



2020-2021 Annual and World's Best Workforce Report

Our Mission: To provide all students with the knowledge, skills and character to graduate from high school and the confidence to successfully complete their post-secondary education.

Approved by the HS Board on November 16, 2021.

School Enrollment

According to the MDE Report Card, in 2020-21 the Hennepin School's (HS/Hennepin) demographics were 90% Black; 9% Latino; and 1% White or Two or More Races. Hennepin was 95% free and reduced price lunch and 59% English Language Learner. Ten percent (10%) of its students were identified as special education, and no students were classified as homeless at any given time during the school year. The table below describes the number of students budgeted versus actually enrolled:

Grade	Budgeted Enrollment	Actual Enrollment	Number of students on the waiting list during course of the school year
K	40	37	0
1	57	57	0
2	50	48	0
3	45	45	0
4	45	45	0
5	40	41	0
6	34	35	0
7	34	35	0
8	35	34	0
Totals:	380	377	0

Student Attrition

Of the 76 students who were enrolled in March of 2020, ninety-four percent (94%) intended to return in the fall of 2021, as determined by a survey at parent conferences. Throughout the course of the entire school year, HS had 73 students drop, and 52 students were added to the program. On average, the school loses 15% of its students over the summer to other programs and locations, and after the summer of 2020 thirteen percent (13%) or 50 students did not return in the fall of 2020, as of the first week of school and another five (5%) dropped by mid-September. Fifty-six percent (56%) of the summer drop students moved out of the city of Minneapolis altogether; twenty-six percent (26%) moved to another school within Minneapolis; and another eighteen percent (18%) did not provide a reason for leaving Hennepin Schools.

Governance and Management

The school was in its ninth year of operation and conducted its seventh annual board election in the 2020-21 school year. The 2020-21 board consisted of a wide range of expertise in school leadership, finance, governance, business, and instruction. One new board member joined in the 20-21 school year (a parent community member), and one returning board member rejoined the board in the 20-21 school year (a non-parent community member). Here is a list of the 2020-21 HS Board:

HS Board 2020-2021

Name	Position	Annual Training Dates and Contact Information	Board Term Start Date/End Date	Board Member Designation
Dr. Charlanye Myers File Folder 243349	President	cmyers@hennepinschools.org <ul style="list-style-type: none"> ● Dec. 8, 2020, A Deep Dive into HS’s Family Handbook, <i>Ongoing Board Training</i> ● April 13, 2021, State Standards Alignment to Curriculum and Testing, <i>Ongoing Board Training</i> ● May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 	2016-2022	Non-parent Community member
Miguel Mendez	Vice-President	mmendez@hennepinschools.org <ul style="list-style-type: none"> ● Dec. 8, 2020, A Deep Dive into HS’s Family Handbook, <i>Ongoing Board Training</i> ● April 13, 2021, State Standards Alignment to Curriculum and Testing, <i>Ongoing Board Training</i> ● May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 	2016-2023	Non-parent Community member
Jeffrey Rainey	Treasurer	jrainey@hennepinschools.org <ul style="list-style-type: none"> ● Dec. 8, 2020, A Deep Dive into HS’s Family Handbook, <i>Ongoing Board Training</i> ● April 13, 2021, State Standards Alignment to Curriculum and Testing, <i>Ongoing Board Training</i> ● May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 	2018-2021	Non-parent Community member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org <ul style="list-style-type: none"> ● Dec. 8, 2020, A Deep Dive into HS’s Family Handbook, <i>Ongoing Board Training</i> ● April 13, 2021, State Standards Alignment to Curriculum and Testing, <i>Ongoing Board Training</i> 	2019-2022	HMS Teacher

