



## **2023-2024 Annual World's Best WorkForce/Comprehensive Achievement and Civic Readiness Report**

***Our Vision:** 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*

***Our Mission:** To develop students who are Confident Learners, Caring Community Builders and Cross-Cultural Navigators.*

*Our Primary Purpose: To improve the learning, achievement, and success of all students.*

Approved by the HS Board on November 19, 2024

Revised and approved on December 17, 2024

## **School Enrollment**

According to the MDE Report Card, in the 2023-24 school year, the Hennepin School's (HS/Hennepin) demographics were 84% Black; 12% Latino; 1% White; and 3% Asian and 0% American Indian. Hennepin was more than 90% free and reduced price lunch and 57% English Language Learner. Five percent (5%) 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:

<b>Grade</b>	<b>Budgeted Enrollment</b>	<b>Actual Enrollment</b>	<b>Number of students on the waiting list during course of the school year</b>
<b>K</b>	<b>59</b>	<b>56</b>	<b>0</b>
<b>1</b>	<b>37</b>	<b>36</b>	<b>0</b>
<b>2</b>	<b>45</b>	<b>42</b>	<b>0</b>
<b>3</b>	<b>47</b>	<b>44</b>	<b>0</b>
<b>4</b>	<b>57</b>	<b>55</b>	<b>0</b>
<b>5</b>	<b>47</b>	<b>41</b>	<b>0</b>
<b>6</b>	<b>55</b>	<b>52</b>	<b>0</b>
<b>7</b>	<b>53</b>	<b>52</b>	<b>0</b>
<b>8</b>	<b>42</b>	<b>42</b>	<b>0</b>
<b>Totals:</b>	<b>442</b>	<b>420</b>	<b>0</b>
<b>Bumblebee Daycare</b>		<b>18</b>	

**Student Attrition**

Of the students who were enrolled in February of 2024 in grades K-7, ninety-two percent (92%) intended to return in the fall of 2024, down four percent (4%) from the previous year. Two percent (2%) stated they did not intend to return; and six percent (6%) were unsure or missing data. Throughout the course of the entire school year, HS had 121 students drop, and 89 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 2024 ten percent (10%) or 46 students did not return in the fall of 2024.

**Governance and Management**

The school was in its twelfth year of operation For the first time in nine years, no annual board election was conducted. The 2023-24 board consisted of a wide range of expertise in school leadership, finance, governance, business, and instruction. One board member was required to resign in May due to a conflict of interest upon taking a position at the school. Here is a list of the 2023-24 HS Board of Directors:

<b>Name</b>	<b>Position</b>	<b>Contact Information</b>	<b>Board Term Start Date/End Date</b>	<b>Board Member Designation School</b>
Dr. Char Myers	Chair/President	cmyers@hennepinschools.org	2016-2025	Non-parent Community Member
Kaltun Abdi	Vice President	kabdi@hennepinschools.org	2022-2025	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	2020-2025	HS Teacher
Khalid Omar	Director	komar@hennepinschools.org	2023-2026	Non-parent Community Member
Madhi Nur File Folder 1004423	Director	mnur@hennepinschools.org	2023-2026	HS Teacher
Alma Iglesias, <i>resigned in May 2024</i>	Director	aiglesias@hennepinschools.org	2021-2023; 2023-2026	Parent Community Member

All board appointments are three-year length terms, unless fulfilling a position open due to death or resignation, as per the 2024 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. The school has opted for a board structure composed of no clear majority of any of the three candidate criteria and this is codified in their most recent edition of the HS By-Laws.

