

Hansen School District 415

Combined District Plan

2020-2021

District Continuous Improvement Plan

District Literacy Plan

District College and Career Advising Plan



Approved September 21, 2020

**550 Main Street South
Hansen, Idaho**

**HANSEN SCHOOL DISTRICT # 415
COMBINED DISTRICT PLAN 2020-2021**

- Continuous Improvement Plan
- College and Career Advising Plan
- Literacy Intervention Plan

School District	# 415	Name: Hansen School District
Superintendent	Name: David Carson	Phone: (208)423-5593
	Email: dcarson@hansenschools.org	
Plan Contact	Same as above	

Mission and Vision

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 enroll in postsecondary education or productively enter the work force 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	11
Hansen Elementary School	K-6	170
Hansen Junior/Senior High School	7-12	157
Total	PreK-12	338

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Demographics

	Individual Populations	% or #
Hansen School District (Preschool-12th Grade)	Special Education	38 students or 11%
	Limited English Proficiency	40 students or 12%
	White	211 Students or 62%
	Hispanic	103 students or 30%
	Asian	4 students or 1.1%
	Black	4 students or 1.1%
	Indian	8 students or 2.38 %
	Female	167 students
	Male	171 students

Free and Reduced Lunch	2019-2020	2018-2019	2017-2018
Hansen School District	70%	68%	70%

District 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

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- ✚ 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

District Assets

- ✚ 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.
- ✚ Elementary students consistently meet or exceed 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

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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 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 3-10
- ✚ 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.
- ✚ Implementation of ISAT growth goal setting and reflection with students in grades 7-10

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
- ✚ High school college and career readiness

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 State Department of Education.

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- ✚ 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. Building administrators utilize this tool and the aggregate data that is collected to guide professional development decisions and implement systems of improvement.
- ✚ The district continues to use a teacher evaluation system that aligns with state mandates. Through this tool, we evaluate all four Charlotte Danielson domains, collect student and parent input, and 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, 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 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 participates in the P20 Conference for educators.
- ✚ The elementary scored higher than the state average on the Istation in the spring of 2019.

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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 Istation
- ✚ Develop and implement behavior intervention plans for students facing behavioral challenges
- ✚ Develop and implement a comprehensive and aligned K-12 special education system
- ✚ Offer frequent remedial services for struggling students
- ✚ 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 Rocket math and New Zealand interventions at the elementary level
- ✚ Expand college level and dual credit offerings to high school students
- ✚ Offer a FAFSA night at the high school to assist parents in filling out the application
- ✚ Offer and fund the PSAT for all 8th -11th grade students
- ✚ 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

- ✚ Provide dual credit opportunities on and off campus

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- ✚ 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 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 take the PSAT. Beginning in the fall of 2019, 8th and 9th graders will also be tested.

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

Strategies

- ✚ 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
- ✚ Implement a CORE Advisory curriculum at the Junior High/High School that focuses on social emotional health.
- ✚ 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

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- ✚ 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 offers student financial aid workshops on campus during the year to help students and parents complete their FAFSA
- ✚ 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
- ✚ Started a parent advisory committee summer of 2020

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 (not funded Statewide for the 2020-2021 school year)
- ✚ 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

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Key Indicators

- ✚ 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 in its compliance measures and accountability and recently received a Level 1 Determination for its Results Driven Accountability (RDA), which is highest possible score, for its outcomes and performance for students with disabilities.
- ✚ 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. (not funded Statewide for the 2020-2021 school year)
- ✚ The district offered and paid for teacher attendance at the annual P20 Conference.
- ✚ The district offers financial assistance for individualized professional development opportunities.