		<ul style="list-style-type: none"> May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 		
Christina Lacina File Folder 1000409	Director	clacina@hennepinschools.org <ul style="list-style-type: none"> Dec. 8, 2020, A Deep Dive into HS's Family Handbook, <i>Ongoing Board Training</i> April 13, 2021, State Standards Alignment to Curriculum and Testing, <i>Ongoing Board Training</i> May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 	2020-2023	HES Teacher
Nekey Oliver	Director	noliver@hennepinschools.org <ul style="list-style-type: none"> Dec. 8, 2020, A Deep Dive into HS's Family Handbook, <i>Ongoing Board Training</i> May 11, 2021 Insight Survey Overview, <i>Ongoing Board Training</i> 	Nov. 2020-2021	Parent community member
Fardowsa Jama	Director	fjama@hennepinschools.org <ul style="list-style-type: none"> Dec. 8, 2020, A Deep Dive into HS's Family Handbook, <i>Ongoing Board Training</i> November 9, 2020, Board Basic Series (Finance, Governance, Employment), <i>Initial Board Training</i> 	Dec. 2019-Feb. 21	Parent community member
Alma Iglesias	Director	iglesias@hennepinschools.org <ul style="list-style-type: none"> <i>Initial Board Training: NA</i> 	July 2020-Nov. 2020	Parent community member

19-20 Board Elections and Composition

Hennepin conducted its seventh board election in the winter of 2020 with the overarching goal of an open and transparent process in compliance with state statute.

The board appointed an Election Commissioner, an outside consultant, who led the process through to completion. Three board members' seats were up for election: an HS non-Parent Community Member seat and two HS Parent Community Member seats. The board nomination window was three weeks in length. The nomination window and application process was announced via website, email, and translated mailer sent home to families. Applicants could email, drop off, or mail their application to the school. After the board nomination window

closed, the ballot was finalized and two candidate biographies were disseminated to all HS families via the website and a mailer sent home. Both candidates, Ruqia Abidi and Alawi Munye, ran uncontested. The third parent seat was not filled. The election took place over the course of two days, March 4 and 5, 2021, in conjunction with Parent/Teacher conferences. Results were published and the information was translated and sent home to parents the following week. The community of voters elected Ms. Ruqia Abdi and Ms. Alawi Munye. Newly elected board members took office on July 1, 2021 for a three year term. The 2020-21 board composition is listed below:

2020-21 HS Board of Directors

Name	Position	Contact Information	Board Term Start Date/End Date	Board Member Designation School
Dr. Char Myers	Chair/President	cmyers@hennepinschools.org	2016-2022	Non-parent community member
Miguel Mendez	Vice President	mmendez@hennepinschools.org	2016-2023	Non-parent community member
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org	2019-2022	Teacher, non-parent community member
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org	2020-2023	Teacher, non-parent community member
Ruqia Abdi	Director	rabdi@hennepinschools.org	2021-2024	Non-parent community member
Alawi Munye	Director	amunye@hennepinschools.org	2021-2024	Parent community member
Alma Iglesias	Director	aiglesias@hennepinschools.org, reappointed in October 2021 to a one year term, upon return to district	2020-2022	Parent community member

All elected board appointments will be for three-year length terms, unless fulfilling a position open due to death or resignation, as per the HS By-Laws. Candidate criteria was defined as

follows: a teacher has a full-time teaching license in Minnesota and works in a teaching capacity at HS; a parent/legal guardian has a student or students enrolled at HS and is not employed at HS; and a community member is not employed at HS nor has students enrolled at HS.

Staffing/Equitable Access to Excellent Teachers

During the 2019-20 school year, the district and its administration team managed two campuses. The two building staff included: licensed teachers, office staff, an executive director, two school directors, an academics director, three instructional coaches, two deans of students, special education assistants, and general education assistants. Seventy-five percent of the staff returned for the 18-19 school year; sixty-seven percent of the staff returned for the 19-20 school year; and eighty-five percent of the staff returned for the 20-21 school year. All teachers hold a valid Minnesota license in the area(s) for which they teach.

All students, regardless of instructor, take the same rigorous grade level formative assessments weekly and a larger assessment each of four terms. However, due to the state shut down, the larger assessment and the state tests were canceled. These system-wide checks ensure all students are getting access to high quality instruction and assessment and excellent teachers. The board commissioned a report on single gender options in 2017-18 and decided to phase out this option over the course of the next two school years, due to lack of research and results. The 19-20 school year was the last one with single-gender classroom options at the elementary level.

