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ISD 768

Hancock Public School

2024-25 Comprehensive Achievement & Civic Readiness Plan

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



State legislation details the areas that Minnesota school districts have to address in the Comprehensive Achievement & Civic Readiness Plan

*These areas include:

*School Readiness

*The Achievement Gap

*College and Career Readiness

*Graduation

*Lifelong Learners

Hancock Public School's Comprehensive Achievement and Civic Readiness 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:

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



Welcome!

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 Comprehensive Achievement and Civic Readiness 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 surpassed the state averages in all 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.

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-6
2. FAST (Formative Assessment System for Teachers)
Grades K-6
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
4. IXL Math
 - a. Grades K-6

Other components of the assessment program include:

1. PSAT
2. ACT
3. ASVAB
4. Accuplacer
5. Reading & Math Corps
6. Performance Assessments
7. Various classroom assessment tools

Test results can be used in a variety of ways throughout the school year. 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



The Following Table Will Provide a Program Overview

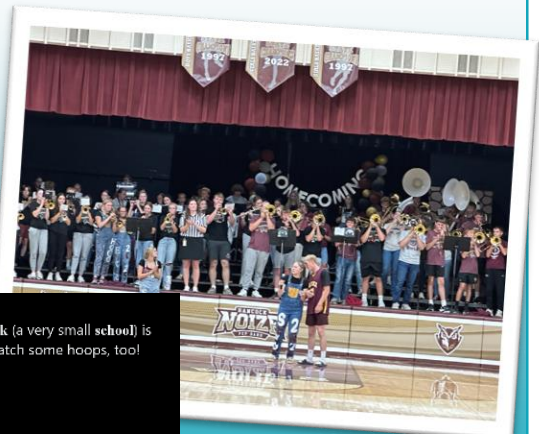
Test	Objective	Subjects	Grades	Suggested Use Results
Measures of Academic Progress (MAPS)	To measure student achievement	Reading Math Science	K – 6 th	-Curriculum revision -Assess & track the academic growth of each student, class, & school. -Identify students who may benefit from special programs
FAST Bridge		Reading Math	K-6 th	
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

Joe Brown
@WCT_JBrown
Credit where it's due: Hancock's pep band can wail.
0:04 / 0:20
5:54 PM · Mar 13, 2023

Hancock Band



Mar 19, 2022
We've all heard some fantastic bands from great big high schools. This talented outfit from Hancock (a very small school) is blowing the roof off Williams Arena during their pregame performance. Come for the band and watch some hoops, too!
Quote
John Millea



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.



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 2024, these tests were given in grades three through eight, ten, and eleven. Administrators and teachers will use this data to assess student learning.

In 2024, 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.



On the following pages you will find information regarding the 2024 MCA results and Adequate Yearly Progress.

MCA Results

Reading								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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
2019	Hancock	62.1	50.0	81.8	88.9	55.9	65.2	72.4
	State	55.0	55.9	66.2	63.2	57.9	58.2	61.1
2020	Hancock	Covid	No MCA	-----	-----	-----	-----	-----
2021	Hancock	63.0	59.4	69.7	46.4	56.1	39.4	65.4
	State	48.5	49.3	59.4	55.0	48.3	49.7	58.3
2022	Hancock	82.1	71.0	69.7	63.6	41.4	63.4	61.1
	State	48.1	49.6	59.4	54.4	45.5	46.4	55.2
2023	Hancock	58.3	86.3	71.9	73.5	50.0	25.0	27.3
	State	48.0	48.9	59.3	53.9	45.2	44.8	51.7
2024	Hancock	70.0	70.6	96.7	70.6	66.7	45.7	75.7
	State	46.5	48.1	57.5	54.5	45.5	44.6	52.2

