



2021-2022 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 and to support students in becoming Confident Learners, Caring Community Builders and Cross-Cultural Navigators.

Approved by the HS Board on November 15, 2022.

School Enrollment

According to the MDE Report Card, in the 2021-22 school year, the Hennepin School’s (HS/Hennepin) demographics were 90% Black and 10% Latino. Hennepin was more than 90% free and reduced price lunch and 57% English Language Learner. Eleven percent (11%) 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	42	49	0
1	50	41	0
2	50	48	0
3	46	48	0
4	46	42	0
5	46	49	0
6	35	36	0
7	35	26	0
8	35	29	0
Totals:	385	368	0

Student Attrition

Of the potential 343 students who were enrolled in March of 2022, ninety-two percent (92%) intended to return in the fall of 2022, as determined by a survey at parent conferences; three percent (3%) stated they did not intend to return; and five percent (5%) were unsure .

Throughout the course of the entire school year, HS had 22 students drop, and 42 students were added to the program. On average, the school loses between 10-15% of its students over the summer to other programs and locations, and after the summer of 2022 only four percent (4%) or 14 students did not return in the fall of 2022 and another five (5%) dropped by mid-September. Of the nine percent (9%) that dropped in total, nine students (29%) moved out of the city of Minneapolis altogether; seven students (23%) moved to another school within the metro; and another fifteen students (48%) did not provide a reason for leaving Hennepin Schools, after multiple contact attempts. This was a strong year for student retention for Hennepin. The low drop rate is a testimony to our continued service during the pandemic and our exciting move to a larger, united K-8 campus.

Governance and Management

The school was in its tenth year of operation and conducted its eighth annual board election in the 2021-22 school year. The 2021-22 board consisted of a wide range of expertise in school leadership, finance, governance, business, and instruction. Alawe Munye joined the board as a parent community member in the 20-21 school year, and Ruqia Abdi, a non-parent community member, joined the board in the 20-21 school year. Here is a list of the 2021-22 HS Board:

HS Board 2021-2022

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"> ● February 2022 Insight Survey, Purpose, Results, Actions, <i>Ongoing Board Training</i> ● May 2022 Two Year Strategic Plan for New Bldg. Review and Comment, <i>Ongoing Board Training</i> 	2016-2022	Non-parent Community Member
Miguel Mendez	Vice-President	mmendez@hennepinschools.org <ul style="list-style-type: none"> ● February 2022 Insight Survey, Purpose, Results, Actions, <i>Ongoing Board Training</i> 	2016-2023	Non-parent Community Member
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org <ul style="list-style-type: none"> ● February 2022 Insight Survey, Purpose, Results, Actions, <i>Ongoing Board Training</i> ● May 2022 Two Year Strategic Plan for New Bldg. Review and Comment, <i>Ongoing Board Training</i> 	2020-2023	HES Teacher
John Slavik File Folder 465208	Secretary	jslavik@hennepinschools.org <ul style="list-style-type: none"> ● February 2022 Insight Survey, Purpose, Results, Actions, <i>Ongoing Board Training</i> ● May 2022 Two Year Strategic Plan for New Bldg. Review and Comment, <i>Ongoing Board Training</i> 	2019-2022	HMS Teacher

Ruqia Abdi	Director	rabdi@hennepinschools.org <ul style="list-style-type: none"> February 2022 Insight Survey, Purpose, Results, Actions, Ongoing Board Training May 2022 Two Year Strategic Plan for New Bldg. Review and Comment, Ongoing Board Training Resigned June 30, 2022 due to personal commitments 	2021-2024	Non-parent Community Member
Alma Iglesias	Director	aiglesias@hennepinschools.org <ul style="list-style-type: none"> February 2022 Insight Survey, Purpose, Results, Actions, Ongoing Board Training May 2022 Two Year Strategic Plan for New Bldg. Review and Comment, Ongoing Board Training Appointed by board to fill an open Parent Community Member Position October of 2021 for a one year term and then appointed March of 2022 for a one year term 	October 2021-2023	Parent Community Member
Alawi Munye	Director	amunye@hennepinschools.org <ul style="list-style-type: none"> <i>Resigned December 2021, due to personal commitments</i> 	2021-2024	Parent Community Member

