

Hoven School District 53-2



School Improvement Plan 2024-2025

*To be reviewed and updated annually
Revised and Adopted August 2024*

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Hoven School District 53-2

Mission

Prepare students with the attributes and competencies to be active, responsible citizens in our changing world.

Philosophy

About Students and Learning, We Believe That Students...

- Have the opportunity to develop according to their- learning styles
- Have access to adequate support systems
- Are empowered through a strong knowledge base and creative problem-solving skills
- Will be challenged to maximize their potential
- Develop life skills necessary to be a productive citizen
- Have a right to a positive learning atmosphere that develops a positive self-image
- Need to experience success

About Teachers and Teaching, We Believe That Teachers

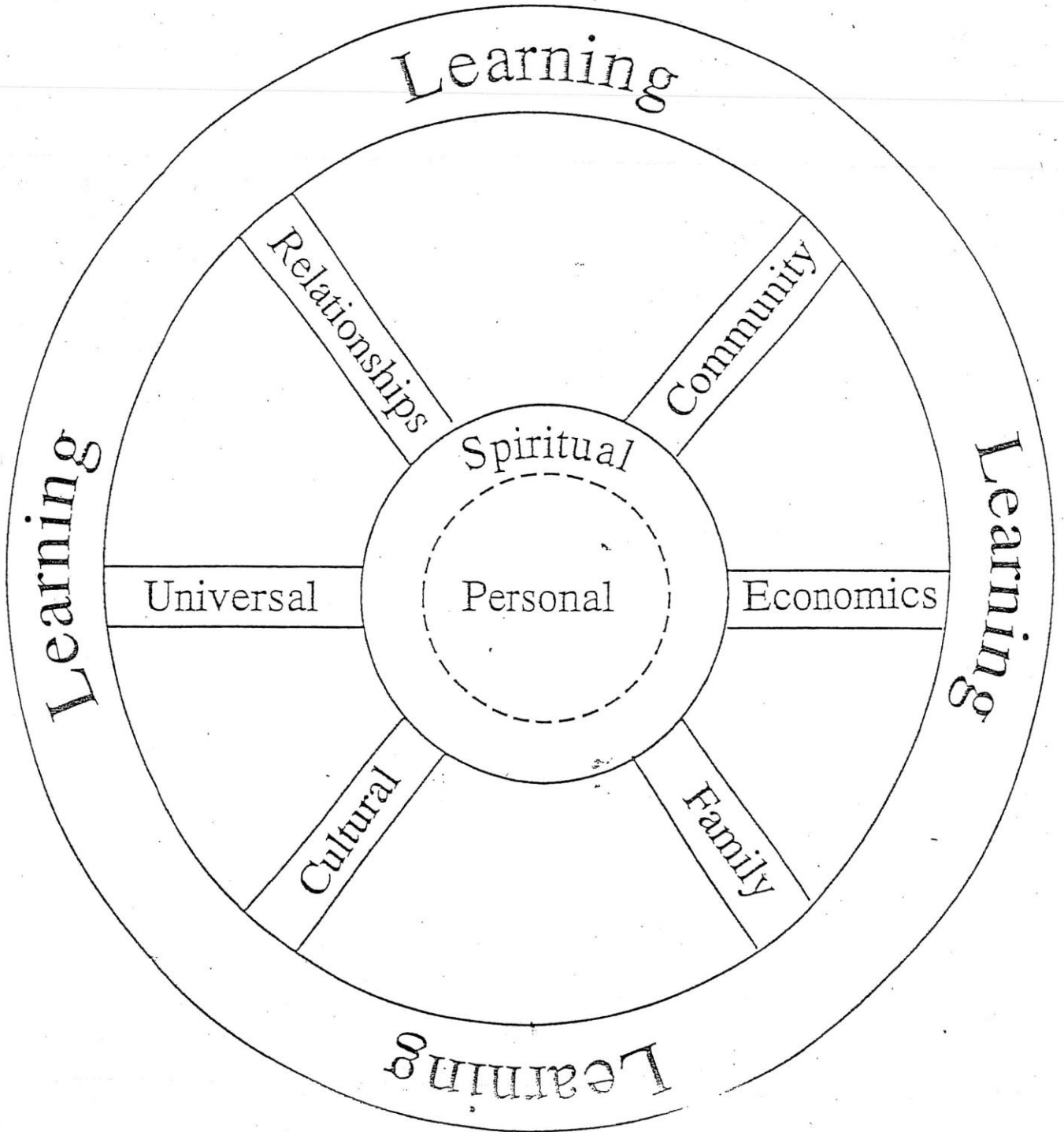
- Are professional and will act and be treated as such
- Behave with consistency and fairness
- Provide the time for all students to complete an identified level of learning
- Must teach kids HOW to learn
- Will have ample opportunities to receive ongoing staff development
- Must create a positive learning atmosphere in the classroom and community to enhance self-esteem and professionalism
- Need to be positive and enthusiastic about their profession
- As teachers, we understand that we are all lifelong learners

