2021–22 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2021–22 WBWF and A&I Annual Summary & Progress Report.** You can copy your responses from this template into the electronic form.

District or Charter Name: Hayfield Community Schools

WBWF Contact: Grant Klennert

Title: High School Principal

Phone: 507-671-1555

Email: klenngr@hayfield.k12.mn.us

A&I Contact: Kathy Serratore

Title: A&I Coordinator

Phone: 507-440-2059

Email: serraka@hayfield.k12.mn.us

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020–21 school year (SY)?

_X__ Yes ___ No

What year of your Achievement & Integration plan are you reporting on?

___ Year 3 (3-year plan spans 2020–22 SY)

_X__ Year 2 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2021–22 SY?

___ Yes _X__ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020–21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020–21 SY. No charter schools should complete this section.

Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

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.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders: https://hayfield.k12.mn.us/schoolboard/reports/

Provide the direct website link to the A&I materials: https://hayfield.k12.mn.us/schoolboard/reports/

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2021–22 SY.*

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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020–21 SY: December 14, 2022

Goals and Results

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. In 2020, the district had 17.1% of children screened between their third and fourth birthday. Our district will increase the percent of children screened between their third and fourth birthday to 50% by 2024.	Provide the result for the 2021–22 SY that directly ties back to the established goal. **2020: 17.1%** **2021: 40.0%**	***Check one of the following:*** _X__ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. The percentage of all 3rd graders at Hayfield Community Schools who meet or exceed the CBM reading on the Fastbridge Assessment will increase from 61% in 2020 to 85% in 2025-26.	Provide the result for the 2021–22 SY that directly ties back to the established goal. 2021-2022: 61.2 % 2022-2023: 2023-2024: 2024-2025: 2025-2026:	***Check one of the following:*** _X__ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional third-grade literacy goals as appropriate.

Close the Achievement Gap(s) Between Student Groups

<table>
<tr><th>Goal</th><th>Result</th><th>Goal Status</th></tr>
<tr>
<td>Provide the established SMART goal for the 2021–22 SY.

The proficiency gap between non free/reduced lunch students and free/reduced lunch students in grades 3-11 will decrease by 25% in math and 25% in reading as measured by the end of the 2022-23 school year.</td>
<td>Provide the result for the 2021–22 SY that directly ties back to the established goal.

Math 3-11 MCA Results
<table>
<tr><th>Year</th><th>Non F/R</th><th>F/R</th></tr>
<tr><td>2018-19</td><td>50.0%</td><td>18.2%</td></tr>
<tr><td>2019-20</td><td>Unable to Report</td><td>Unable to Report</td></tr>
<tr><td>2020-21</td><td>34.3%</td><td>14.0%</td></tr>
<tr><td>2021-22</td><td>39.4%</td><td>34.6%</td></tr>
<tr><td>2022-23</td><td></td><td></td></tr>
</table>
Reading 3-11 MCA Results
<table>
<tr><th>Year</th><th>Non F/R</th><th>F/R</th></tr>
<tr><td>2018-19</td><td>57.9%</td><td>26.7%</td></tr>
<tr><td>2019-20</td><td>Unable to Report</td><td>Unable to Report</td></tr>
<tr><td>2020-21</td><td>44.5%</td><td>20.6%</td></tr>
<tr><td>2021-22</td><td>46.1%</td><td>29.1%</td></tr>
<tr><td>2022-23</td><td></td><td></td></tr>
</table>
</td>
<td>Check one of the following:

_X__ On Track (multi-year goal)

___ Not On Track (multi-year goal)

___ Goal Met (one-year goal)

___ Goal Not Met (one-year goal)

___ Met All (multiple goals)

___ Met Some (multiple goals)

___ Met None (multiple goals)</td>
</tr>
</table>

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. All (100%) students by the time they have completed 11th grade will identify career and college pathways (including employability skills, mindsets, and social	Provide the result for the 2021–22 SY that directly ties back to the established goal. 2021-2022: 100%	***Check one of the following:*** ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) _X__ Goal Met (one-year goal) ___ Goal Not Met (one-year goal)

Goal	Result	Goal Status
awareness) using the MCIS program.		___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional career and college readiness goals as appropriate.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2021–22 SY. The percentage of students who graduate in 5-years will increase from 98.1% in 2020-21 to 100% in the 2024-25 school year.	Provide the result for the 2021–22 SY that directly ties back to the established goal. 2020-21: 98.1% 2021-22: 97.7%	***Check one of the following:*** ___ On Track (multi-year goal) _X__ Not On Track (multi-year goal) ___ Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Repeat table for additional graduation goals as necessary.

2021–22 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals was on track or has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2021–22 A&I plan goals for each of those schools were on track or have been met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2021–22 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2021–22 SY.

***Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2021–22 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.**

District and Contact Information

District Name: Hayfield Community Schools

A and I Contact: Kathy Serratore

Title: A&I Coordinator

Phone: 507-440-2059

Email: serraka@hayfield.k12.mn.us

Complete the tables below if you are reporting on year 2 of your 3-year plan (July 1, 2020–June 30, 2023).

Achievement and Integration Goal 1

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2021–22 SY)**	**On Track?**
Alliance for Educational Equity students participating in integration programs will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort determined by a pre-survey in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of 2022-23 school year.	Check one of the following: ___ Achievement Goal __X_ Integration Goal ___ Teacher Equity	Due to COVID-19, Project E3 was cancelled in 2020 and was held in a cohort-based virtual model in 2021. Due to pandemic disruptions, it's difficult to compare results from year to year during this 3-year plan.	By the conclusion of the 2022 Project E3 session, 73.7% of students expressed feeling connected to students from more than one district at a level of 4/5. 66.7% of students expressed an interest in maintaining those friendships outside of class.	**Check one of the following:** ___ On Track ___ Not on Track _X__ Goal Met

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2021-22 SY)**	**On Track?**
Hayfield FRPL-eligible students' graduation rate will increase from 81.3% in 2019 to 90% by 2023.	Check one of the following: _X__ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2021–22 SY.	2021: 75%	Check **one** of the following: ___ On Track _X__ Not on Track ___ Goal Met

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2021-22 SY)**	**On Track?**
Hayfield students' access to effective educators trained in culturally responsive leadership will increase from 3 trained staff in 2019 to 50 trained staff by 2023.	Check one of the following: ___ Achievement Goal ___ Integration Goal _X__ Teacher Equity	2019: 3 Staff	2021: Over 50 Staff	Check **one** of the following: ___ On Track ___ Not on Track _X__ Goal Met

Please note: If you have more than three goals, copy and paste additional A&I Goal tables below.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2021–22 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Project E3 provides an enrichment experience that our remote district would not otherwise be able to be a part of. The program provides an opportunity for Hayfield students to interact with Austin's much more diverse student population build friendships and intercultural skills. Hayfield has a growing Robotics program and is building a team and hoping to expand that program to collaborate with other districts in the future. We continue to provide our ACE and After School Academy programs in order to help create a positive connection with students and families to provide additional support outside the school day. We have also provided an extended school year, which has helped kids who have lost school time due to COVID. This has been very well received, because it gives them the opportunity to engage in learning for two weeks in June and a week in August to help prevent learning loss over the summer. One of the most beneficial elements of the integration funding is the ability to provide transportation for our students, who would not be able to participate in activities otherwise.