



# HANSON SCHOOL DISTRICT 30-1

*Home of the Beavers*

230 6<sup>th</sup> Street  
PO Box 490  
Alexandria SD 57311

*"Empowering and preparing  
students for success in  
an ever-changing world"*

Telephone 605-239-4387  
Fax 605-239-4293  
[www.hanson.k12.sd.us](http://www.hanson.k12.sd.us)

## School Profile & Comprehensive School Improvement Plan

### Hanson School District 2024-2025

**Hanson Vision Statement:**

Hanson School District will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to recognize and achieve their fullest potential and make their best contribution to society in an ever changing world.

CEO of Schools/ PK-5 Principal	Josh Oltmanns
Business Manager	Jodi Hruby
6-12 Principal	Karen Jarding
School Board President	Todd Waldera
School Board Vice President	Quinton Patzlaff
School Board Members	Don Huber, Chet McManus, Casey Tegethoff



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**Hanson Vision Statement:**

Hanson School District will provide a safe, supportive learning environment with opportunities for each student to develop the skills and knowledge to recognize and achieve their fullest potential and make their best contribution to society in an ever changing world.

**Leadership Team Members:**

Josh Oltmanns, CEO/El. Principal  
Tricia Lasley, SPED Coordinator  
Rita Hanson, Title Teacher

Karen Jarding, HS/MS Principal  
Isabelle Riggs, School Counselor  
Classroom Teachers

**Introduction**

The following steps are utilized in the blueprint for strategic plan development and implementation:

- identify GOALS
- construct MEASURABLE OBJECTIVES to define success
- choose STRATEGIES to accomplish objectives
- define ACTIVITIES to carry out strategies
- make ACCOUNTABILITY assignments
- allocate RESOURCES effectively

The end product the school improvement process is this Improvement Plan, which is encompassed within this document. The goals, strategies, and activities described in this document are designed to foster improvement throughout the Hanson School District. The School improvement process within the Hanson School District is an on-going process facilitated by the school improvement committee.



## **Needs Assessment**

### **Data Retreat & Needs Assessment Process**

The data team meets each fall to analyze test scores for South Dakota Assessment test results. A one-day data in-service is held on the Friday before Labor Day each year. Results are compared to previous years and strengths and weaknesses are identified. A summary of results is then presented at the school level to teachers at each school during a professional development day in the fall. Goals and strategies are then formed with input from staff during the fall data retreat day and an action plan is formed to guide our school improvement efforts. Goals for school improvement are formed for various measurable areas of improvement for students across different grade levels of the school.



## **Hanson School District – School Profile**

The Hanson School district is located in western Hanson County with the main attendance centers being located in Alexandria, South Dakota. Alexandria is located fourteen miles east of Mitchell and sixty miles west of Sioux Falls right on Interstate 90. The district consists of 257 square miles. Two other communities, Fulton and Farmer are also in the Hanson School District. Fulton is located seven miles northwest of Alexandria and Farmer is ten miles to the Northeast. There are also two Hutterite Colonies, Oaklane and Millbrook colonies that have attendance centers in the district as well.

The Hanson School District has six official attendance centers. Hanson High School (9-12), Hanson Middle School (6-8), and Hanson Elementary (PK-5) are located in one building in Alexandria. Millbrook Elementary (K-8) and Hanson Alternative Colony High School (9-12) are located seven miles away at the Millbrook Colony west of Alexandria. Oaklane Elementary (K-8) is located twelve miles south of Alexandria at the Oaklane Colony.

There are 376 students in Pre-Kindergarten through 12<sup>th</sup> grade. Forty students attend classes at the two Hutterite attendance centers leaving 336 students attending school at the Alexandria site. The district runs three bus routes before and 3 bus routes after school with a pickup site located about five miles from Mitchell for students open enrolling into the district.

The technology in the school district is at a very high level. The Hanson School District is 1:1 with students to computer ratio for students in K-12. Classrooms are all equipped with interactive boards or projection



devices. The district recently upgraded their communication system to allow school officials to quickly communicate with parents and students via social media, text, and email.

Alexandria's location is a major advantage for sustaining student numbers in the school district. Several community members find employment in Mitchell and Sioux Falls which are both within driving distance for employment opportunities.