21-22 Board Elections and Composition

Hennepin conducted its eighth board election in the winter of 2021 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. Four board members' seats were up for election: an HS non-Parent Community Member seat, an HS Teacher Member seat, and two HS Parent Community Member seats. The board nomination window was February 3-21, 2021. 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 four candidate biographies were disseminated to HS families via the website and a mailer sent home. All four candidates, Dr. Char Myers, John Slavik, Kaltun Abdi and Aziz Aqib, ran uncontested. The election took place over the course of two days, March 3 and 4, 2022, 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 all four candidates. Newly elected board members took office on July 1, 2022 for a three year term. The 2022-23 board composition is listed below:

2022-23 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	2016-2025	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	2019-2025	HS Teacher
Christina Lacina File Folder 1000409	Treasurer	clacina@hennepinschools.org	2020-2023	HS Teacher
Kaltun Abdi	Director	kabdi@hennepinschools.org	2022-2025	Parent Community Member
Aziz Aqib	Director	aaqib@hennepinschools.org	2022-2025	Parent Community Member
Alma Iglesias	Director	aiglesias@hennepinschools.org	2021-2023	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 and does not have students enrolled at HS.

Staffing/Equitable Access to Excellent Teachers

During the 2021-22 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 assistant operations director and school culture director, two instructional coaches, two deans of students, special education assistants, and general education assistants. Eighty-four percent of the staff returned for the 21-22 school year. All teachers held 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. These system-wide checks ensure all students are getting access to high quality instruction and assessment and excellent teachers. Below is a list of the 21-22 HS Staff:

District Level:

HS Executive Director, Henderson, Julie
HS HR Coordinator, Haliti, Merita
HS School Nurse, Abdi, Abdirahman
HS Special Education Director, Heieie, Jen
HS Special Education Coordinator, Mahmud, Yassin

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, Palony, Amber
HES Office Manager, Mohamed, Safiyo
HES Office Manager, Palma, Raquel
HES Custodian/Maintenance, Palma, Juan
HES Kinder, Ali, Kawthar
HES Kinder, Strinden, Emily
HES Kinder, Buchan, Whitney
HES Kinder EA, Bissenova, Zhannar
HES First, Schaller, Galyna
HES First, Gussel, Claire
HES Second, Borman, Maggie
HES Second, Graak, Samantha
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, Lazareva, Yana
HES ESL, Wipf, Sophia
HES ESL, Yarmolik, Dziyana
HES Intervention, Osman, Nasra
HES Intervention, Jones, Autumn
HES Science, Rome, Heather
HES Phy. Ed., Etter, Zach
HES Special Education Teacher, Schmitz, Kaitlyn
HES Special Education Teacher, Silverstein, Beth
HES Social Worker, Adomaitis, Natalie
HES Special Education Bus EA, Ali, Khalif
HES Special Education EA, Ali, Maryam
HES Special Education EA, Bashir Muhamud, Nasiib
HES Special Education EA, Bayie, Beruktawit
HES Special Education EA, Dahir, Samira
HES Special Education EA, Hassan, Fatuma
HES Special Education EA, Hassan, Safia
HES Special Education EA, Ibrahim, Anab
HES Special Education EA, Ibrahim, Fathya
HES Special Education EA, Osman, Halima
HES Special Education EA, Saida Rodol
HES Special Education EA, Saddler, Kyle
HES Special Education EA, Ali, Fauzia
HES Lunch/Special Education Bus EA, Mohamed, Osman
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, Tlauhitzin
HMS Office Manager, Bantley, AJ
HMS Special Education Teacher, Anderson, Marcie
HMS Lang. Arts, Vogel, Samantha
HMS ESL Teacher, Woods, Natahlia
HMS Lang. Arts, Duersch, Morgan
HMS- Math, Beedle, Kelsey
HMS Special Education Bus/Lunch, Pajak, Isra
HMS Special Education EA, Garad, Fardowsa
HMS Special Education EA, Osman, Hibaaq
HMS Special Education EA, Sheikibrahim, Salma

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 (from August Goal setting with HES leadership team):

- Average of 95% of students will be in full uniform by Term I
- 98% daily attendance taken during Term I
- 100% of students that have 3 or more majors will have a parent meeting
- 98% parent attendance at fall conferences (97% in spring)
- 60% of students in each grade will be proficient on Term I COMP
- 100% of new ELL students will be assessed on WIDA
- Read one educational book per Term

Focus on for Term 4/Spring:

- Be in each classroom at least once a week—feel disconnected from instruction (learning walk)
- 98% daily attendance taken during Term 4 (for dashboard and automated parent calls)

This school year Ms. Feehan-Kapsner's professional development plan included participating in bi-weekly coaching conversations with an outside consultant, funded through a Great Minnesota Schools' partnership.