Below is a list of the 20-21 HS Staff:

District Level:

HS Executive Director, Henderson, Julie

HS HR Manager, Haliti, Merita

HS School Nurse, Abdi, Abdirahman

HS Special Education Director, Heieie, Jen

HS Special Education Coordinator, Mahmud, Yassin

HS Speech Teacher, Vining, Azmina

Hennepin Elementary School:

HES Director, Feehan-Kapsner, Ashley
HES Assistant Director of Culture/Outreach, Haraway, Matt
HES Assistant Director of Operations, Mohamed, Amal
HES Instructional Coach, Krohn, Jacqueline
HES Instructional Coach, Palony, Amber
HES PBIS Coordinator, Adomaitis, Natalie
HES Dean of Students, Osman, Guled
HES Office Manager, Bantley, AJ
HES Office Manager, Mohamed, Mohamed
HES Office Manager, Palma, Raquel
HES Custodian/Maintenance, Palma, Juan
HES Kinder, Herda, Elizabeth
HES Kinder, Strinden, Emily
HES Kinder EA, Bissenova, Zhannar
HES First, Beedle, Kelsey
HES First, Buchan, Whitney
HES First, Gussel, Claire
HES Second, Haas, Sarah
HES Second, Montgomery, Laura
HES Third, Lacina, Christina
HES Third, Losness, Rachel
HES Fourth, Klobe, Alissa
HES Fourth, Stephens, Kari
HES Fifth, Neubauer, Noelle
HES Fifth, Olsen, Keily
HES ESL, Bullard, Anna
HES ESL, Carlson, Sylvia
HES ESL, Mortenson, Nate
HES ESL, Wipf, Sophia
HES ESL, Yarmolik, Dziyana
HES ELL Interventionist, Osman, Nasra
HES Science, Jones, Autumn
HES Science, Rome, Heather
HES Building Sub, Ali, Kawthar
HES Special Education Teacher, Anderson, Marcie
HES Special Education Teacher, Schmitz, Kaitlyn
HES Special Education Teacher, Silverstein, Beth
HES Social Worker, Stangl, Melissa
HES Special Education Bus EA, Ali, Khalif
HES Special Education EA, Abdi, Mulkiya
HES Special Education EA, Bishop, Kaila
HES Special Education EA, Ebojie, Odia
HES Special Education EA, Hassan, Safia
HES Special Education EA, Ibrahim, Anab

HES Special Education EA, Ibrahim, Fathya
HES Special Education EA, Kassim, Sahra
HES Special Education EA, Mohamed, Sahra
HES Special Education EA, Osman, Halima
HES Special Education EA, Saddler, Kyle
HES IT EA, Palma, Carlos
HES Lunch/Special Education Bus EA, Ahmed, Istarina
HES Lunch/Special Education Bus EA, Mohamed, Naimo

Hennepin Middle School:

HMS Acting Director, Knuttila, Kim
HMS Phy. Ed. Teacher, Slavik, John
HMS Instructional Coach, Kim Knuttila
HMS Science, Aldridge, Aaron
HMS Dean of Students, Chopra, Marlon
HMS Social Studies, Calhoun, Klaudia
HMS Social Worker, Moore, Whitney
HMS Office Manager, Rojas-Navarro, Tlahuitzin
HMS Special Education Teacher, Helmen, Madeline
HMS Lang. Arts, Vogel, Samantha
HMS Special Education Teacher, Oliver, Jacqueline
HMS ESL Teacher, Donnay, Jacob
HMS Lang. Arts, Gangl, Rita
HMS- Math, Diaz, David
HMS- Math, Reed, Amanda
HMS Special Education Bus/Lunch, Osman, Mohamed
HMS Special Education EA, Rodol, Saida
HMS Special Education EA, Gonzalez, Massiel

Staff Professional Development Plans:

One of the three school leaders, Dr. Julie Henderson, HS Executive Director, held a valid administrator license last year and did not require additional professional development plans. Ms. Ashley Feehan-Kapsner, HES School Director, and Ms. Kim Knuttila, HMS Acting Director and Instructional Coach, did not hold valid administrator licenses. Their professional goals and professional development plans are listed below. These goals were monitored in weekly check-ins with the school's Executive Director.

