2025–26 Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically using the unique link that will be sent to the Superintendent. You can copy your responses from this template into the electronic form.

District Name: Hayfield Community Schools

A&I Contact: Kathy Serratore

Title: Integration Coordinator

Phone: 507-477-3235

Email: serraka@hayfield.k12.mn.us

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2025–26 school year (SY)?

_x__ Yes ___ No

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

___ Year 1 (3-year plan spans July 1st, 2025 – June 30, 2028)
___ Year 2 (3-year plan spans July 1st, 2024 – June 30, 2027)
_x__ Year 3 (3-year plan spans July 1st, 2023 – June 30, 2026)

Did you have a Racially Identifiable School (RIS) in the 2025–26 SY?

___ Yes _x__ No

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 2025-2026 SY.*

Provide the date of the school board annual public meeting to review progress on the Achievement and Integration plan for the 2025-26 SY: Oct 21st, 2026

2025–26 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 2025–26 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 2025–26 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 2025–26 SY.

**The first part of the report is for districts reporting on year 1 or year 2 of their plan cycle. The second part of the report is for districts reporting on year 3 of their plan cycle.*

Please use this template as an internal tool to gather information. Responses should be submitted electronically. You can copy your responses from this template into the electronic form.

Year 3 Progress Report

(July 1, 2023–June 30, 2026)

If you completed year 3 of your plan during the 2025-2026 school year, complete the charts below.

Achievement and Integration Goal 1

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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 90% in 2025-26.	Check one of the following: ___ Achievement Goal _x__ Integration Goal ___ Teacher Equity	0	95% of students listed one or more STEM careers connected to water conservation on the post-survey.	**Check one of the following:** __x_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Project E3 is an inter-district enrichment program designed to help increase students' confidence and curiosity in STEM career pathways while helping them build connections with students from diverse backgrounds across districts. In pre-surveys, 89% of students could name at least one career in our community connected to water conservation. In post-surveys, 95% of students could list one or more career pathways connected to water.

We also surveyed students about the connections they made with other students during the program. In the pre-survey, 16 students reported that they knew 5 or fewer students in the program. During the post-survey, only three students reported that they knew 5 or fewer students. The number of students who reported they enjoy working with new people while learning a new thing remained consistent (82% pre-survey, 81% post-survey.) Thirteen Hayfield students signed up for Project E3, and ten completed the program.

Achievement and Integration Goal 2

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
Hayfield FRPL-eligible students' graduation rate will increase from 75% in 2021 to 85% by 2026.	Check one of the following: _x__ Achievement Goal ___ Integration Goal ___ Teacher Equity	75%	90.9% of FRP eligible students graduated in 2025.	**Check one of the following:** __x_ Goal Met ___ Goal Not Met

How do you know if you have met/not met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

We utilize graduation rate data, which is disaggregated by all available groups.

The strategies Hayfield is using to increase graduation rates include Extended School Year and Credit Recovery. Our implementation of these strategies is consistent. Programs are offered on an ongoing, weekly schedule by trained staff.

We have seen an increase in our graduation rates.

Achievement and Integration Goal 3

Goal Statement	**Achievement, Integration, or Teacher Equity Goal?**	**Baseline**	**Actual Result (2025–26 SY)**	**On Track?**
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	Check one of the following: ___ Achievement Goal ___ Integration Goal _x__ Teacher Equity	90%	100% of staff meet the Cultural Competence CEU licensure requirement.	**Check one of the following:** _x__ Goal Met ___ Goal Not Met

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.				

How do you know if you have met/not met your goal? Please provide additional details including the information requested below.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *What strategies are in place to support this goal area?*
- *How well are you implementing your strategies?*
- *How do you know whether it is or is not helping you make progress toward your goal?*

Hayfield Community Schools ensures that all teachers meet licensure requirements. Staff have access to the cultural competency training through a variety of sources, including MEA, the Southeast Service Cooperative, and district staff development. Teachers who are trained in understanding diverse student identities are more effective at building relationships with them and ensuring they are successful.

****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 2025–26 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

Being a part of the collaborative has significantly increased the opportunities for our students to interact with students from various districts. Project E3 in particular has created many opportunities for students to interact and develop friendships. The focus on environmental science has been inspiring to students, who have expressed a commitment to working together to protect the environment for the good of people around the world. The transportation component allows our students, who would be geographically stranded, the opportunity to be a part of an extremely diverse program.