Ms. Knuttila's Annual Goals were as follows:

- 63% of students will meet their growth goal in math on NWEA spring or 61% of students will meet their growth goal in reading on NWEA spring
- Implement at least 1 practice/policy change based on the CRSL training
- Complete 80% of observations/coaching conversations

This school year Ms. Knuttila's professional development plan was focused on 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 2022 with a final audited fund balance of 42.7%. Since 2012, HS has been audited by Abdo, Eick, & Meyers. Abdo, Eick, & Meyers audited the school for the 21-22 school year after its tenth year of operation. The school has one material audit adjustment that was an internal control finding. The school's accountant accidentally coded FY23 building company expenses onto FY22. In the fall of 2021, S&P Global Ratings' rating on the City of Minneapolis' series 2021A tax-exempt and 2021B taxable charter school lease revenue bonds issued for Hennepin Schools Building Co., a Minnesota nonprofit corporation and 501(c)(3) organization, was "BB-". In fall of 2022, according to S&P the outlook remained stable. And finally, HS was on the MDE School Finance Award recipients list for the tenth year in a row.

Academic Performance

The 2021-22 school year was a rebound year for Hennepin Schools, with students' performance on the MCAs. The elementary had particularly strong percentage increases which we hope to replicate in the 22-23 school year.

The Instructional Coaches and classroom teachers convened weekly in professional learning communities to go over weekly quiz data. Quiz data is analyzed for reteach and small group and reteach 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. In addition, this was the first year HS used the ANet reading assessments in grades 2-8, which are considerably rigorous and relevant.

The nationally normed referenced test we give is the NWEA MAP. The school collected baseline data in fall of 2021, progress monitoring the winter of 2022, and growth data in the spring of 2022.

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 2021-22 school year, the middle school math pacing guides were

modified several times as the school transitioned from two full time teachers down to one.

During the 2021-22 school year, the School Directors and Instructional Coaches at both sites did informal observations in each classroom and provided feedback on the instruction during teacher check-in meetings. And finally, the school implemented 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 teaching staff a total of \$30,400 in QComp bonuses in June of 2022.

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 62% of kindergarten students will reach their Target RIT goal in Reading by spring of 2022. In the 21-22 school year, 56% of kindergarten students met their target RIT goals in Reading by spring of 2022.

Goal: NOT MET

All Students in Third Grade Achieving Grade-Level Literacy

Hennepin's Goal of 62% of third grade students will reach their Target RIT goal in Reading by spring of 2022. In the 21-22 school year, 44% of third grade students met their target RIT goals in Reading by spring of 2022.

Goal: NOT MET

Close the Achievement Gap(s) Between Student Groups

Hennepin had the WBWF Goal of 40% of grade 3-8 students would meet the standards on the spring 2022 MCAs.

2021 MCA Mathematics 29% met state standards

2021 MCA Reading 38% met state standards

Goal: SOMEWHAT MET (HES: 42% in Math and 43% in Reading)

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 93% 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	52%
Grade 4	48%
Grade 5	59%
Grade 6	46%
Grade 7	32%
Grade 8	Did not collect in 2021-22

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	50%	49%	63%	59%		
Grade 4	38%	50%	38%	56%		
Grade 5	60%	60%	47%	43%	41%	50%
Grade 6	44%	55%	8%	39%		
Grade 7	32%	46%	5%	38%		
Grade 8	42%	47%	25%	40%	17%	29%

Sub Goal 1.1: MET in four out of seven categories at HES; NOT MET at HMS

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	43%	42%	47%	44%		
Grade 4	30%	40%	30%	36%		
Grade 5	54%	49%	46%	31%	33%	38%
Grade 6	30%	44%	5%	30%		
Grade 7	32%	37%	11%	27%		
Grade 8	33%	40%	20%	30%	13%	25%

K-5	43%	not published	42%	not published	33%	38%
6-8	32%	not published	11%	not published	13%	25%

Sub Goal 1.2: NOT MET; Hennepin 4/14 cells, or 29%, of the cells had School-wide proficiency rates higher than the Minneapolis school district

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 2022, as per MDE Report Card Website*
 However, according to the MDE Website (November 14, 2022) the percentage of HS students whose achievement levels improved in math (23%) exceeded the state average (18%) and the percentage of HS students whose achievement levels improved in reading (23%) exceeded the state average (20%).

