

Hansen School District #415

Continuous Improvement Plan

2017-2020

Approved September 18, 2017

3 Year Plan

550 South Main Street
Hansen, Idaho, 83334

To develop the vision of this strategic planning document, the Board of Trustees and the staff of Hansen School District have assessed our resources, talents, and skills to help each student succeed in school. Our mission and our beliefs direct our daily work, our relationships, and our capacity to provide a quality education to all students.

Our Vision: *The Hansen School District will develop the skills and qualities necessary to create lifelong learners and productive citizens.*

Our Mission: *The Hansen School District staff is committed to seeing each student experience success and graduate from high school. It is our intent to have students productively enter the workforce or enroll in postsecondary education to pursue their career aspirations immediately following high school graduation.*

Facilities:

<u>School Name</u>	<u>Grade Levels</u>	<u>Enrollment</u>
Hansen PreSchool	Preschool	14
Hansen Elementary School	K-6	191
Hansen Junior/Senior High School	7-12	142
Total	PreK-12	347

Demographics:

<u>District</u>	<u>Individual Populations</u>
Hansen School District	Special Education- 7.3% Limited English Proficiency- 13% White- 55.2% Hispanic- 34.5% Asian- .58% Black- 3.2% Indian- 2.6% Female- 50.7% Male- 49.3%

ISAT Data Annual Measurable Objectives

<u>Math Proficiency</u>	<u>2016-2017</u>	<u>2015-2016</u>
Hansen School District	36.1%	25%
State	41.9%	42%
<u>Language Proficiency</u>	<u>2016-2017</u>	<u>2015-2016</u>
Hansen School District	41.5%	39.3%
State	52%	53%
<u>Science Proficiency</u>	<u>2016-2017</u>	<u>2015-2016</u>
Hansen School District	58.7%	N/A
State	61.1%	61.1%

Idaho Reading Indicator Spring

<u>IRI Proficiency</u>	<u>2016-2017</u>		<u>2015-2016</u>		<u>2014-2015</u>		<u>2013-2014</u>	
	District	State	District	State	District	State	District	State
<u>Kindergarten</u>	93%	80.3%	93.9%	78.4%	96.0%	79.1%	84.6%	79.2%
<u>1st Grade</u>	75%	67.3%	82.6%	68.1%	83.3%	67.8%	70.6%	68.7%
<u>2nd Grade</u>	78.3%	69.9%	82.1%	68.9%	93.1%	68.4%	81.3%	70.2%
<u>3rd Grade</u>	86.7%	74.9%	69%	72.9%	69.7%	73.6%	36.7%	74.0%

Overall District K-3= 82.7%

Overall State K-3= 73%

Free and Reduced Lunch

	<u>2016-2017</u>	<u>2015-2016</u>
<u>Hansen School District</u>	73%	77%

Graduation Rate

	<u>2015-2016</u>	<u>2014-2015</u>	<u>2013-2014</u>
<u>Hansen Junior/Senior High School</u>	84%	78.6%	92%

2016 District Go-On Rate= 82%

2016 State Go-On Rate= 48%

College and Career Readiness

	<u>2016-2017</u>	<u>2015-2016</u>
<u>Average Math SAT Score</u>	473	494
<u>Average Reading SAT Score</u>	445 (Evidence-based reading and writing)	516
<u>Number of Advanced Opportunities</u>	5 dual credit courses offered at school; several students were enrolled in dual credit via IDLA and on the CSI campus, 172 college credits were earned by high school students.	4 dual credit courses offered at school; several students were enrolled in dual credit via IDLA and on the CSI campus, 141 college credits were earned by high school students.

