

Hayfield Community Schools

INDEPENDENT SCHOOL DISTRICT #203



2013-2014

World's Best Workforce Plan

Report on Curriculum, Instruction, and Student Achievement

Approved by the School Board on September 8, 2014/revisions - October 13, 2015

Independent School District #203 is a district composed of the communities of Brownsdale, Hayfield, Oslo, Sargeant, and Waltham. Its boundaries span an area of 200 square miles from Rochester in the northeast and to Austin in the southwest. The school system involves approximately 790 students and 60 teachers. Students in the Hayfield Community Schools are taught in a "person-centered" environment. The school's philosophy stresses the importance of the student's academic, social and emotional development with the emphasis on the student's need to feel successful and important.

Brownsdale Elementary School is located in Brownsdale and houses the Brownsdale students in kindergarten through grade 2 and all of the District's third grade students. Hayfield Elementary School, which is located in Hayfield, houses the

Hayfield students in kindergarten through grade 2 and all of the District's students in grades 4, 5, and 6. Hayfield High School is also located in Hayfield and houses all of the District's students in grades 7-12. Each school has libraries, computer labs, nature centers, gymnasiums, and music rooms.

Student Demographics for 2013-14

Enrollment	748
High School (grades 7-12)	342
Elementary School (Grades K-6)	406
AYP Attendance Rate (2012-2013)	94.7%
Minority Enrollment	10.7%
Special Education	11.2%
Low Income (Eligible for Free or Reduced Priced Meals)	29.9%
English Language Learners	2.1%
2012-13 Graduation Rate	94.3%

District Aims and Goals

DISTRICT VISION:

A CARING COMMUNITY PROMOTING LIFELONG LEARNING

DISTRICT MISSION:

**TO PROVIDE A SAFE LEARNING ENVIRONMENT THAT PREPARES, CHALLENGES,
AND INSPIRES STUDENTS FOR LIFE**

Hayfield Community Schools believes active parental involvement, consistent communication between school and home, and student engagement in school and community activities are important in inspiring lifelong learners.

AIM: HIGH STUDENT ACHIEVEMENT

- All students will meet or exceed proficiency levels in reading, writing, mathematics, and science.
- All students will earn a high school diploma.

AIM: SAFE AND RESPECTFUL LEARNING COMMUNITY

- All students and staff will learn and work in a safe and healthy environment.
- All students and staff will respect all individuals.

AIM: EFFICIENT AND EFFECTIVE OPERATIONS

- The District will hire and retain a high performing workforce.
- The District will practice responsible fiscal management.
- The District will use continuous improvement and utilize technology.



District Curriculum

The District curriculum review cycle reflects the Minnesota Department of Education's review cycle as per state statute. The District curriculum improvement process uses the following steps in curriculum review and improvement:

- Plan:** Identify the area's mission and goals, analyze student learning data, and complete a curriculum audit. A list of priorities is developed.
- Do:** The curriculum area committee develops a five year action plan. The plan must include the type of work to be completed, how the work will be completed, resources needed, staff development needed for effective implementation, an assessment plan to ensure ongoing evaluation of improvements, and a communication plan to notify stakeholders of changes.
- Study:** In this stage, the committee analyzes how the improvements have impacted student learning and make the necessary improvements for continued growth.
- Act:** The necessary improvements identified in the study stage are implemented and the cycle is repeated.

Curricular Area	State or District Level Revision	Materials Adoption	District Implementation of Revised Standards
Math	2015-2016	2016-2018	2018-2019
Arts	2016-2017	Priority List	2019-2020
Career/Technical Education	2016-2017	Priority List	2019-2020
Health	2017-2018	2019-2020	2020-2021
Science	2017-2018	2018-2019	2020-2021
Language Arts	2018-2019	2020-2022	2021-2022
World Languages	2018-2019	Priority List	2021-2022
Physical Education	2019-2020	Priority List	2022-2023
Social Studies	2019-2020	2021-2022	2022-2023

Chart 1: Our district's academic standards review cycle.

Inclusion, diversity, multiculturalism, gender fairness, and technology integration, are also assessed during the cycle. Feedback is sought from teachers, administrators and various committees throughout this process.

District Assessment Plan

The District believes assessment is a vital component of the teaching and learning process. It helps us monitor student achievement, guide instruction, and analyze program effectiveness.



The purpose of testing is to:

- Ensure student learning meets or exceeds District and state standards.
- Inform instruction.
- Place students in appropriate education settings.
- Demonstrate accountability to stakeholders – students, parents, teachers, and taxpayers.

The chart below outlines the assessments given at each grade level, subject area, when the assessments are given and the purpose for the assessment.

