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ISD 768

Hancock Public School

2018-19 Annual World's Best Workforce Plan

Website link to this report: <http://hancock.k12.mn.us/index.php/procedural-guides-reports/>



Welcome!

State legislation details the areas that Minnesota school districts have to address in the World's Best Workforce Plan

*These areas include:

*Kindergarten Readiness

*Third Grade Reading

*The Achievement Gap

*College and Career Readiness

*Graduation

Hancock Public School's World's Best Workforce Plan focuses our continuous improvement efforts on instruction and achievement for all students.

Our Strategic Plan provides the focus and helps us establish our priorities for student achievement. A copy of the Hancock Public School District's Strategic Plan can be found at the following address:

<http://hancock.k12.mn.us/index.php/district/procedural-guides-reports/>

In our continuing effort to achieve educational excellence, it is imperative that we work closely with parents and members of our community. Strong communication is absolutely essential to ensure that this happens. The World's Best Workforce Plan will allow you to see our accomplishments, as well as areas in which more growth is necessary.

This past year, thanks to the commitment of our staff, students, and parents, Hancock Public School made Adequate Yearly Progress in all areas and continues to surpass the state averages in most areas on the Minnesota Comprehensive Assessments (MCA Tests). This is something to celebrate. However, success should not just be measured by how students perform on a test. A number of other factors also play a role in the success of our students. Some of these include: A highly trained and dedicated staff, rigorous classes, the large number of college classes that are offered, and participation in extracurricular activities. Because of these factors, in 2017-18 100% of our seniors graduated.

Another important component of a sound educational system, is the ability to balance the need for fiscal responsibility with the need to provide our students with all the resources necessary to develop into life-long learners. Thanks to support from our community, we believe that we have accomplished this goal.

A drive for continuous improvement is not just necessary, but imperative in order to ensure that we reach our goal. "Strong schools build strong communities and strong communities support strong schools". While issues will continue to arise, and it seems that the work is never done, with continued teamwork we will be able to provide the quality of education that our children deserve. This annual report is intended to provide you with evidence of the District's excellence and drive for continuous improvement.

To the residents of District 768, your energy, your input, and your support are vital to the continued success of Hancock Public School. Thanks for everything you do.

Sincerely,

Timothy A. Pahl

K-12 Principal

Assessment Tools

Hancock Public School uses the following assessment tools to ensure that its students are learning and to provide direction for its curriculum development:

1. Measures of Academic Progress (MAPS Test)
Grades K-11
2. FAST (Formative Assessment System for Teachers)
Grades K-5
3. The Minnesota Comprehensive Assessments-Series III (MCA-III)
 - a. Reading Grades 3-8 & 10
 - b. Math Grades 3-8 & 11
 - c. Science Grades 5, 8, & 10

Other components of the assessment program include:

1. PSAT
2. ACT
3. ASVAB
4. Accuplacer
5. Performance Assessments
6. Various classroom assessment tools

Test results can be used in a variety of ways. Some of these include:

1. Accountability.
2. Assess curriculum effectiveness.
3. Improve instruction.
4. Measure student achievement.
5. Indicators for student placement and student need.
6. Indicators for more specific testing.
7. College and career readiness indicators.
8. Principal and teacher evaluation.





Fall Play:
“Penny for Your Thoughts”



The Following Table Will Provide a Program Overview

Test	Objective	Subjects	Grades	Suggested Use Results
Measures of Academic Progress (MAPS)	To measure student achievement	Reading Math Science	K – 11 th	-Curriculum revision -Assess & track the academic growth of each student, class, & school. -Identify students who may benefit from special programs
Minnesota Comprehensive Assessments Series III (MCA-III)	To assess curriculum impact	Reading Mathematics Science	3 rd - 8 th & 10 th 3 rd - 8 th & 11 th 5 th , 8 th , & 10 th	Federal & state accountability
PSAT ACT	To measure scholastic aptitude	As defined by publisher	11 th 11 th - 12 th	-College admission -Counseling students
ASVAB	To measure developed abilities. Predict future academic and occupational success	Measure aptitudes in four domains: Verbal, Math, Science and Technical, and Spatial.	11 th	-College readiness -Counseling students
Accuplacer	To measure academic skills	Reading Writing Math Computer Skills	10 th -11 th	College placement