The school and community have experienced great improvements over the past several years to facilities providing opportunities for our students and community members. Below is a list of projects and improvements to the Hanson School District facilities and resources:

- Relocation of Bus storage shed to accommodate growth of school for Gym addition (2002)
- **New gym & Classroom addition (2003)**
- New asphalt parking lot – (2002-03)
- New playground equipment (2004-2015)
- Added 1 to 1 lap-top computers for all 6-12 students (2006)
- Added promethean board technology to all classrooms – (2006-2008)
- Added additional computers to accommodate all K-5 students – 1 to 1 –(2008-2010)
- Added Air conditioning to entire building. (2009)
- **New Football Stadium bleachers, sound system & Press Box (2011)**
- **New Elementary Classrooms addition (2011)**
- Upgrade School bus fleet with addition of 8 new buses in the years listed (2011-2022)
- Replaced boiler with high efficiency boiler to accommodate expansion (2011)
- **Addition of New Community Library & Community Room (2012)**
- Added the Beaver Nation Network – television station for broadcast & streaming of all school events. (2013)
- Upgraded school vehicle fleet with new cars (2010-2014)
- Installed all level 2 security glass on all entrances (2012 -2014)
- Installed exterior door security systems for access control - (2013-2015)
- Installed video exterior security surveillance camera visibility (2015)
- Upgraded all exterior security lights to LED technology (2015)
- Upgraded all gym, multi-purpose gym and auditorium lights to LED technology (2015)
- Installed video surveillance system – interior for all entrances, exits, hall-ways and select areas. (2011-2016)
- Installed Leader board technology to compliment the scoreboard in gym (2016)
- Replaced scoreboards at the both gyms and football field. (2016)
- Installed Shot clocks & Leader boards for both gyms. (2016)
- Installed bus camera security monitoring system (2016)
- Relocated van garage to provide room for JH & HS Addition - (2016-2017)



- **New Middle School & High School Classroom Addition (2016-2017)**
- **New Music room & weight room addition (2016-2017)**
- Addition of Dures – Call system – (panic buttons) (2017)
- Upgrade practice football field areas grass & fencing for JH & HS (2018)
- Added FB Irrigation System to practice football fields (2018)
- Upgrade bus radios & school base to con-exist with county radio system – (2018)
- Replaced 80-90% of all classroom lighting to LED technology (2018)
- Upgrade of weight room equipment (2017-2019)
- Replaced multi-purpose room/ lunchroom floor (2019)
- Added flashing caution signs for street traffic in two areas (2020)
- Re-sanding, painting, & Refinishing of gym floor (2020)
- New Playground fencing (2020)
- Replaced boiler at the auditorium (2020)
- Replaced with new school web-site to include with phone app –Apptegy – (2020)
- Upgrade interactive projectors in all classrooms. (2021)
- Replaced all computers (2021)
- Upgraded lunchroom tables to accommodate growth (2021)
- Replace chairs, tables and desks (2021)
- **New 8 lane all-weather track with additional bleachers, new lighting and turf football field. (2022)**
- Built storage shed at the football/track complex. (2023)
- Received grant for Electric Bus. (2023)
- Replace middle school computer. (2024)
- Purchased new 15 passenger van and school pick-up. (2024)
- Parking lot expansion at the football/track complex. (2024)



## District Enrollment

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>District Enrollment PK-12</b>	415	415	406	404	396	376
<b>Hanson Elem Enrollment PK-5</b>	167	151	147	142	<b>150</b>	<b>143</b>
<b>Millbrook Enrollment K-8</b>	10	8	7	6	8	6
<b>Oaklane Enrollment K-8</b>	33	29	28	31	30	30
<b>Hanson MS Enrollment 6-8</b>	81	94	92	88	75	71
<b>Hanson HS Enrollment 9-12</b>	119	126	122	131	129	122
<b>Millbrook HS Enrollment 9-12</b>	4	7	5	6	5	4
<b>Open Enrolled Students</b>	40	44	33	37	35	42

## Student Demographics

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>White</b>	93.7%	93.7%	94.33%	93.8%	93.7%	92.6%
<b>American Indian or Alaskan Native</b>	1.5%	1.5%	0.3%	0.5%	1.0%	1.5%
<b>Hispanic</b>	1.5%	1.5%	1.2%	1.5%	1.5%	1.9%
<b>Black or African American</b>	0.2%	0.2%	0.3%	0.5%	.05%	0.04%
<b>Asian</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
<b>Mixed Race</b>	3.13%	3.13%	3.45%	3.71%	3.8%	3.96%
<b>Economically Disadvantaged</b>	15.2%	14.0%	6.37%	*	17.7%	14.9%
<b>% Students with Special Needs</b>	16.8%	15.4%	13.6%	13.61%	17.1%	18.4%
<b>Graduation %</b>	100%	97%	96%	100%	100%	NA