Grade Level	Assessment	Subject Area	When	Purpose
Kindergarten, Grade 1, 2, & 3	Title I - AIMSweb Benchmark Assessments	Reading & Math	Fall, Winter, & Spring	Title I Program Placement & Progress Monitoring of Students
Grade 4, 5, and 6	AIMSweb Benchmark Assessments	Reading & Math	Fall, Winter, & Spring	Progress Monitoring of Students
Grade 3	Minnesota Comprehensive Assessment	Reading & Math	Spring	Program Evaluation
Grade 4	Minnesota Comprehensive Assessment	Reading & Math	Spring	Program Evaluation
Grade 5	Minnesota Comprehensive Assessment	Reading, Math & Science	Spring	Program Evaluation
Grade 6	Minnesota Comprehensive Assessment	Reading & Math	Spring	Program Evaluation
Grade 7, 8, 9, 10, & 11	Measures of Academic Progress (MAP)	Reading & Math	Fall & Spring	Benchmark/Progress Monitoring of Students
Grade 7	Minnesota Comprehensive Assessment	Reading & Math	Spring	Program Evaluation
Grade 8	Minnesota Comprehensive Assessment	Reading, Math & Science	Spring	Program Evaluation
Grade 8	EXPLORE Test	English, Mathematics, Reading in Science, Reading in Social Studies	Fall	Aptitude, Achievement, Interest Inventory
Grade 10	PLAN Test	English, Mathematics, Reading in Science, Reading in Social Studies	Fall	Aptitude, Achievement, Interest Inventory
Grade 10	Minnesota Comprehensive Assessment	Reading & Science	Spring	Program Evaluation
Grade 11	Minnesota Comprehensive Assessment	Mathematics	Spring	Program Evaluation
Grade 11	ASVAB (Self-Directed Inventory)	Mathematics, Reading, Science, Interest Inventory	Fall	Vocational Aptitude, Scholastic Aptitude, Interest Inventory
Grade 11	ACT + Writing	English, Mathematics, Reading in Science, Reading in Social Studies, Written Composition	Spring	College Entrance Exam, Aptitude, Achievement, Interest Inventory

District Curriculum and Staff Development Committee

Name, Representative, Term

Jan Hamer, Paraprofessional, 2014
Kathy Blanchard, Elementary Teacher, 2015
Joe Goldman, Elementary Teacher, 2014
Mike Anderson, Elementary Teacher, 2015
Dorien Grav, High School Teacher, 2014
Marv Tjaden, High School Teacher, 2016
Kelly Birkett, High School Teacher, 2016

Ruth Kruger, Community Rep., 2015
Brian Bartley, Technology Coordinator
John Howe, HS Principal
Annette Freiheit, Elem. Principal
Diana Orr, Elem. Special Ed. Coordinator
Ron Evjen, Superintendent
Kathleen Hegna-Zelinske, School Board Rep.

Membership:

- This committee will be established based on administrative recommendation to reflect the diversity of the district and school population.
- The Board of Education will approve committee membership. Committee members will make a maximum 3-year commitment.
- The Board of Education will have one member on the committee.
- Building level administrators will join this committee as determined by the Board of Education.
- Community members are welcome to join the team by contacting Annette Freiheit at 507-477-3235 ext. 279.

Expectations for Membership

- Committee will be established based on administrative recommendation to reflect the diversity of the district and school population. Community residents must notify the Instructional Technology Coordinator or principals by May 15 if interested in serving on this committee the following year.
- Committee will consist of a maximum of 25 members. This committee shall consist of 2/3^{rds} students, parents/guardians, community and/or business representatives who can effectively represent the needs of special education, Limited English Proficiency, and other student populations such as gifted and talented, college-bound, School-to-Work, etc. and 1/3rd educators.
- Board of Education will approve committee membership annually.
- The District Curriculum and Testing Director will chair meetings.

Duration of Membership

- Each term is a maximum of three-year commitment. This will provide new insights and ideas to the curricular areas by expanding opportunities for more community members and faculty to be involved in the System Accountability process.
- On-Going Membership: Board of Education representative and administration.

Staff Development



Hayfield Community Schools employ roughly 100 employees, which includes 60 teachers at all grade levels, and 40 support people, including maintenance workers, clerical staff, paraprofessionals and others. Thirty-five percent of our teachers have training beyond a bachelor's degree. One hundred percent of our teachers meet federal highly-qualified requirements and state licensure requirements. Also, one hundred percent of our paraprofessionals meet the federal highly-qualified requirements for their positions.

The District is committed to training and developing our instructional staff and support staff to successfully do their jobs, with the following legislative goals in mind:

- Focus on the school classroom and research-based strategies that improve student learning;
- Provide opportunities for teachers to practice and improve their instructional skills over time;
- Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;

- Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- Align with state and local academic standards;
- Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring;
- Align with the plan of the district or site for an alternative teacher professional pay system;
- Provide teachers of English learners, including English as a second language and content teachers, with differentiated instructional strategies critical for ensuring students' long-term academic success; the means to effectively use assessment data on the academic literacy, oral academic language, and English language development of English learners; and skills to support native and English development across the curriculum.