**23-24 HS Board Goals Evaluation**

An annual assessment of the HS Board Goals for the 23-24 school year was conducted at the October 15, 2024 HS Board Meeting. The results of performance against toast are as follows:

**Confident Learners:**

- Commit to high academic expectations and improve academic achievement by at least 10 percentage points overall on all three MCA assessments by centering on Data Driven Instruction
  - 10% increase in MCA Reading from 28% to 38% for each grade level tested

<b>MCA Reading</b>	<b>2023 Percentage</b>	<b>2024 Percentage</b>	<b>10% increase met?</b>
<b>Grade 3</b>	22%	26.8%	NO
<b>Grade 4</b>	12.2%	24.1%	YES
<b>Grade 5</b>	38.3%	30.3%	NO
<b>Grade 6</b>	34%	45.7%	YES
<b>Grade 7</b>	31.9%	31.7%	NO
<b>Grade 8</b>	30.8%	37.5%	NO

- 10% increase in MCA Mathematics from 17% to 27% for each grade level tested

<b>MCA Mathematics</b>	<b>2023 Percentage</b>	<b>2024 Percentage</b>	<b>10% increase met?</b>
<b>Grade 3</b>	37.5%	53.7%	YES
<b>Grade 4</b>	25%	42.6%	YES
<b>Grade 5</b>	10.6%	23.7%	YES

<b>Grade 6</b>	13%	21%	YES
<b>Grade 7</b>	8.7%	39.6%	YES
<b>Grade 8</b>	5.7%	47.5%	YES

- 10% increase in MCA Science from 9% to 19% for each grade level tested

<b>MCA Science</b>	<b>2023 Percentage</b>	<b>2024 Percentage</b>	<b>10% increase met?</b>
<b>Grade 5</b>	14.9%	20%	NO
<b>Grade 8</b>	0%	21.4%	YES

- School directors will report on academic achievement and growth via formal curriculum reports on the NWEA, Aimsweb, and MCA IIIs twice a year.
  - MET
    - Presented August 14, 2023
    - Presented June 18, 2024

**Caring Community Builders:**

- Ensure School’s financial stability through recent vendor transition, including maintaining a 25% fund balance the entire year.
  - MET via Unaudited Fund Balance as of 10/15/24

**Cross Cultural Navigators:**

- Evaluate the relationships of the School with staff and with families using the Insight surveys in January (staff) and May (families).
  - MET
    - Presented Insight for staff on January 16, 2024
    - Presented Insight for families on June 18, 2024
- Evaluate the relationships of the School with the broader community through anecdotal information reported at the board level.
  - MET
    - Ongoing individual board member reports

The HS Board also participated in training on the follow topics on the following dates:

November 2023 Hennepin Schools’ School Insurance Package Presentation, all board members present.

March 2024 Hennepin Schools’ Expansion Criteria Overview, Mr. Khalid Omar absent.

**Staffing/Equitable Access to Excellent Teachers**

Seventy-three (73%) percent of the staff returned for the 23-24 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 23-24 HS Staff:

<b>Department Title</b>	<b>Name</b>
School Nurse	Abdi, Abdirahman
Parent Engagement Coordinator	Abdi, Maryam
School Culture Coordinator	Adomaitis, Natalie
5-8 ELL Teacher	Aldarawany, Mohamad
7-8 Science	Aldridge, Aaron
Assistant Office Manager	Ali, Aisha
K-4 Building Sub	Anderson, Diane
Special Education	Anderson, Marcie
Human Resources Coordinator	Antoine, Chris
Assistant Office Manager	Armenta, Abrianna
Buildings and Grounds Associate, Night Crew	Arroyo de Bazan, Celia
Special Education Coordinator	Barnes, Anne
Buildings and Grounds Associate, Night Crew	Bazan-Bazan, Augustin
Buildings and Grounds Associate, Nighttime	Belen, Maria
Daycare	Bissenova, Zhanar
K-4 ELL	Cannon, Tiffany

K-4 ELL	Christian, Gunnar
Buildings and Grounds Associate, Nighttime	De Jesus, Maria
4th	Dosseh, Sylvie
5-6 Social Studies	Duncan, Theodore
5-6 English Language Arts	Gillett, Allison
Kindergarten	Glenn, Joma
First Grade	Gussel, Claire
K-4 Dean of Students	Guulleed, Guled
Executive Director	Henderson, Dr. Julie
K-5 Phy Ed. Prep	Hensel, Eric
5-8 Instructional Coach	Horst, Erin
Math Intervention	Hussein Naji
Building/Ground Associate	Iglesias, Alma
Kindergarten	Inferrera, Adele
7-8 Social Studies	Kirby, Alicia
K-8 Media	Klein, Lanica
K-4 Instructional Coach	Knuttila, Kim
Third Grade	Lacina, Christina
Second Grade	Ledford, Aarin
Third Grade	Losness, Rachel
Due Process Coordinator	Mahmud, Yassin
5-6 Mathematics	Manu, Dorcas
5-6 Science	McGann, Maggie
Elementary School Director	Mehmood, Dr. Asif
Assistant Director of Operations	Mohamed, Amal
5-8 Dean of Students	Mohamed, Madar
Regulation Room	Mohamed, Mohamed
Operations Director	Mohamed, Yusuf
Social Worker	Nur, Mahdi
First Grade	Nur, Sumaia