## Staff Demographics

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Certified Instructional Staff (# FTE)</b>	31.92	30.12	30.12	30.12	26.12	28.12
<b>Average Years of Experience</b>	17.4	19.8	20.5	18.2	21.5	18.3
<b>% With Advanced Degrees</b>	30%	29%	29%	29%	27%	25%
<b>Classes Not Taught by Highly Qualified Teachers</b>	2%	0.4%	0%	0%	1%	3%
<b>Average Teacher Salary</b>	\$41,544	\$42,592	\$43,608	\$45,946	\$49,677	\$49,603



## ELA South Dakota Assessment Scores & Documentation

### % of Students Proficient or Advanced by grade (ELA)

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2023-24 State Avg
District Wide 3 <sup>rd</sup> Grade	74%	61%	76%	72%	74%	65%	69%	61%	47%
District Wide 4 <sup>th</sup> Grade	50%	67%	77%	82%	47%	62%	62%	54%	47%
District Wide 5 <sup>th</sup> Grade	40%	44%	71%	75%	50%	61%	63%	50%	50%
District Wide 6 <sup>th</sup> Grade	63%	39%	57%	59%	78%	47%	63%	75%	49%
District Wide 7 <sup>th</sup> Grade	62%	60%	65%	75%	63%	81%	59%	60%	51%
District Wide 8 <sup>th</sup> Grade	50%	53%	53%	66%	70%	85%	88%	80%	50%
District Wide 11 <sup>th</sup> Grade	45%	75%	61%	62%	71%	74%	89%	81%	63%

### % of Students Proficient or Advanced by School (ELA)

		2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
Elementary	Hanson El.	76%	80%	55%	69%	64%	64%
	Millbrook El	*	*	*	*	*	*
	<u>Oaklane El.</u>	65%	47%	45%	48%	35%	
Middle School	Hanson MS	59%	68%	71%	73%	72%	76%
High School	Hanson MS	67%	62%	71%	70%	89%	81%
	Millbrook Alt. Hs	*	*	*	*	*	*

\* Does not meet the minimum requirement of students for reporting.



## Math South Dakota Assessment Scores & Documentation

% of Students Proficient or Advanced by grade (Math)

	2015-16	2016-17	2017-18	2018-19	2020-21	2021-22	2022-23	2023-24	2023-24 State Avg
District Wide 3 <sup>rd</sup> Grade	76%	77%	86%	84%	83%	73%	88%	72%	54%
District Wide 4 <sup>th</sup> Grade	56%	58%	63%	71%	56%	81%	86%	64%	48%
District Wide 5 <sup>th</sup> Grade	43%	47%	50%	61%	29%	61%	68%	58%	41%
District Wide 6 <sup>th</sup> Grade	42%	29%	49%	47%	62%	47%	65%	58%	42%
District Wide 7 <sup>th</sup> Grade	52%	37%	63%	56%	56%	78%	44%	52%	41%
District Wide 8 <sup>th</sup> Grade	19%	50%	50%	68%	58%	61%	76%	44%	40%
District Wide 11 <sup>th</sup> Grade	31%	29%	46%	33%	43%	58%	64%	61%	35%

% of Students Proficient or Advanced by School (Math)

		2017-18	2018-19	2020-21	2021-22	2022-23	2023-24
Elementary	Hanson El.	67%	74%	56%	80%	79%	74%
	Millbrook El	*	*	*	*	*	*
	Oaklane El.	51%	47%	40%	39%	17%	
Middle School	Hanson MS	55%	59%	60%	65%	60%	52%
High School	Hanson MS	50%	33%	43%	54%	64%	60%
	Millbrook Alt. Hs	*	*	*	*	*	*

\* Does not meet the minimum requirement of students for reporting.



## ACT Scores & Documentation

	2018	2019	2020	2021	2022	2023	2024
<b>Number tested</b>	13	13	14	20	30	35	28
<b>English</b>	22.8	21.5	18.5	19.5	20.7	20.5	21
<b>Math</b>	21.3	22.9	20.8	21.0	20.3	21.5	22.2
<b>Reading</b>	22.8	22.4	20.1	21.0	20.7	21.1	21.2
<b>Science</b>	22.2	22.8	20.3	21.2	20.9	21.3	21
<b>Composite Score</b>	22.5	22.3	19.9	20.8	20.8	21.2	21.5

## Advanced Coursework

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
<b># students taking Dual Credit Courses (Technical Schools)</b>	5	9	11	5	3	6
<b># students taking Dual Credit Courses (Universities)</b>	24	27	23	31	30	35
<b>Total # of students taking Dual Credit Courses (University + Tech. Schools)</b>	29	36	34	36	33	41
<b>Total# of Dual Credits Billed (Universities)</b>	141	162	194	241	267	213
<b>Total# of Dual Credits Billed (Technical Schools)</b>	35	53	76	36	18	54
<b>Total # of Dual Credits Billed (University + Tech. Schools)</b>	176	215	270	277	285	267