These professional development goals ensure that our instructional staff are equipped to achieve our district goals.

Our District completed the fifth year of implementing professional learning communities (PLC) to foster an organizational culture conducive to a high performing and motivated workforce. Professional learning communities are composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The five pillars of a PLC are a focus on the learning of each student, collective inquiry into best practice and current reality, action orientation (learning by doing), a commitment to continuous improvement, and results orientation.

At each monthly early release during the 2014-2015 school year, the PLC teams will meet to analyze student learning data, determine instructional strategies to increase learning, align curriculum and assessment, and integrate technology within teaching and learning.

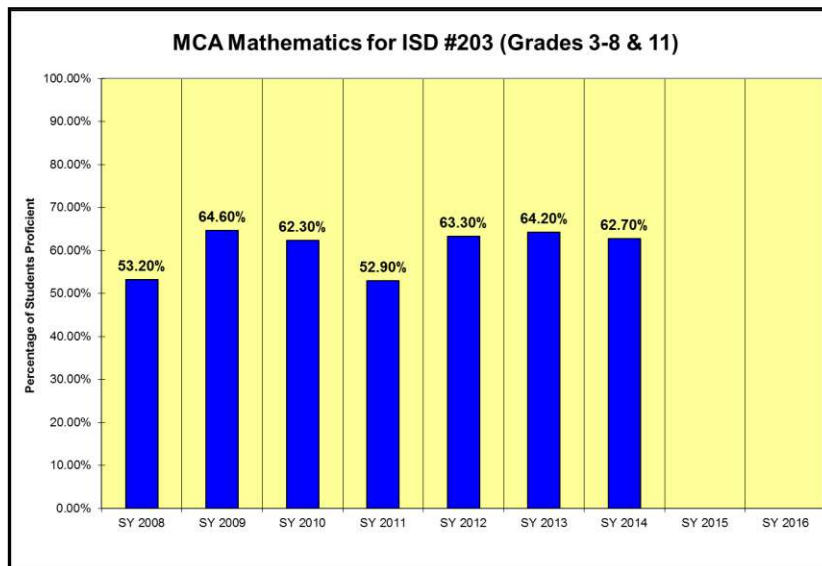
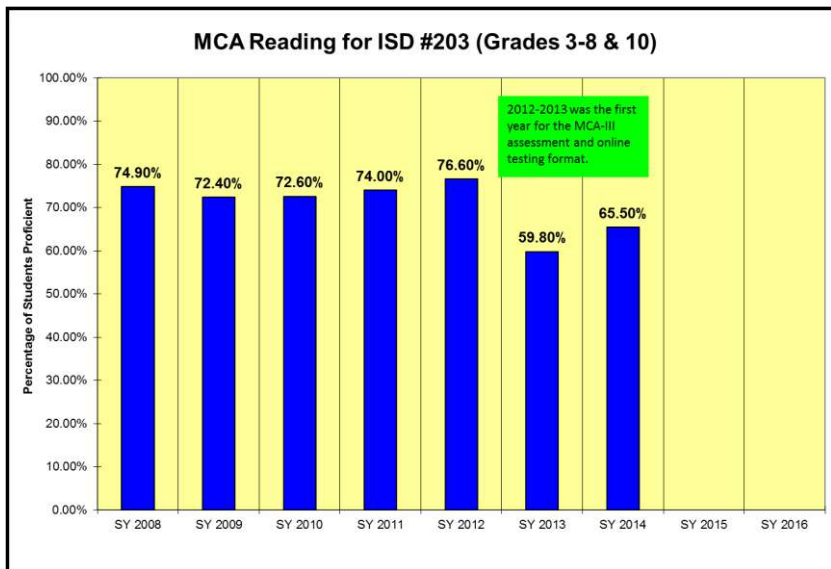
Minnesota Comprehensive Assessments (MCA) Aggregate Results

Each year the Minnesota Department of Education assesses all students in grades 3-8 in mathematics and reading, grade 10 in reading, and grade 11 in mathematics. The tests measure student knowledge and skills identified in the Minnesota Academic Standards. In 2007-2008, an online science assessment was added to the MCA-II program. This test was administered to students in grade 5, 8, and 10. The test results serve many purposes. The state uses them for school accountability. Schools and teachers track performance of students on the Minnesota Academic Standards. Students and their parents/guardians use the scores to track individual progress on the Minnesota Academic Standards. School administrators use them to make instructional, curricular and policy decisions.

The MCA-III assessment program was launched in response to the state's more rigorous academic standards. The tests are aligned to the new academic standards. Math MCA-III was implemented in 2010-11, science in 2011-12, and reading in 2012-13.