About Schools and the School District, We Believe That...

- Educating a child is a joint responsibility of the school and the family, and that schools require family support to be most effective
- The community and staff need to take pride in their school system and maintain mutual respect for one another
- The district will promote a mission and vision of what the school expects of its students, staff, and district
- Schools provide a safe and productive learning environment
- Staff, administrators, school board, and community will work as a team and maintain open lines of communication
- The school district will continually strive for educational excellence

Hoven School District 53-2

Vision



Hoven School District 53-2

Exit Outcomes

A Self-Directed, Life Long Learner Who:

- thinks critically and creatively
- creates learning experiences and opportunities
- keeps current and utilizes new knowledge and technology
- encourages and supports others to continue to learn
- sets goals for their own learning

A Respectful and Responsible Universal Steward Who:

- manages the environment as a valued national treasure
- acts on issues to improve the world/universe around them
- demonstrates a concern for humanity by actively participating in local and universal related issues
- respects the uniqueness of all individuals in the world

A Supportive Family Member Who:

- supports and nurtures each other
- shows responsibility for their own actions
- respects their mental and physical personal health
- accepts and learns from mistakes
- displays loyalty for each other

A Participating Citizen Who:

- displays respect for laws, rules, and regulations of school, community, state, and country
- acts on issues or needs that concern school, community, state, and country
- exercises responsibilities as a U.S. Citizen
- recognizes the importance of responsibilities for themselves and respect for all people

A Committed, Supportive Person Who:

- maintains and encourages a positive, healthy self-concept
- models open, honest communication
- creates and displays trust, empathy, sensitivity, and values
- promotes concern for the growth/development of others

An Energized Quality Individual Who:

- continually acquires knowledge and skills necessary to compete and succeed in the world of work
- applies communication strategies, information, and critical thinking skills in the work place
- displays respect, trust, loyalty, honesty, and dependability as a partner, friend, and team member
- produces or provides quality products or services

A Respectful Contributor Is One Who:

- expresses understanding of his/her own culture and other cultures
- recognizes and respects the contributions, history, of cultural and artistic diversity in our world
- seeks out and participates in varied cultural activities
- initiates communication and explores possible solutions to multi-cultural problems

A Spiritually Enlightened Individual Who:

- understands that each human being is a unique creature of the universe
- understands that the most important things in life can't be bought or sold
- understands that choices have consequences
- understands that there are reliable standards of right and wrong
- understands individual responsibilities

Hoven School District 53-2

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Hoven School District 53-2 School District Profile

Hoven School District 53-2 is a K-12 school district located in Potter County approximately 80 miles northeast of Pierre and 80 miles southwest of Aberdeen in rural South Dakota. The district is 751 square miles situated east of the Missouri River in the eastern half of the state. The district has boundaries in four counties including Potter, Walworth, Edmunds, and Faulk. The district provides educational services to approximately 119 students K-12. The district also coordinates with the Hoven Preschool Program with 9 students and has 15 students identified in the district boundaries as home schooled. The school district school buildings and administrative offices are all housed on one campus, and a new Junior High/High School was built onto Hoven Elementary in 2015-2016. The Hoven School District has one administrator serving as CEO and Special Education Director, one business manager, sixteen certified teachers, nine classified staff and an annual budget of approximately 3.1 million dollars.