## Special Education Profile Disability

### Prevalence

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Deaf-Blind	0	0	0	0	0	0	0
Emotionally Disturbed	2	2	0	1	2	2	5
Cognitive Impairment	6	7	5	5	5	6	4
Hearing Impaired	0	0	0	0	0	0	0
Learning Disabled	24	20	15	15	15	15	13
Multiple Disabilities	0	0	0	0	0	0	0
Orthopedic Impairments	0	2	1	1	1	1	1
Visually Impaired	0	0	0	0	0	0	0
Deaf	0	0	0	0	0	0	0
Speech/Language	29	33	33	25	22	24	34
Other Health Impaired	6	6	5	2	4	9	8
Autism	1	0	0	0	0	1	1
Traumatic Brain Injury	1	0	0	0	0	0	0
Developmental Delay	4	6	5	7	6	8	4
<b>Total Child Count</b>	<b>73</b>	<b>76</b>	<b>64</b>	<b>56</b>	<b>55</b>	<b>66</b>	<b>69</b>

### Special Education Placement Categories

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
<b>Regular Classroom</b>	48	54	46	38	42	53	53
<b>Resource Room</b>	13	9	9	9	8	11	9
<b>Self-Contained Classroom</b>	2	2	0	0	0	0	0
<b>Separate Facility</b>	2	1	0	1	1	0	1
<b>Regular Early Childhood</b>	8	10	9	8	4	2	7
<b>Total</b>	<b>73</b>	<b>76</b>	<b>64</b>	<b>56</b>	<b>56</b>	<b>66</b>	<b>70</b>



## School Improvement Goals

The following is a summary of goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Type	Measurable Objective
1	Increase % of students scoring at level 3 or 4 in the area of <b>ELA</b> on the South Dakota Assessment at each school level.	Academic	<ul style="list-style-type: none"> <li>The percentage of Hanson Elementary students (grades 3-5) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 69%</li> <li>The percentage of Hanson Middle School students (grades 6-8) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 73%</li> <li>The percentage of Hanson High School students (grade 11) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 70%</li> </ul>
2	Increase % of students scoring at level 3 or 4 in the area of <b>Math</b> on the South Dakota Assessment at each school level.	Academic	<ul style="list-style-type: none"> <li>The percentage of Hanson Elementary students (grades 3-5) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 80%</li> <li>The percentage of Hanson Middle School students (grades 6-8) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 65%</li> <li>The percentage of Hanson High School students (grade 11) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 54%</li> </ul>
3	Increase % of students achieving at or above grade level in the area of <b>Science</b> on the NWEA MAP Assessment.	Academic	<ul style="list-style-type: none"> <li>The percentage of Hanson High School freshman and sophomores (grades 9 &amp; 10) achieving at or above grade level mean RIT scores in the area of Science on the Spring assessment will increase to 76%</li> </ul>
4	Kindergarten-2 <sup>nd</sup> grade students will increase the % of students scoring at or above grade level in Reading as measured by the STAR <b>Reading</b> Assessment.	Academic	<ul style="list-style-type: none"> <li>The number of students in grades K-2 that score at or above grade level on their final STARS Reading Assessment will increase to 70%</li> </ul>



**Goal 1:** Increase % of students scoring at level 3 or 4 in the area of ELA on the South Dakota Assessment at each school level.

### Measurable Objectives:

- The percentage of Hanson Elementary students (grades 3-5) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 55%
- The percentage of Hanson Middle School students (grades 6-8) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 71%
- The percentage of Hanson High School students (grade 11) achieving a level 3 or 4 on the 2024 South Dakota assessment will increase from 81%