Math								
Year		Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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
2019	Hancock	75.9	87.0	81.3	75.0	50.0	65.2	41.7
	State	66.0	64.3	52.4	50.9	52.5	55.7	45.4
2020	Hancock	Covid	No MCA	-----	-----	-----	-----	-----
2021	Hancock	77.8	81.3	51.5	53.6	63.4	57.6	46.4
	State	57.1	53.8	41.1	37.2	37.4	39.8	41.4
2022	Hancock	89.3	90.3	63.6	66.7	41.4	58.5	56.0
	State	59.8	57.1	43.7	39.9	37.6	40.1	36.6
2023	Hancock	75.0	96.6	68.8	55.9	60.5	75.0	54.1
	State	59.7	57.7	44.9	40.1	39.7	40.3	36.0
2024	Hancock	92.5	94.1	63.3	67.6	61.1	57.1	58.6
	State	58.8	56.7	44.1	40.3	40.1	41.1	35.0

Science				
Year		Grade 5	Grade 8	Grade 10
2018	Hancock	86.2	65.5	61.9
	State	58.5	45.3	52.5
2019	Hancock	81.8	56.5	56.7
	State	54.9	43.0	54.4
2020	Hancock	COVID	*	*
	State	COVID	*	*
2021	Hancock	60.6	36.4	57.7
	State	47.9	33.8	48.3
2022	Hancock	72.7	53.7	41.7
	State	50.0	29.2	45.6
2023	Hancock	65.6	46.4	48.5
	State	48.4	27.7	41.8
2024	Hancock	63.3	45.7	70.3
	State	45.0	30.3	43.5



All Children Are Ready For School:

Baseline Data-

Preschool- Preschool – During the fall of 2024, 18.9% (7 out of 37) of the Hancock preschool students met the spring PELI Alphabet Knowledge target score of 23. PELI is a preschool alphabet knowledge literacy assessment for 4-5 year olds.

- The goal of the PELI is to:
- Identify students who may be at risk for difficulties acquiring early literacy skills.
- 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.
- Examine the effectiveness of a program's system of instructional supports.

Needs Identified- Need to improve alphabet knowledge.

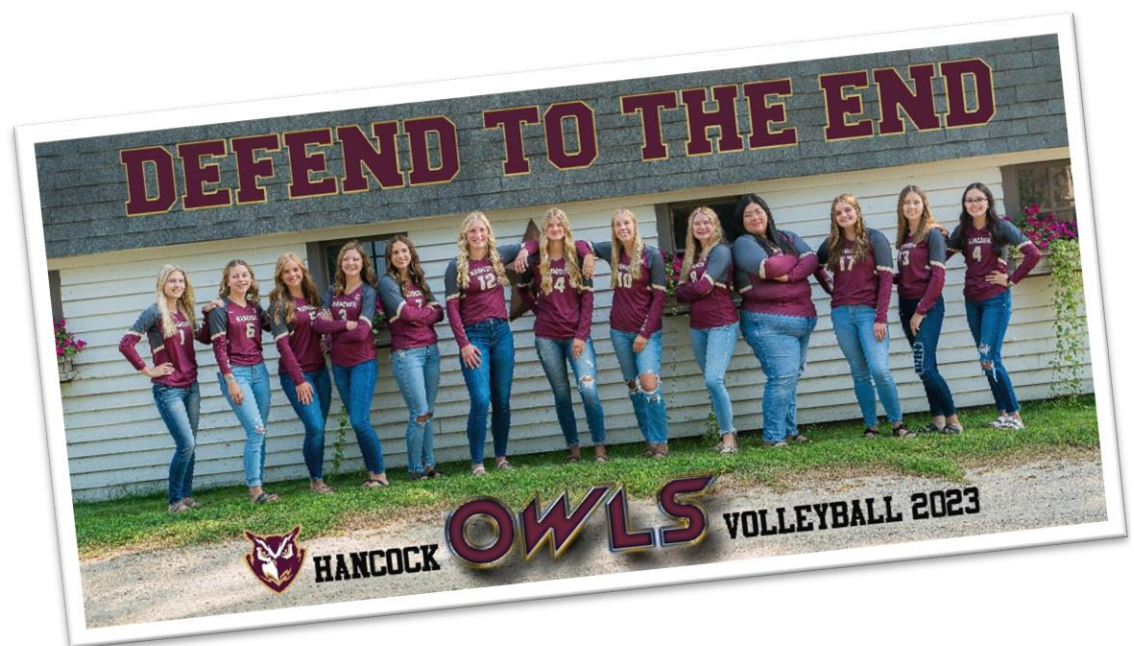
Targeted Group: Preschoolers who turned 4 or 5 years old before September 1, 2024

SMART Goal(s)-

Preschool- Preschool: Of the 37 students in Hancock Elementary School's 2024 preschool class, 70% (26 out of 37) will be at or above the spring PELI Alphabet Knowledge target score of 23 when tested again in the spring of 2025.