Our Beliefs:

- ✚ All students can learn
- ✚ All students should demonstrate responsibility and positive character
- ✚ Learning is a life-long activity
- ✚ School should prepare students for the workplace or further educational endeavors
- ✚ School should enhance citizenship skills
- ✚ School should provide for a wide range of learning opportunities
- ✚ Students should be able to work both independently and cooperatively
- ✚ School should be a safe environment
- ✚ Achievement should be rewarded
- ✚ School should be a place where mutual respect and goodwill exist for all

Our Assets:

- ✚ The administration, faculty, and staff of Hansen School District are lifelong learners and are dedicated educators
- ✚ We resolve issues and make decisions based the best interest of our students
- ✚ Our students, staff, and community all have strengths from which we strive to build
- ✚ We offer academic support to students after school and one day per month
- ✚ Administration, faculty and staff strive to make genuine connections with students that reach far beyond academics
- ✚ We expect and support quality teaching and learning in each classroom at every level
- ✚ We have a consistently high percentage of seniors graduating each year
- ✚ We work with families of all backgrounds to be partners in educational success

- ✚ We offer advanced opportunities for students at the secondary level to help them achieve academic post- secondary goals sooner

Our Challenges:

- ✚ Implementing the Idaho Core to align with our current curriculum and resources
- ✚ Adequately preparing our students for life after high school so that they may attend college without having to complete remedial coursework and that they may have the skills necessary to enter and be successful in a 21st century workforce.
- ✚ Consistently meeting or exceeding the state proficiency averages on the ISAT
- ✚ Addressing the needs of a significant population of highly mobile students who experience the academic detriments of an inconsistent learning environment
- ✚ Implementing systems that will allow students to experience extended learning opportunities
- ✚ Hiring and retaining quality staff at a time when few people are choosing education as their choice career
- ✚ Offering students, teachers, and staff all the resources and support they need within a limited budget
- ✚ Providing support to our students who are lacking parental and educational guidance at home
- ✚ Cultivating an environment that enforces our desire to have parents involved in our schools and their children's education

Strategic Goals:

Goal 1: Ensure students will meet or exceed state proficiency averages in English Language Arts, Math, and Science

Strategies

- ✚ Effectively implement the Idaho Core K-12
- ✚ Continually work to improve the quality of our instruction
- ✚ Utilize formative assessments to guide and adjust teaching
- ✚ Improve the teaching of higher order thinking, reasoning, and problem-solving skills across grades and courses to develop self-directed learning skills (Depth of Knowledge)
- ✚ Use standardized testing data to analyze student achievement and growth, inform instruction, and evaluate program effectiveness
- ✚ Continue participation in data meetings facilitated by our capacity builder and/or regional coach to review and discuss data and data trends
- ✚ Effective use of instructional time, every student learning every day
- ✚ Analyze instructional technology needs and continue to build our resources
- ✚ Consistently utilize the ISAT ELA and math interim assessments in grades 3-11
- ✚ Fully implement Mileposts and use it consistently across the district for student data tracking
- ✚ Incorporate science instruction into the elementary specials schedule
- ✚ Implementation of Math 180 Curriculum in the High School Special Education Dept.

Key Indicators

- ✚ Increased proficiency and growth levels on state assessments as defined by the Idaho State Department of Education
- ✚ Proficiency levels on the ACT/SAT indicating that students are college and career ready
- ✚ Grade level and course completion and performance
- ✚ High School graduation rates

Accomplishments

- ✚ The district was awarded a 21st Century grant to support after school and Friday programming
- ✚ The district and school improvement plans have been written to include SMART goals that focus on student achievement in areas marked as needing improvement by the SDE.
- ✚ The district has contracted with the Lee Pesky Center to offer assistance to the elementary school in designing tier two interventions for our strategic students.
- ✚ The district has committed to send at least two certified teachers to the National Title I Conference each year where they are able to choose various workshops over three days to refine teaching practices.
- ✚ The district has committed to send at least four certified teachers to the State ESEA Conference in Boise every other year where they are able to choose various workshops over three days to refine teaching practices and/or attend workshops to help current oversight practices of Title I areas (for administrators).
- ✚ The district continues to utilize a walk thru tool for consistent feedback to teachers at all grade levels PreK-12. Both building administrators and our district capacity builder

utilize this tool and the aggregate data that is collected to guide professional development decisions and implement systems of improvement.