Ms. Feehan-Kapsner's Annual Goals were as follows:

Growing the Instructional Coaches and Assistant Directors with a focus on:

- Academic Goal: 68% of K-5 will meet their Target RIT Goal in the spring of 2021 on the NWEA Reading
- Effectively work with leaders through leadership retreats and 1:1 coaching to spiral into the what and the how elements from the HS leadership rubric
 - Developing others--giving feedback, goal setting, setting vision
 - Long-term planning: How do we see the next turn? What are the moves?

This school year Ms. Feehan-Kapsner's professional development plan was focused on 1) attending a year long Charter Leadership Graduate Program through Southwest State University and 2) participating in bi-weekly coaching conversations with an outside consultant, also provided by GMS.

Ms. Knuttila's Annual Goals were as follows:

- 68% of HMS students will meet or exceed their RIT growth score in Reading from Fall 2020 to Spring 2021
- Use learning from the EL District Leadership Equity training (3 times a year) to create and deliver monthly training to HMS staff and future K-8 training for a minimum of 10 training sessions over the course of the 20-21 school year
- Complete 80% of coaching sessions with HMS teachers

This school year Ms. Knuttila's professional development plan was focused on 1) Ongoing professional development in an EL District Leadership Cohort on Equity and 2) Bi-weekly coaching conversations with an outside EdFuel consultant, funded through a Great Minnesota Schools' partnership.

Finances

HS's fund balance goals have been met and exceeded during the life of the Friends of Education contract, ending in 2021 with a final audited fund balance of 37%. Since 2012, HS has been audited by Abdo, Eick, & Meyers. Abdo, Eick, & Meyers audited the school for the 20-21 school year after its ninth year of operation. The school has one compliance audit finding of incorrect meal counts due to COVID-19, which was discovered in late fall of 2019 and corrected immediately for the remainder of the school year. The school had been undercounting weekly boxed meals as only one meal per student, when in fact a boxed meal constituted 10-14 meals per week or two per day, plus daily snacks, depending on the time period. The school is working with the state Food and Nutrition department to rectify this situation, and one month has already been reimbursed. The school has earned the state's finance award nine years in a row.

Academic Performance

For the seven years it has tested on state tests, Hennepin Elementary has been named a Beat the Odds school by the Star Tribune for both Mathematics and Reading (four years: 2013-14, 2014-15, 2017-18, HES 2018-19, and HS 2019-20); for Mathematics (two consecutive years/2015-16 and 2016-17) and for Reading (HMS 2018-19).

The Instructional Coaches and classroom teachers convened weekly in professional learning communities to go over weekly quiz data. Quiz data was analyzed for reteach and small group opportunities. Student needs were shared among intervention staff to ensure mastery. Every eight weeks the school had a Data Day or a professional development day. Grade level teams track data by student and standard. These grade level "comps" are comprehensive formative assessments, aligned to the benchmarks taught during that term. Although weekly quiz data and quarterly comp assessments are not designed to show growth, we do see students progressing in grade level knowledge and skills over time.

The nationally normed referenced test we give is the NWEA MAP. The school collected baseline data in fall of 2020, progress monitoring the winter of 2021, and growth data in the spring of 2021.

The teachers created pacing guides aligned to the MN state standards. Each week state level benchmarks are broken down into daily objectives. Depending on class need, scaffolding and additional background knowledge is incorporated into lessons to ensure mastery. During the 2019-20 these pacing guides were modified several times as the

school transitioned from hybrid two days a week in person, to full DL, to hybrid 4 days a week in person.