Hancock Pep Band



Minnesota Comprehensive Assessment-Series III (MCA-IIIs)

The Minnesota Comprehensive Assessments-Series III (MCA-IIIs) are reading, math, and science tests Minnesota schools give every year to measure student performance on state academic standards. These standards define what students know and do in a particular grade.



Staff Team Building Luther Crest

In 2018, the science MCA-IIIs were given to students in grades five, eight, and ten. The high school science test is a life science test given at the end of the school year when students complete their biology course.

MCA-IIIs are used to show how well students have learned specific concepts and skills. Schools use the information from these tests to improve teaching and learning. Teachers and principals look for areas where students do well so instructors can reinforce the ways they teach these skills. They also look for areas that need improvement so they can alter the ways they teach these areas or increase the instructional time they give them. In 2018, these tests were given in grades three through eight, ten, and eleven. Administrators and teachers will use this data to assess student learning.



On the following pages you will find information regarding the 2018 MCA results and Adequate Yearly Progress.

MCA Results

Reading								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
2012	Hancock	79.2	81.0	95.0	88.9	84.0	81.5	87.5
	State	80.4	75.3	79.4	76.3	71.4	72.4	76.8
2013	Hancock	71.5	39.1	85.7	61.9	57.1	56.0	46.7
	State	57.2	54.0	63.8	59.3	54.0	54.1	62.3
2014	Hancock	85.0	38.5	77.8	66.7	31.6	72.2	64.0
	State	58.1	55.0	67.6	61.0	56.0	55.8	60.1
2015	Hancock	68.8	63.6	84.6	53.6	39.1	35.0	90.9
	State	58.7	57.9	66.7	63.9	55.6	56.0	57.0
2016	Hancock	83.9	59.4	95.5	69.2	41.4	66.7	78.9
	State	57.3	58.3	67.7	62.3	56.6	57.0	58.9
2017	Hancock	72.7	69.0	80.6	90.0	60.7	56.0	68.4
	State	56.5	56.8	67.5	63.4	57.5	58.7	60.3
2018	Hancock	63.2	69.7	79.3	63.4	85.0	65.5	80.9
	State	56.0	56.0	67.5	65.0	58.7	58.9	59.7

Math								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
2012	Hancock	87.5	100.0	95.0	73.7	54.2	57.7	45.5
	State	75.6	73.3	62.3	59.9	58.6	62.0	42.5
2013	Hancock	90.5	65.2	90.5	61.9	54.5	33.3	35.7
	State	71.5	71.2	60.0	57.0	56.0	58.9	52.4
2014	Hancock	95.2	76.9	81.5	76.2	36.8	52.6	53.3
	State	71.9	70.3	61.8	57.1	57.1	59.7	50.6
2015	Hancock	81.3	90.5	84.6	46.4	52.2	60.0	47.8
	State	70.9	70.0	59.7	57.6	55.1	57.8	48.7
2016	Hancock	74.2	87.5	81.8	76.9	41.4	52.4	52.2
	State	69.6	68.7	58.8	55.9	56.2	58.0	47.1
2017	Hancock	84.8	83.3	83.9	90.0	64.3	42.3	57.9
	State	68.1	66.7	57.1	55.2	54.9	58.0	48.3
2018	Hancock	79.0	90.9	82.7	70.0	65.0	75.8	72.3
	State	66.8	65.4	55.2	54.1	55.0	57.7	47.7

