



2022–23 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 2022-23 WBWF and A&I Annual Summary & Progress Report**. Each Minnesota district or charter has received an individual link to this electronic form. You can copy your responses from this template into the form.

District or Charter Name: Hawley Public School District

WBWF Contact: Kelly Anderson

A&I Contact: Kelly Anderson

Title: High School Principal

Title: High School Principal

Phone: 218-483-3555

Phone: 218-483-3555

Email: kanderson@hawley.k12.mn.us

Email: kanderson@hawley.k12.mn.us

Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2022–23 school year (SY)?

Yes No

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

Year 1 (3-year plan spans 2023–25 SY)

Year 3 (3-year plan spans 2021–23 SY)

Did you have a Racially Identifiable School (RIS) in the 2022–23 SY?

Yes 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 2022–23 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 2022–23 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:

Provide the direct website link to the A&I materials:

<https://www.hawley.k12.mn.us/site/handlers/filedownload.ashx?moduleinstanceid=54&dataid=29&FileName=FY24-26%20Achievement%20and%20Integration%20Plan%20Template.pdf>

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2022–23 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 2022-23 SY: **November 20, 2023**

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
100% of students entering kindergarten will identify 13 letter names in one minute as measured by AIMSweb benchmarking data.	64% of students entering kindergarten during the 2022-2023 school year were able to identify 13 letter names in one minute	
100% of students age 5 by 9/1/2022 who enter kindergarten will receive an early childhood screening and all medically accepted immunizations	100% of students age 5 by 9/1/22 received early childhood screening and had immunization records turned in	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input checked="" type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

Repeat table for additional school readiness goals as appropriate.

All Students in Third Grade Achieving Grade-Level Literacy.

Note: Due to legislative changes, Third Grade Literacy will not be a WBWF goal area beginning with the 2023-24 school year.

Goal	Result	Goal Status
100% of students will be reading at grade level proficiency as indicated by the MCA III Reading test results by May 15, 2023.	67%	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p>

Goal	Result	Goal Status
		<input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
The district’s special education MCA III-Math scoring gap will decline from 43.9% in 2022 to 41% for the 2022-2023 school year based on the Spring MCA-Math results.	42.9%	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

Repeat table for additional achievement gap goals as appropriate.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
100% of the 8-12 grade students will complete their yearly post-secondary plan by May 1, 2023	100%	
60% or more of the students identified as “Core or More” will achieve “College Ready” in all four	46% <i>Note- 27% is the state average</i>	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal)

Goal	Result	Goal Status
core areas of the April ACT		<input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input checked="" type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

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

All Students Graduate

Goal	Result	Goal Status
Of the seniors who are enrolled at Hawley High School on the first day of school in 2022, 100% of the class of 2023 will complete all course work on time, be eligible to participate in commencement exercises and be listed as graduates in the MARSS system by May 31, 2023	98%	<i>Check one of the following:</i> <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input type="checkbox"/> Goal Met (one-year goal) <input checked="" type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals)

2022–23 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 2022–23 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 2022–23 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 2022–23 SY.

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District and Contact Information

District Name: Hawley Public School District

A and I Contact: Kelly Anderson

Title: High School Principal

Phone: 218-483-3555

Email: kanderson@hawley.k12.mn.us

Complete the tables below if you are reporting on year 3 of your 3-year plan (July 1, 2020–June 30, 2023). *If you are reporting on year 1 of your 3-year plan (July 1, 2022–June 30, 2025), please complete the tables directly below the WBWF section.*

Achievement and Integration Goal 1

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022–23 SY)	On Track?
To increase reading proficiency from 70% to 90% for all third-sixth grade students enrolled prior to 10-1-2020 will be reading at grade level as measured by the MCA III reading test results by June 2023.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	80%	67.4% of students in grades 3-6 met reading proficiency goal.	Check one of the following: <input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met
<p><i>How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.</i></p> <ul style="list-style-type: none"> • <i>What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?</i> • <i>What strategies were in place to support this goal area?</i> • <i>How well did you implement your strategies?</i> • <i>How do you know whether your strategies did or did not help you make progress toward your goal?</i> <p>We used the MCA III reading data for this goal. We are able to sort out specific groups and look at those numbers but we would still fall short of the 90% goal. When we take all general education students in grades 3-6 that are reading at grade level, we are at 73%. These are the highest achievement numbers we have seen at Hawley Elementary since students started taking the MCA III exams.</p>				

Achievement and Integration Goal 2

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?
By the conclusion of each graduation year, 2021, 2022, and 2023, 100% of seniors will be identified as ready for career and college per our established system of determination.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal <input type="checkbox"/> Teacher Equity	100%	100%	Check one of the following: <input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met

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

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

100% of students in grades 9-12 completed a post-secondary plan at the end of the 2023 school year. The data can be broken down into a variety of user groups: ethnicity, gender, socio-economic status, and special education. We use a comprehensive researched based curriculum. Within the curriculum there are five pillars of focus: social-emotional readiness, academic readiness, financial readiness, admissions readiness and career readiness.

Achievement and Integration Goal 3

Goal Statement	Achievement, Integration, or Teacher Equity Goal?	Baseline	Actual Result (2022-23 SY)	On Track?

<p>By the spring of 2023, all teachers and administration will be trained in cultural competency.</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p> <p><input checked="" type="checkbox"/> Teacher Equity</p>	<p>75%</p>	<p>100%</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>
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How do you know if you did/did not meet your goal? Please provide additional details including the information requested below.

- *What data did you use to identify needs in this goal area? How was this data disaggregated by student groups?*
- *What strategies were in place to support this goal area?*
- *How well did you implement your strategies?*
- *How do you know whether your strategies did or did not help you make progress toward your goal?*

The Hawley School District worked with a certified cultural competency trainer from Lakes Country Service Cooperative. The goal of the program is for staff to have an increased understanding of racial, cultural, and socioeconomic groups for staff to be able to apply the knowledge to better serve the students and families of our school district. In addition, all teachers and administrators had training from the Minnesota Humanities Center titled, Absent Narratives. The program helped provide immediate awareness and a deeper understanding of the cultural and individual assumptions that influence practices, attitudes, beliefs, and perceptions to help facilitate more inclusive practices.

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 2022–23 SY. Also, consider ways that your A&I plan strategies have increased integration within your district.

The cultural competency training that our staff has had over the past three years has been helpful in framing conversations not only with our students but in our community and with the districts with whom we work. We are continuing to work on strategies that are more conducive to our proximity and allow for flexibility for all involved. We have had to be creative as travel to/from the R.I.S. has been difficult as finding bus drivers has proven to be a challenge over the past couple of years. In addition we have also looked at other ways to increase

integration with schools that we are not partnered with but could benefit in working with such as pen-pals with students in Hawley, Texas.

