DEPARTMENT OF EDUCATION

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: #203 Hayfield Community Schools
District Integration Status: A.
Superintendent: Gregg Slaathaug
Phone: 507-671-1557
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Plan submitted by: Kathy Serratore
Title: Achievement Integration Coordinator
Phone: 507-477-3235
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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. Albert Lea (RI)
2. Austin (RI)
3. Lyle (A)
4. Southland (A)

School Board Approval

☐ We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Gregg A Slaathaug
Signature: Gregg Slaathaug Date Signed: 05/01/2023

School Board Chair: Patrick Towey Jr.
Signature: Date Signed: 05/01/2023

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

Multidistrict Collaboration Council: John Alberts, Kristi Beckman, Gayle Brownlow, Burke Egner, Scott Hall, Gregg Slaathaug, Cori McRae, Kathy Serratore.
Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

The Multidistrict Collaboration Council met to discuss interdistrict opportunities to promote intercultural understanding and relationship building through cross-district programming. The collaborative has found offering Project E3 and Robotics to be a beneficial way to encourage students to build cross-district friendships while also promoting rigor, engagement, and intentional inclusion of students from culturally diverse backgrounds. During the next three-year plan cycle, the collaborative expressed an interest in integrating college and career awareness into our multidistrict programming and adding a new program, Discover Drones, to be inclusive of students and the middle and high school level who wish to participate in collaborative, applied STEM enrichment activities with inter-district peers.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The percentage of students able to identify career pathways related to the integrated STEM enrichment activities they are participating in will increase from a baseline of 0% in 2023-2024 to 80% in 2025-26.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Integration

Strategies

Strategy Name and # 1 Discover Drones

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.
☒ Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy. Students will be exposed to a week-long drone education camp that will give them the opportunity to learn about, build, fly, and race drones. As the program grows, additional week-long sessions will be offered to cover topics such as crop management, aerial photography, and licensed drone operation. The camp will give students the opportunity to connect with students across districts, collaborate, build relationships, and learn about each other's cultural identities. This camp will teach students marketable skills in UAS (Unmanned Aerial Systems) that are highly in demand in a number of career pathways, including agriculture, real estate, law enforcement, government, and marketing. Camps will be offered to students in grades 7-12. One camp will be taught for students in grades 7-8 and another for grades 9-12. Instruction will utilize collaboration, hands-on learning, and varied grouping strategies to support students in increasing their comfort level in interacting with peers from neighboring communities and diverse backgrounds. An application process will be developed and selection will ensure that each district is able to send a proportionate number of students so that the group of participants mirrors the collaborative demographics. Selection of participants will emphasize ensuring access and representation for students who are culturally, linguistically or socio-economically diverse.
Location of services: Albert Lea

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students who attend Discover Drones who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	70%	80%	90%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree..	70%	75%	80%
Program participants from Hayfield Public Schools who qualify for Free and Reduced Price lunch will increase to mirror the district average (42%) by 2026.	20%	30%	40%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 2 Project E3

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.
x Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy

- Project E^3: Environmental Science and Engineering for Everyone is an inter-district summer program focused on math and science enrichment. The cohort-based model will allow up to 100 students in grades 4-6 to spend four weeks during the summer exploring science and math through interactive, engaging, high-level environmental engineering units. Member districts will send student participants and contribute through incentive revenue. Project E3 will reduce enrollment disparities in the following ways:
- Project E3 is an inter-district enrichment program. Students enrolled in the program participate in 16 days of collaborative, hands-on programming. Because Austin works purposefully to ensure that the demographics of our participants in Project E3 mirror our demographics (57% students of color), Project E3 offers an opportunity to our students in neighboring districts whose enrollment includes less than 10% students of color to have access programming that reduces cross-district enrollment disparities.
- Project E3 provides students with the skills and self-confidence needed to explore career pathways in STEM while building relationships with students of culturally, linguistically, and socioeconomically diverse backgrounds from neighboring collaborative districts. Student surveys will be utilized to determine whether these outcomes have been met.

Location of services: IJ Holton Intermediate School, Austin

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students who attend Project E3 who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	60%	70%	80%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%

Program participants from Hayfield Public Schools who qualify for Free and Reduced Price lunch will increase to mirror the district average (42%) by 2026.	20%	30%	40%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 3 Robotics.

