

Hansen School District #415

Continuous Improvement Plan

2016-2019

Approved September 19, 2016

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	13
Hansen Elementary School	K-6	204
Hansen Junior/Senior High School	7-12	131
Total	PreK-12	348

Demographics:

<u>District</u>	<u>Individual Populations</u>
Hansen School District	Special Education- 12.1% Limited English Proficiency- 7% White- 59.2% Hispanic- 32.5% Asian- .58% Black- 2.9% Indian- 1.7% Female- 46.8% Male- 53.2%

ISAT Data Annual Measurable Objectives

<u>Math Proficiency</u>	<u>2015-2016</u>	<u>2014-2015</u>
Hansen School District	25%	34.2%
State	42%	40.3%
<u>Language Proficiency</u>	<u>2015-2016</u>	<u>2014-2015</u>
Hansen School District	39.3%	48%
State	53%	52.1%

Idaho Reading Indicator Spring

<u>IRI Proficiency</u>	<u>2015-2016</u>		<u>2014-2015</u>		<u>2013-2014</u>		<u>2012-2013</u>	
	District	State	District	State	District	State	District	State
<u>Kindergarten</u>	93.9%	78.4%	96.0%	79.1%	84.6%	79.2%	96.4%	82.0%
<u>1st Grade</u>	82.6%	68.1%	83.3%	67.8%	70.6%	68.7%	80.0%	71.9%
<u>2nd Grade</u>	82.1%	68.9%	93.1%	68.4%	81.3%	70.2%	76.5%	71.2%
<u>3rd Grade</u>	69%	72.9%	69.7%	73.6%	36.7%	74.0%	68.4%	75.8%

Free and Reduced Lunch

	<u>2015-2016</u>	<u>2014-2015</u>
<u>Hansen School District</u>	77%	72%

Graduation Rate

	<u>2015-2016</u>	<u>2014-2015</u>	<u>2013-2014</u>
<u>Hansen Junior/Senior High School</u>	Not Yet Confirmed	78.6%	92%

College and Career Readiness

	<u>2015-2016</u>	<u>2014-2015</u>
<u>Average Math SAT Score</u>	494	418
<u>Average Evidence-Based Reading and Writing SAT Score</u>	516	411
<u>Average Writing SAT Score</u>	(N/A with New SAT)	405
<u>Number of Advanced Opportunities</u>	5 Courses	4 Courses

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 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
- ✚ 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 or so 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 and the third grade IRI
- ✚ 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 a higher level of achievement

- ✚ 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 with a limited operating 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

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-5 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
- ✚ Continue offering 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
- ✚ Explore community partnerships for students to engage in on Fridays
- ✚ Adequately document interventions for students using the Mileposts student data system

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, using this time 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 Application 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, the website, and power announce to communicate upcoming school events and other important information

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
- ✚ Rewrite the current walk thru tool for teacher observation to be more closely aligned with Charlotte Danielson and therefore more useful to teachers and administrators
- ✚ 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

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

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 Performance Indicators:

<u>Area of Performance</u>	<u>Key Indicators</u>
<p><u>Goal 1:</u> Ensure students will meet or exceed state proficiency averages in English Language Arts, Math, and Science</p>	<ul style="list-style-type: none"> ✚ Increased proficiency and growth levels on state assessments as defined by the Idaho State Department of Education ✚ Proficiency levels on the ACT/SAT and COMPASS that indicate students are college and career ready ✚ Grade level and course completion and performance ✚ High school graduation rates
<p><u>Goal 2:</u> Ensure that intervention systems and opportunities for advanced learning are in place to support achievement for all students</p>	<ul style="list-style-type: none"> ✚ 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

<p><u>Goal 3:</u> Create relationships with students and families that demonstrate high expectations for their learning and support their success</p>	<ul style="list-style-type: none"> ✚ 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 ✚ 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
<p><u>Goal 4:</u> Hire, develop, and retain professional, engaged, and effective employees</p>	<ul style="list-style-type: none"> ✚ 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
<p><u>Goal 5:</u> Ensure a safe school environment in well-maintained facilities</p>	<ul style="list-style-type: none"> ✚ Student conduct reports that indicate the level of in school and out of school suspensions ✚ Evaluation and restoration of district facilities to be in working condition ✚ Maintenance of district facilities to be visually appealing to the community ✚ Evidence that district and building policy are constantly revised and promote a safe school environment ✚ Maintenance of emergency and crisis policies and procedures ✚ Continue our Bully Awareness Week with a consistent anti-bullying message K-12 ✚ Preventative maintenance of school facilities that are currently in good condition
<p><u>Goal 6:</u> Responsibly manage all available resources to support district needs</p>	<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

Progress to Date:

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

Accomplishments

- ✚ The district has developed and continued to fund summer school opportunities at the elementary level through the award of a SIG grant.
- ✚ 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 implemented an after school tutoring program for grades K-6 through the award of a SIG grant.
- ✚ The district has committed to send elementary certified staff 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 elementary 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 developed a walk thru tool for consistent feedback to teachers at all grade levels PreK-12. All three 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 annually adopts a new teacher evaluation system 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 has adopted a new math curriculum for grades K-6, Eureka Math. All teachers had an opportunity to attend several days of professional development on the new curriculum.
- ✚ The district partnered with Idaho Leads to bring professional development to teachers PreK-12 in the areas of: instructional technology, assessing learning, student engagement, and depth of knowledge.
- ✚ The district has adopted a new English Language Arts curriculum for grades K-6, Journeys.
- ✚ 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 to determine the need and success of various interventions.
- ✚ The district collectively participated in the P20 Conference for educators during the summer of 2016.