During the 2020-21 school year, the School Director and Instructional Coaches at both sites did informal observations in each classroom and on Zoom and provided feedback on the instruction during teacher check-in meetings. And finally, the school implements a state-approved Q-Comp plan to address formal teacher evaluation and benchmarks met in professional development and learning communities. The school was able to evaluate all teachers three times over the course of the school year and awarded thirty-seven teaching staff a total of \$100,300 in QComp and Board bonuses in June of 2021.

World's Best Workforce Goals

All Students Ready for School: See Contract Goal #3, Ready for School, below

Hennepin had an additional WBWF goal of 65% of kindergarten students will reach their Target RIT goal in Reading by spring of 2021. In the 20-21 school year, 32% of kindergarten students met their target RIT goals in Reading by spring of 2021.

Goal: NOT MET

All Students in Third Grade Achieving Grade-Level Literacy

Hennepin's Goal of 65% of third grade students will reach their Target RIT goal in Reading by spring of 2021. In the 20-21 school year, 45% of third grade students met their target RIT goals in Reading by spring of 2021.

Goal: NOT MET

Close the Achievement Gap(s) Between Student Groups

Hennepin had the WBWF Goal of 59% of grade 3-8 students would meet the standards on the spring 2021 MCAs.

2021 MCA Mathematics 21% met state standards

2021 MCA Reading 31% met state standards

Goal: NOT MET

All Students Career- and College-Ready by Graduation

WBWF Goal: 95% of all students will attend school on a regular basis in grades K-8.

Hennepin Schools had 94% attendance in grades K-8 and 93% consistent attendance, according to MDE's State Report Card.

Goal: SUBSTANTIALLY MET

Contract Goals

Hennepin Schools entered into a five year contract, renewed with Friends of Education beginning on July 1, 2019 and ending on June 30, 2024 (unless renewed). The current contract has four goals.

Goal #1: State Assessment Tests (50% weight)

Sub Goal 1.1: Absolute Proficiency.

World's Best Workforce Charter Contract Target: All third graders can read at grade level.

Each year at least 90% of students will be at grade level-proficiency (meets or exceeds standards on state assessment) or move ahead two steps on the IRLA fall to spring literacy assessment.

Grade	Percentage who meet or exceed on the MCA or moved two steps ahead on the IRLA fall to spring
Grade 3	38%
Grade 4	35%
Grade 5	65%
Grade 6	Did not collect in 2020-21
Grade 7	Did not collect in 2020-21
Grade 8	Did not collect in 2020-21

Sub Goal 1.1: NOT MET

Each year, the School’s proficiency rates (meets plus exceeds standards on state assessments) for students who have been in the School for at least three years will meet or exceed the state average proficiency rates (meets plus exceeds standards on state assessment) in reading, mathematics and science.

Students 3+ Years at HS	HS Reading	State Average Reading	HS Math	State Average Math	HS Science	State Average Science
Grade 3	36%	48.5%	58%	57.1%		
Grade 4	25%	49.3%	25%	53.8%		
Grade 5	50%	59.4%	29%	41.1%	29%	47.9%
Grade 6	29%	55%	0%	37.2%		
Grade 7	33%	48.3%	1%	37.4%		
Grade 8	48%	49.7%	32%	39.8%	8%	33.8%

Sub Goal 1.1: Met in third grade mathematics. NOT MET

Sub Goal 1.2: Comparative Proficiency- District.

Each year, the School will demonstrate higher School-wide proficiency rates than the Minneapolis school district, in at least 75% of the cells (school-wide, each grade, each subject), for the same grades served, for each reading, mathematics, and science.

	HS Reading	MPS Reading	HS Math	MPS Math	HS Science	MPS Science
Grade 3	25%	43.3%	29.5%	44%		
Grade 4	22.2%	44.9%	24.4%	42.8%		
Grade 5	43.6%	52.1%	20.5%	31%	25.6%	39.9%
Grade 6	24.2%	43.7%	6.1%	25.7%		
Grade 7	32.4%	44.1%	8.8%	32.8%		

Grade 8	41.9%	42.4%	32.3%	29.6%	9.7%	26.4%
K-5	29.7%	Not calculated	25%	Not calculated	25.6%	39.9%
6-8	32.7%	Not calculated	15.3%	Not calculated	9.7%	26.4%

Sub Goal 1.2: NOT MET; It is important to notice that while Hennepin tested 96.1% of its students in both subjects, Minneapolis Public Schools only tested 48.9% of its students in Reading and 48% in Mathematics.