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.
x Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.
As a complement to our math, science and engineering program, students from around the collaborative will be recruited to participate in Robotics teams. In Grades 4-5, students participate in Vex League tournaments, working in inter-district team building sessions on Saturdays before traveling together to regional competition. Students in Grades 6-8 work in inter-district Vex robot teams and will also collaborate on multiple occasions in inter-district cooperative learning environments before competing.
Location of services: Schools across the collaborative

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of students who participate in Robotics who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	60%	70%	80%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%
Program participants from Hayfield Public Schools who qualify for Free and Reduced Price lunch will increase to mirror the district average (42%) by 2026.	20%	30%	40%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #2: Hayfield FRPL-eligible students' graduation rate will increase from 75% in 2021 to 85% by 2026. **Aligns with WBWF area**: All students are ready for career and college.

Goal type: Achievement Disparity

Strategy Name and #4 After School Academy/ACE

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
Provides school enrollment choices.
Increases cultural fluency, competency, and interaction.
Increases graduation rates.
Increases access to effective and diverse teachers.

Success Coaches work directly with students and families to promote academic success during After School Academy. Coaches identify and respond proactively to barriers and provide mentorship and academic support. In addition to providing direct support to students after school with organization, time management, and homework, the success coach is responsible for facilitating home-school communication to inform parents of student progress and suggest resources to help students achieve at their highest potential. In the event that distance learning is necessary in the future, After-School Support will be available to families to ensure they have access to academic and social assistance utilizing technology if their schedule prohibits them from engaging during the traditional school day.
Location of services: Hayfield Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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.	65%	75%	85%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 5 Credit Recovery

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Provides school enrollment choices.
Increases cultural fluency, competency, and interaction.
Increases graduation rates.
Increases access to effective and diverse teachers.

In order to ensure on-time graduation for all students, Hayfield Public Schools will establish a credit recovery program. This will provide students, especially students who are members of protected classes or recipients of free or reduced-price lunches, flexible opportunities for ensuring that they are able to earn the credits needed for on-time graduation. Credit recovery is focused on middle school students who fail two or more core classes. Credit recovery will allow them a proper time and environment to repeat and master content to ensure success at the senior high level. The goal of the program is to address gaps in learning prior to the beginning of their freshman school year.
Location of services: Hayfield Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
The graduation rate of students enrolled in Hayfield Public Schools will increase each year. (Baseline 92.9% in 2021) Enter KIP.	94%	95%	96%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and # 6 Extended School Year

Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
Provides school enrollment choices.
Increases cultural fluency, competency, and interaction.
Increases graduation rates.
Increases access to effective and diverse teachers.

In order to increase students' academic success in reading and math, we will create opportunities for them to engage with certified teachers in quality, differentiated programming specifically scheduled to meet the needs of our learners. By allowing students to come in and review concepts they are struggling during a short session in June, we can solidify their understanding and help prevent the "summer slide" for these students. We will then bring the same students back in August for a short jump-start workshop to preview new concepts and help them begin the year with the confidence they need to succeed.
Location of services: Hayfield Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
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. OBJ	65% OBJ	75% OBJ	85% OBJ

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Goal #3: Hayfield students' access to effective educators trained in cultural competence will be sustained so that all students have access to teachers who are highly trained and able to differentiate instruction for culturally and socio-linguistically diverse students. The district will ensure that all staff who are due for license renewal meet state criteria for re-licensure in the area of cultural competency each year.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and # 7 Professional Development

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
Provides school enrollment choices.
Increases cultural fluency, competency, and interaction.
Increases graduation rates.
Increases access to effective and diverse teachers.

Hayfield Public Schools will offer professional development to all staff to ensure that educators are equipped with the skills and strategies they need to serve diverse students and prepare students with the cultural fluency skills they need to be successful in their post-secondary endeavors. Hayfield will collaborate with our partner districts to offer teachers professional development that may include topics such as building academic vocabulary for all students, culturally relevant teaching, cultural communication and engagement styles, working with effectively with interpreters, and building family and student relationships across cultures.
Location of services: Hayfield Public Schools, Possible off-site regional professional development conferences

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
All teachers will meet the cultural competency renewal requirement for re-licensure each year.	90%	92%	95%

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.	65%	75%	85%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

Programs implemented through integration revenue have been well established in the community and work in collaboration with district resources, community organizations and stakeholders to maximize our investment. The inter-district collaborative council shares resources and opportunities to allow access for students around the collaborative area to asset-based integrated learning opportunities and avoid replicating programs that are already being successfully implemented.