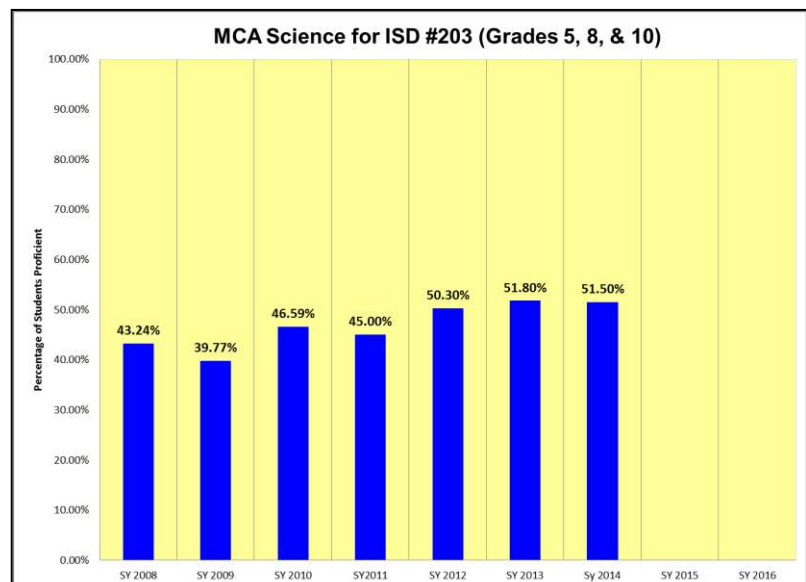
The MCA-III student scores are reported in one of the four achievement levels. The achievement levels are: exceeds standards, meets standards, partially meets standards, and does not meet standards. Students scoring within the meets standards or exceeds standards are considered proficient.

GOAL: All 3rd through 8th grade and 10th grade students will be proficient on the Minnesota Comprehensive Assessments Reading Test.



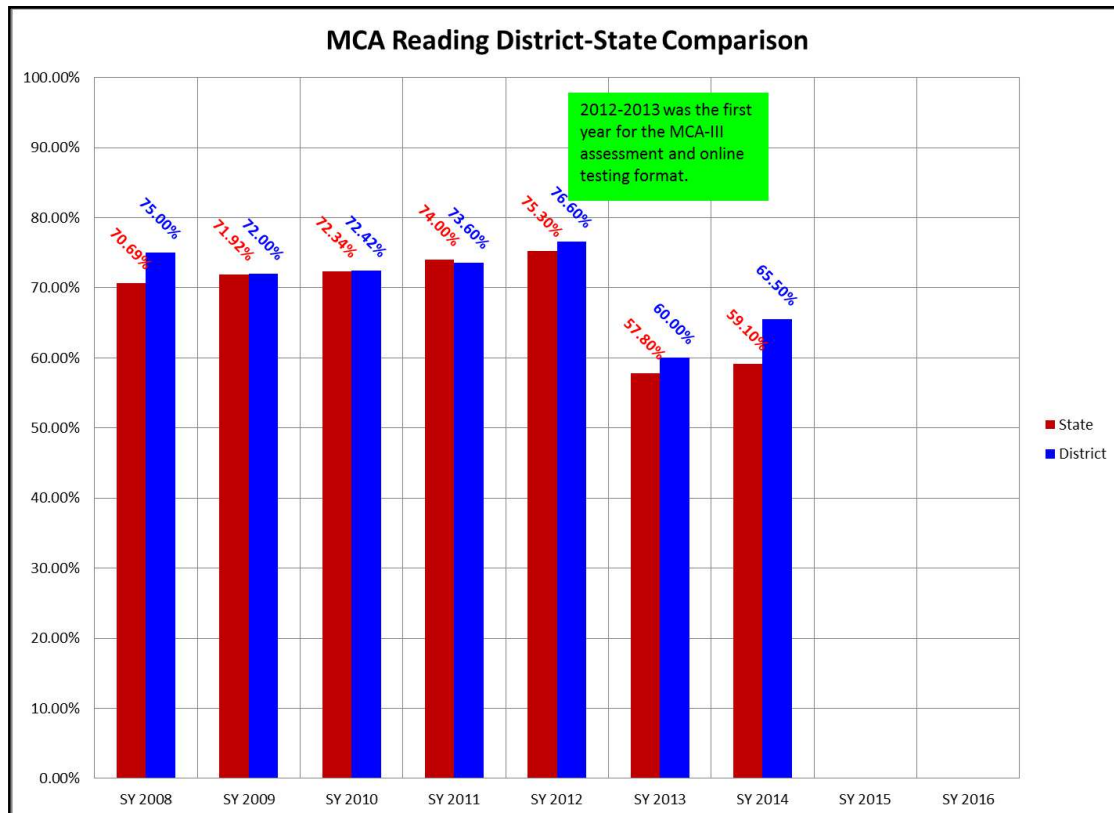
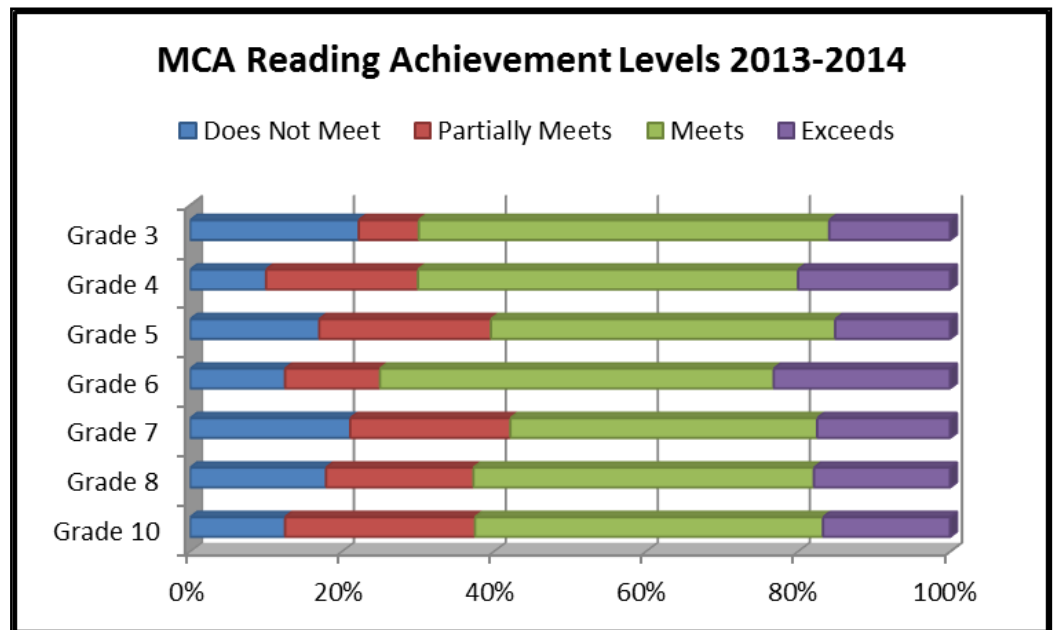
GOAL: All 3rd through 8th grade and 11th grade students will be proficient on the Minnesota Comprehensive Assessments Math Test.

