



Communities
In Schools

Twin Cities

End of the Year Report

Hastings High School

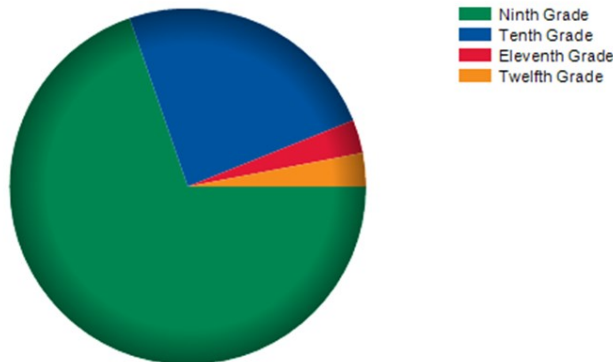
2019-2020

Through a partnership with Hastings Public Schools and the United Way of Hastings, Communities in Schools of the Twin Cities launched at Hastings High School in March 2020. Our mission is to surround students with a community of support, empowering them to stay in school and achieve in life. Kel O'Leary was hired as the Site Coordinator for Hastings High School. Her role is to partner with the school and community to provide integrated student supports for 1400 students at Hastings High School, as well as individualized case management for up to 70 of these students.

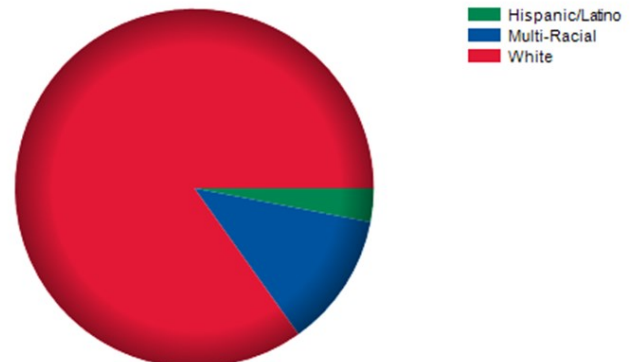
OUR STUDENTS

For the first partial year of programming it was determined that Kel would focus on case management activities. The school support team identified over 25 students for her to work with. The vast majority of these students were 9th graders and were selected based on academic challenges.

Students by Grade Level



Students by Race



OUR SOLUTION

Kel worked with the students to identify academic and social-emotional goals for success during spring semester. When the schools unexpectedly closed just a week into programming, Kel pivoted her focus to distance learning support. She maintained weekly communication with all students on her caseload via email, text and phone, provided tutoring and technical assistance, and worked with parents to help keep their students on track during this unprecedented time.

RESULTS



89% of students met or made progress towards their academic goal



9 students passed all spring semester classes

A WORD FROM KEL

Hastings High School greeted Communities In Schools with open arms when I started the program in mid-March. The original vision for the last few months of the school year was to build relationships with the 26 students on my caseload and help them find tools to be successful academically. All of the students recommended to my caseload had at least two F's from semester one and a majority of them were 9th graders.

After jumping in the first week, meeting as many students as possible, it was spring break and we never returned to school. At this point, with the direction of the school support team and assistant principals, I pivoted the direction of CIS's work to online academic support and helping keep track of students who need a supportive adult in their life. Even though I only met half of my caseload in person prior to the school closure, the response from the students was overwhelming. They needed support but didn't know how to ask for it. I worked with each student to come up with specific academic and social/emotional goals to stay healthy for the remainder of the school year. All of their goals surrounded passing classes they had failed semester one, finding tools to be successful with online learning, and how to take care of their mental health amongst the pandemic.



Of the original 26 students on my caseload, 9 students passed all of their spring semester classes! When looking at their specific goals, 20 students hit their academic goal of passing a class they failed first semester or raising their GPA by .25 or more. As we navigated online learning together it was incredible to watch these students challenge themselves. I also was able to add an additional 7 students to my caseload who were identified by the support team as needing some extra support throughout the last six weeks of distance learning.

June has been filled with celebration texts, phone calls and emails to parents of students that really thrived and met their goals for the semester! I'll be keeping in touch with all of them over the summer to make sure we stay connected and their families have all of the resources they need. I look forward to working with all of them again this fall and adding even more students to my caseload.

WHAT'S NEXT

In addition to maintaining contact with all of her case managed students this summer, Kel will also be strengthening our network of partnerships throughout the Hastings community and receiving additional training in youth intervention, trauma informed care and social-emotional relationships. She'll also be working with the school to identify priorities for programming next year. One potential priority is the creation of a parent engagement tool that will help parents navigate online learning resources like Schoology. We're looking forward to providing this and other full school supports to Hastings High School students and families this fall.