you make progress toward your goal?</i></p> <p>Progress monitoring data is consistently being reviewed and monitored in PLC meetings by all teachers.</p> 		

Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The weighted average achievement gap in reading (based on MCA results), including the student groups of FRP, SpEd, LEP, Asian, Black, Hispanic, Native American, Pacific Islander and Multi-Racial groups will improve from -28.7% in 2016-2017 to -25% in 2018-19.</p> <p>Future Goal: Current Goal has one year remaining.</p>	<p><i>The Weighted Achievement Gap in 2017-2018 was 27.1% below comparison groups.</i></p> <p>Reading 2016-2017: -28.7% 2017-2018: -27.1%</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*

We used our MCA Reading results for all students in grades 3-8 and 10. Students are compared to their comparison group (i.e. FRP vs. non-FRP, Hispanic vs. White) to come up with the achievement gap for their group. We then average all of the achievement gaps to determine one weighted achievement gap for the district.
- What strategies are in place to support this goal area?*

Instructional coaches work with teachers and PLCs to purposefully identify instructional practices that will not only be culturally relevant but also engaging in an effort to better meet the needs of all students, especially those who have been traditionally underserved.
- How well are you implementing your strategies?*

We will be doing a comprehensive needs assessment and conducting an audit of programming to determine current effectiveness of programming and ultimately the next steps that will best prepare us to achieve this goal.
- How do you know whether it is or is not helping you make progress toward your goal?*

We are in the initial stages of evaluating the effectiveness of these strategies.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF / A & I Goal	Result			Goal Status											
<p>The percentage of students meeting all 4 Career and College readiness benchmarks on the ACT will increase from 29% for the 2017 graduating cohort to 31% for the 2018 graduating cohort.</p> <p>Future Goal: The percentage of students meeting all 4 Career and College readiness benchmarks on the ACT will increase from 31% to 33% for the 2019 graduating cohort.</p>	<table border="1"> <thead> <tr> <th><u>Cohort</u></th> <th><u>Students</u></th> <th><u>Met all 4</u></th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>466</td> <td>30%</td> </tr> <tr> <td>2017</td> <td>540</td> <td>29%</td> </tr> <tr> <td>2018</td> <td>577</td> <td>31%</td> </tr> </tbody> </table>	<u>Cohort</u>	<u>Students</u>	<u>Met all 4</u>	2016	466	30%	2017	540	29%	2018	577	31%		<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>
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<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <p><i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i></p> <p>We use the results from ACT tests from our most recent graduating class. Because we offer the ACT plus Writing to all students at our High Schools, we are able to disaggregate our data and compare students from year to year.</p> <p><i>What strategies are in place to support this goal area?</i></p> <p>We worked with teachers to revise curriculum in order to align to ACT and state standards. We offer a practice ACT to all students and adjust our schedule to make sure all students are available to participate in this opportunity.</p> <p><i>How well are you implementing your strategies?</i></p> <p>The increase in the percent of students meeting all four benchmarks gives us a strong indication that our strategies are making a difference in preparing our students to be college and career ready.</p> <p><i>How do you know whether it is or is not helping you make progress toward your goal?</i></p> <p>In looking at the data, we were able to make a gain of two percentage points in the past year, even as the number of our students taking the test continues to grow.</p> 															

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of High School students that graduate in 4 years will increase from a baseline of 82.1% in 2012-13 to 90% in 2017-18.</p> <p>Future Goals: <u>Shakopee Senior High School Goal</u> The percentage of students that graduate in 4 years will increase from 86.6% in 2017 to 89% in 2019 (2.4 percentage point increase).</p> <p><u>Tokata Area Learning Center Goal</u> The percentage of students that graduate in 7 years will increase from 77.5% in 2017 to 80% in 2019 (2.5 percentage point increase).</p>	<p><i>Graduation rate trend (District Level):</i></p> <p>2012-13: 82.1% 2013-14: 82.2% 2014-15: 83.5% 2015-16: 81.9% 2016-17: 79.7%</p> <p>2017-2018 data released in February</p>	<p>Check one of the following:</p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>
<p><i>Bulleted narrative is appreciated. 200-word limit.</i></p> <ul style="list-style-type: none"> <p><i>What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?</i></p> <p>We use our graduation rate from the 2017 cohort as reported by the MN Department of Education. While we have not disaggregated by student groups in this particular goal, our district as a whole continue to set continuous improvement goals that include closing the achievement gap and increasing the graduation rate for all traditionally under-represented groups of students. As part of our continued work to increase graduation rates, we will be giving particular focus to our EL and Special Education populations (These groups were identified as part of our ESSA results reporting).</p> <p><i>What strategies are in place to support this goal area?</i></p> <p>We are employing a variety of strategies to address the decline in our graduation rate. These include a credit deficiency study broken down by grade to determine where students begin to fall behind, analysis of our credit recovery options to determine which are most effective in helping students get back on track, and an overall comprehensive needs assessment supported by the Centers of Excellence to ensure more students are graduating on time. We are also implementing an academy model at the high school, which is intended to support students by creating small learning communities that target specific student needs.</p> <p><i>How well are you implementing your strategies?</i></p> <p>We have initiated a new teaming process at the high school to increase the effectiveness of our credit recovery programs.</p> <p><i>How do you know whether it is or is not helping you make progress toward your goal?</i></p> <p>An analysis of failure rates and the number of students in need of credit recovery programs will help us determine the effectiveness of the strategies.</p> 		

Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p>Goals: Math: Our overall achievement gap will decrease from 28.2% to 25.7% (2.5 percentage points) based on MCA results in all grades that take the MCA tests.</p> <p>Reading: Our overall achievement gap will decrease from 28.7% to 26.2% (2.5 percentage points) based on MCA results in all grades that take the MCA tests.</p> <p>Aligns with WBWF area: All racial and economic achievement gaps between students are closed.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Math 2015-2016: -29.2% 2016-2017: -28.2%</p> <p>Reading 2015-2016: -28.4% 2016-2017: -28.7%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Math 2017-2018: -29.4%</p> <p>Reading 2017-2018: -27.1%</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data used to Identify: We used our MCA Math and Reading results for all students in grades 3-8 and 10. Students are compared to their comparison group (i.e. FRP vs. non-FRP, Hispanic vs. White) to come up with the achievement gap for their group. We then average all of the achievement gaps to determine one weighted achievement gap for the district.

Strategies used to support the Goal:

To develop staff understanding of the learning styles and educational needs of the varied cultures and challenges our students represent, licensed staff will receive continued training in Culturally Responsive Teaching, offered over 3 years, beginning school year 2017-18.

An Equity staff member will be available to each building, and will work with students, Cultural Liaisons, School Counselors, School Social Workers, Building Administration, and Teachers to build Cultural Competency and connect families to the school district.

How well are we implementing strategies: As a district, we are currently working to develop a system to evaluate the effectiveness of our strategies.

How do you know whether it is or is not helping you make progress: Currently, our gap is holding steady, but we believe as our initiatives continue to become more rooted in our everyday practice, we will begin to consistently close our achievement gap.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline (2015-2016 & 2016-2017)	Year 1 (2017-18) Actual	On Track?
<p>Goal: Total Consistent Attendance Rate for students in grades 10-12 that identify as Black, Native American, and Hispanic/Latino will increase from 66.9% in 2017-2018 to 70% in 2018-2019.</p> <p>Aligns with WBWF area: All racial and economic achievement gaps between students are closed.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Percent of Shakopee District Students in Grades 10-12 demonstrating consistent attendance based on ESSA's definition of each student attending 90% or more school days in a school year by student group.</i></p> <p>Black Students 2015-2016: 66.4% 2016-2017: 76.2%</p> <p>Native American Students 2015-2016: 38.5% 2016-2017: 23.8%</p> <p>Hispanic/Latino Students 2015-2016: 65.1% 2016-2017: 59.4%</p> <p>Total from Above Groups 2015-2016: 64.5% 2016-2017: 63.0%</p>	<p>Black Students 2017-2018: 79.5%</p> <p>Native American Students 2017-2018: 54.2%</p> <p>Hispanic/Latino Students 2017-2018: 60.0%</p> <p>Total from Above Groups 2017-2018: 66.9%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

Bullethead narrative is appreciated. 200-word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Data used to Identify:

Percent of Students in Grades 10-12 districtwide demonstrating consistent attendance based on ESSA's definition of each student attending 90% or more school days in a school year.

Strategies used to support the Goal:

Shakopee is implementing the Academy Model (9-12) at the High School to ensure a welcoming, inclusive environment within a large high school. In grades 6-12, we have also implemented a teaming approach that crosses content areas in order to give teachers more opportunities to connect with students and reflect on ways to engage and meet individual student needs. Additionally, in all grades K – 12, we are working to design more relevant and authentic learning experiences for students in an effort to engage all students in their own learning. In the future, we will implement a "Check and Connect" system. We have been researching this program and with full implementation, we are confident our consistent attendance will improve in the coming years.

How well are we implementing strategies:

These strategies have been researched and prepared and we are fully implementing them this year. We will evaluate the effectiveness at the end of this school year.

How do you know whether it is or is not helping you make progress: TBD

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

- In January of 2018, we held a Multi-Cultural Student Roundtable using the format of the World Café, which highlighted student voices in the decision-making efforts of our district.
- In the spring of 2018, we held an annual Opportunity fair in conjunction with the Collaborative Districts for all high school students. It highlighted post-secondary schools in the 5-state area and provided additional assistance/opportunity to multi-cultural students. This Fair also provided resources and access to trade unions and local/regional companies that are hiring.