Science				
Year		Grade 5	Grade 8	Grade 10
2012	Hancock	85.0	33.3	25.0
	State	57.7	41.9	51.7
2013	Hancock	81.0	32.0	26.7
	State	59.7	43.8	53.0
2014	Hancock	92.6	36.8	37.5
	State	61.2	44.9	53.2
2015	Hancock	100.0	30.0	68.2
	State	59.1	45.3	54.6
2016	Hancock	100.0	52.4	52.4
	State	61.5	47.0	55.5
2017	Hancock	87.1	15.4	75.0
	State	59.9	45.7	56.1
2018	Hancock	86.2	65.5	61.9
	State	58.5	45.3	52.5

Kindergarten Readiness:

Baseline Data-

Preschool-During the fall of 2018, Only 39% (11 of 28) of preschool students met the fall 2018 PELI composite score of 159. PELI is a preschool literacy assessment for 3-5 year olds. The composite score measures: Alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension. The purpose of PELI is to:

- identify students who may be at risk for difficulties acquiring early literacy skills (universal screening);
- help teachers identify skill areas to target instructional support;
- help early childhood programs identify curricular needs at the system level
- monitor progress of students receiving additional, targeted early literacy instruction; and examine the effectiveness of a program's system of instructional supports.

Needs Identified-Need to improve alphabet knowledge, vocabulary and oral language, phonological awareness, and listening comprehension to increase PELI composite score.

SMART Goal(s)-

Preschool-Of the 28 students in Hancock Elementary School's preschool class, 80% (22 of 28) will be at or above the spring PELI composite score of 231 when tested again in the spring of 2019.

Action Steps-

- ✚ Incorporate PELI Assessments to better determine children's literacy needs.
- ✚ Implement the new Wonders Reading curriculum.
- ✚ Use PLC collaboration time to analyze student needs.
- ✚ Reading Corp member will provide interventions to students who are far from target score.
- ✚ PELI Progress Monitoring will be used for students not meeting target.

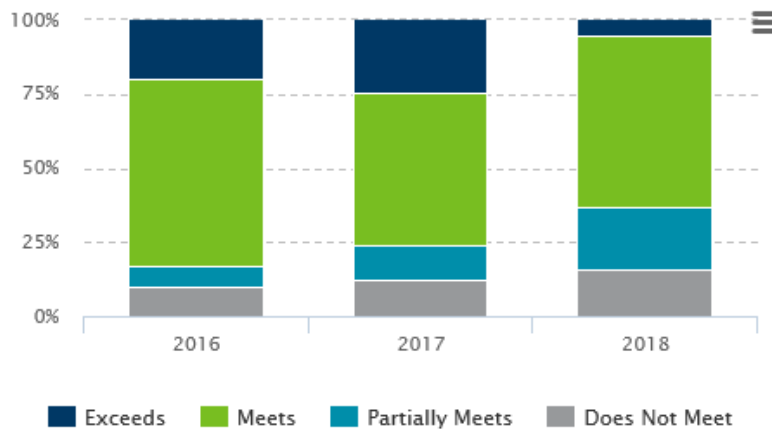


Third Grade Reading:

Baseline Data-

In 2016, 83.3% of our 3rd grade class met or exceeded the MN state average of 3rd grade students proficient on the MCA-III test. In 2017 that percentage decreased to 75.7%, and in 2018 that decline continued to 63.2%. It is essential that this decline be reversed as soon as possible.

Hancock Elementary Hancock Public School District
 Test: MCA-III, Subject: Reading, Years: 2016, 2017, & 2018 Grade: 3



		Exceeds	Meets	Partially Meets	Does Not Meet
2016	Count	6	19	2	3
2016	Percent	20.0%	63.3%	6.7%	10.0%
2017	Count	8	17	4	4
2017	Percent	24.2%	51.5%	12.1%	12.1%
2018	Count	1	11	4	3
2018	Percent	5.3%	57.9%	21.1%	15.8%

Needs Identified-

While still above the state average, the number of 3rd grade students proficient on the 3rd grade MCA III Reading test has declined each of the last two years (See graph above). It is essential that this decline be reversed as soon as possible.