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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 increased and continued our plant facility levy to \$200,000 for five 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 made significant improvements to district facilities as recommended by the state inspector

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<u>Goal 6:</u> Responsibly manage all available resources to support district needs
<u>Strategies</u> <ul style="list-style-type: none">✚ 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
<u>Key Indicators</u> <ul style="list-style-type: none">✚ 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
<u>Accomplishments</u> <ul style="list-style-type: none">✚ 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 works to secure grants and donations every year to support teaching and learning:

Community Involvement

Community involvement in the development of the Combined District Plan (or CIP and Literacy Plan)

Hansen School District strives to include our parents and community members each year in the revision of our Combined District Plan. A district parent advisory group was formed in 2019 to help increase the input and provide more guidance and direction.

Parent Notification of College and Career Advising and Mentoring Services

Hansen School District posts college and career advising information in our Student and Parent Handbook which is given to and reviewed by all students and parents each year. We sponsor a “senior parent night” where we invite all seniors and their parents to come in to school to learn more about scholarship opportunities, Idaho College Application Week, FAFSA, etc. We also

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sponsor multiple FAFSA nights where they can come in to get personalized help on filling out the FAFSA. Throughout the school year, we notify parents and students about important information and opportunities via our email and auto-dialer systems as well as our Hansen Jr/Sr High Facebook account.

Parental Involvement in Students' Individual Reading Plans

At Hansen Elementary we sent letters home after each Istation assessment to inform parents of their child's progress. With these letters we encourage parents to contact the school with any questions. At our fall and spring parent-teacher conferences we set conference times with our two title teachers in addition to the classroom conference to review each student's individual reading plan and make any changes. We set these conferences for all students that score a 2 or a 3.

Literacy Intervention Program

Literacy Program Summary

After testing students on the fall Istation the two title teachers, along with the grade level teacher(s) reviewed the results to create groups for the students. The groups ensure students that scored a 2 will receive 30 additional hours of reading intervention and those students that scored a 3 will receive 60 additional hours. Students will have intervention in the morning for those scoring a 2 and an intervention in the morning and afternoon for those scoring a 3 in kindergarten and first grade. In second and third grade they will work in small title groups for a longer period of time.

We use Istation results and our universals screeners to create groups and diagnostic further. Each grade level spends 90 minutes teaching Journeys (reading and language) as the Tier 1 instruction. Our Tier II students work in small groups to get instruction at their level, based on assessments given. Tier II instruction comes from Istation, Phonics for Reading, Journeys intervention, and Rewards.

The focus of the groups varies but may include phonemic awareness, decoding, vocabulary, comprehension, or fluency.

For any students that are not growing they will be taken to the CST team for further screening and monitoring.

Parents of students in K-3 are notified of their child's Istation results in the fall and spring. Our two title teachers set up a conference time with parents, whose child scored a 2 or 3. In addition to meeting with their child's classroom teacher, parents are encouraged to attend a conference

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with a title teacher where they can explain Istation results and what their child is doing during their intervention time.

All teachers at the elementary are using the same reading curriculum, Journeys. The classroom teachers work with title and the ELL teacher to provide consistency for the students. We have purchased Istation to allow students to practice daily and to monitor progress monthly. Our school diagnostics have not changed. Kindergarten students are given the letter name frequency and letter sound frequency. In first grade the emerging literacy survey and grades 2-6 the MAZE and RCMB's are given. As an elementary we realize that flexibility is crucial as we work to meet the needs of our students. We try to hone in on each student's weakness to provide intervention that will help them reach or exceed grade level expectations. We use research based materials and we track our students to monitor their progress. Students in grades 3-6 take the interim ISAT test in the winter. Interventions are documented in Milepost and closed at the end of the year.

Teachers are given the opportunity to take classes that will support them in their reading instruction. Collaboration is vital and teachers do this during weekly title/grade level collaboration meetings as well as monthly in our K-2 and 3-6 grade band meetings.