GOAL: All 5th, 8th and 11th grade students will be proficient on the Minnesota Comprehensive Assessments Science Test.



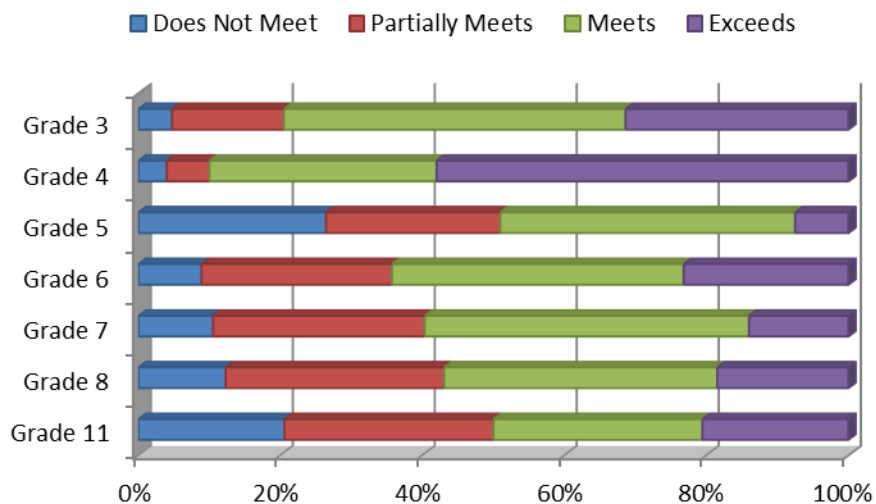
Reading Test Results (Grade Level) for Hayfield Schools

The study of Language Arts teaches students how to effectively communicate and to use related knowledge and contexts to synthesize information into meaningful messages. The 2010 Minnesota K-12 Academic Standards in English Language Arts use the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects as a base. The assessments is administered in an online format.