SMART Goal-

Hancock Elementary School’s performance on the 3rd grade MCA-III Reading test will increase from 63.2% proficient on the 2018 3rd grade MCA-III Reading test to 68.2% proficient on the spring 2019 3rd grade MCA-III Reading test.

Action Steps-

- ✚ Continue to provide Reading Corp assistance.
- ✚ Communicate home-based literacy strategies to all families.
- ✚ Use Professional Learning Communities (PLC) time to examine best practice teaching methods to maintain reading scores.
- ✚ Use Wonders Reading intervention resources for low performing students.
- ✚ Provide Title I Assistance.
- ✚ Maintain small class sizes (14-17 students per class).
- ✚ Continue the use of Accelerated Reader and IXL programs.
- ✚ Staff will progress monitor using data from FAST, NWEA, AR, etc.

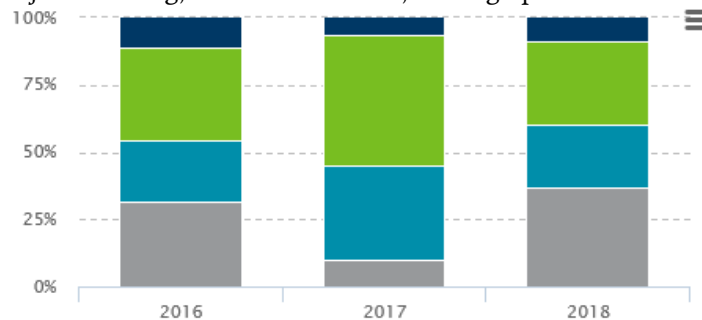
The Achievement Gap:

Baseline Data-

In 2018, 60% of Hancock Elementary School's (grades 3, 4, 5, & 6) Free/Reduced Priced Lunch students scored at the partially meets or does not meet level on the MCA-III Reading test.

Hancock Elementary Hancock Public School District

Test: MCA-III, Subject: Reading, Grade: All Grades, Demographics: Free/Reduced Priced Lunch



Year	Exceeds	Meets	Partially Meets	Does Not Meet
2016 Count	4	12	8	11
2016 Percent	11.4%	34.3%	22.9%	31.4%
2017 Count	2	15	11	3
2017 Percent	6.5%	48.4%	35.5%	9.7%
2018 Count	3	11	8	13
2018 Percent	8.6%	31.4%	22.9%	37.1%

Hancock Elementary Hancock Public School District

Subject: Reading, Demographics: Free/Reduced Priced Lunch

Needs Identified-

Focusing on improving the performance of our free and reduced price lunch/low income students will have the greatest impact on the percent of students on-track at HES. This will also help HES continue to reduce the achievement gap. In 2018 only 40% of elementary students who qualified for Free/Reduced Priced Lunch scored proficient on the MCA-III Reading test.

SMART Goal-

In 2018 only 40% of elementary students who qualified for Free/Reduced Priced Lunch scored proficient on the MCA-III Reading test. On the spring 2019 MCA-III Reading test, the percent of elementary Free/Reduced Price Lunch students in grades 3, 4, 5, and 6 who score proficient on this test will increase from 40% to 45%.

Action Steps-

- ✚ Provide one hour per day of academic intervention time to low performing students in grades three, four, five and six.
- ✚ Provide Reading Corp assistance for students in grades pre-k through three.
- ✚ Communicate home-based literacy strategies to all families.
- ✚ Use Professional Learning Communities (PLC) time to examine best practice teaching methods to improve reading scores.
- ✚ Use Wonders Reading intervention resources for low performing students.
- ✚ Provide Title I Assistance.
- ✚ Students in grades 3-6 can attend Catch-Up Club to get one on one academic assistance.

College and Career Readiness:

Baseline Data-

Graduating seniors at Hancock High School typically score slightly below the average statewide ACT composite score.