In addition to in class interventions, all students are given the opportunity to attend our after school program, Impact Club. Impact Club is Monday-Thursday from 4:00-5:30. During this time they get homework support and enrichment. Impact Club is also held every Friday from 8:00-2:00. One Friday each month the district has a Student Success Day where all students are invited and encouraged to attend to get support from their classroom teacher. Each fall we set goals as an elementary. Our goals include are schoolwide for Istation and ISAT. In setting our goals, we look at our previous year's results and the state's results when setting our goals.

Comprehensive Literacy Plan Alignment

Using the four essential elements in section III as our guide, the elementary principal collaborates by attending the Region IV principal meetings, IASA, and communicating by email and phone with neighboring principals.

In the past, we have worked closely with the Regional Math Coach to improve our math instruction as well as former reading coaches that now serve as Capacity Builders to work with our primary teachers and title teachers to align instruction and practices. Hansen Elementary has a K-2 grade band and a 3-6 grade band that meet monthly. At the grade band meetings topics include instruction, instruction alignment, testing preparation, testing results, PBIS, and

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book talks. Our grade band meetings allow our newer teachers to collaborate with our veteran teachers by sharing ideas and asking questions in a non-threatening environment. As a staff we do a book study each year. In the past the book has been the same. During the 2019-20 school year the staff will be able to choose among a selected book list.

Elementary staff conduct peer observations 3-4 times each school year. The forms they use for the observation have varying components to watch for within the lesson. The teachers then share their feedback with the staff they were observing as well as the principal. Staff are encouraged to visit teachers in other districts to observe and collaborate. The elementary principal conducts at least one walk through each month providing feedback to the teacher. The ELL teacher plans with the grade level teachers to provide instruction that will support what is being taught in the general education classroom. The title teachers meet bi-weekly with the classroom teachers to review data and curriculum.

To screen and progress monitor we use Istation, STAR reading, CBMs, and MAZE. Our kindergarten tests letter name and letter sound and first grade administers Houghton Mifflin’s letter sound emerging literacy survey.

College and Career Advising and Mentoring Program
College and Career Advising Model

	Model Name	<u>Additional Details</u>
	School Counselor	
	Teacher or paraprofessional as advisor	
	Near Peer Mentoring	
	Virtual or Remote Coaching	
	GEAR UP	
	Transition Coordinator	
	Student Ambassadors	
X	HYBRID (please list all models used in details)	School Counselor (grades 8-12) and GEAR UP (grades 8-9)

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Advising Program Summary

During the 2020-21 school year, Hansen School District plans to implement the following college and career advising program:

Grade 12	<ul style="list-style-type: none"> • Advanced Opportunities – make sure students are aware of opportunities and Dual Credit and Fast Forward registration deadlines • Idaho College Application Week - October 2020 • Senior Parent meeting – discuss college application process, scholarships, FAFSA, etc. • FAFSA nights for students and parents • Attend the Idaho State Virtual College Fair • Utilize Next Steps Idaho – follow suggested curriculum for 12th grade • College campus visits – bus students to CSI for various student events, as well as college/university campuses in Eastern and Western Idaho – if offered • Attend Tech Expo at ISU College of Technology – if offered • Offer ACT testing to students who wish to take the ACT • Attend an etiquette luncheon at CSI • Hispanic seniors attend Idaho Hispanic Youth Leadership Summit
Grade 11	<ul style="list-style-type: none"> • Advanced Opportunities – make sure students are aware of opportunities and Dual Credit and Fast Forward registration deadlines • Review 4 year learning plans using course book, graduation progress and transcript • Administer the PSAT test to all juniors – review feedback with students; import results into Khan Academy account • Attend Junior Achievement Inspire-to-Hire – if offered • Administer SAT in April; utilize Khan Academy for preparation • Utilize Next Steps Idaho – follow suggested curriculum for 11th grade • College campus visits – bus students to CSI for various student events, as well as college/university campuses in Eastern and Western Idaho – if offered • Attend Tech Expo at ISU College of Technology – if offered • Offer ACT testing to students who wish to take the ACT • Attend the Idaho State Virtual College Fair • Hispanic seniors attend Idaho Hispanic Youth Leadership Summit

