Minnesota Department of Education

2014-2015 World's Best Workforce Report Summary

District or Charter Name	Hayfield Community Schools, ISD #203
Contact Person Name and Position	Belinda Selfors, Superintendent of Schools

In accordance with Minnesota Statutes, section 120B.11, a school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce. The school board must publish an annual report on the previous year's plan and hold an annual public meeting to review goals, outcomes and strategies. An electronic *summary* of the annual report must be sent to the Commissioner of Education each fall.

Stakeholder Engagement

Report

The World's Best Work Force Plan is located on the School District's website at: www.hayfield.k12.mn.us

Annual Public Meeting

The Annual Public Meeting will be held on December 14, 2015 at 7:00 p.m. in the Hayfield High School Library.

District Advisory Committee

The District Advisory Committee membership consisted of:

Belinda Selfors, Superintendent of Schools
Annette Freiheit, Elementary School Principal
John Howe, High School Principal
Mike Anderson, Paula McCamy, Elementary Teachers
Dorien Grav, Kelly Birkett, High School Teachers
Brian Bartley, Technology Coordinator
Dori Sparks, Non-Certified Staff
Joe Goldman, Special Ed Teacher
Ruth Kruger, Parent/Community Member

Goals and Results

	2014-2015 Goals	2014-2015 Goal Results
All Students Ready for Kindergarten	Our goal is to provide activities to help children be ready for kindergarten in the 4 areas of development – social/emotional, physical (gross & fine motor), cognitive, and language development.	We did not have a formalized process to collect and analyze data for this goal.
All Students in Third Grade Achieving Grade-Level Literacy	Brownsdale and Hayfield Elementary Schools' goal is to increase the number of third grade students at the target level or above by 5% from the spring of 2014 to the spring of 2015 as measured by the AIMSweb R-CBM (fluency) and MAZE (comprehension).	The third grade students percent at target level or above on the AIMSweb R-CBM was 55% in 2014 and 56% in 2015 and on the AIMSweb MAZE was 82% in 2014 and 74% in 2015.
Close the Achievement Gap(s) Among All Groups	The district focused on the following subgroups for closing the achievement gap: White, Hispanic, Free/Reduced Lunch Status, and Special Education. These groups will be proficient at the following rates by 2017. **Math** • White = 78.9% • Hispanic = 71.1% • Free/Reduced = 70.7% • Special Education = 62.5% **Reading** • White = 81.2% • Hispanic = 72.4% • Free/Reduced = 71.6% • Special Education = 57.8%	In the Spring of 2015, the following groups were proficient at the rates listed below. This will be an on-going focus for 2015-2016. **Math** • White = 62.3% • Hispanic = 37.9% • Free/Reduced = 40.6% • Special Education = 20.5% **Reading** • White = 60.1% • Hispanic = 41.4% • Free/Reduced = 43.4% • Special Education = 14.0%
All Students Career- and College-Ready by Graduation	Hayfield Schools will begin participation in the Ramp-Up to Readiness program during the 2015-2016 school for grades 6 through 12.	The Ramp-Up to Readiness program has been fully implemented on a weekly basis. The program is delivered during the Advisory period.
All Stuents Graduate	All students will earn a high school diploma.	The graduation data for the following years is noted below: Class of 2014; 4 year cohort = 90.2% Class of 2013 or 2014; 5 year cohort = 96.2% Class of 2012, 2013, or 2014; 6 year cohort = 96.7%

Identified Needs Based on Data

Hayfield Community Schools continues to focus on improving student performance on MCA assessments in reading and math. The district has been making steady progress in the increases in the percentages of students who are proficient on the assessments.

MCA Test Data

▪ Reading, Grades 3-8 and 10	2012-2013	59.80% proficient	Making AYP
	2013-2014	65.50% proficient	Making AYP
	2014-2015	57.90% proficient	Not Making AYP
▪ Math, Grades 3-8 and 11	2012-2013	64.20% proficient	Making AYP
	2013-2104	62.70% proficient	Making AYP
	2014-2105	59.40% proficient	Not Making AYP

Systems, Strategies and Support Category

Students

Students receive academic support in a number of programs in the district that include: Title I, Special Education, mentoring, tutoring, summer school, credit recovery, alternative learning center, structured study hall, and assistive technology. To support academic advancement, students are provided with opportunities in concurrent enrollment for college credit, enrichment activities including Academic Triathalon, Math Masters, Project E^3, and others. Faculty are available to students before and after school or by appointment. Additionally, students receive support through our multi-tiered system of support programs as listed above.

Teachers and Principals

Hayfield Community Schools supports teachers and principals in meeting district goals with a staff development plan that has input from administration and teachers. A new principal and teacher evaluation model has also been developed to further improve performance and support using research based best practices and action steps that help staff meet their desired goals. A mentoring program for all new faculty helps teachers adjust to their new positions and careers. Professional Learning Communities provide opportunities for teachers to analyze evidence of student learning and use this data to improve instructional practice.

District

A key practice in improving student achievement in Hayfield Community Schools is utilizing Professional Learning Communities from Pre-K through 12^{th} grade. At elementary level, the PLCs are organized around grade level teams and at the high school level, around departments/subject matter. Hayfield Community Schools conducted ½ day PLC meetings 8 times through the 2014-2015 school year.