Sub Goal 1.3: Growth.

As published by the Minnesota Department of Education, each year: either the School’s growth z-score will exceed the state average z-score in each reading and math; or the School’s on-track growth will exceed the state average on-track growth in each reading and math; or the School’s average percentage of students who maintained or improved achievement levels will exceed the state-average.

Sub Goal 1.3: *Data not available in 2021, as per MDE Report Card Website*

Sub Goal 1.4: Achievement Gap Reduction.

World’s Best Workforce Charter Contract Target: All racial and economic achievement gaps between students are closed.

Each year, for each subgroup other than English Learners, for which the School had publicly reportable/sufficient counts: the School’s proficiency rates (meets or exceeds standard on state assessments) will exceed the state average proficiency rate for the subgroup for each reading and math.

	School’s Proficiency Rates: Reading	State Average Proficiency Rates: Reading	School’s Proficiency Rates: Mathematics	State Average Proficiency Rates: Mathematics
ELLs Grade 3	11.5%	11.3%	19.2%	16.3%
ELLs Grade 4	9.1%	9.4%	12.1%	11.6%

ELLs Grade 5	29.2%	9.1%	12.5%	4%
ELLs Grade 6	Count too small to report	5.4%	Count too small to report	2.3%
ELLs Grade 7	6.7%	4.1%	0%	2.3%
ELLs Grade 8	Count too small to report	4.0%	Count too small to report	3.1%

Sub Goal 1.4: SUBSTANTIALLY MET; It is important to notice that while Hennepin tested 95.7% of our English language learners districtwide, the State as a whole only tested 69.5% of the English language learners statewide.

English Learners: As published by the Minnesota Department of Education, for each year the School has publicly reportable/sufficient counts of English Learner students: the School’s English Learners will average higher ELP progress towards target than the statewide average on ELP progress, and the School’s percentage of English Learners who meet or exceed their target will exceed the statewide average.

Sub Goal 1.4: *Data not available in 2021, as per MDE Report Card Website*

Goal #2: Nationally-Normed Assessment (20% weight)

World’s Best Workforce Charter Contract Target: All students are ready for career and college.

Each year, the School will administer a Nationally-Normed Assessment in at least grades 4 and 8 and at least 51% of the students will exceed the national average.

Grade 4 Reading NWEA percent of students at the national average: 28%

Grade 4 Mathematics NWEA percent of students at the national average: 37%

Grade 8 Reading NWEA percent of students at the national average: 67%

Grade 8 Mathematics NWEA percent of students at the national average: 43%

Goal 2: MET in eighth grade Reading; NOT MET in fourth grade Reading and Mathematics and eighth grade Mathematics.

Goal #3: Ready for School (20% weight)

World's Best Workforce Charter Contract Target: All children are ready for school.

Each year, by February 1st, 80% of all School's kindergarten students continuously enrolled since the first day of school will be able to identify all 26 upper and lower case letters and count to 20.

Eighty-four percent (84%) of continuously enrolled Kindergarten students could identify all upper case letters; eighty-one percent (81%) could identify all lower case letters and sixty percent (60%) could count to twenty when assessed in January of 2021.

Goal 3: SUBSTANTIALLY MET

Goal #4: School Culture (10% weight)

Sub-Goal 4.1: Attendance. Each year, the School will achieve a higher rate of consistent attendance than the state average. Consistent Attendance means students who attend more than 90 percent of the time the student is enrolled.

Sub-Goal 4.1: EXCEEDED The State's consistent attendance rate last year was 85% according to the MDE's State Report Card. Hennepin School's consistent attendance rate was 93%.