- ✚ The district adopted a new teacher evaluation system for the 2016-2017 school year to align with state mandates. Through this tool, we evaluate all four Charlotte Danielson domains, we collect student and parent input, and we assess student growth. Our teacher evaluation system is also used to guide professional development decisions and implement systems of improvement.
- ✚ The district has opted into the Title III Consortium to have additional resources allocated to the district to help support our ELL students. Through this consortium we have been able to gain access to Imagine Learning, Rosetta Stone, and in house training on the WIDA standards.
- ✚ The district has purchased and implemented technology used in instruction at all grade levels which include: iPads, iClickers, Smart Boards, and Chrome Books.
- ✚ The district has compiled and examined consistent student achievement data where available. The findings have been shared with staff as appropriate.
- ✚ The district works with our regional math coach on a regular basis for consulting on best math instructional practices.
- ✚ The district tracks students at all levels in reading and math to determine the need and success of various interventions.
- ✚ The district collectively participated in the P20 Conference for educators during the summer of 2017; all but one certificated staff member was in attendance.
- ✚ The district was recognized as having the highest IRI scores in the region for spring 2017.
- ✚ The district saw an overall increase in both ELA and math ISAT scores district wide.

Goal 2: Ensure that intervention systems and opportunities for advanced learning are in place to support achievement for all students

Strategies

- ✚ Develop a system for tiered interventions at the K-6 level that effectively utilizes the Title teacher and support aides
- ✚ Develop and implement a literacy plan to address K-3 students who have not met proficiency on the IRI
- ✚ Develop and implement behavior intervention plans for students facing behavioral challenges
- ✚ Develop and implement a comprehensive and aligned K-12 special education system
- ✚ Work towards the goal of having high school students leave Hansen with Core Certification that will transfer to any college or university in preparation for post-secondary schooling
- ✚ Offer frequent remedial services for struggling students
- ✚ Create a college/ post-secondary training wall that highlights Idaho colleges, vocational training facilities, and armed forces each month of the school year

- ✚ Offer individualized IDLA opportunities for students wishing to earn additional dual credit, credit recovery, or partake in expanded course offerings
- ✚ Consistently and effectively use the Career Information System at the secondary level
- ✚ Implement the New Zealand math intervention program at the elementary level
- ✚ Expand college level and dual credit offerings to high school students during the regular school day and offer support on Fridays
- ✚ Offer a FAFSA night at the high school level that includes financial advisors from the college to aide in the college entrance process
- ✚ Offer and fund the PSAT for all sophomores and juniors
- ✚ Participate in the statewide SAT day
- ✚ Adequately document Section 504 and interventions plans for students using the Mileposts student data system
- ✚ Continue to provide after school tutoring and summer school to students to strengthen core skills and support extended learning

Key Indicators

- ✚ Progress monitoring results for students receiving Tier 2 interventions indicating student growth
- ✚ Continual growth in the percentage of high school students electing to complete college level coursework
- ✚ Evidence of strong relationships with community colleges and four-year institutions
- ✚ Percentage of our graduates who are continuing on for post-secondary training
- ✚ Improved and enhanced technology in our schools
- ✚ Reduced percentage of students with failing grades
- ✚ Accurate and appropriate data entered into Mileposts and reviewed by staff regularly
- ✚ Participation and evaluation of the after school/Friday program

Accomplishments

- ✚ The district has continued to expand dual credit course offerings to our students each year, currently we are offering 12 credits (4 classes) for dual credit.
- ✚ The district has secured funding to help offset the cost of dual credit course taking for our students; the district is purchasing the textbooks and providing scholarships to students on an as-needed basis.
- ✚ The district participated in the state's reimbursement plan for early completers this year to help off-set the cost for dual credit seekers.
- ✚ Increased participation in dual credit opportunities
- ✚ The district has created a Behavior Intervention Center (BIC) to help support students with behavioral needs.
- ✚ A multi-tier system of support at the elementary school ensures that screening progress monitoring and intervention processes are in place.
- ✚ The district graduation rate and go-on rate significantly surpass the state average.
- ✚ The district has added remedial math classes to the secondary schedule

- ✚ The district has created a school wide math intervention/enrichment time at the elementary level to occur daily.
- ✚ All sophomores and juniors took the PSAT.