Hoven School District has a strong academic reputation statewide. We have a comprehensive curriculum that is aligned to state standards. Special education services are available to students from pre-school through age 21 as required by law. Staff members are highly-qualified, care about their students and are involved in a continuous program of professional development and improvement.

The curriculum reflects both a strong commitment toward instruction in basic academic skills and attention to the special needs of all students. A high priority has been placed on the integration of technology into the curriculum and to provide ongoing professional development for our teaching staff.

Hoven has a strong tradition of supporting its students in extra-curricular activities of both an academic and athletic nature. A variety of extra-curricular activity programs are provided and maintained for students. These include such programs as:

- FFA
- National Honor Society
- Educators Rising
- Student Council
- Concessions
- Oral Interp
- Yearbook
- Music/Band/Choir
- Athletics

The Board of Education, administration, staff, students, and community work well together. Hoven has actively supported its schools and prides itself in providing quality programs for all students.

In an effort to facilitate and enhance student achievement at Hoven School District 53-2, parents, teachers, and administrators have provided input into this document, which is a tool that will enable stakeholders to sustain the school improvement focus at Hoven School District 53-2. This plan should drive subsequent decision-making, interactions, activities, and planning to further the goal of student achievement and success in the Hoven School District 53-2.

Hoven School District Comprehensive Education Plan

Hoven School District's comprehensive educational plan was developed by a committee of dedicated staff, parents, and trustees working together to review the district profile data and to use this data to positively impact the students, staff, programs, and facilities of the Hoven School District. The district transitioned to a new CEO at the beginning of the 2023-2024 school year and the current district leadership committee membership consists of:

- April Hobert—CEO/Special Education Director, Parent
- Amy Arbach—Business Manager
- Ashley Griese—JH/HS Science Teacher, Parent
- Colette Maier—JH/HS English Teacher, Secondary Lead Teacher
- LaDeen Krueger—3rd Grade Teacher, Elementary Lead Teacher/Elementary Dean
- Jonie Abler—Technology Coordinator/Athletic Director
- Peter Frickson—Health & PE Teacher/JH Social Studies Teacher
- Kindra Hartung—School Board Member, Parent
- Jeremy Stoecker—Parent
- Alyssa Kaup—Student
- Ava Hartung—Student

During the 2022-2023 school year, data was gathered during a data retreat. The district reviewed demographic information, achievement information, climate information, survey information, and program and policy information. The data was organized and disaggregated to see how each group was doing. It helped the district make sound decisions about programs and curriculum. Based upon this data, the district leadership committee reviewed and updated the comprehensive district educational plan that also included specific goals and measurable objectives for each school in our district (K-6, 7-8, and 9-12).

Hoven School District 53-2 District Enrollment

Across the state of South Dakota, schools have felt the impact of fluctuating enrollment numbers for the last decade. These changes can be attributed to low birth rates, a migration of people leaving the state, as well as families locating closer to municipalities for job opportunities.

Total enrollment in the Hoven School District had been steady over the past ten years, but enrollment projections for the upcoming years show enrollment increasing. Projections indicate an enrollment average of 8-10 students in each grade level over the next five years.

Below is a data analysis of our school district enrollment projections for the next five years. The data shows enrollment figures between 119-130 students.

Hoven School District Enrollment Projections

Grade Level	Graduation Year	Total Students
12	2025	7
11	2026	7
10	2027	4
9	2028	10
8	2029	6
7	2030	8
6	2031	10
5	2032	9
4	2033	11
3	2034	13
2	2035	9
1	2036	11
K	2037	12
PK	2038	9
EC	2039	15
EC	2040	9
EC	2041	6
EC	2042	7

School Year Enrollment

Year	K-12	PK-12
2024-2025	119	128
2025-2026	121	136
2026-2027	129	138
2027-2028	134	140
2028-2029	130	137

Hoven School District 53-2 Student-Teacher Ratios

One indicator of classroom size is the student-teacher ratio. That ratio uses the student count divided by the full-time equivalent count for all teachers in the schools, not just the self-contained classroom teacher. The student-teacher ratio reflects the ratio between teaching staff and students but it does not indicate actual classroom size, which varies from class to class. The current student-teacher ratio in the Hoven School District is 7.44, which is lower than the state ratio of 13.9.

