



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

District or Charter Name: Worthington Independent School District 518

Grades Served: K-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.

➤ *WBWF Link www.isd518.net (Left side of the page under the Resources section).*

A&I Link [http://www.isd518.net/Websites/isd518/files/Content/6139426/Acheivement_Integration Plan-Worthington.pdf](http://www.isd518.net/Websites/isd518/files/Content/6139426/Acheivement_Integration_Plan-Worthington.pdf)

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.

➤ *November 12th, 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)
Dr. Katie Clarke	Director of Teaching and Learning	
Mr. Mark Prunty	Teacher	
Mrs. Sally Darling	Teacher	
Mrs. Tasha Raymo	Teacher	
Mrs. Jodi Hansen	Teacher	
Ms. Julie Linder	Elementary Physical Education Teacher	
Mrs. Erin Ahrens	Elementary Special Education Teacher	
Mrs. Kelly Knips	Elementary Art Teacher	
Ms. Cindy Anderson	Middle School Music Teacher	
Ms. Judi Becker	EL Coordinator	
Mr. Josh Noble	HS Principal	
Mrs. Cathy Mrla	Elementary Assistant Principal	
Mr. Gerald Oehler	Curriculum/Staff Development Coordinator	
Mrs. Lori Dudley	Community Member	
Mr. Linden Olson	Community Member	
Mr. Tom Ahlberg	Support Staff, Technology	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Joselin Gonzales-Mejia	Student	

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.

- Equitable access conversations occur at both the district and building levels. Data is reviewed to determine which staff are ineffective inexperienced, and out of field. Specific student placements are made to overcome this challenge.
- Priority is given and every attempt is made to hire a licensed teacher who meets the highly-qualified requirements by the State of Minnesota.
- When a resignation occurs in the system, the position is posted and new hire placed in the vacated position.
- Occasionally, teachers request to transfer positions within the district. Administration reviews the request and potentially will allow the shift, if equitable distribution can be maintained.
- Since 66.6% of the student body is diverse, these students are in every building and every classroom. All K-4 students attend the same school and are heterogeneously dispersed among classrooms. Data used for student placement includes ACCESS data, formative assessments, teacher recommendation, and parent recommendation.
- The school district reviews teacher licensure data and identifies those who are on a variance. These individuals are placed throughout the system as to not create disparities due to distribution.
- Currently, the district is partnering with Minnesota West Community and Technical College and Southwest State University in Marshall to develop a *Grow Your Own* program. This program will focus on recruiting culturally diverse students to complete a teacher education program in Worthington.
- The teacher application pool is minimal for many positions. We embrace and attempt to hire culturally diverse teachers whenever possible.
- To build capacity in the growing number of inexperienced teachers, the district has invested in instructional coaching and implement a teacher induction program through the New Teacher Center. This program focuses on standards, curriculum, and best pedagogical practices

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
The percentage of children who participate in the district preschool program will increase in kindergarten readiness from 75% to 85% as measured	There were 81% of (43/53) students who met the score of 52 or higher on the local Kindergarten Entry Profile tool.	<i>Check one of the following:</i> Multi-Year Goal:

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
by scoring a 52 or higher on the local Kindergarten Entry Profile tool.		<input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track One-Year Goal <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met <input type="checkbox"/> District/charter does not enroll students in kindergarten

Strategies that are in place to support the goal of Kindergarten Readiness include parent/family education opportunities to help parents understand child development and to help them understand how the school system works and how to help their child experience learning growth and success. We also employ multi-lingual family liaisons to help facilitate effective communication between teachers and family members. The evaluation method used by the School Readiness teachers is Learning Strategies Gold.

We are implementing the strategies well. We have seen an increase in Kindergarten Readiness again this year. Parents have demonstrated interest and commitment to education by participating in parent/family education opportunities. Our teachers are becoming more focused on assessing students' progress by observing skills throughout the class. We are still adapting to our new evaluation tool.

Following the completion of the Kindergarten Entry Profile tool in the spring, early childhood teachers may refer children to the summer Kindergarten Transition program. Up to 60 students participate in this 15 day summer program. So students who did not meet the readiness standard in May have additional learning opportunities in June.