Goal 3: Create relationships with students, families, and the community that demonstrate high expectations for student learning and support their success

Strategies

- ✚ Share staff college experiences with students through teacher education biographies posted in schools
- ✚ Provide opportunities for parents to learn how to support their children’s education
- ✚ Provide alternative and multiple educational opportunities to meet various student needs
- ✚ Cultivate positive relationships with struggling students and parents
- ✚ Use advisory at the secondary level for grade checks and student leadership opportunities that will promote school spirit
- ✚ Provide opportunities for parents and other adults within the community to share their careers and career paths
- ✚ Continue to offer family nights (no entrance fee) at sporting events
- ✚ Develop and implement strategies to promote parent involvement
- ✚ Provide incentives for students to share our high expectations (Husky Highlights wall, Thankful Thursdays, student of the month)
- ✚ Provide clear and consistent expectations for students K-12
- ✚ Participate in Idaho College Week, an opportunity for high school seniors to apply to one or more colleges with the assistance of faculty and college admissions representatives
- ✚ Utilize social media and Power Announce to communicate upcoming school events and other important information

Key Indicators

- ✚ Students come to school prepared to be successful
- ✚ Overall decrease of habitual attendance offenders
- ✚ Improved student performance on standardized tests
- ✚ Faculty evaluations that indicate high levels of teacher performance
- ✚ Parent involvement at family literacy nights, science nights, and math nights
- ✚ Visible evidence of positive learning environments and adult rapport with students
- ✚ An inviting environment that promotes engagement from students and families
- ✚ Increased adult participation at sporting events and academic events
- ✚ Attendance at Parent/Teacher Conferences
- ✚ Parent participation at literacy intervention planning meetings

Accomplishments

- ✚ The district is regularly holding multiple parent events throughout the school year.

During these events parents have an opportunity to come to the school, interact with teachers, and complete academic centered reading, science, and math activities with their children.

- ✚ The district regularly reviews and revises the district strategic plan
- ✚ The district implemented a credit recovery option for students at the high school level who were lacking English credits for graduation; we have also supported independent IDLA and dual credit options giving students the space, resources, and supervision to work outside of regularly scheduled classes.
- ✚ The district offers student financial aid workshops on campus during the year to help students complete their FAFSA.
- ✚ The district sent students in grades 7-12 to the CSI campus to participate in Junior Achievement where they learned about various careers and had opportunities to participate in mock interviews.
- ✚ Student and parent surveys are regularly deployed to assess areas of teaching and learning.
- ✚ The district continues to achieve a high student attendance rate each year.
- ✚ The district has a high percentage of parents who participate in back to school night and parent/teacher conferences.

Goal 4: Hire, develop, and retain professional, engaged, and effective employees

Strategies

- ✚ Develop and implement a quality mentoring program for new and struggling employees
- ✚ Utilize data from student and parent evaluations of teachers and administrators to provide constructive feedback and improve instruction
- ✚ Continue working with regional coaches to develop instructional strategies that align to the common core
- ✚ Continue full implementation of the Charlotte Danielson evaluation model
- ✚ Continually align professional development with current development needs
- ✚ Continue using the walk thru tool, aligned to Charlotte Danielson
- ✚ Celebrate our successes
- ✚ Continue to utilize student performance data for administrator and teacher evaluation
- ✚ Acknowledge and encourage the efforts of effective teachers and staff
- ✚ Effectively utilize leadership premiums to reward instructional staff for increased responsibilities
- ✚ Continue to secure funding that will support retaining positions that are difficult to fill and compensate those who are taking on additional responsibilities
- ✚ Support teachers is obtaining master teacher status

Key Indicators

- ✚ Retention rates of quality employees

- ✚ Percent of teachers who fall into the “master teacher” category as tiered licensure becomes a reality
- ✚ Improved performance on annual measurable outcomes as developed by the State Department of Education
- ✚ Participation in professional development opportunities
- ✚ Staff Retention
- ✚ Percent of proficient evaluations
- ✚ Survey Results