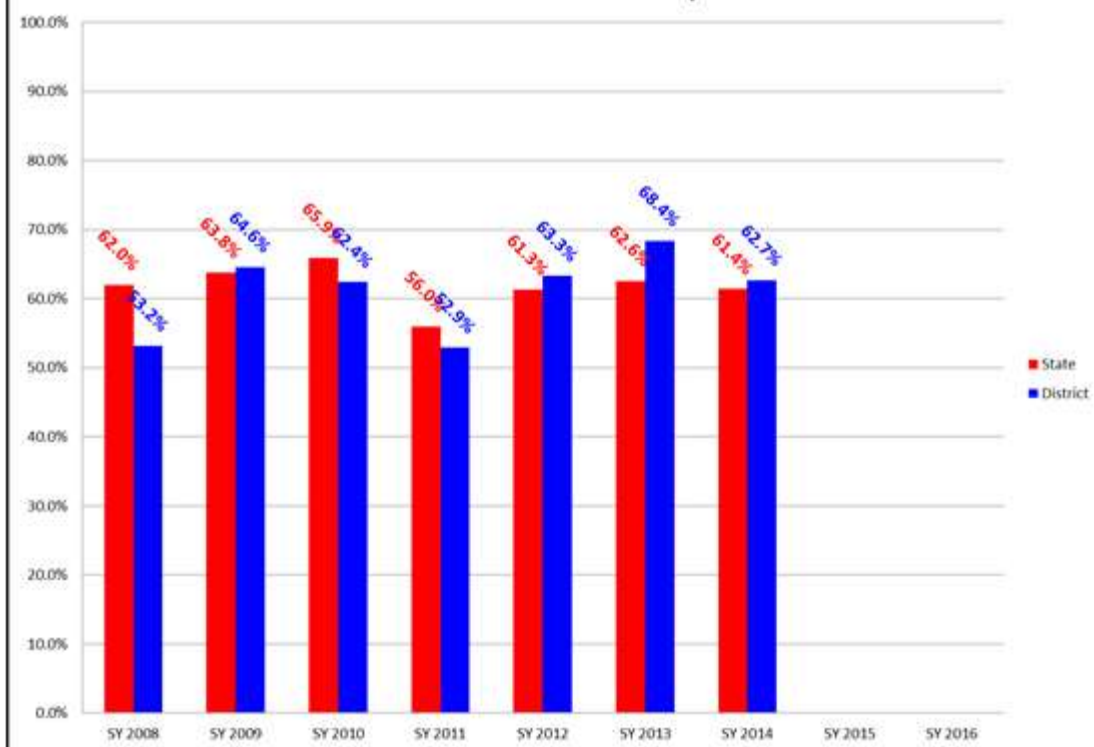
Mathematics Test Results for Hayfield Schools

MCA Math Achievement Levels 2013-2014



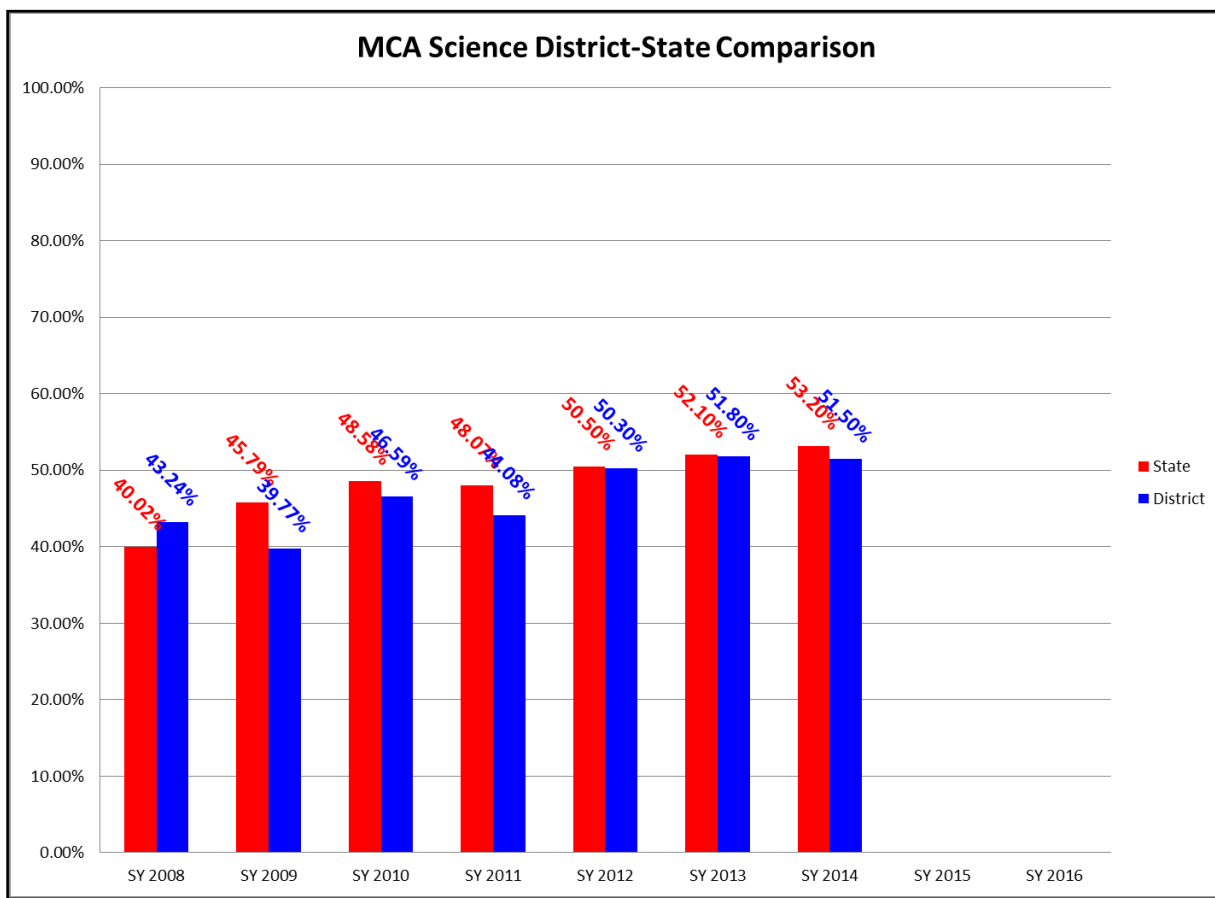
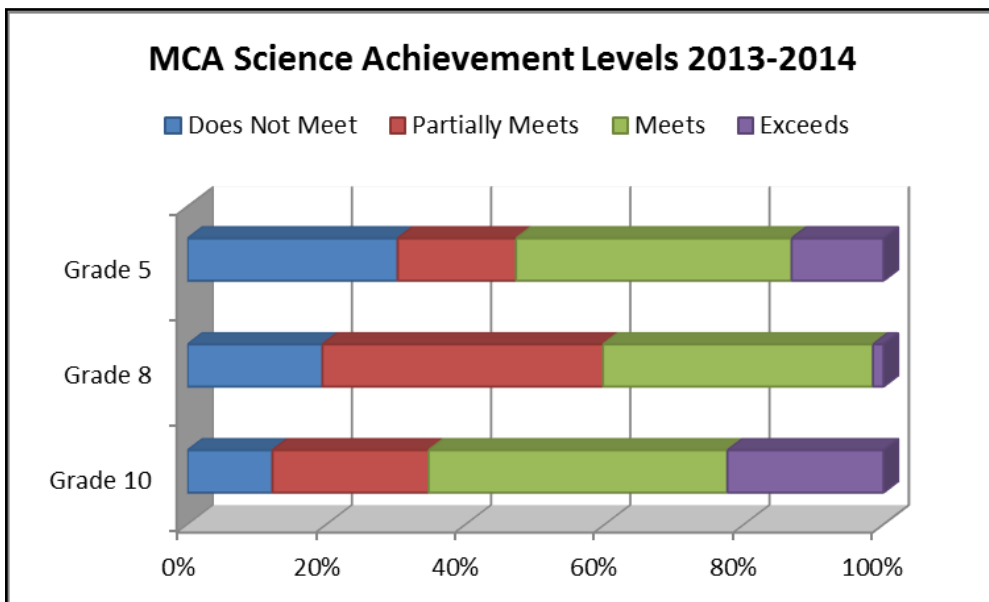
The Minnesota K-12 Academic Standards in Mathematics describe a connected body of mathematical knowledge students learn through the processes of problem solving, reasoning and proof, communication, connections, and representation. They are grouped by strands: 1) Number and operation; 2) Algebra; 3) Geometry and Measurement; and 4) Data Analysis and Probability.