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Grade 10	<ul style="list-style-type: none"> ● Advanced Opportunities – make sure students are aware of opportunities and Dual Credit and Fast Forward registration deadlines ● Review 4 year learning plans using course book, graduation progress and transcript ● Administer the PSAT test to all sophomores – review feedback with students; import results into Khan Academy account ● Utilize Next Steps Idaho – follow suggested curriculum for 10th grade ● Attend Tech Expo at ISU College of Technology – if offered
Grade 9	<ul style="list-style-type: none"> ● Advanced Opportunities – make sure students are aware of opportunities and Dual Credit and Fast Forward registration deadlines ● Review 4 year learning plans using course book, graduation progress and transcript ● Administer the PSAT test to all freshmen– review feedback with students; import results into Khan Academy account ● Utilize Next Steps Idaho – follow suggested curriculum for 9th grade ● Attend Tech Expo at ISU College of Technology – if offered ● Attend Junior Achievement Inspire-to-Hire – if offered ● Fulfill GEAR UP program requirements
Grade 8	<ul style="list-style-type: none"> ● Advanced Opportunities – make sure students are aware of opportunities and Dual Credit and Fast Forward registration deadlines ● Develop 4 year learning plans using course book; learn about graduation requirements ● Administer the PSAT test to all 8th graders– review feedback with students; import results into Khan Academy account ● Utilize Next Steps Idaho – follow suggested curriculum for 8th grade ● Attend Girls Going Tech at Micron in Boise – if offered ● Utilize IDLA “8th Grade Career Exploration” for all students ● Attend Junior Achievement Inspire-to-Hire – if offered ● Fulfill GEAR UP program requirements

Parent Notification of College and Career Advising and Mentoring Services

Hansen School District posts college and career advising information in our Student and Parent Handbook which is given to and reviewed by all students and parents each year. We sponsor a “senior parent night” where we invite all seniors and their parents to come in to school to learn

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more about scholarship opportunities, Idaho College Application Week, FAFSA, etc. We also sponsor multiple FAFSA nights where they can come in to get personalized help on filling out the FAFSA. Throughout the school year, we notify parents and students about important information and opportunities via our email and auto-dialer systems as well as our Hansen Jr/Sr High Facebook account.

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS

LEA #	415	LEA Name:	Hansen School District
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METRICS

LINK to LEA / District Report Card with Demographics and Previous Data (required):	https://idahoschools.org/districts/415/profile
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Continuous Improvement Measures - Current & Previous Year Benchmarks (All Section I data is required)

Goal	Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-2020 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
		2019 cohort	2020 cohort
All students will be college and career ready	4-year cohort graduation rate	85.0%	85.0%
	% students who meet the college ready benchmark on the college entrance exam (SAT/ACT)	40.0%	40.0%
All students will be prepared to transition from middle school / junior high to high school	% students who score proficient on the 8th grade math ISAT	41.0%	45.0%
	% students who score proficient on the 8th grade ELA ISAT	54.0%	55.0%
All students will be prepared to transition from grade 6 to grade 7	% students who score proficient on the 6th grade math ISAT	39.0%	40.0%
	% students who score proficient on the 6th grade ELA ISAT	54.0%	55.0%
All students will demonstrate the reading readiness needed to transition to the next grade	% students who score proficient on the Kindergarten Spring IRI	70.0%	70.0%
	% students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
	% students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
	% students who score proficient on the Grade 3 Spring IRI	72.0%	72.0%

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS

Section II: Report of Progress Narrative (required)

Instructions: In the provided box, please address the following: 1) the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Continuous Improvement Measures (as shown in Section I); and 2) how your results reflect the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

In regards to the IRI, we were on track with our fall and winter tests to reach our benchmarks. We have used the same benchmark goals because we are not sure how much students retained during the COVID closure, but we wanted to reach the goals we were striving to meet in the Spring of 2020.