We feel that our students in Hoven benefit academically from the fact that our student-teacher ratio is 7.44 students per teacher. A lower student-teacher ratio means more one-on-one attention for students, and it also allows teachers to individualize and differentiate instruction for students at both ends of the educational spectrum. The low student-teacher ratio that our students enjoy here in the Hoven School District is beneficial to their achievement.

Hoven School District 53-2 Comprehensive Needs Assessment

A comprehensive needs assessment and survey instrument was prepared, delivered and data collected by Mr. Dan Henry of TIE (now Compass) in Fall 2022. The survey was prepared to assess responses representative of these specific groups in Hoven School District:

- Students in grades 3-12
- Certified teaching staff
- Parents of Hoven students
- Hoven community members

A school improvement data retreat was held in January 2023 to assist with the analysis of data that examined effective leadership, curriculum and instruction, talent development, and family, culture and climate in the district and schools as well as student outcomes. The data was utilized to develop meaningful action plans, drive instruction and make building level decisions to improve student outcomes.

The Hoven School District 53-2 leadership team reviews data for all potential subgroups by reviewing the South Dakota Department of Education state and district report cards and all assessments in the following areas: achievement, student growth, career and college readiness-NCRC, ASVAB, ACT, high school completion, 4-year cohort, and attendance.

Core team teachers have access to their student's data and their levels of proficiency in reading and math on the South Dakota English Language Arts and Math tests. After examining this data, teams identify strengths and areas of improvement for each class period and individual students. Review of this data allows staff members the opportunity to develop effective prescriptions for students based on educational needs.

The school improvement committee continues to review data sources as data becomes available. They meet to review the goal statements and to refine the strategies for implementation. The plan is reviewed on an on-going basis with modifications made as the school improvement committee deems necessary. It is also subject to annual review by the school board.

Hoven School District 53-2 South Dakota ELA and Math Testing Results

Beginning in 2015, in compliance with the No Child Left Behind (NCLB) waiver, the state of South Dakota required all students in grades 3-8 and 11 to take a computer adaptive test. The South Dakota English Language Arts (ELA) and Math tests are through the Smarter Balanced Assessment Consortium. These tests assess student achievement in the areas of math and English Language Arts. A student's score on each subtest places him or her in one of four achievement categories: Level 1, Level 2, Level 3, or Level 4. Students are deemed proficient when scoring Level 3 or Level 4. South Dakota's overarching goal for Student Achievement is to reduce by half the percentage of students (all subgroups) who are not proficient within six years. Proficiency is measured by performance on the annual statewide assessment. Targets, based on this six-year goal, are set for each subgroup at each school, in equal increments, to give that school a unique trajectory that recognizes where the school's subgroups started in terms of student proficiency and to support continuous improvement.

Hoven Elementary School

Elementary School Performance Index

Category	2018-19	2019-20*	2020-21	2021-22	2022-23
SPI Total out of 100 points possible	63.9	-	No SPI data due to COVID-19	70.9	68.3
Student Progress	21.7/45	-	**	24.8/45	22.5/45
School Environment	10/10	-	19.6/20	9.4/10	9.3/10
Student Performance	32.3/45	-	60.6/70	36.8/45	36.5/45

Hoven Junior High School

Junior High School Performance Index

Category	2018-19	2019-20	2020-21	2021-22	2022-23
SPI Total out of 100 points possible	61.4	-	No SPI data due to COVID-19	74.4	90.3
Student Progress	19.7/45	-	**	28.1/45	38.1/45
School Environment	10/10	-	20/20	7.5/10	10/10
Student Performance	31.7/45	-	48.7/70	38.8/45	42.2/45

Hoven High School

High School Performance Index

Category	2018-19	2019-20	2020-21	2021-22	2022-23
SPI Total out of 100 points possible	96.2	-	No SPI data due to COVID-19		79
College & Career Readiness	27.5/27.5	-	**		
High School Completion	27.5/27.5	-	**		42.5/42.5
Student Performance	41.2/45	-	**		36.5/57.5

-Due to the COVID-19 pandemic, South Dakota received a waiver from the federal government and did not assess students 2019-20. This resulted in the absence of state assessment results for English language arts, math, and science.