Needs Identified-

Increase graduating seniors ACT scores from slightly below the statewide ACT composite score to at or above the statewide average ACT composite score. This can be accomplished by adding more College in the Schools classes and increasing rigor throughout our high school classes.

SMART Goal-

Hancock High School's ACT composite score for graduating seniors will increase from 20.6 in 2017 to the state average of 21.5 (2017 composite average) in 2018.

Action Steps-

- ✚ Maintain small class sizes in high school classes.
- ✚ Continue to provide after school assistance to students in math and English.
- ✚ Increase the number of concurrent (CIS) course offerings for students to earn college credit.
- ✚ Encourage all students planning to attend college after high school to take the ACT.
- ✚ Maintain individual student college and career readiness files.
- ✚ Individual and group guidance on academic planning for college and career readiness.
- ✚ Provide a wide range of extracurricular and enrichment opportunities.
- ✚ College and career exploration provided through ASVAB and PSAT inventories.



College Readiness Letter for:
HANCOCK HIGH SCHOOL

September 07, 2017

Code: 241030

PRINCIPAL
HANCOCK HIGH SCHOOL
371 HANCOCK AVE
HANCOCK, MN 56244



011081110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2013	9	44,676	20.4	22.2	23.2	23.1	20.7	23.1	21.0	22.9	21.4	23.0
2014	5	45,305	19.4	22.1	23.0	23.0	21.8	23.1	21.2	22.9	21.2	22.9
2015	9	48,862	21.1	21.8	24.8	22.8	23.2	23.0	23.6	22.7	23.2	22.7
2016	23	64,145	19.6	20.0	20.0	21.2	21.2	21.3	20.5	21.3	20.5	21.1
2017	19	61,101	18.9	20.4	21.1	21.5	21.3	21.8	20.5	21.6	20.6	21.5



Graduation:

Baseline Data-

According to MDE, our graduation rate for 2018 was 100% (19/19). Our expectation is a 100% graduation rate every year.

HHS Students in the Class of 2018 and graduating in 2018

19 out of 19 students graduated in 2018

Needs Identified-

100% of HHS seniors must graduate every year. Make sure that all students are coded properly in MARSS.

SMART Goal-

In May of 2019, 100% (18/18) of Hancock High School seniors will graduate. The Minnesota Department of Education's graduation data as reported through the MARSS system will be used to determine if the goal has been met.

Action Steps-

- ✚ Send MARSS secretary to training to ensure that all students are coded correctly.
- ✚ Monitor each senior's progress toward graduation on a quarterly basis.
- ✚ Provide an opportunity for credit recovery through Odysseyware if necessary.
- ✚ Schedule individual meetings with students who are at risk of failing.
- ✚ Meet with all juniors and seniors each August to review progress towards graduation.

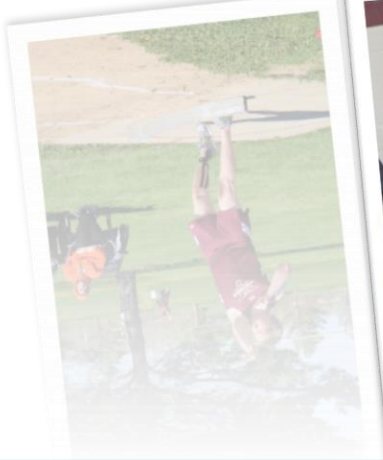
Hancock System Accountability Curriculum Review Cycle

	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	Year 6 2021-22	Year 7 2022-23
Phase 1 Study Issues Program Evaluation	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math
Phase 2 Scope & Sequence Select Materials Improvement Plan	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business
Phase 3 Implement New Materials	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science
Phase 4 Implement/Monitor	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology
Phase 5 Monitor	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music
Phase 6 Monitor	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies
Phase 7 Monitor Analyze Results	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health