Sub-Goal 4.2: Academic Governance. The School will implement an Academic Governance Plan to critically evaluate and strategically lead the school's academic performance and improvement. The school shall include a summary of its findings in the School's board minutes no less than twice annually.

Sub-Goal 4.2: EXCEEDED The board received three formal reports on the School's academic performance and improvement on October 13, 2020, January 12, 2021 and April 13, 2021. These reports were part of the Board's Goals.

Innovative Practices and Implementation

In 2020-21, HS partnered with Great Minnesota Schools on several initiatives, including the continued effort on a three-year Good to Great improvement plan; TNTIP Insight Survey; and an EdFuel Talent Cohort. Much of the support for these planning initiatives was generously provided by Great Minnesota Schools. Although the pandemic has greatly impacted school operations and academics, the School has used

its Good to Great plan as a true north and continues to work towards full implementation.

Hennepin Schools is in a three year adoption of two new textbook adoptions which are designed to provide highly rigorous learning opportunities for all our students. The Eureka Math program, implemented in grades K-5 in 2020-21, provides not only skill work in mathematics but also conceptual mathematics knowledge and procedures. The EL curriculum adopted in grades 3-8 in 2020-21 provided students with college ready tasks designed around culturally relevant works of fiction and non-fiction. The curriculum was greatly adapted by our hard working teaching staff to be implemented in a Distance Learning or online learning model.

Hennepin Good to Great plan included a school culture component, and in 20-21 the K-8 school culture team built up our Positive Behavior Intervention System (PBIS) using a K-8 school-wide set of routines and rituals in all common areas and common discipline and incentive plan. The Minnesota Department of Education PBIS State Leadership Team recognized Hennepin Elementary School as a 2021 Sustaining Exemplar PBIS School. At Hennepin Schools, students and staff are rewarded for their successes and encouraged to rise above the challenges of our current situation for the betterment of everyone.

Future Plans

Hennepin Schools operate one K-8 system in Minneapolis, and it is very excited to be moving into one newly remodeled space less than two miles away from its two current locations. Both of the two current schools' leases will end in June of 2022. The school is currently renovating a 12 acre green space in south Minneapolis. Future plans include redefining Hennepin's community reach; establishing even more robust after school programs utilizing the green spaces; and implementing a pre-kindergarten classroom as part of our wrap around services. Our school plans to re-engage our families in person through events, high quality parent training, and advisory committees.

Hennepin continues to be attentive to our learners in the K-8 program and will continue to implement interventions and high quality instructional programming to close the opportunity gap left behind by the pandemic. Our summer school program, Under the Trees, hopes to unite book clubs with sports and recreation. Building a healthy staff and student culture will continue to be an exciting challenge as moving to a new space offers both opportunities and challenges as we combine two sets of staff into one K-8 community.

Finally, the school plans to develop a two to five year plan on building development, outdoor space usage, succession planning, and talent development.

Dissemination and Marketing Information

The difficulties surrounding marketing during COVID-19 have persisted this year. However, we were able to canvas portions of the community, in which we had historically been successful in our recruiting efforts. In addition, we canvassed community centers and partner organizations in these areas as well. With regard to digital marketing, Hennepin ran an aggressive, targeted Facebook campaign meant to draw families to our information events, of which we held five throughout the spring. We continued to reach out to preschool programs in the area but focused mainly on PICA Headstart, as they have the largest student population and have been most interested in partnering with us. Through this relationship, we have had access to five kindergarten information sessions and opportunities to partner directly with their individual preschool classrooms.

Authorizer Contact Information

Friends of Education's mission is to improve the education of children. Improving K-12 education since 1999, Friends supports programs which emphasize content and critical thinking with demonstrated evidence of increasing student achievement and post-secondary readiness.

If you would like to contact Hennepin School's authorizer liaison directly, please contact Beth Topoluk at:

Friends of Education
% 1405 Xenium Lane
Plymouth, MN 55441
info@improvek-12education.org
<http://www.improvek-12education.org>