Section III: Additional Continuous Improvement Measures (All Section III Metrics are optional)

Goal	Performance Metric	SY 2018-19 (Yr 1)	SY 2019-20 (Yr 2) if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	% students who participate in one or more advanced opportunities	44.0%	42.0%	50.0%
	% CTE track HS students who graduate with an industry-recognized certification	8 students	N/A	5 Students
	% CTE track HS students who pass the CTE-recognized workplace readiness exam	2 Students	N/A	2 Students

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS

Section IV: Required College and Career Advising Performance Metrics (All Section IV data is required)

Goal	Performance Metric	SY 2018-19 (Yr 1)		SY 2019-20 (Yr 2) if available		2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
All students will be college and career ready	# of HS students who graduate with an associate's degree or a CTE certificate	1		1		1
	% of students whose learning plans are reviewed annually by grade level	8th grade	100.0%	8th grade	100.0%	100.0%
		9th grade	100.0%	9th grade	0.0%	100.0%
		10th grade	100.0%	10th grade	90.0%	100.0%
		11th grade	100.0%	11th grade	90.0%	100.0%
		12th grade	100.0%	12th grade	90.0%	100.0%
	# students who Go On to some form of postsecondary education within 1 year of HS graduation	# Enrolled	# 2018 cohort	# Enrolled	# 2019 cohort	Not Required
		10	21	14	25	
	% students who Go On to some form of postsecondary education within 1 year of HS graduation	47.6%		56.0%		60.0%
	# students who Go On to some form of postsecondary education within 2 years of HS graduation	# Enrolled	# 2017 cohort	# Enrolled	# 2018 cohort	Not Required
10		17	11	21		
% students who Go On to some form of postsecondary education within 2 years of HS graduation	58.8%		52.4%		60.0%	

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS

Section V: College and Career Advising - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
% of high school seniors who applied to at least one post-secondary institution	100%	100%	100%

Section VI: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-2021 Performance Targets)
The average of K-3 IRI will be higher than the average of the state K-3 IRI scores.	73.9% (state 69.7%)		Not available	74.0%
Hansen Elementary K-3 Spring average will be higher than previous year's K-3 Spring average.	73.9%		Not available	74.0%

COMBINED DISTRICT PLAN (2020-2021)

METRICS AND DEMOGRAPHICS

Section VII: Notes (Optional space for contextual information about data and/or Benchmark-setting process for Sections I - VI)

NOTES:

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LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

METRICS

LEA #	415	LEA Name:	Hansen School District
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METRICS

LINK to LEA / District Report Card with Previous Data (required for use of this template):	https://idahoschools.org/districts/415/profile
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Please Note: Due to school closures in Spring 2020, data on the report card will be incomplete for the 2019-2020 school year.

Section I: Reading Readiness Performance Metrics (All Section I data is required)

Performance Metric	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
% of students who score proficient on the Kindergarten Spring IRI	70.0%	70.0%
% of students who score proficient on the Grade 1 Spring IRI	80.0%	80.0%
% of students who score proficient on the Grade 2 Spring IRI	75.0%	75.0%
% of students who score proficient on the Grade 3 Spring IRI	72.0%	72.0%

Section II: Literacy Intervention - LEA Chosen Performance Metrics (at least 1 required)

Performance Metric	SY 2018-19 Results	2019-20 Benchmarks (LEA Chosen 2019-20 Performance Targets)	SY 2019-20 Results if available	2020-21 Benchmarks (LEA Chosen 2020-21 Performance Targets)
Score higher than the state average on the IRI in K-3 (average of K-3)	73.9% (state 69.7%)		Not Available	74.0%
Hansen Elementary (K-3) Spring average will be higher than previous year's K-3 Spring average.	73.9%		Not Available	74.0%

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

METRICS

Section III: Report of Progress Narrative (required)

Instructions: In the provided box, please address the progress your LEA made towards your established 2019-20 Benchmark goals associated with the Reading Readiness and LEA-chosen Performance Metrics (as shown in Section I and Section II) and how that data demonstrates the effectiveness of your LEA's Literacy Intervention Plan. You may expand the size of the box, if needed. Note - you are not expected to provide data unavailable due to 2019-20 school closures. Please do your best to reflect on any pre-closure information you have available.