The Continuous Improvement Process

WBWF/Curriculum Advisory Committee Members

- | | |
|---------------|---------------------|
| Loren Hacker | Superintendent |
| Tim Pahl | Principal |
| Kaci Millette | Parent |
| Sandy Nelson | Parent |
| Tanner Pahl | Student |
| Nadine Miller | Student |
| Steph Flaten | Elementary Teacher |
| Kalee Nuest | High School Teacher |
| Jill Steiner | School Nurse |
| Dawn Thiel | Secretary |
| Reed Peterson | Business Owner |
| Darby Greiner | Farmer |
| John Goll | Farmer |



CONTINUOUS IMPROVEMENT PROCESS

Curriculum improvement is an ongoing process for the Hancock School District. The district follows a curriculum review cycle to periodically review and evaluate each subject area to guide district instruction and curriculum improvement. This process keeps the district's curriculum current and effective. This year Hancock reviewed the K-12 Music Programs and the Visual Arts program along with their curricula.

Music Review and Improvement Plan

Program Evaluation

Mrs. Hamp and Ms. Rupp completed self-evaluation instruments and reviewed their ratings with the Advisory Committee. The committee members discussed the programs and cited the following:

Strengths

- A generous budget.
- An extensive music library.
- A tradition of strong community support.
- Strong student participation (60-75%)
- Pull-out band and vocal lessons during the school day.
- Updated and well maintained facilities.
- Consistently receive superior ratings at large group contests and solo and ensemble contests.

Concerns

- Lack of secondary ensembles such as Stage Band, Swing Choir or drum line.
- Lack of sound panels on two walls in the band room. There are currently six panels on two walls.
- With class sizes growing, there may be a shortage of school owned instruments to loan to students in the future and also a shortage of instrument lockers.
- With 77 students in choir, space is extremely tight. Additional growth will be very difficult to accommodate.
- Lack of a true auditorium space for concerts. Concerts and other performances currently take place in the gym. The acoustics in this space are poor. In addition, concerts require a great deal of work to set up and tear down and the gym cannot be used for PE or practices during these times.

Recommendations

- Add Stage Band and Swing Choir as a 0 hour class for credit. Add two additional sound panels to each wall in the band room that does not currently have any panels. As students graduate, ask if they would be interested in selling their instruments to add to our current inventory. Addressing the space issues at this point in time is highly unlikely. This would require the passage of a large bond referendum.

Visual Arts Review and Improvement Plan

Program Evaluation

Mrs. Burnett completed a self-evaluation instrument and reviewed her ratings with the Advisory Committee. The committee members discussed the program and cited the following:

Strengths

- Elementary art is part of their curriculum. Students are able to learn the basics of art at an early age.
- Support of administration and faculty.
- The art department has a physical space.

Concerns

- Due to larger class sizes and overall growth as a district, art is outgrowing its physical space.
- Art equipment: Currently the art equipment (or lack thereof) limits the forms of art that can be taught.
- No vent hood to use for sprays such as adhesives and mounts.
- High school art options: Currently high school students only have fourth hour art options, opposite of band and choir. Students who are in both band and choir cannot take an art class.

Recommendations

- If there is a build in the future, either renovate and expand the art room, or find a larger more suitable space for art classes. With a new addition or new build, a kiln room could be added and a new vent hood could be added.
- Add time to the art instructor's contract so she can teach additional high school classes.

The following systems, strategies and supports are in place to ensure student academic success at HES/HHS.

Assessment:

- Local Literacy Plan: <http://hancock.k12.mn.us/index.php/district/procedural-guides-reports/>
- FAST (Formative Assessment System for Teachers) is a suite of assessment progress monitoring tools designed to help educators screen, monitor progress, and analyze reading skills of students from kindergarten to fifth grade. The FAST test is administered in the fall and the spring.
- NWEA reading, math, and science testing takes place 2-3 times per year for all students in grades K-11.
- Accelerated Reader is used throughout the year for students in grade K-8.
- Minnesota Comprehensive Assessments.
- PSAT, ASVAB and ACT Results.