***Due to the COVID-19 pandemic & unprecedented learning conditions, the 2020-2021 Report Card data are not comparable to past years. Certain data are incomplete and not representative of the student population. An overall score was not calculated for schools for the 2020-2021 Report Cards. In addition, a school's "school support" status is based upon performance results from the 2018-2019 school year. Finally, student progress data are not available for the 2020-2021 school year.*

Hoven School District 53-2 Analysis of Data

After reviewing various data sources, the following **STRENGTHS** were noted:

1. The district has addressed technology needs by increasing bandwidth, access points, access to computers and laptops
2. All classrooms are furnished with Promethean Boards to deliver online curriculum
3. All students in Grades K-12 have online access in a 1:1 environment with their own laptop or iPad
4. Small class sizes and a low student to teacher ratio have proven to be a positive influence on test scores
5. A new K-5 Elementary Math curriculum was implemented in the 2022-2023 school year
6. A new 6-12 English Language Arts curriculum was implemented in the 2022-2023 school year
7. A larger variety of coursework was implemented into the secondary schedule to provide as greater variety of coursework at the secondary levels.
8. Learning by Doing was implemented weekly in 2023-2024 to help increase opportunities for cross-curricular activities, more hands-on opportunities, expand cross-grade level collaboration/groups/pairs, and increase student engagement.

The following **NEEDS** were noted:

1. Student access to more elective classes and opportunities limits student choice outside of graduation requirements such as FACS, Computer Science, Art, and foreign languages
2. Staff survey data indicates a desire for consistent leadership
3. Provide on-going and high-quality professional development for staff to stay up to date with best practices and innovations in teaching and learning

Hoven School District 53-2 School Improvement Goals, Intervention Strategies & Timelines 2024-2025

<p>Goal 1: K-12 students will apply reading strategies to increase reading scores according to South Dakota English Language Arts assessment data.</p> <p>Objective: Percent of students in grades 3-8, and 11 scoring proficient on the ELA South Dakota English Language Arts assessment will increase by 3%.</p>					
Action step/ Strategies	Persons responsible	Timeframe	Resources	Evaluation	Fiscal requirement
Identify basic and below basic students, claim performance, academic growth SGPs.	Admin, teachers	August (Annually)	South Dakota ELA Assessment data	Teacher implementation	None
Classroom observations	Administration	August-May	Frontline Evaluation tool	Completion of observations	None
Academic interventions	Admin, teachers, paraprofessionals	August-May	Classroom materials	Assessment data analysis, progress monitoring, intervention schedule	Title I, General Fund, and SPED
Implementation of new 6-12 English Language Arts Curriculum	Admin, teachers	August-May	Savvas Reading Curriculum	Teacher implementation and Admin observation	Capital Outlay purchase for a six year period

Goal 2: K-12 students will apply mathematics strategies to increase math scores according to the South Dakota Math assessment data.

Objective: Percent of students in grades 3-8, and 11 scoring proficient on the South Dakota Mathematics assessment will increase by 3%.

Action step	Persons responsible	Timeframe	Resources	Evaluation	Fiscal requirement
Identify basic and below basic students, claim performance, academic growth SGPs.	Admin, teachers	August (Annually)	SBAC data	Teacher implementation	none
Classroom observations	Admin, teachers	August-May	Evaluation tool	Completion of observations	none
Academic interventions	Admin, teachers, paraprofessionals	August-May	Classroom materials	Assessment data analysis, progress monitoring, intervention schedule	Title I, General Fund, and SPED
Implementation of new K-5 Math Curriculum	Admin, teachers	August-May	HMH Into Math Curriculum	Teacher implementation and Admin observation	Capital Outlay purchase for a six year period

Goal 3: Students will graduate career and college ready.