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
By 2020, 60% of students in grade 3 at Prairie Elementary enrolled by October	<i>There were 45.8% of third grade students who met or exceeded the Reading MCA accountability tests.</i>	<i>Check one of the following:</i>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
1, will be proficient on the Reading MCA (all accountability tests).		<p>Multi-Year Goal:</p> <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not On Track
		<p>One-Year Goal</p> <input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met
		<input type="checkbox"/> District/charter does not enroll students in grade 3

This is a five year established goal that was developed in the spring of 2018. This goal is articulated and aligns with the Read Well by Third Grade Plan. Data used to identify goals include: MCA assessments, ACCESS results, common formative assessments, and teacher observation. Data is disaggregated by ethnicity and each student group. Strategies that are in place to support this goal include:

- Focused leadership composed of administrators and teachers at Prairie Elementary. The leadership team completes a Comprehensive Needs Assessment each year and develops/updates a school improvement plan. The plan is referred to regularly and updates are recorded and provided, as required by MDE and the Regional Centers of Excellence.
- Guided Reading is a building-wide strategy selected to increase student learning in the literacy area. Training has been provided for staff to increase their competency in this area. The building leadership team has built a practice profile and has established a process to regularly analyze fidelity of implementation. Data reveals that a significant number of teachers are implementing this strategy.
- Instructional coaching is provided to aide with data-driven, standards aligned, research-based instructional practices in the classroom.
- Accountable Talk is another strategy that is identified as helping student achieve proficiency in the literacy area. Teacher training occurs regularly in grade level teams. The leadership team, along with EL teachers, are helping to move from the Exploration/Installation phase to an Implementation phase next year.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result			Goal Status
The percentage of students in each student-group will increase from the current proficiency rate to 60%, as measured by the MN Comprehensive Assessments in Math and Reading.	Reading	2016-2017	2017-2018	Check one of the following:
	ALL	44.8	48.3	
	LEP	16.2	15.6	
	FRP	37	41.5	
	SPED	25.4	24.8	
	HISP	37.7	39.3	
	BLK	34.3	44.3	
	Asian	36.2	46.3	
	Cauc	61.2	62.6	
	Math			
	ALL	43.2	38.4	
	LEP	22.6	17.3	
	FRP	33.3	33.0	
	SPED	21.6	22.8	
	HISP	32.8	32.8	
	BLK	30.4	29.8	
	Asian	33.9	38.8	
	Cauc	53.8	49.5	

Data that was used to determine the goal include: MCA scores, ACCESS scores, common assessments, and teacher observation. The data was disaggregated for each student and ethnic group. Strategies that are in place to close the achievement gap include: focused work on curriculum alignment, best practice instructional strategies, and increased efficiency of processes and systems throughout the district.

A new District Improvement Plan was developed in the spring of 2018 and can be found at www.isd518.net. It outlines key steps for the district to take to achieve the goals. Each building is making progress by developing a school improvement plan. We can improve by increasing intentionality around each action step, increasing accountability, and implementing progress monitoring into each step.

The strategies have been in place for less than two months. Progress monitor report will be available at the end of the 2018-2019 school year.

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 at Worthington High School and Alternative Learning Center who are college and career ready will increase from 75% to 85%, as measured by having career goals in a written format, completing a career assessment, having 90% or higher attendance rate, and meeting all graduation requirements.</p>	<p>Attendance of 90% or better for the high school: 97.8 %</p> <p>Attendance of 90% or better for ALC: 74%.</p> <p>Students at WHS who met all graduation requirements: 93.3%</p> <p>Students at the ALC who met all graduation requirements: 44%.</p> <p>Students at the HS who completed a career assessment: 84%.</p> <p>Students at the ALC who completed a career assessment: 85%.</p> <p>Students at the HS who have a written career goal: 61%.</p> <p>Students at the ALC who have a written career goal: 47%.</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>