### Strategies:

Activity -	Activity Description	Begin Date	End Date	Staff Responsible
IXL use	IXL will be used with Elementary, middle school, and high school students to provide individually prescribed work to strengthen ELA skills and the understanding of ELA standards	August 2024	May 2025	Elementary Staff, Middle School Staff, High School Staff
Data breakdown and Using Test Results to improve scores staff development	A staff in-service day was designated to break down test data and analyze strengths and weaknesses of student test results. Grade level meetings were held, and action plans formed to improve instruction based on the data.	August 2024	September 2025	Principals and Staff.
Curriculum Adjustment	In grades 6-12 teachers will focus on teaching literary elements and how the author's use of them is used to influence and strengthen text. This adjustment is based on data that was analyzed from test scores. Teachers will also prioritize implementing lessons to expand instruction in the area of informational text which is a weakness identified by the data	September 2024	May 2025	High School/Middle School ELA Staff
Interim Assessment Tool	Teachers in Grades 3-5 and All Middle School and High School ELA instructors will utilize the interim assessment/practice testing resources periodically before the spring assessment.	September 2024	March 2025	Grades 3-5 Teachers/High School/Middle School ELA Staff/Price
SLO Goals	All 6-12 ELA teachers will form SLO goals based on the data from the IXL Diagnostic assessment or standards that need improvement based on the Data Inservice in the fall.	September 2024	May 2025	HS/MS ELA Staff & Principal
Action Plans	All elementary teachers will use STARS or South Dakota Assessment data to formulate Action Plans to focus on Targets that scored low.	August 2024	May 2025	Elementary Staff
STAR Assessments	All students in grades K – 5 will be assessed quarterly by using STAR assessments periodically throughout the year. This provides data and grouping recommendations to teachers. This also provides help in identifying current reading abilities of the students.	August 2024	May 2025	Individual Classroom Teachers/Principals
IXL Diagnostic Test	All 6-12 ELA teachers will give the diagnostic placement test through the IXL site. This tool is used to reveal exact strength and weaknesses for each student. The data is then used to create a personalized plan for each learner to close learning gaps and facilitate meaningful progress.	September 2024	May 2025	HS/MS ELA Staff & Principal



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Middle School Student Accelerated Reader Goals	All students in grades 6-8 who did not test at least at a level 3 will be given Accelerated Reader goals as part of their Language Arts curriculum.	August 2024	May 2025	Classroom Instructors
Grade Level meetings	Elementary teachers will hold regular grade level meetings to discuss and coordinate strategies to improve instruction	August 2024	May 2025	Elem Principal/Teachers
Title/ interventions	Title teachers will intervene to reinforce standards and help designated students	August 2024	May 2025	Elem Principal/Teachers



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Increase % of students scoring at level 3 or 4 in the area of Math on the South Dakota Assessment at each school level during the spring assessment.

### Measurable Objectives:

- The percentage of Hanson Elementary School students (grades 3-5) achieving a level 3 or 4 on the 2025 South Dakota assessment will increase from 64%
- The percentage of Hanson Middle School students (grades 6-8) achieving a level 3 or 4 on the 2025 South Dakota assessment will increase from 51%
- The percentage of Hanson High School students (grade 11) achieving a level 3 or 4 on the 2025 South Dakota assessment will increase from 61%

### Strategies:

Activity -	Activity Description	Begin Date	End Date	Staff Responsible
IXL Use	IXL will be used with Elementary, middle school, and high school students to provide individually prescribed work to strengthen Math skills and the understanding of Math standards	August 2024	May 2025	Elementary Staff, Middle School Staff, High School Staff
Data breakdown and Using Test Results to improve scores staff development	A staff in-service day was designated to break down test data and analyze strengths and weaknesses of student test results. Grade level meetings were held and action plans formed to improve instruction based on the data.	August 2024	September 2025	Principals and Teachers
IXL Diagnostic Test	All 6-12 Math teachers will give the diagnostic placement test through the IXL site. This tool is used to reveal exact strength and weaknesses for each student. The data is then used to create a personalized plan for each learner to close learning gaps and facilitate meaningful progress.	September 2024	May 2025	HS/MS ELA Staff & Principal
SLO Goals	All 6-12 Math teachers will form SLO goals based on the data from the IXL Diagnostic assessment or standards that need improvement based on the Data Inservice in the fall.	September 2024	May 2025	High School/Middle School Math Teachers & Principal
STAR Assessments	All students in grades K – 6 will be assessed quarterly by using STAR assessments periodically throughout the year. This provides data and grouping recommendations to teachers. This also provides help in	August 2024	May 2025	Individual Classroom Teachers/Principals



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	identifying current reading abilities of the students.			
Curriculum adjustment	MS teachers will address Statistics and Probability prior to the spring assessment to address a weakness identified by the data	September 2024	March 2025	MS Math Teachers
Curriculum Adjustment	High School math teachers will prioritize the understanding of the concept of functions to address a weakness identified by the data	September 2024	March 2025	HS Math Teachers
Grade Level meetings	Elementary teachers will hold regular grade level meetings to discuss and coordinate strategies to improve instruction	September 2024	May 2025	Elem Principal/Teachers
Title/interventions	Title teachers will intervene to reinforce standards and help designated students	August 2024	May 2025	Elem Principal/Teachers
Teaching High School Algebra in 8 <sup>th</sup> grade	The school will continue to apply for, implement, and evaluate a waiver to offer high school Algebra I to 8 <sup>th</sup> grade students	August 2020	May 2025	HS/MS Principal & HS/MS Math instructors
Academic Waiver	The school has received an academic waiver approval to offer Algebra I for high school credit to students in the 8 <sup>th</sup> grade to allow them to take more advanced math courses in high school preparing them further for the ACT exam and college readiness.	July 2022	June 2025	HS/MS Principal



### Goal 3:

Increase % of freshman and sophomores that achieve at or above Grade Level Mean RIT scores as measured by the NWEA MAP Assessment in the area of Science.