K-4 Science Prep	Ochoa, Heather
Building Sub	Olson, Eric
Second Grade	Omar, Zeinab
Building/Ground Associate	Palma, Carlos
Building/Grounds Manager	Palma, Juan
K-4 Instructional Coach	Palony, Amber
Special Education	Pinataro, Lucy
5-8 Art	Platania, Symone
Administrative Assistant	Privette, Terri
Fourth Grade	Ramos, Maderine
7-8 Mathematics	Ritual, Christian
Office Manager-Records and Enrollment	Rojas Navarro, Ame
Fourth Grade	Sarkozi, Marianna
Kindergarten	Shapiro, Kathleen
Special Education, SUN Room	Silverstein, Beth
Physical Education/Health/Activities Coordinator	Slavik, John
K-4 Math/Reading Interventionist	Stephens, Kari
K-4 Building Sub	Tarter, Joe
Middle School Director	Toppin, Matt
7-8 English Language Arts	Vogel, Samantha
K-4 ELL	Vulcan, Madelynn
K-8 Dean of Students	Weitzer, Lexi

**Staff**

**Professional Development Plans:**

Two of the four school leaders, Dr. Julie Henderson, HS Executive Director and Dr. Asif Mehmood, held valid K-12 administrator licenses. The 5-8 School Director, Mr. Matt Toppin and the K-8 Operations Director, Mr. Yusuf Mohamed, did not hold valid administrator licenses. Their professional goals were monitored in weekly check-ins with the school's Executive Director.

The professional development plans for two unlicensed administrators were as follows: Mr. Toppin attended Relay Graduate School of Education and graduated from the



Principal track. This job embedded year-long professional development opportunity was generously supported and funded through Hennepin’s Great Minnesota Schools’ partnership. Mr. Mohamed attended the Teach for America Twin Cities program, called Activate School Leadership Fellowship, and also graduated after a 2 year program.

Dr. Henderson’s year-long professional development induced attending Volume 1 of the LETRS training for teachers, and Dr. Mehmood became a certified Intercultural Development Inventory (IDI) trainer and practiced his newfound expertise with the school’s administration team.

### **Finances**

HS’s fund balance goals have been met and exceeded during the life of the Friends of Education contract, ending in 2024 with a final unaudited fund balance of 33.6%. Since 2012, HS has been audited by Abdo, Eick, & Meyers (Abdo). Abdo is in the process of auditing the school for the 23-24 school year after its twelfth year of operation. The school had one material audit adjustment that was an internal control finding for cash and investment reconciliation.

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, 2023, and 2024, according to S&P the outlook remained stable.

HS was not an MDE School Finance Award recipient this year for the first time in twelve years, as the school’s accountant submitted our CPA audited financial statement to MDE two weeks late.

### **Academic Performance**

The 2023-24 school year was a rebound year academically for Hennepin Schools. The HES and HMS Directors worked tirelessly for the academic and social gains of our students. The Instructional Coaches and classroom teachers convene weekly in professional learning communities to go over weekly quiz data. Quiz data was analyzed for reteach and small group opportunities. Every six to eight weeks the school had a Data Day or a professional development day. Grade level teams tracked instructional 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 did 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 2023, progress monitoring the winter of 2024, and growth data in the spring of 2024.

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 was incorporated into lessons.