Action Steps-

- ✚ Incorporate PELI assessments to better determine children's literacy needs.
- ✚ Implement Wonders Reading curriculum.
- ✚ Implement Foundations Pre-K Program.
- ✚ Continue implementing Reading Corps program.
- ✚ Continue LETRS training.
- ✚ Use PLC collaboration time to analyze student needs.
- ✚ PELI Progress Monitoring will be used for students not meeting target.



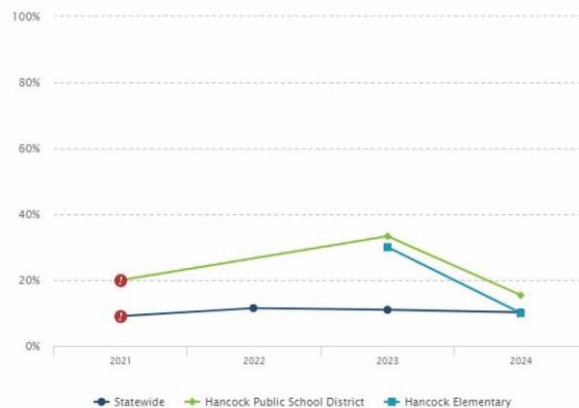
The Achievement Gap:

Baseline Data-

In 2023, 30.0% of Hancock Elementary School's (grades 3, 4, 5, & 6) English Learner students (ELL) scored at the meets or exceeds level on all MCA-III academic accountability reading tests. In 2024, the percent of Hancock Elementary School's (grades 3, 4, 5, & 6) Special Education students that scored at the meets or exceeds level on all MCA-III academic accountability reading tests dropped to 10%.

Hancock Elementary Hancock Public School District
Subject: Reading Year: Trend Grade: All Grades Demographics: English Learner

2021 - 2024 Proficiency



Needs Identified-

Focusing on improving the performance of our ELL students will have a significant impact on the percent of students' on-track at HES. This will also help HES continue to reduce the achievement gap. In 2023, 30.0% of elementary students that qualified for ELL services scored proficient on all academic accountability reading tests. That percentage dropped to 10.0% in 2024.

SMART Goal-

In 2024, 10.0% of elementary ELL students scored proficient on all academic accountability reading tests. On the spring 2025 MCA-III Reading test, the percent of elementary ELL students in grades 3, 4, 5, and 6 who score proficient on this test will increase from 10.0% to 25.0% or above.

Action Steps-

- ✚ Add ELL teacher and para time to assist ELL students.
- ✚ Continue the ADSIS program aligned with both our Title and Reading Corp programs.
- ✚ 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 ELL students.
- ✚ Students in grades 3-6 can attend Catch-Up Club to get one on one academic assistance.
- ✚ Incorporate Fastbridge and Wilson interventions when appropriate.
- ✚ Continue to provide Reading Corp assistance.
- ✚ Provide Title I assistance.
- ✚ Maintain small class sizes (13-21 students per class).
- ✚ Continue the use of Accelerated Reader and IXL programs.
- ✚ Staff will progress monitor using data from WIDA, FAST, NWEA, AR, etc.

College and Career Readiness:

Baseline Data-

Currently 16 out of 30 (53.3%) of HHS juniors took at least two College in the Schools (CIS) classes and/or two Career and Tech Ed (CTE) classes.

Needs Identified-

According to the Minnesota Career and College Readiness guide, Career and college skills woven into coursework and assessed are indicators of career and/or college readiness.

SMART Goal-

In 2024-25, 55.3% of HHS juniors will take, and pass, a minimum of two CIS and/or two CTE courses.

Action Steps-

- ✚ Ensure that our career counselors and Principal stress the importance of these classes to students in grade 11.
- ✚ At monthly counseling meetings, remind students how these courses impact student's career and college readiness and can help them chart a path for their future.