### Measurable Objective:

- The percentage of Hanson High School freshman and sophomores (grades 9 & 10) achieving at or above grade level mean RIT scores in the area of Science on the Spring assessment will increase to 75%

### Strategies:

Activity -	Activity Description	Begin Date	End Date	Staff Responsible
Individual Goal Setting Meetings	The science teacher will hold individual meetings with each student reviewing the strengths and weaknesses that they show in their assessment during after both the fall and winter test windows. Students will be led to set individual goals and strategies for improvement.	September 2024	March 2025	HS/MS Principal & HS/MS Math instructors
SLO Goals	All 6-12 ELA teachers will form SLO goals based on that data from the fall data dig and areas/content standards that need improvement.	September 2024	May 2025	HS/MS Principal & HS/MS Math instructors



## Goal 4:

Kindergarten-2<sup>nd</sup> grade students will increase the % of students scoring at or above grade level in Reading as measured by the STAR Reading Assessment.

## Measurable Objective:

The number of students in grades K-2 that score at or above grade level on their final STARS Reading Assessment will increase to 70%.

## Strategies:

Activity -	Activity Description	Begin Date	End Date	Staff Responsible
IXL use	IXL will be used with Elementary, middle school, and high school students to provide individually prescribed work to strengthen ELA skills and the understanding of ELA standards	August 2024	May 2025	Elementary Staff, Middle School Staff, High School Staff
Action Plans	All elementary teachers will use STARS or South Dakota Assessment data to formulate Action Plans to focus on Targets that scored low.	August 2024	May 2025	Elementary Staff
STAR Assessments	All students in grades K – 5 will be assessed quarterly by using STAR assessments periodically throughout the year. This provides data and grouping recommendations to teachers. This also provides help in identifying current reading abilities of the students.	August 2024	May 2025	Individual Classroom Teachers/Principals



## **Intervention Strategies**

The school has an SAT team of teachers coming from each grade level that meets that meets regularly throughout the school year. The team monitors progress of students and forms intervention strategies for students that are struggling academically. Various strategies are put into place by the SAT team to intervene with students. Other intervention strategies include placing students, including high school and middle school TAP (Teacher Assistance Program) time where students can work with teachers if they are struggling with concepts. The SAT team may also place students in a designated TAP session that has smaller numbers in the section to provide more attention to students in need.

Middle school teachers maintain an ICU list to document students who may have missing work so TAP teachers can intervene and help guide the student toward completion. There is also an after school program for middle school and high school students to attend voluntarily or by assignment to receive help with their work.

The elementary school uses the STAR assessment for reading and math while the middle school and high school use the IXL Diagnostic assessment tool to monitor academic growth. Data is used from these assessments in conjunction with the IXL computer based learning tool used at all levels to provide standards based individualized content for our students.



## **Prof. Development, & Highly Qualified Staff**

### **Professional Development**

The Hanson School District annually holds an in-service day on the Friday before the Labor Day holiday involving administration and all of our PK-12 teachers to analyze South Dakota Assessment test results and work together to form action plans for moving forward in improving student achievement. The district also encourages staff members to attend trainings and professional development events by providing registration fees, professional leave, and transportation to events that are not held on site. Staff are also allowed professional time to take part in teacher mentoring programs and obligations when attaining advanced degrees. Training initiatives are selected each year by our professional development group that support initiatives or programs that we have or are implementing.

### **Planning Calendar**

The Hanson school leadership team has developed the plan below to deliver professional development to our staff in various areas throughout the current school year. The plan is reviewed and updated annually. Below is the schedule for the 2024-25 school year:

August 13<sup>th</sup>: Teacher In-Service: Regional Teacher Inservice in Mitchell

August 14<sup>th</sup>: Teacher In-Service: Artificial Intelligence Training, All Staff Title IX Training, Grade Level Staff Meetings

August 19<sup>th</sup>: Teacher In-Service: Welcome Back, School Crisis Training/Lock Down Procedures and Grade Level Staff Meetings

August 30: Teacher In-Service: Data Dig, Action Plan Building and Curriculum Mapping;