Accomplishments

- ✚ District administrators have utilized data from teacher evaluations to inform employment decisions and remediate trends as they become visible among the teaching staff.
- ✚ The district experienced a very successful Federal Programs audit with significantly reduced findings.
- ✚ The district special education program has been rated as “meets requirements” for several consecutive years.
- ✚ The district has begun a collection of data from parents and students to help inform teachers as to how they can improve their current practices.
- ✚ The district is using a combination of teacher designed SMART goals and student surveys to inform teacher evaluations.
- ✚ All administrators are certified Charlotte Danielson evaluators
- ✚ Leadership premiums have been disseminated throughout the district to compensate teachers for increased responsibilities.
- ✚ The district has used a survey from the Center on Educational Effectiveness for two years to assess progress on the Nine Characteristics of Highly Effective Schools, teacher teams review results and suggest strategies for improvement.
- ✚ The district offered and paid for teacher attendance at the annual P20 Conference.
- ✚ The district offers financial assistance for individualized professional development opportunities.
- ✚ The district currently has 100% of our faculty fully licensed.

Goal 5: Ensure a safe school environment in well-maintained facilities

Strategies

- ✚ Continue to pass our supplemental levy until state funding is adequate for current operations
- ✚ Explore various funding opportunities to accomplish facility goals
- ✚ Constantly review, revise, and align district and building policies to promote a safe school environment
- ✚ Promote a healthy and diverse social, physical, and emotional environment for students and staff

- ✚ Consistently assess and prioritize facility maintenance needs

Key Indicators

- ✚ Student discipline reports that indicate the level of in-school and out-of-school suspensions
- ✚ Evaluation and restoration of district facilities
- ✚ Maintenance of district facilities to be visually appealing to the community
- ✚ Evidence that district and building policies are regularly revised to promote a safe school environment
- ✚ Maintenance of emergency and crisis policies and procedures
- ✚ Continue Bully Awareness Week with a consistent anti-bullying message K-12
- ✚ Preventative maintenance of school facilities

Accomplishments

- ✚ The district has continued the current \$290,000 supplemental levy for two years allowing for remediation of facility and maintenance issues.
- ✚ The district is working to prioritize how the supplemental levy will be allocated, and regularly revisits different ways to address existing and new needs.
- ✚ The district has secured a plant facility levy in the amount of \$100,000 for five years to address our ongoing maintenance needs.
- ✚ The district has made significant improvements to district facilities as recommended by the state inspector

Goal 6: Responsibly manage all available resources to support district needs

Strategies

- ✚ Maintain and communicate transparency in budgetary actions
- ✚ Research and pursue multiple funding avenues
- ✚ Plan to replenish reserves and maintain an adequate fund balance each fiscal year
- ✚ Adequately communicate district needs to the community

Key Indicators

- ✚ Total grant awards each fiscal year
- ✚ Fiscal accountability as described in the annual audit
- ✚ Higher reserve balances at the conclusion of each year until we reach our reserve goal
- ✚ Transparency in budgetary actions

Accomplishments

- ✚ The district makes every attempt to be very transparent in all budgetary actions, our budget is posted to the district website, and questions regarding the budget are welcome at the district office
- ✚ The district experienced a substantial increase in our fund balance this year, and we anticipate that we will continue to increase our fund balance so that we have an acceptable level of reserve.
- ✚ The district has secured several grants and donations to support teaching and learning:

- Total Grant/Donation Awards for 2014- \$21,500
- Total Grant/Donation Awards for 2015- \$313,700
- Total Grant/Donation Awards for 2016- \$215,700
- Total Grant/Donation Awards for 2017 to Date- \$968,084