In our 2019-2020 plan Hansen Elementary set the goal to meet or exceed state growth at each grade level, K-3 on the IRI. With the school closure Hansen Elementary was unable to assess for the Spring IRI. For the 2020-2021 school year Hansen Elementary has set a goal to score higher than the previous year on the Spring IRI.

Section IV: Notes (Optional space for contextual information about data and/or Benchmark-setting process)

NOTES:

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

PROPOSED LITERACY BUDGET - PART 3

LEA Number and Name:	#415 Hansen School District
Estimated Total Literacy Funding for 2020-2021 :	\$27,918.00

PERSONNEL COSTS					Proposed Budget	
Position / Item	Details	FTE	Cost Per FTE	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Literacy Paraprofessionals	4 Paraprofessionals, 15 hrs per week x \$12 per hour	1.5	24,960.00	37,440.00	37,440.00	0.00
Part time 3rd grade teacher	4 hours/day 4 days/week am only	0.5	34,936.70	17,468.35	20,890.4	0.00
				0.00		0.00
Benefits	Taxes	0.5	6,844.10	3,422.05	3,422.05	0.00
Personnel Subtotal				20,890.40	20,890.40	0.00
PROGRAMS / CURRICULA COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Online Reading Curriculum	Licenses for all students who need interventions	29	56.00	1,624.00	1,200.00	424.00
Fountas & Pinnell Reading Collection	Classroom Independent Reading Collection, Grade K	1	1,200.00	1,200.00	1,200.00	0.00
Letters kit	Lakeshore classroom magnetic letters kit (upper and lower case separately)	6	49.99	299.94	299.94	0.00
Fountas & Pinnell Reading Minilessons Book	Kindergarten reading minilessons	4	99.00	396.00	396.00	
Fountas & Pinnell Classroom Interactive Read-Aloud Collection, Grade K	25 text sets for kindergarten	1	1,080.00	1,080.00	1,080.00	
Fountas & Pinnell Classroom Book Clubs, Grade K	Book Club set for kindergarten students	1	1,216.00	1,216.00	1,216.00	
Fountas & Pinnell Classroom Shared Reading Collection, Grade K	Full grade system based on shared reading, guided reading, interactive, independent, phonics, spelling, and word study, minilessons for grades K-3	1	3,575.00	3,575.00	2,835.66	739.34
Programs / Curricula Subtotal				7,766.94	7,027.60	739.34
TRANSPORTATION COSTS (NOTE: Literacy Funds may not be used in excess of \$100 per student for transportation)					Proposed Budget	

LITERACY INTERVENTION PROGRAM PLAN (2020-2021)

PROPOSED LITERACY BUDGET - PART 3

Item	Details	# Students	Cost Per Student	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Bussing	Roundtrip for eligible students for summer school	29	330.00	9,570.00	2,900.00	6,670.00
				0.00		0.00
Transportation Subtotal				0.00	0.00	0.00
OTHER COSTS					Proposed Budget	
Item	Details	# Items	Cost Per Item	Total Cost	Amount from Literacy Funds	Amount from Other Funds
EXAMPLE: Tablet computers	1 per eligible student for using online early literacy program	29	600.00	17,400.00	14,400.00	3,000.00
				0.00		0.00
				0.00		0.00
Other Costs Subtotal				0.00	0.00	0.00
TOTAL COSTS & BUDGET				\$28,657.34	\$27,918.00	\$739.34