During the 2023-24 school year, the School Directors and Instructional Coaches did informal observations in each classroom and provided feedback on the instruction during weekly teacher check-in meetings. The school also implemented a state-approved Q-Comp plan to address formal teacher evaluation three times a year and benchmark goals 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 \$32,200 in QComp bonuses in June of 2024.

### **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 2024. In the 23-24 school year, 36.7% of kindergarten students met their target RIT goals in Reading by spring of 2024.

**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 2024. In the 23-24 school year, 62.3% of third grade students met their target RIT goals in Reading by spring of 2024.

**Goal: 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 2023 MCAs.

2024 MCA Mathematics 36.5% met state standards

2024 MCA Reading 31.9% met state standards

**Goal: PARTIALLY 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 92% attendance in grades K-8.

**Goal: SUBSTANTIALLY MET**

**2022-2023 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. The 2019-2024 contract had four goals. This is the last year these goals will be included in the Annual Report.

**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.

<b>Grade</b>	<b>Percentage who meet or exceed on the MCA <i>ONLY</i></b>
<b>Grade 3</b>	<b>25.6</b>
<b>Grade 4</b>	<b>23.6</b>
<b>Grade 5</b>	<b>30%</b>

<b>Grade 6</b>	<b>45.3%</b>
<b>Grade 7</b>	<b>30.8%</b>
<b>Grade 8</b>	<b>35.7%</b>

**Sub Goal 1.1:** NOT MET The school was not able to evaluate this goal fully, as the IRLA test was not administered in 2023-24. It was deemed not to align with the science of reading. The school implemented AIMSweb, and results could not be compared using the goal language in subgoal 1.1.

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.

<b>Students 3+ Years at HS</b>	<b>HS Reading</b>	<b>State Average Reading</b>	<b>HS Math</b>	<b>State Average Math</b>	<b>HS Science</b>	<b>State Average Science</b>
<b>Grade 3</b>	<b>16.6%</b>	46.5%	<b>50%</b>	58.8%		
<b>Grade 4</b>	<b>35%</b>	48.1%	<b>50%</b>	56.6%		
<b>Grade 5</b>	<b>33.3%</b>	57.5%	<b>33.3%</b>	44.1%	<b>23.5%</b>	45.0%
<b>Grade 6</b>	<b>43.4%</b>	54.5%	<b>21.7%</b>	40.3%		
<b>Grade 7</b>	<b>42.3%</b>	45.5%	<b>55.5%</b>	40.1%		
<b>Grade 8</b>	<b>37.5%</b>	44.6%	<b>50%</b>	41.1%	<b>20.8%</b>	30.3%

**Sub Goal 1.1:** 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.

	<b>HS Reading</b>	<b>MPS Reading</b>	<b>HS Math</b>	<b>MPS Math</b>	<b>HS Science</b>	<b>MPS Science</b>
<b>Grade 3</b>	25.6	38.8%	51.2%	43.4%		
<b>Grade 4</b>	23.6	41.0%	41.8%	45.2%		
<b>Grade 5</b>	30%	45.2%	22.5%	32.6%		
<b>Grade 6</b>	45.3%	39.6%	20.8%	26.7%		
<b>Grade 7</b>	30.8%	36.5%	38.8%	29.2%		
<b>Grade 8</b>	35.7%	32.8%	45.2%	27.6%		
<b>K-5</b>	24.5%	not published	45.9%	not published	20.0%	34.9%
<b>6-8</b>	32.3%	not published	31.6%	not published	21.4%	25.1%

**Sub Goal 1.2: PARTIALLY MET**

Although this subgoal was not met, 5 out of the 10 of the required cells demonstrated higher School-wide proficiency rates than the Minneapolis school district, which was a 36% increase in green cells from the previous school year.