Programming:

- Title I is an academic intervention program for reading in grades K-6.
- Pre-K and K-3 Reading Corp programs provide individualized, data-driven instruction and one-on-one attention to improve literacy.
- Catch-Up Club is an after school help program available to all students in grades 4-12 who need more individual or small group assistance.
- Implemented new Wonders reading curriculum Pre-K-6.
- Academic intervention program. One hour per week grades 3, 4, 5, & 6.
- Academic Computer Integration for elementary by licensed computer/business teacher.
- Online credit recovery program-Odysseyware.
- College In The Schools Classes in English, Speech, Business, Computers, and Math.
- Small class sizes-14:1 student to teacher ratio.
- A variety of career and tech ed. (CTE) classes in Ag., Industrial Technology, and Business.



Technology:

HES/HHS staff members are always striving to develop creative ways to integrate technology into the educational environment as a way to enhance learning for each of its students.

- Monthly technology training for all staff.
- Four-year technology rotation cycle.
- Three computer labs (120 computers)
- Four Chromebook carts (70 Chromebooks)
- Every teacher has a laptop and I-Pad.
- SMART Board in every classroom.
- Wireless access throughout all areas of the building.
- Technology classes at each grade level 7-12.

Communication and Engagement:

- JMC Alert
- JMC Student Information System-automatically alerts parents and students about missing assignments, low grades, etc.
- Grade level newsletter at the elementary level.
- Parent volunteer opportunities. Committee opportunities.
- Activities and volunteer opportunities are advertised in the Stevens County Times.
- Website
- R-School

The following systems, strategies and supports are in place to ensure staff success at HES/HHS.

Teachers & Principals:

- Implementation of Teacher Development and Evaluation Plan (TDE Plan).
- Implementation of the State of Minnesota's Model Principal Evaluation Plan.
- Ongoing professional development is offered to teachers and principals on professional development days and online through Infinitic.
- Eight PLC dates allowed staff to create IGDP goals for their classrooms, review testing and curriculum data, and analyze and share instructional strategies. As part of the Hancock Teacher Evaluation Plan, staff must participate in PLC's, and IGDP goals are evaluated, scored and included in the final summative evaluation.
- Staff Development funds were used to allow staff to meet during the summer to review test data and develop strategies for strengthening weak areas.
- In August, 100% of juniors and seniors met with Principal Pahl to discuss credits, testing, and college and career planning.
- The career counselor met monthly with seniors to ensure that they were applying for scholarships and applying to the postsecondary institutes that they were thinking about attending.
- New Teacher Mentoring Program.
- After school technology training on a voluntary basis for all staff interested.
- Hancock Public School District sets aside 2% of its basic revenue for professional development purposes.



The following support services are being offered systemically or at the building or district level.

- Adding 8 late start days to allow for the Implementation of Professional Learning Communities.
- Providing funding to allow teaching staff to collaborate during the summer.
- Creating a Leadership Team to review district strengths, weaknesses, and brainstorm strategies to improve instruction.
- Implementation of Teacher Development and Evaluation Plan (TDE Plan).
- Implementation of the State of Minnesota's Model Principal Evaluation Plan.
- New Teacher Mentoring Program.
- Aligning K-12 standards and curriculum review cycle.
- Allow teaching staff to go into the classroom to observe their peers.
- Provide ongoing professional development.
- Child Study Team (CST) meetings monthly.



Equitable Access to Excellent Teachers

The Principal reviews student achievement results including MCA and NWEA test data. He also looks at teaching assignments and staff evaluations. The Principal examines data that indicates gaps in student achievement for free and reduced, ethnically diverse, and special needs students and then determines what staff development activities are necessary to reduce these gaps. Presentations by specialists, peer review, mentorship, and “best practice” instructional strategies are just a few of the activities that have been used in the past.

- ✚ The Hancock Public School District consists of only one pre-K through 12 building.
- ✚ We are a single section school at the high school level.
- ✚ We are primarily a single section school at the elementary level.
- ✚ ALL students have equal access to excellent teachers.