Prepare Students to be Lifelong Learners:

Baseline Data-

In 2023-24, 192 out of 215 (89.3%) of Hancock High School students (grades 7-12) were involved in extracurricular activities and/or organizations beyond the regular curricular areas.

Needs Identified-

Measuring high school students' ability to become lifelong learners requires assessing their mindset, skills, and behaviors that support continuous learning. One way to evaluate this ability is to track students' engagement in activities beyond the curriculum, such as participating in extracurricular activities, organizations, or clubs.

SMART Goal-

In 2024-25, 201 out of 220 (91.4%) of Hancock High School students (grades 7-12) will be involved in extracurricular activities and/or organizations beyond the regular curricular areas.

Action Steps-

- ✚ Ensure that our career counselors and Principal stress the importance and positive impact that involvement extracurricular activities and/or organizations beyond the regular curricular areas can have on student learning and motivation to learn beyond high school.
- ✚ Highlight the success that our extracurricular activities and/or organizations beyond the regular curricular areas are having.





Graduation:

Baseline Data-

According to MDE, our graduation rate for 2024 was 100% (38/38). Our expectation is a 100% graduation rate every year.

HHS Students in the Class of 2024 and graduating in 2024

38 out of 38 students graduated in 2023

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 2025, 100% (29/29) 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.



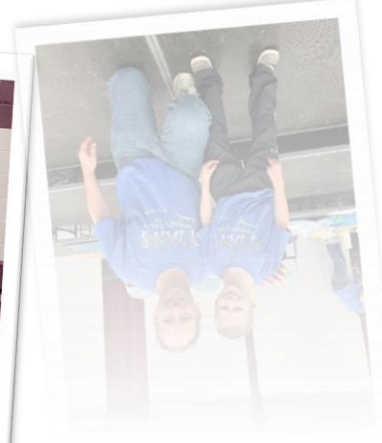
Hancock System Accountability Curriculum Review Cycle

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Year 6 2030-31	Year 7 2031-32
Phase 1 Study Issues Program Evaluation	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health
Phase 2 Scope & Sequence Select Materials Improvement Plan	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math
Phase 3 Implement New Materials	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business
Phase 4 Implement/Monitor	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology	Science
Phase 5 Monitor	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music	Ag/ Industrial Technology
Phase 6 Monitor	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies	Visual Arts/ Music
Phase 7 Monitor Analyze Results	Visual Arts/ Music	Ag/ Industrial Technology	Science	Business	Math	Physical Education/ Health	World Language/ Social Studies

The Continuous Improvement Process

WBWF/Curriculum Advisory Committee Members

- | | |
|----------------------|---------------------|
| Paul Carlson | Superintendent |
| Tim Pahl | Principal |
| Kaci Millette | Parent |
| Kaylynn Christianson | Student |
| Brady Luthi | Student |
| Ashley Christianson | Elementary Teacher |
| Kalee Nuest | High School Teacher |
| Jill Steiner | School Nurse |
| Dawn Thiel | Secretary |
| Reed Peterson | Business Owner |
| 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 Social Studies and World Languages programs along with their curricula.

Social Studies Improvement Plan

Program Evaluation

Mr. Snyder and Mr. Dickey completed self-evaluation instruments and reviewed the ratings with the advisory committee. The committee members discussed the program and cited the following:

Strengths:

- Social studies is a two-teacher department split at the junior high and senior high level. By having the same students each year, it allows each teacher to get to know the student's strengths and weaknesses very well. Students know the expectations of the teacher and gain a certain level of comfort with the classroom environment and teacher routines.
- Communication between teacher and parents is very fluent with specific use of student progress/grade reports that are emailed out frequently.
- Hancock Public School implements a high grading scale and sets high expectations for the student body. The school places a high emphasis on providing rigorous standards for students to meet. This challenges students to put forth their best and also provides them with good habits and experience for their futures.

Concerns:

- Our textbooks are outdated. Out of all of the textbooks in use in grades 7-12, our newest textbook was published in 2009, and our oldest textbook was published in 1995.
- Because of the above fact, there is not very many technological or multicultural resources available to use along with these textbooks. Also, since the Minnesota State Standards have changed, the textbooks we use are not fully aligned with the state standards.
- Since the department only has two teachers, this requires each teacher to teach an overload schedule.