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

Accomplishments

- ✚ The district has continued to expand dual credit course offerings to our students each year, currently we are offering 15 credits (5 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 has seen an increase in the numbers of students taking advantage of advanced opportunities.
- ✚ The district has changed the frequency of student success days (once per month), including enrichment opportunities for students at the elementary level.
- ✚ The district has worked to ensure that all IEP meetings include an option for a BIP (behavior intervention plan). We also consider BIP options when we conduct child study team meetings for students who are not served by an IEP.
- ✚ A multi-tier system of support at the elementary school ensures that screening progress monitoring and intervention processes are in place.

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

Accomplishments

- ✚ The elementary school 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, math, and science activities with their children.
- ✚ The district regularly reviews and revises the district strategic plan inviting members of

the community to participate.

- ✚ 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 has begun offering 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.

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

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 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 elementary school 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 junior high/high school will now also have access to the CEE Survey.

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

Accomplishments

- ✚ The district has increased the current supplemental levy amount by \$100,000 for two years allowing for remediation of some facility and maintenance issues.
- ✚ The district is working to prioritize how the supplemental levy will be allocated, and constantly revisiting 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 help address our ongoing maintenance issues.
- ✚

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

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 significant increase in our fund balance this year, we plan 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:
 - Idaho Capacity Building Project- Capacity Builder to Support Administration
 - IPN (Idaho Principal Network)- Professional Development
 - ISN (Idaho Superintendent Network)- Professional Development
 - Idaho Library Commission (\$5,000)- Elementary Library Books
 - SIG Phase 1 (\$210,000), SIG Phase 2 (\$50,000), SIG Phase 3 (\$64,000) SIG Phase 4 (\$9,000), SIG Phase 5 (\$120,000), SIG Phase 6 (\$50,000) Elementary Summer School Program, Elementary After School Tutoring Program, Elementary 1-1 Instructional Technology (Ipad, Google Chromebooks, projectors, laptops) , Elementary Teacher Professional Development, Elementary Instructional Supplies, Elementary English Language Arts Curriculum Adoption, Elementary Math Curriculum Adoption, Full Time Counselor, Additional Elementary Teacher
 - Coiner and Sons Incorporated (\$20,000) Junior High/High School Google Chromebooks
 - Capital Educators Foundation (\$1,500) Dual Credit Support and Secondary Science Supplies
 - Monsanto (\$15,000) Elementary Math Curriculum Adoption
 - Idaho Future Fund (\$20,000) Dual Credit Textbooks and Scholarships for Dual Credit Students
 - Bowers Trust (\$9,500) Elementary Sprinkler System and Landscaping
 - CDA Tribe (\$3,200) Dual Credit Textbooks
 - Idaho Commission on the Arts (\$1,100) Junior High/High School Drama Program
 - Statewide Education Philanthropic Gift Fund (\$2,500) Elementary Playground Equipment
 - Walmart (\$1,000) Junior High/High School After School Tutoring Program
 - Class of 1960 (\$500)
 - NDK LLC (\$500)
 - Action Stem Center (2,500) Junior High/High School Math Probes and Rocket for Physical Science
 - Action Stem Center (1,000) Elementary Science Night
 - CDA Tribe (\$7,500) Secondary Social Sciences Curriculum
 - State Department of Education, Division of Special Education (6,000) Recruitment and Sign on Bonuses for SPED Certificated Staff
 - First Federal (\$5,000) Elementary Gym Floor
 - Idaho Food Bank (\$250) Supplies for Food Pantry
 - Idaho Dairy Council (\$10,000) New Lunch Room Tables

o State Department of Education (\$2,175) Foodservice Technology

Goal	Performance Measure/Indicator	SY 2015	SY 2016	SY15-SY16 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	15%	20%	5%	60% state target (10% annual improvement)	
		20	5	(only 5 tested in 2016)	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	15%	80%	65%(only 5 tested)	75% (10% annual improvement)	
		20	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	28	0	No review (counselor was emergency hire and ½ time)	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	15	9	No data for 2015-2016 yet.	Increase Go On rate to 80% of grads	
		65.2%	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	16	N/A (no data)	No data for 2015-2016 yet.	Increase Go On rate to 85% of grads	
		69.6%				
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	50% of the students	50% of students	New counselor in 2016-2017	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	30%	20%	No increase	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	45%	48%	3% improvement	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	6%	25%	19% improvement	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	22%	37.5%	15.5% 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	69.6%	69%	No Improvement	73% (state target)
		23	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	93%	82.1%	No improvement but above state average	83% target
		27	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	83%	82.6%	Above state proficiency	83% target
		20	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	96%	93.9%	16% above state proficiency	94% proficiency
		24	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	45%	44.8%	No Improvement	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	38%	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	96%	88%	No Improvement	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	63%	77%	14% Improvement	100% at grade level
Increase student and parent engagement at all grade levels through increased attendance	Student attendance rates as a percentage	94%	95%	1% Improvement	97%
Increase teacher engagement	Number of hours of job embedded professional development	30 hours	50 hours	Increase of 20 hours	50 hours
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%

Analyses of Demographic Data

	2015-2016	2016-2017
Male	52.66%	53.2%
Female	47.34%	46.8%
White	59.81%	59.2%
Black/African American	.94%	2.9%
Asian	.63%	.63%
Native American	.63%	1.7%
Hispanic/Latino	37.9%	32.5%
Free/Reduced Lunch Program	77%	Not Yet Determined
Received Special Education (IEP Students)	14.11%	12.1%