Staff Development Report

District Staff Development Goal(s)

1. To reduce the number of grade levels at HES and HHS that were below the State average percent proficient in math and English by providing opportunities for all teaching staff to participate in Professional Learning Communities (PLC's) on a regular basis.

-One 2 hour PLC late start was scheduled each month (Total of 8 late starts).

a. Findings:

Based on a survey given to staff, they felt that the PLC's provided them with a good opportunity to collaborate and review assessment data so that they could modify curriculum and improve instruction. This led to a reduction in the number of grade levels at HES and HHS that were below the State average percent proficient in math and English.

b. Impact on Student Learning:

It had a positive impact on student learning.

We were able to reduce the number of grade levels at HES and HHS that were below the State average percent proficient in math and English from 2 down to 1.

We were below State average proficiency in 8th grade reading and 8th grade math.

We are currently below the State average percent proficient on MCA testing in 6th grade reading.

c. Impact on Teacher Practice:

The opportunity to collaborate allowed staff to analyze assessment data which in turn led them to modify their curriculum and improve instruction. This helped to improved student performance on the Minnesota Comprehensive Assessment tests.



Hancock Elementary Staff Development Goal(s)

1. Provide opportunities for all teaching staff to participate in Professional Learning Communities (PLC's) on a regular basis. This should allow HES to reduce the number of areas that they were below the State average percent proficient on the MCA tests from 2 down to 0.

a. Aligns:

Fully aligns with District Staff Development Goal.

b. Findings:

All teaching staff participated in 8 PLC's during the course of the 2017-18 school year.

c. Impact on Student Learning:

While this was supposed to help HES maintain all areas above the State average percent proficient on the MCA tests, HES did have one area (6th grade reading) slip below the State average. HES was above the State average proficiency in all areas (Reading, Math, and Science) at all grade levels except 6th grade reading.

d. Impact on Teacher Practice:

Staff improved practice as indicated by positive MCA test scores.

Hancock High School Staff Development Goal(s)

1. Provide opportunities for all teaching staff to participate in Professional Learning Communities (PLC's) on a regular basis. This should allow HHS to reduce the number of areas that they were below the State average percent proficient on the MCA tests from 2 down to 0.

a. Aligns:

Fully aligns with District Staff Development Goal.

b. Findings:

All teaching staff participated in 8 PLC's during the course of the 2017-18 school year.

c. Impact on Student Learning:

The goal was to reduce the number of areas that HHS was below the State average percent proficient on the MCA tests from 2 down to 0. This goal was attained. We will continue the practice of PLC's and believe that it has had a positive impact in all academic areas.

d. Impact on Teacher Practice:

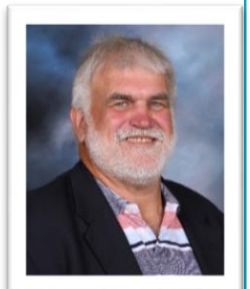
HHS was able to reduce the number of test areas that were below the State average proficiency to 0. The opportunity to collaborate had a positive impact on teacher practice and student performance.

Staff Development Committee Members

- | | |
|---------------------|--------------------------|
| Loren Hacker | Superintendent |
| Judy VanEps | Paraprofessional |
| Tim Pahl | Principal |
| Linda Wulf | SPED Paraprofessional |
| Ashley Christianson | Kindergarten |
| Kaci Millette | Parent |
| Steph Flaten | 6 th Grade |
| Mary Pahl | Parent |
| Kalee Nuest | H.S. Math |
| Kayla Nohl | Parent |
| Amy Dougherty | Technology/H.S. Business |
| Kayla Rinkenberger | Elem. Special Education |



Mr. Timothy Pahl
K-12 Principal



Mr. Loren Hacker
Superintendent

2017
Hancock Public School Staff

Hancock Public School

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Hancock Public School Here To Stay!

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