MCA Math District-State Comparison



Science MCA-III Test Results for Hayfield Schools

The science test is administered online, web-based. The test has multiple-choice, short-answer questions, and figural-response questions. Students respond to figural-response questions by manipulating graphic elements of an item, selecting a point on a graphic or completing a graph or diagram. These tests are aligned to the Minnesota Academic Science Standards. The tests in grades 5 and 8 assess students understanding, knowledge, and application of standards the history and nature of science, physical science, earth and space science, and life science. The high school test focuses on the history and nature of science and life science (biology).



Adequate Yearly Progress

Under No Child Left Behind, Adequate Yearly Progress (AYP) represents a certain level of student achievement on statewide tests. Every year, the achievement level for making AYP is raised. Schools make AYP requirements in one of two ways: meeting targets for the number of their students performing above state standards on the MCA-II tests, or reducing by 10 percent of students who score in lower performance levels. AYP is calculated separately by subgroup, by all students in a school, for each ethnic group. Attendance and graduation rates at the district level are also used as measures for AYP.

Hayfield Schools	2008	2009	2010	2011	2012	2013	2014
Math Participation	99.8%	99.8%	99.8%	99.3%	99.5%	99.75%	99.06%
Math Proficiency Index Pts.	65.7	75.2	74.7	67.0	73.0	77.5	75.49
Reading Participation	99.8%	99.8%	100.0%	99.3%	100.0%	99.28%	99.52%
Reading Proficiency Index Pts.	84.1	82.7	82.1	83.0	85.2	73.1	75.13
Attendance	95.1%	95.0%	94.6%	94.1%	94.5%	94.6%	94.73%
Graduation	100.0%	100.0%	97.2%	98.2%	91.2%	87.69%	94.34%

Hayfield Community Schools, Hayfield High School, Brownsdale Elementary School, and Hayfield Elementary have made adequate yearly progress in 2013-2014. The district will continue to revise and monitor our improvement plans focused on math and reading at all three schools and district-wide.