- The district reviewed the attendance data and determined that the school district has acceptable attendance rates.
- Career teachers and advisory teachers reported how many students developed written career goals.
- Strategies in place to build support in this goal area include:
 - Build capacity and understanding of college and career readiness among classroom staff.
 - Students who are chronically absent from school will receive a visit from the attendance officer.
- We will know if the strategies are effective if attendance rates increase for all student groups, a higher percentage of students have developed career goals and more students are on track to graduate.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The 2015-2016 graduation rate for Worthington School District (High School and ALC) was 78.9%. The rate for all students will increase for the 2016-2017 report to 85%, as measured by the Minnesota Department of Education report card.</p>	<p>2017 District-wide</p> <p>4 yr: 70.6%</p> <p>5 yr: 84.7%</p> <p>2017 High School</p> <p>4 yr: 85.3%</p> <p>5 yr: 92.9%</p> <p>2017 ALC</p> <p>4 yr: 35%</p> <p>5 yr: 60.5%</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not On Track</i></p> <p>One-Year Goal</p> <p><input type="checkbox"/> <i>Goal Met</i></p> <p><input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in grade 12</i></p>

<p>Bulleted narrative is appreciated. 200-word limit.</p> <ul style="list-style-type: none"> • Several data points have been reviewed to select a graduation rate goal. Data includes: AdvancED Accreditation needs assessment and review, current graduation rates, student achievement scores, attendance scores, Language Development scores (ACCESS), and stakeholder input. • Data was disaggregated by student group, when available. The needs assessment included a specific focus on English Learners. • Strategies that are in place to support this goal area include: <ul style="list-style-type: none"> Ensure that high functioning PLCs are established. Ensure that curriculum is aligned to standards and a scope and sequence is determined/followed K-12 in each content area. • There is a focused effort on developing high functioning PLCs. Work in this area includes on-going training for staff in the area of data review, interventions, and enrichment. Further, a core focus on developing curriculum aligned to standards and ensuring staff have access to high quality professional development focused on standards is occurring. • We will know if the strategies are working if the graduation rate increases.
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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?
<i>By 2020, the percentage of students in the free & reduced priced lunch subgroup of grade 8 will increase from the current proficiency level to 50% or greater as measured by the MN Comprehensive Assessments in math.</i>	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	42.1% (127 students tested)	36.9% (133 students tested)	Check one of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track

- Data Used:
 - MN Comprehensive Assessment results – 8th Grade Math
 - Student performance based assessments and teacher referrals
 - Pre/Post Survey Results
 - Free and Reduced priced lunch subgroup
- Strategies:
 - School interventionists
 - Parent Involvement Classes designed to help parents navigate the school system and have access to support their child academically
 - Home Visits – School counselors, teachers, and NCIC staff conducted home visits with parents/guardians and students
 - Summer Learning Camps – focused on Math and STEAM related skills
- How well are you implementing your strategies?
 - By implementing the strategies listed above, the number of participants have increased compared to the previous year. NCIC parent involvement opportunities include Time to Share; PASS (Parents Advocating for Student Success); College preparation with Parents and also Home Visits
- How do you know whether it is or is not helping you make progress toward your goal?
 - Although we did not meet our goal, the number of students tested increased from 133 to 160. The percent proficiency rate decreased from 42.1% to 36.9%, but the number of proficiency increased from 56 to 59 students because of this slight increase we see some progress towards our goal.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, 70% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	No baseline available.	Number of participants completed the survey 99.	Check one of the following: <input type="checkbox"/> On Track <input type="checkbox"/> Not on Track

- Data Used:
 - Participants surveys
- Strategies:
 - Home Visit training/Home Visit program
 - Equity Workshops
 - Culturally Responsive workshops/trainings
- How well are you implementing your strategies?
 - Culturally Responsive workshops/trainings were offered at the beginning of the school year to all teachers, counselors, and administrators to kick off the new school year, we had 139 participants.
 - The Equity workshop was offered in the Spring for teachers and school counselors. Although, we had low attendance we had positive feedback from all participants.
 - Throughout the school year, we implemented the Home Visit training/program to all teachers and school counselors. Twelve teachers and school counselors were in the Home Visit cohort.
- How do you know whether it is or is not helping you make progress toward your goal?
 - 159 teachers/counselors participated in the opportunities offered by NCIC
 - 99% of people who completed the survey reported an increase of understanding factors that contribute to the achievement gaps. We would like to see participant numbers increase in the future.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 60% to 70%.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	60%	89%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

- Data Used:
 - Participant surveys
- Strategies:
 - 5, 7, and 9 grade-level character retreats
 - Grade-level character retreat follow-ups
 - 4th grade partnership
 - El Sistema Imagine for upper elementary students
- How well are you implementing your strategies?
 - The strategies were implemented on a continuous base throughout the school- year. We have had a significant increase in participants in our after-school programs and classroom partnerships.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Surveys were given to all 4th, 5th, 7th, 9th grade students in the district. According to the survey results, 89% of the students either agreed or strongly agreed to an improvement in school climate.