Recommendations:

- To address the issue of outdated textbooks, the teacher needs to rely more on outside sources to bring into the classroom and utilize websites to make the information more relevant for the students. Also, the teacher needs to provide additional information outside of the content of the textbook in order to teach to the state standards.
- To help with the overloaded class schedule, the school has implemented a system where the junior high classes are on a rotation where the same subject is taught to both of the junior high classes in a specific school year. The next year the other subject will be taught. Example: year one the 7th and 8th grade students are taught U.S. history, and year two the new 7th and 8th grade students are taught Geography. They learn those two subjects in their junior high years and it essentially saves an extra prep for the teacher.

World Languages Improvement Plan

Program Evaluation

Mrs. Schmidgall completed self-evaluation instruments and reviewed the ratings with the advisory committee. The committee members discussed the program and cited the following:

Strengths:

- Students are introduced to Spanish through immersion.
- Students learn Spanish by using the language from day one.
- Skills and acquisition are assessed and tested based on student's ability to use the language in the areas of reading, writing, speaking, and listening. Students are NOT tested on rote memorization.
- Cultural elements and practices from a variety of Spanish speaking counties integrated into the curriculum and taught in the target language.

Weakness:

- Need to find more ways for students to practice speaking in the target language. Students aren't as prepared orally as they are in other target areas such as reading, listening, and writing.
- Students need more real life experiences and opportunities to use the language in and outside the classroom.

Ways to Improve:

- Find additional ways that students can practice their conversations skills.
- Bring in Spanish speaking people from the community to converse with students and share cultural practices.

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

Assessment:

- Local Literacy Plan: <https://hancock.k12.mn.us/index.php/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-6.
- Accelerated Reader is used throughout the year for students in grade K-8.
- IXL Math is used in grades K-6 to supplement the current math curriculum.
- Minnesota Comprehensive Assessments.
- PSAT, ASVAB and ACT Results.

Programming:

- Alternative Delivery of Specialized Instructional Services (ADSIS) provides instruction and services to K-6 students who need additional academic or behavioral support to succeed in the general education environment and may eventually qualify for special education or related services if the prevention services were not available.
- 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 math curriculum in grades K-8.
- Academic Computer Integration for elementary by licensed computer/business teacher.
- Online credit recovery program-Odysseyware.
- College In The Schools Classes in English, Theatre, Speech, Band, Business, Computers, Agriculture, History, Education, and Math for students in grades 10-12.
- 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.
- One computer lab (50 computers).
- Thirty Chromebook carts (490 Chromebooks).
- One laptop computer cart (25 Laptops).
- Every teacher has a laptop.
- SMART Board in every classroom.
- Wireless access throughout all areas of the building.
- Technology classes at each grade level 7-12.
- Sound enhancement systems in most classrooms.
- Three digital announcement and streaming devices located in main hallways.

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 Infinitec.
- 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.
- 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 4 half-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.
- Member of Lakes Country Service Cooperative.
- Member of Midwest Special Education Cooperative.
- Paid paraprofessional staff development time.
- Paraprofessional evaluation.



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 two-section school at the high school level.
- + We are a two-section school at the elementary level.
- + ALL students have equal access to excellent teachers.
- + Hancock Public School is creating a “Grow Your Own” program to develop teachers.