Minnesota Multiple Measurement Rating and Focus Rating

Minnesota's plan focuses on closing the achievement gap among Minnesota students. Schools, not districts, will be identified through the new system called Multiple Measurement Rating (MMR) and Focus Rating (FR) systems. The MMR is a school performance index calculated by combining proficiency, growth, achievement gap and graduation rates. Schools earn points in each of these four areas equally. Their MMR is a percentage calculated using points earned and total points available. The MMR is used to determine which Title I (federal funds) schools are in need of recognition, accountability, and support. The FR is a pull-out index from the MMR used to assess the size of a school's achievement gap and their progress in closing it. The FR is used to determine which Title I schools are Focus Schools. For more information on how these ratings are calculated, visit the Minnesota Department of Education website: education.state.mn.us

Brownsdale Elementary School will not receive a MMR or FR designation because there is only one grade level tested and, therefore, no growth test data.

Hayfield Elementary School received a **Celebration Eligible** school designation for a second year in a row. A Celebration eligible school is a school in the 25% (225 schools statewide) of Title I schools directly below the Reward school cutoff. MDE selects approximately 10% of these schools to receive the Celebration school recognition. Hayfield Elementary School's MMR was 65.71% (55.89% in 2012-13) and their Focus Rating was 71.74% (59.19% in 2012-13) of the points possible in each rating.

Hayfield High School will not receive a MMR or FR designation because they do not receive Title I funds. The ratings are still calculated. Hayfield High School's MMR was 75.52% (73.33% in 2012-13) and their Focus Rating was 75.94% (72.77% in 2012-13) of the points possible in each rating.

Complete information about Hayfield Community Schools and their Minnesota Department of Education report card can be found at:

<http://rc.education.state.mn.us/>

Parent Survey Results

The district administered a parent satisfaction survey online in the spring of 2014. Results were reviewed by the District Continuous Improvement Team. Complete results are available on the district website with our World's Best Workforce Plan.

Survey Question	% who Agree and Strongly Agree
I feel welcomed and respected when I visit my child's school.	90.72%
My child feels respected by his/her peers at school.	91.75%
My child/children feel safe at school.	100.00%
Overall, how satisfied are you with your child's school?	88.66% were Satisfied/Very Satisfied

Actions to be taken based on survey results:

- Communication of MCA results: Video or PowerPoint presentation for parents and students to explain results and district actions will be posted on website.
- District newsletter redesign: explore options and costs.
- PSEO: inform parents by creating a checklist of expectations for students considering this option.
- Teacher websites: All teachers will update with the new district webpage format and high school teachers are to include a link to their Moodle courses through their website.
- Conferences: High school is to keep the current set-up with sign-up for time blocks and add a concern line in registration. Elementary will be adding student interview and assessment conferences in September and continue with current fall and winter conference set up. Elementary is using an online registration format.

Student Performance Goals 2014-15

The following student performance goals are in compliance with the federal No Child Left Behind Act, which requires every child be proficient in reading and math. All students in grades 3 through 8, grade 10 and grade 11 will be tested and included in this requirement. The State of Minnesota has designated proficiency to be: Meets standards and Exceeds standards.

- All 3rd through 8th grade and 10th grade students will score in the meets or exceeds standards levels on the Minnesota Comprehensive Assessments (MCA-II) in reading.
- All 3rd through 8th grade and 11th grade students will score in the meets or exceeds standards levels on the Minnesota Comprehensive Assessment (MCA-II) in math.
- All 5th, 8th and 10th grade students will score in the meets or exceeds standards levels on the Minnesota Comprehensive Assessment (MCA-II) in science.



District Improvement Plan for 2014-2015



The Hayfield Community Schools will continue its commitment to our district vision and our mission of providing a safe learning environment that prepares, challenges, and inspires students for life. These plans can be found on the District web page within the World's Best Workforce section of the District tab.

Highlights of the Strategic Action plan include:

- Continued support for staff development and curriculum improvement within our curriculum improvement cycle.

- Continued implementation of Professional learning communities that will focus on: improving student learning in reading and math through learning and assessment data analysis, curriculum alignment, development of formative (classroom) assessments, and study and implementation of effective instructional strategies.
 - Maintenance of safe and respectful schools at each site through their varied strategies and approaches.
 - Review and revise district testing plan to address legislated changes and district needs.
-

Hayfield Community Schools • www.hayfield.k12.mn.us • (507) 477-3235



Brownsdale Elementary School

105 Latham Street NE
Brownsdale, MN 55918
Phone: (507) 567-2244
Fax: (507) 567-2432



Hayfield Elementary School

9 Sixth Avenue SE
Hayfield, MN 55940
Phone: (507) 477-3236
Fax: (507) 477-3204



Hayfield High School

9 Sixth Avenue SE
Hayfield, MN 55940
Phone: (507) 477-3235
Fax: (507) 477-3230