Objective 1: Increase opportunities for dual credit and CTE.

Objective 2: Increase college readiness percentage in both ELA and Math by 3%.

Objective 3: Increase opportunities for students to participate in Learning by Doing activities.

Action step	Persons responsible	Timeframe	Resources	Evaluation	Fiscal requirement
ACT/ASVAB preparation	Admin, teachers, counselor	August-May	SDMyLife/Xello	ACT scores, ASVAB scores, classroom implementation	SDDOE
Dual Credit Courses	Admin, and teachers	August-May	Connection with Dual Credit programs as participating Universities and Tech Schools in SD	Number of students taking and completing courses	General Fund
Learning by Doing Opportunities	Admin, and teachers	August-May	Connection with employers in the area willing to work with students and have access to learning experiences from school and Senior Experience	Number of various Learning by Doing activities and feedback from students on ways to improve their experiences	General Fund

Hoven School District 53-2 Professional Development

During limited times of the year, staff members will be engaged in a variety of activities to help them build capacity with district needs and identified goals.

Local professional development opportunities will include technology, instructional strategies, and teacher observation and evaluation tools that will encourage effective delivery, quality instruction, ethics and professionalism and management of instruction. Staff development sessions are funded by district general fund dollars.

2024-2025 Professional Development Schedule

Date	Topic/Staff
August 2024	Staff General In-Service <ul style="list-style-type: none"> • Training delivered by The Humanity Launch in Gettysburg, SD • Building Level Staff Collaboration & work • CEO Expectations • Policy review • Confidentiality & Staff Handbook Agreements • Epi-pen refresher training
August 2024	Staff General In-Service <ul style="list-style-type: none"> • AI for Educators by NSU Back-to-School Workshop (Virtual) • Online Safety & Spam • Double Authentication • Technology info & updates
August- June 2025	New Teacher Mentoring <ul style="list-style-type: none"> • Mentor/Mentee training for new staff members in our school
September 2024	Suicide Awareness & Prevention Training <ul style="list-style-type: none"> • Training delivered online via SDDOE approved options
November 2024	Data Retreat & Planning <ul style="list-style-type: none"> • Dan Henry, Compass Learning Specialist
February 2025	State Assessment Training <ul style="list-style-type: none"> • Administering State Assessment – process & protocols • Non-Disclosure Agreements
April 2025	Curriculum Development/Enhancement/Resources <ul style="list-style-type: none"> • Hoven Staff

Hoven School District 53-2 Documentation

It is essential that changes in student performance for each of the goals be documented through analysis of the pre and post-test data. The school leadership team will review the data at regular intervals in order to judge the success of the interventions in causing student growth to occur. Results of this analysis will be reported to the school community.

Hoven School District 53-2 Waivers from Administrative Rule

Hoven School District 53-2 does not have any waivers from Administrative Rule.

Hoven School District 53-2 Instruction by State Certified Staff

All teachers and paraprofessionals at Hoven School District 53-2 are State certified in their respective areas. It is our District's policy to staff our schools only with teachers and paraprofessionals that are State certified. Title I paraprofessionals providing instructional services are qualified and work under the direct supervision of a State certified teacher. The district attracts State certified staff by advertising job openings on the district web page, consulting with local universities, Associated School Boards of South Dakota's teacher placement website, South Dakota Department of Education's Education Employment System, and attending job fairs as needed. General funds are used to provide professional development opportunities for certified staff and paraprofessionals.