September 18<sup>th</sup>: SPED staff IEP training, Sioux Falls

October 25<sup>th</sup>: Curriculum development, collaboration & Mapping

January 3<sup>rd</sup> : Teacher In-Service; Curriculum, collaboration & Mapping development

February 14<sup>th</sup> : Teacher In-Service; Curriculum, collaboration & Mapping development

March 10<sup>th</sup>: CTE staff, Eastern Statewide Perkins Consortium Annual Meeting (Southeast Consortium)

May 15<sup>th</sup>: Teacher In-service: year-end collaboration & tasks



## **Highly Qualified Teachers**

The Hanson school district works hard to attain highly qualified teachers in all classroom positions. The district not only posts open positions on the web site but also utilizes the Associated School Board website, newspapers, as well as our social media feeds. If there are open positions in the spring representatives from our administrative team will attend the teacher job fair in Sioux Falls to recruit candidates for any open positions. The district has landed several quality applicants and also teachers by attending the teacher job fair in recent years.

During the 2024-25 school year 3% of classes (2/196) were noted as not taught by Highly Qualified Teachers. Twenty-one percent of our teachers have advanced degrees along with several in the process of working toward attaining advanced degrees. All special education and Title I paraprofessionals meet the highly qualified requirements as well.

## **Transition Plan**

### **Transition to Kindergarten**

The Hanson School District has developed a full time Pre-school program that runs five days per week. The pre-school program is held in the same building as the elementary school so students gain a feel of a very similar experience that they will have in Kindergarten. Each spring the district hosts an annual Kindergarten round up/registration where families and future students can come into the building to register and get a feel of the building. The district also hosts an open house each year for all students. This event is a great way for incoming kindergarten students to come into the building with their families to see the classroom, locker area, lunchroom, playground, etc. The event



takes place either one or two days before the start of classes in the fall which helps ease tensions of our incoming kindergarten students.

### **Transition to Middle School**

Each spring the school counselor and the MS/HS principal take an afternoon to meet with 5<sup>th</sup> grade students. Students are given information on how their schedules will work in middle school, information on daily routines, rules, and a chance to ask questions of the counselor and principal. The event culminates by taking a guided tour through the middle and high school building. During the district open house each fall before school begins students are able to come in the building with their parents to get their schedule and then move around the building to find their scheduled classrooms as well as their locker and such.



## **Transition to High School**

The principal meets with 8<sup>th</sup> grade students during the 3<sup>rd</sup> quarter of their 8<sup>th</sup> grade year to begin their high school plans of study. During this process the students explore graduation requirements, how grade point averages are calculated, and they will map out tentative plans of coursework for each of their four years of high school helping them gain an understanding of the high school requirements. Our middle school and high school students are in the same facility and even have some of the same teachers. Both levels use the same period structure and have the same rules. This helps provide a seamless transition for our students moving from middle school to high school.

## **Transition to Post Secondary or Workforce**

Our 8<sup>th</sup> graders also attend a career fair (Wagner) in the spring semester each year along with a tour of nearby post-secondary institutions in Mitchell (DWU & MTC) to provide perspective as they move toward high school.

All sophomores take a CTE course called Career Exploration. Activities in this course include starting their high school portfolio, job shadowing in areas that match their career inventories, attending MyTi days sessions at Mitchell Tech for areas that match their career inventories or an event at another institution of higher learning.

Hanson Juniors take a semester course called Employability. In the course students continue to use career inventories and develop resumes', cover letters, and their high school portfolios. Students are required to job shadow for a day in field that matches their career interests. Juniors also attend the fall college and career fair hosted by DWU and MTC in Mitchell to expose them to colleges throughout the



region and the many areas of study at MTC. Juniors also have the option of taking an ACT prep program to prepare them for the ACT college entrance exam.

Seniors will complete their high school portfolios continuing from previous high school years. Seniors also have the option to complete a youth internship at a place of business that matches their area of interest. A financial aid night is held in the fall to educate students and parents on the federal financial aid process.

In addition to the activities listed above, all high school students will review and complete plans of study each year outlining the courses that they have taken and plan to take moving forward. Students are encouraged to take dual credit courses. Just over 50% of juniors and seniors at Hanson High take advantage of dual credit coursework. All seniors can use up to three exempt absences for college visits throughout the school year. Juniors can also use two exempt absences for college visits as well. All students have access to the counselor for individual questions regarding career and college choices as well.

Finally, Hanson hosts a career day in the spring for freshman, sophomores, and juniors where several career representatives are brought in from each career cluster. Students attend sessions that involve explanations of the various careers along with time for questions and answers.



