DEPARTMENT OF EDUCATION

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: Hayfield Community School 203
District Integration Status: Adjoining District (A)
Superintendent: Gregg Slaathaug
Phone: 507-671-1557
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Plan submitted by: Kathy Serratore
Title: Integration Coordinator
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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.

1. **Austin (492)** RI - Racially Isolated
2. **Albert Lea** RI - Racially Isolated
3. **Southland** A - Adjoining
4. Enter text here. Choose district status.

Provide the name of your integration collaborative if you have one: Alliance for Educational Equity.

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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. None

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.

School Board Approval

☑ We certify that we have approved this Achievement and Integration 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 Slaathaug
Signature: [signature] Date Signed: 02/24/2026

School Board Chair: Patrick Towey Jr.
Signature: [signature] Date Signed: 02/24/2026

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the Achievement and Integration Plan Guide, and page 4 of Tribal Consultation Guidance.

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Kristi Beckman	Equity Coordinator/Austin	Kristi.beckman@austin.k12.mn.us 507-460-1107
Tonya Franks	Executive Director of Academics & Accountability/Albert Lea	Tonya.franks@alschools.org 507-379-4810
Scott Hall	Superintendent/HS Principal Southland	Shall@isd500.k12.mn.us 507-582-3283
Kathy Serratore	Integration Coordinator Hayfield	Serraka@hayfield.k12.mn.us 507-440-2059
Amanda Schramm	American Indian Success Coach Austin	Amanda.schramm@austin.k12.mn.us 507-438-2126
Katie Baskin	Director of Teaching & Learning Austin	Katie.baskin@austin.k12.mn.us 507-460-1912

Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council Feedback The multidistrict collaboration council met November 10th, 2025 and December 2nd, 2025 to discuss cross-district initiatives and suggested adjustments to ensure inter-district connections continue for students in all districts. All districts felt that engaging STEM activities are a positive way to help connect kids across communities and backgrounds and help us meet our goals of exposing students to career pathways while building their confidence in developing friendships with peers from diverse backgrounds. Albert Lea will continue to offer the Discover Drones summer camp for students across the collaborative. Austin will continue to offer Project E3. It has been challenging to build connections between districts to support Robotics initiatives, and staffing changes have made it difficult for some districts to offer the program. For the 2027-2029 plan cycle, Southland will offer a summer robotics camp that will be open to students from across the collaborative. This will help enable students from all districts to access robotics programming even if they're not able to recruit local robotics coaches.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (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

Goal #1: The percentage of students who can identify career pathways related to the inter-district integrated STEM enrichment activities in which they participate will increase from 82% in 2024–2025 to 95% by 2028–2029.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

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.

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. 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 Area 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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of Discover Drones participants who can identify at least one career or interest pathway related to skills learned at camp will increase annually.	10%	50%	95%
Student participants will report increased comfort interacting with peers from other districts and backgrounds, as measured by a post-program survey, with the percentage selecting "agree" or "strongly agree" increasing by 5 percentage points annually, reaching 80% by 2029.	70%	75%	80%
The number of students from Hayfield Community School participating in Discover Drones will increase by 2 students each year (Baseline: 5 students in 2025), disaggregated by race, ethnicity, and FRPL.	+2	+2	+2

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: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

Project E3: 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 4-5 to spend three 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. Students will learn about themes such as water, habitat, and energy conservation. Students will participate in field trips to learn about career pathways available to students interested in environmental sciences.
Project E3 is an inter-district enrichment program. Students enrolled in the program participate in 12 days of collaborative, hands-on programming. Because Austin works purposefully to ensure that the demographics of the participants in Project E3 mirror community demographics (61% students of color), Project E3 offers an opportunity to our students in Hayfield to have access to programming that provides experiences with students from diverse cultural backgrounds.
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: Austin 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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
percentage of Project E3 participants who can identify at least one career or interest pathway related to skills learned at camp will increase by 5% annually.	85%	90%	95%
udent participants will report increased comfort interacting with peers from other districts and backgrounds, as measured by a post-program survey, with the percentage selecting "agree" or "strongly agree" increasing by 5 percentage points annually, reaching 80% by 2029.	70%	75%	80%
The number of students participating in Project E3 will be maintained. Disaggregated by race, ethnicity, and FRPL.	10	10	10

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: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.
As a complement to our math, science, and engineering program, students from around the collaborative will be recruited to participate in Robotics camps hosted by Southland Public Schools. Students in Grades 6-8 work in inter-district Vex robotics teams through a camp offered by Southland Public Schools in August. Camps will focus on teaching

basic skills to students, including building a competition robot and participating in a small competition at the end of the week. Student leaders from Southland will help demonstrate and guide younger students as they explore robotics.

Location of services: Southland 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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of Robotics participants who can identify at least one career or interest pathway related to skills learned at camp will increase by 5% annually. (No current baseline.)	70%	75%	80%
Student participants will report increased comfort interacting with peers from other districts and backgrounds, as measured by a post-program survey, with the percentage selecting "agree" or "strongly agree" increasing by 5 percentage points annually, reaching 80% by 2029.	70%	75%	80%
The number of Hayfield students participating in inter-district robotics camps will increase by 3 students each year by 2029. (disaggregated by race, ethnicity, and FRPL).	+3	+3	+3

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 81% in 2024 to 85% by 2029.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

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.

Narrative description of this strategy.

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.
Location of services: Hayfield Community School

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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of 3rd-grade FRPL-eligible students at Hayfield Community Schools who meet or exceed proficiency on the MCA Reading Assessment will increase by 2 percentage points annually from the 2027 baseline, as measured each spring through 2029.	Baseline%	Baseline + 2%	Baseline + 4%

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.

Narrative description of this strategy.
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 Community School

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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The graduation rate of FRPL-eligible students at Hayfield Public Schools will increase by 1 percentage point annually, from a baseline of 81% in 2024 to 85% by 2029.	83%	84%	85%

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.

Narrative description of this strategy.

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 Community School

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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
The percentage of 3rd-grade FRPL-eligible students at Hayfield Community Schools who meet or exceed MCA Reading Assessment will increase from a baseline measured in 2027 by 2% per year.	Baseline%	Baseline + 2%	Baseline + 4%

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

Goal #3: From 2027 to 2029, Hayfield School District will ensure that 100% of teaching staff due for license renewal complete state-required cultural competency training, maintaining highly trained educators. This will allow all students to access culturally competent teachers who can differentiate instruction to meet their needs. Progress will be monitored annually through staff training records.
Goal type: Teacher Equity

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

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.

Narrative description of this strategy.
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 effectively with interpreters, and building family and student relationships across cultures.

Location of services: Hayfield Community School

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 2027	Target 2028	Target 2029
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.	*42%*	*52%*	*62%*
All teachers will meet the cultural competency renewal requirement for re-licensure each year.	≥100%	≥100%	≥100%
The percentage of all 3rd graders at Hayfield Community Schools who meet or exceed the CBM reading on the Fastbridge Assessment will increase from 60% in winter 2025 to 64% in winter 2028-29.	62%	63%	64%

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

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.