Goal	Performance Measure/Indicator	SY 2017	SY 2016	SY16-SY17 Improvement	Benchmark/ Performance Target	
Increase the number of students meeting the college ready benchmark in math 10% each year to meet state target by 2020 (new SAT test in 2015-2016)	# and % of students meeting college ready benchmark in math on the SAT	20.8%	20%	.8%	60% state target (10% annual improvement)	
		24	5	All juniors tested	10% increase each year	
Increase the number of students meeting the college ready benchmark in reading by 10% each year.	# and % of students meeting college ready benchmark in reading and writing on the SAT	33%	80%	All juniors tested	75% (10% annual improvement)	
		24	5		20% increase	
Develop learning plans in grade 8 and review learning plans every year in every grade.	# of learning plans (developed in grade 8) and reviewed in each grade	16 reviewed 100%	0	Significant improvement	100% reviewed annually (116)	
Increase the Go On rate to a consistent 80% after one year of graduation	# and % of students who go on to some form of postsecondary education 1yr after graduation in *Data is from 2014 and 2015		9	Among highest rates in Idaho high schools	Increase Go On rate to 80% of grads	
		82%	82%			
Increase the Go On rate to 85% after 2 nd year following graduation.	# and % of students who go on to some form of postsecondary education 2yr after graduation		N/A (no data)		Increase Go On rate to 85% of grads	
Implement college and career advising plan to ensure that 100% of students receive advising and/or mentoring.	# of students receiving/participating in college and career advising and mentoring by grade level	12	100%	50% of students	ALL students receive advice or mentoring	100% of students in grades 8-12
		11				
		10				
		9				
		8				
All students will be prepared to transition from middle school/Jr. high to high school	Percent of students scoring proficient or advanced on 8 th grade math ISAT	6%	20%	Included in school goals for 17-18	40% proficiency (state target)	

All students will be prepared to transition from middle school/Jr. high to high school	Percent of students scoring proficient or advanced on the 8 th grade ELA ISAT	33%	48%	Included in school goals for 17-18	53% proficiency (state target)
All students will be prepared to transition from elementary school to middle school/Jr. high school	Percent of students proficient or advanced on the 6 th grade Math ISAT	23%	25%	New intervention program for 17-18	40% proficiency (state target)
All students will be prepared to transition from elementary school to middle school/Jr. high school	Percent of students scoring proficient or advanced on the 6 th grade ELA ISAT	27%	37.5%	No improvement	51% Proficiency (state target)
All students will be reading at grade level by the end of 3 rd grade (4 th grade reading readiness)	# and % of grade 3 students identified as reading at grade level on the Spring IRI	87%	69%	Improvement of 18%	73% (state target)
		30	20		
Average number of students reaching proficiency will continue to exceed the state average.	# and % of grade 2 students identified as reading at grade level on the Spring IRI	78%	82.1%	Dip in improvement	83% target
		23	23		
Average number of students reaching proficiency will continue to exceed the state average.	# and % of grade 1 students identified as reading at grade level on the Spring IRI	75%	82.6%	Dip in improvement	83% target
		28	19		
Average number of students reaching proficiency will continue to exceed the state average.	# and % kindergarten students identified as reading at grade level on the Spring IRI	93%	93.9%	Steady achievement	94% proficiency
		28	31		
Average number of students reaching proficiency will continue to exceed the state average.	Percent of students who scored proficient or advanced on the ELA section of the Grade 3 ISAT	55%	44.8%	Significant growth of 10 percentage points	Meet 50% state target
Average number of students reaching proficiency will continue to exceed the state average.	Percent of students who scored proficient or advanced on the ELA section of the Grade 4 ISAT	24%	38.2%	No improvement	Meet 50% state proficiency
All students will meet grade level proficiency on the STAR reading assessment.	Percent of students in Grade 2 who scored at or above grade level on STAR reading	92%	88%	Growth of 4 percentage points	100% at grade level
All students will meet grade level proficiency on the STAR reading assessment.	Percent of students in Grade 3 who scored at or above grade level on STAR reading	83%	77%	Growth of 6 percentage points	100% at grade level
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94.8%	95%	Steady	97%
Increase teacher engagement	Number of hours of job embedded professional	50 hours	50 hours	No Change	50 hours

	development				
Increase teacher planning	Number of subject level multi-grade teacher teams	14 Teams	14 Teams	No change	14 Teams
Support new and transitioning teachers	Number of hours available for mentor teachers to mentor or observe/team teach	10 hours	10 hours	No Change	15 hours
Support new and transitioning teachers	% of new teachers (within first three years) assigned a mentor/participate in district mentor program	100%	100%	No Change	100%