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, the percentage of racially/ethnically diverse teachers will increase from 3% to 6% and racially & ethnically diverse district-wide staff will increase to 18%. Equity Council will review local data and best practice research to determine what changes in district policy and practice could be implemented to improve equity and/or narrow achievement gaps.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	Racially/ethnically diverse teachers 3% District wide racially/ethnically diverse staff 12%	Racially/ethnically diverse teachers 3% District wide racially/ethnically diverse staff 20%	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

- Data Used:
 - Internal district data
 - MDE report card – Staffing Profile
- Strategies:
 - Provided opportunities for professional development in the areas of closing racial and economic achievement gaps.
 - Presented and made recommendations to school administrators and school board members regarding changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.
 - Collaborated with MN Education Equity Partnership (MNEEP) to develop strategies and tools that can be utilize by stakeholders.
- How well are you implementing your strategies?
 - The conversations of recruiting and retaining diverse staff has been a continuous effort with school administrators, school board members, and NCIC equity team.
 - Collaborated with WHS, MN West, and Southwest Minnesota State university in working towards creating a teacher pathways program in Worthington
- How do you know whether it is or is not helping you make progress toward your goal?
 - According to our data, there was no increase in racially/ethnically diverse license staff from the baseline year. However, there was an 8% increase in racially/ethnically diverse district-wide staff.

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
By 2020, at least 240 students will participate in NCIC Out-of-School-Time programs and demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, participating in leadership or civic engagement activities, and, for seniors, completing a college or job application.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	131 students	145 students (37% of students met the goals for the 3 key indicators; individualized learning plan, college visit, and leadership/civic engagement)	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track

- Data Used:
 - Participant surveys
 - Cumulative GPA
 - Individualize Learning Plans
 - NCIC internal student tracking system
- Strategies:
 - 7th – 12th grade after-school youth programs
 - College Preparation opportunities for students and parents
 - Leadership development, civic engagement, volunteerism, and culturally integrated learning opportunities
 - Direct student support in classrooms
- How well are you implementing your strategies?
 - Throughout the school year, our youth development leaders implement the strategies with each student in their cohort to make sure they are on track to graduate.
 - We have an increase of participants for our after-school programs.
 - By providing direct student support in the classrooms, students were more likely to seek help after school because of the relationship they have built with NCIC staff.
- How do you know whether it is or is not helping you make progress toward your goal?
 - Our student cohort for our after-school programs has increased from 131 student to 145 students.
 - All high school students in our cohort completed the Minnesota Career Information System (MCIS) plan, and all middle school students completed a youth plan for success. 54 students participated in at least one or more college visits and 87 students participated in one or more leadership/civic engagement opportunities.

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.

Integration Strategies that were implemented during the 2017-2018 school year:

- Grade-level retreats- a fully integrated opportunity for all six member district 5th, 7th, 9th grade students and 10th-12th grade high school leaders to interact. High school leaders led small group conversations/activities throughout the day. High school leaders then had the opportunity to go back to the grade-level classrooms to conduct follow-ups.
- 4th Grade Pen Pals- to engage students in all six member districts in integrated learning experiences, through grade-level partnerships which focus on character development, improved school climate, cultivate friendships, discover and learn about different cultures, and to enhance writing and communication skills.
- El Sistema Imagine (during the school year) and El Sistema Summer Theater Camp- to engage upper elementary students in an integrated out-of-school time and summer integrated music education program. Which enables students to build relationships with a diverse group of peers and fosters a sense of belonging and leadership through participation in a performing music program. Three school districts are actively involved with El Sistema Imagine.
- Summer STEAM opportunities- a collaboration between two-member school district designed to improve academic skills through experiential learning and group work. It is also designed to increase the math and STEAM related skills of participants.