## **Monitoring**

### **Monitoring & Assessment**

Hanson school analyzes student achievement in various ways. The SD STARS data system along with the South Dakota Assessment portal is used to pull information each year which is disseminated to our leadership team and our staff and used to help develop school improvement. These results are compiled and analyzed by our staff and each curriculum area contributes to developing goals and an action plan for the school improvement plan.

The elementary school uses STAR assessments in the area of reading and math to formatively assess students at four different times throughout the school year and guide interventions and differentiated instruction to address the needs of student groups and individuals.

Teachers at all levels also use the SBAC interim tests and materials throughout the year in applicable areas to assess where students are at which helps guide their instruction. Teachers at all levels also use IXL learning which is a web based intervention tool that teachers can use to individually address student needs. High School and middle school teachers administer semester exams at the end of each semester to assess learning in their courses.



### **Fiscal Responsibility**

Each year the district has a requisition process in the spring in order to financially plan for the next fiscal year. Teachers, administrators, and other personnel are able to request purchases at this time for resources necessary to equip them in their educational needs. Each request is evaluated by the administrative team and approved or rejected. Major purchases such as curriculum and personnel are also evaluated at this time in the planning process. Funds are allocated at this time and a budget is approved by the school board to carry out the action plans that are formed in our school improvement plan and the general operation of the school. Funding sources supporting school improvement are

### **Parent Involvement & Education**

Student progress is shared with parents through dissemination of South Dakota Assessment results. A report is disseminated to each parent of children who took the test. A text/email is delivered to parents when results are sent out letting them know how to access help if they should need it in reviewing results. The district holds parent/teacher conferences twice annually in which formative test results can be shared with parents along with report cards. During the winter test window formative results are sent home with the students as well. School cumulative test results are shared on the school's website through the school profile along with a direct link to the state report card for the school district. Parents are notified of mid-term grades half way through each quarter and also final quarter grades at the completion of each quarter.

The school is equipped with the Apptegy web based interface which allows quick and easy text messaging, email, social media posts, app



messages, and web updates for our parents, students, and community. Notices through the Apptegy system are consistently sent out to parents notifying them of any important information pertaining to their child's education. Staff emails are made available through our school website for easy access to our parents as well. Each parent has access to the Parent Portal which is integrated with our Infinite campus database so they can see grading and attendance information online for each of their children. Parent/teacher conferences take place twice annually along with a Title I night and a back to school open house for all families in which parents come to the school and engage in educational activities with our students and teachers.

### **Ongoing Program Development**

The school improvement plan is evaluated annually and submitted to the school board for approval and evaluation of goals at the regular October school board meeting each year. After the October school board meeting the school improvement plan is posted and made available to the public on the school's web site. The leadership team meets periodically throughout the academic year to form and evaluate the plan and assess the implementation of it.



## Waivers of Administrative Rule

The school district has an administrative waiver to teach high school Algebra I to 8<sup>th</sup> grade students for high school credit. The course must be taught by an instructor certified to teach high school Algebra. The waiver will allow students who are ready to learn at a higher level to get a head start in high school math and allow them to complete a 5<sup>th</sup> credit of high school math during their senior year. The waiver in place is monitored annually by assessing how many students successfully complete Algebra I in 8<sup>th</sup> grade and also evaluating how many students successfully complete a 5<sup>th</sup> credit of math by taking an advanced math course.

Allowing our students to gain credit for Algebra I by taking the course in 8th grade has allowed many of our students to take Calculus or College Prep Algebra during their senior year. Our course sequence goes in the following order: Algebra I, Geometry, Algebra II, Pre-Calculus, College Prep Algebra (Algebra III) or Calculus. All of these courses are full year courses. The only way students are able to take the Calculus course it to earn the Algebra I credit in 8th grade. Below are the number of students we have had in Calculus over the waiver period:

Seniors completing an advanced math credit in Calculus or College Prep Algebra:

2020-21	15 Seniors completed a full credit in one advanced math course
2021-22	11 Seniors completed a full credit in one advanced math course
2022-23	25 Seniors completed a full credit in one advanced math course
2023-24	17 Seniors completed a full credit in one advanced math course

8<sup>th</sup> Grade students completing Algebra I for high school credit:

2020-21	12 8 <sup>th</sup> grade students completed a full credit of high school Algebra
2021-22	13 8 <sup>th</sup> grade students completed a full credit of high school Algebra
2022-23	13 8 <sup>th</sup> grade students completed a full credit of high school Algebra
2023-24	13 8 <sup>th</sup> grade students completed a full credit of high school Algebra

## Conclusions



This improvement Plan defines the goals identified by the Hanson School District for the identified planning period. School improvement goals will be monitored and revised as needed. The school improvement team will monitor the school improvement process along with the goals and strategies set forth in this improvement plan.