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
Black	43%	31%	32%	21%

Latino	21%	32%	11%	23%
Special Education	6%	26%	3%	24%
Free and Reduced Price Lunch Counts (FRPL)	40%	32%	29%	24%

Sub Goal 1.4: PARTIALLY MET

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.

	School’s average on ELP progress	Statewide average on ELP progress	School’s percentage of ELL who meet or exceed their target	State percentage of ELL who meet or exceed their target
ELL	64%	53%	42%	28%

Sub Goal 1.4: MET

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: 31%

Grade 4 Mathematics NWEA percent of students at the national average: 29%

Grade 8 Reading NWEA percent of students at the national average: 40%

Grade 8 Mathematics NWEA percent of students at the national average: 30%

Goal 2: NOT MET

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.

Ninety-one percent (91%) of continuously enrolled Kindergarten students could identify all upper case letters; Ninety-three percent (93%) could identify all lower case letters and ninety percent (90%) could count to twenty when assessed in January of 2021.

Goal 3: EXCEEDED

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: MET The board received two formal reports on the School's academic performance and improvement on November 16, 2021 and February 15, 2022, These reports were part of the Board's Goals.

Innovative Practices and Implementation

In 2021-22, HS partnered with Great Minnesota Schools on several initiatives, including the continued effort on a three-year Good to Great improvement plan; TNTP

Insight Survey; ANet reading coaching and assessment; and an EdFuel Talent Cohort. Much of the support for these planning initiatives was generously provided by Great Minnesota Schools. Although the pandemic continued to impact school operations and academics, the School has used its Good to Great plan as a true north and continues to work towards full implementation. It has helped us weather the exodus of teachers from the field by providing a clear vision for developing Caring Community Builders, Confident Learners, and Cross Cultural Navigators.

Hennepin Schools has adopted 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, provides not only skill work in mathematics but also conceptual mathematics knowledge and procedures and mathematical fluency. The EL curriculum adopted in grades K-8 has provided students with college ready tasks designed around culturally relevant works of fiction and non-fiction. The EL curriculum provides students with grade level, rigorous content centered around units that promote depth of learning.

Hennepin Good to Great plan included a school culture component, and the K-8 school culture team fine tuned 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 2022 Sustaining Exemplar PBIS School for the second year in a row. 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

During the course of the 2021-22 school year, Hennepin Schools remodeled an existing building in south Minneapolis on 12.5 acres of green space. The new building is less than two miles away from its two previous locations. Future plans include redefining Hennepin's community reach; establishing even more robust after school programs utilizing the green spaces; updating and maintaining a school media center, and implementing a daycare for four year olds as part of our wrap around services. Our school plans to re-engage our families in person through events, high quality parent training, family events and open gym, 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, united book clubs with sports and recreation. Building a healthy staff and student culture is an exciting challenge as we combine two sets of staff into one K-8 community.

Finally, the school has a two year strategic plan on outdoor space usage, which will focus primarily on student access to green space, local flora and farming, and other potential environmentally friendly student learning applications, such as a rain garden and solar panels.

Dissemination and Marketing Information

Hennepin's marketing was able to bounce back in the summer of 2022, with staff members attending several outdoor events. Hennepin ran an aggressive, targeted Facebook campaign meant to draw families to our information events, of which we held four throughout the spring. We continued to reach out to preschool programs in the area and 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 several kindergarten information sessions and opportunities to partner directly with their individual preschool classrooms. In addition Hennepin partnered with Students Prepared to Succeed, and their community recruiter was able to recruit over 50 applications. This, coupled with high retention rates, positioned Hennepin within range for its 2022-23 budget goals. We also ran ads in the local newspaper to spread awareness of our school and its attributes reaching the houses within a three mile radius of our new campus.

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 Ms. Beth Topoluk at:

Friends of Education
11100 Wayzata Blvd, Suite 800
Minnetonka, MN 55305

info@improvek-12education.org
<http://www.improvek-12education.org>