**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 2024, 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.

	<b>School's Proficiency Rates: Reading</b>	<b>State Average Proficiency Rates: Reading</b>	<b>School's Proficiency Rates: Mathematics</b>	<b>State Average Proficiency Rates: Mathematics</b>
<b>Black</b>	37.7%	31.1%	40.5%	21.9%
<b>Latino</b>	14%	28.7%	25.6%	22.4%
<b>Special Education</b>	12.5%	25.5%	20.8%	24.7%
<b>Free and Reduced Price Lunch Counts (FRPL)</b>	31.1%	33.4%	35.4%	27%

**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.

	<b>School's average on ELP progress</b>	<b>Statewide average on ELP progress</b>	<b>School's percentage of ELL who meet or exceed their target</b>	<b>State percentage of ELL who meet or exceed their target</b>

ELL	49.8%	57.4%	33.5%	28.3%
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**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: 35%

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

Grade 8 Mathematics NWEA percent of students at the national average: 47%

**Goal: 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.

Eighty-one percent (81%) of Kindergarten students could identify all upper case letters; Eighty-one percent (81%) could identify all lower case letters and seventy-nine percent (79%) could count to twenty.

**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 74.5% according to the MDE's State Report Card. Hennepin School's consistent attendance rate was 82.0%.

***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 August 14, 2023 and June 18, 2024, These reports were part of the School's Board Goals.

**Innovative Practices and Implementation**

In 2023-24, HS partnered with Great Minnesota Schools on several initiatives, including a Bellwether quality school review and the development of a three year strategic plan; TNTP Insight Survey for staff and parents; and an EdFuel Talent Cohort. Much of the financial support for these initiatives was generously provided by Great Minnesota Schools. The School completed its first three-year Good to Great plan this year and looks forward to implementing its newly developed strategic plan in the upcoming three years. The further embedding of the school's mission to develop Caring Community Builders, Confident Learners, and Cross Cultural Navigators will continue with the additional implementation plan.

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. Although the EL curriculum requires extensive levels of planning and does not address phonics or phonological awareness, it is highly culturally responsive and offers the students deep rich experiences with high quality literature. In



the 23-24 school year, the school began to supplement its learning to read program with Phonics95 and Heggerty.

Hennepin Good to Great plan was evaluated in winter of 2023 and the evaluators encouraged the school to unite its School Culture system under the 3Cs. It was the first step toward revising our PBIS system. Our school culture model will continue to move toward the whole child model over the course of the next three years.

### **Future Plans**

During the course of the 2023-24 school year, Hennepin Schools served students and families in its new building in south Minneapolis on 12.5 acres of green space for the second year. 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 partnering with other non-profits as part of our wrap around services. Our school has to re-engaged 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 for students. Our summer school program provides additional high quality instruction and outdoor education for rising grades 1-8.

In the 2024-25 school year, the school will begin the implementation of a three year strategic plan focused on mathematics instruction at the middle school level and K-8 school culture and literacy. The school will continue to improve the quality of its learners' educations and meet the needs of its staff and families, making Hennepin a great place to learn and grow.

### **Dissemination and Marketing Information**

Hennepin partnered with Schoolmint to run targeted social media campaigns designed to draw families to our information session events. We continued to reach out to preschool/headstart programs in the area. Through these relationships, we had access to several kindergarten information sessions and opportunities to partner directly with individual preschool classrooms. We also ran ads in the local newspaper to spread awareness of our school, reaching the houses within a three-mile radius of our new campus. Hennepin staff attended local summer events with the community throughout the summer, including Somali Independence Day. The recruitment team visited local daycares and community centers and

invited families to come in for tours and to register. An updated hand card and mailer, translated into three languages, were created and distributed via US mail and by hand to interested families. And finally, to reach families potentially underrepresented in the school's student body relative to Minnesota's population, the school advertised on our local NPR radio station. The school is able to track the effectiveness of recruitment efforts via our student application process.

### **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](mailto:info@improvek-12education.org)  
<http://www.improvek-12education.org>

***Reminder: World's Best Workforce / Comprehensive Achievement and Civic Readiness Update*** During the 2024 session, the Minnesota Legislature renamed World's Best Workforce (WBWF) to Comprehensive Engagement and Civic Readiness (CACR). This new name emphasizes dual roles for the goals set forth in district plans—supporting students with academic achievement within their pre-K through grade 12 experience as well as preparing them to be active members of their community after graduation. This name change will take effect as of the 2024-25 school year strategic plans and Fall 2025 annual summary report. In addition to the four existing WBWF goals, one new goal will be added with CACR: “prepare students to be lifelong learners.”