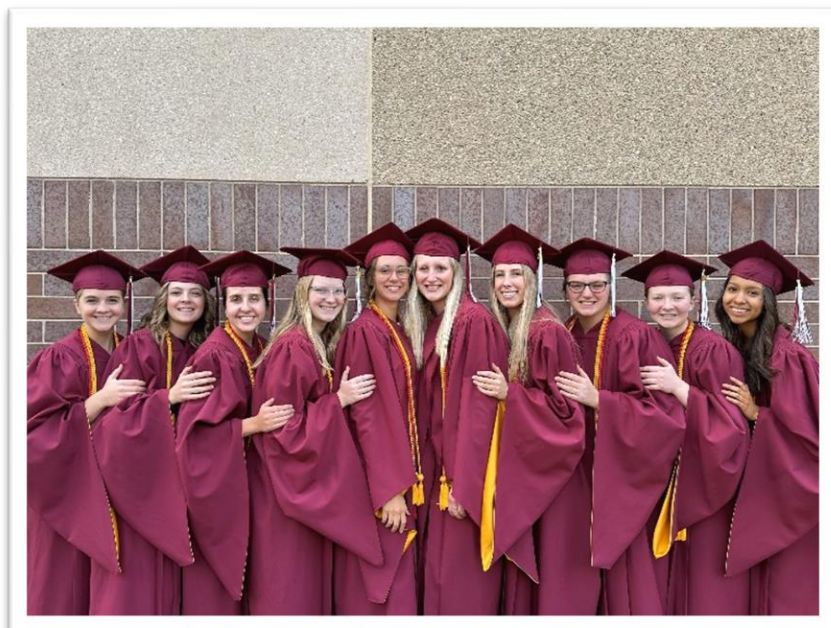
Staff Development Report

District, Elementary, & High School Staff Development Goal(s)

Our Goal: Is to continue to identify essential standards, review curriculum, and implement multi-tiered system of supports (MTSS) to reduce the number of students referred for special education services in grades K-12.

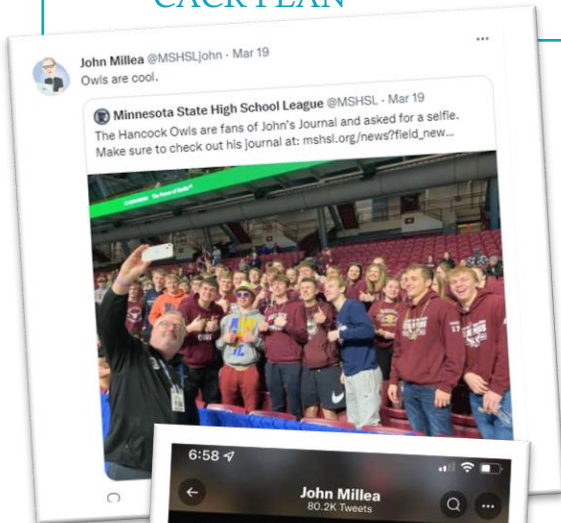
How:

1. Add the Alternative Delivery of Specialized Instructional Services (ADSIS) to provide instruction and services to K-8 students who need additional academic or behavioral support to succeed in the general education environment and may eventually qualify for special education or related services if the prevention services were not available.
2. Fill both full-time Pre-K and K-3 Reading Corp positions.
3. Align ADSIS, Title I, and Reading Corps to ensure all students that need assistance have access.
4. Provide training opportunities through the Midwest Special Education Coop, Lakes Country Service Coop, and Western Lakes Center of Excellence that educate staff on the use of Fast Bridge, NWEA, and MCA data to drive curricular changes within each individual classroom.
5. Engage in regular and ongoing data/evidence collection through the use of PLC time.
6. Explain to staff the benefits of implementing the MTSS.
7. Provide training to both teaching and support staff on both the types and levels of interventions that are available at HES/HHS.
8. Provide training to all staff on how to implement the four most valuable interventions for students who are struggling.



Staff Development Committee Members

- Paul Carlson Superintendent
- Amanda Felix Paraprofessional
- Tim Pahl Principal
- Ashley Christianson Kindergarten
- Kaci Millette Parent
- Lynn Nelson ADSIS
- Kalee Nuest H.S. Math
- Kayla Nohl Parent
- Amy Dougherty Technology/H.S. Business
- Megan Hennen Special Education



Mr. Timothy Pahl
K-12 Principal



Mr. Paul Carlson
Superintendent

Hancock Public School Staff 2023-24

Hancock Public School

Home of the Owls



Proud Past
Promising Future



Hancock Public School

Here To Stay!

ISD 768 complies with all federal and state rules and regulations and does not discriminate on the basis of race, color, national origin, gender, or disability. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the school district's Title IX officer and/or Section 504/ADA coordinator and/or EEOC coordinator.

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