Hoven School District 53-2 Parent Involvement in Education

Pertinent Parent information is distributed by the following means:

- School Board Meetings (Monthly reports-School Improvement Updates)
- Official Newspaper (The Hoven Review)
- School Newsletters
- School Publications
- Direct Mailings to Parents
- District Web site- www.hoven.k12.sd.us
- DDN Campus Student/Parental Portal
- South Dakota State/District Report Card
- Parent Teacher Conferences
- PTA organization
- Apptegy Live Feed/Notifications/SMS messages/Voice calls
- School District Social Media Facebook <https://www.facebook.com/HovenSchoolDistrict>

School Board Policy KB—Parental Involvement—Title I

During the course of Title I fiscal year, the Title I staff and administration will direct, promote, and disseminate the following to involve Title I parents:

1. Notify each child's parent that the child has been selected to participate in Title I and why the child has been selected
2. Inform each child's parent of the specific instructional objectives for the child's Personal Education Plan (PEP)
3. Establish a schedule of parent-teacher conferences twice yearly. At this time, verbal progress reports will be given
4. Provide materials, suggestions and information to parents to help them promote the education of their children at home
5. Request parental suggestions in working with their children

An annual meeting will be held in April to which all parents of eligible children and any other interested persons will be invited. The purpose of this meeting are to discuss the programs and activities carried out with Title I funds, inform parents of their right to consult in the design and implementation of Title I projects, solicit parents' input, and provide parents an opportunity to establish means for maintaining communication among teachers, Title I officials, and other parents with children involved in the Title I program.

Student Handbook--Title I Parent Involvement Policy

The Hoven Board of Education believes in equality for all students. They also believe that parents have the right to know and understand information that affects their sons and daughters. Therefore, the Board believes:

1. That parents play an integral role in assisting their child's learning.
2. That parents should be encouraged to be actively involved in their child's education.
3. That parents are full partners in their child's education and are included, as appropriate, in the decision making process and on advisory committees which will be working to assist their child.

Title I regulations require that each school served under Title I jointly develop with and distribute to parents of participating children, a written parental involvement policy agreed on by the parents that describes the requirements of (c) through(f) as listed below and outlined in Title I law:

The Hoven Elementary School shall convene an annual meeting and involve parents, in an organized, ongoing, and timely way in the planning, review, and improvement of programs. The annual meeting will be held at Hoven

Elementary School within the first thirty (30) days of school each fall. The date for this meeting will be advertised in the local paper, the school newsletter, and a parent note will go home to all parents. Parents will review and update the Title I policy as needed. They will be informed of their child's instructional objectives for the school year. They will also receive the following materials:

- Report on their child's progress;
- Materials, suggestions, and information that may assist them in working with their child in the home environment;
- Timely information about the School-wide Title I program;
- A description and explanation of the curriculum that is being used at the school and the forms of academic assessment used to measure student progress and the proficiency levels students are expected to meet; and
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate as appropriate in decisions relating to the education of their children, and respond to any suggestions as soon as practically possible.

To ensure that parents are able to attend these meetings, the school will make every effort to offer flexibility in the number of meetings provided. Staff will try to schedule these meetings in conjunction with or prior to other school activities when appropriate (parent-teacher conferences, open house, etc.). Staff will also attempt to schedule the meetings at various times during the day/evening and on different days of the week to try to work within parent schedules.

To ensure the effective involvement of parents and to support a partnership among the Hoven Elementary School, parents, and the community whose shared goal is to improve student academic achievement, the school and district shall:

- Provide assistance to the parents of children served by the Hoven School District, as appropriate, in understanding such topics as the State's academic content standards and the State student academic achievement standards, state and local academic assessments the requirements of Title I Program and how to monitor a child's progress and work with educators to improve the achievement of their children;
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance for parents, in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head start, reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities such as parent resource centers, that encourage and support parents in more fully participating in the education for their children;
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and to the extent practicable, in a language parents can understand;
- Enable teachers and parents to better work together by providing videos and materials to be shown at meetings or be checked out by parents in order to further the goal of parents as equal partners.
- Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- Establish a district parent advisory council to provide advice on all matters related to parental involvement in Title I School-wide programs;
- Provide such other reasonable support for parental involvement activities under this part as parents may request

Accessibility

In carrying out the parental involvement requirements of the Title I School-wide Program the Hoven School District and Hoven Elementary School will to the extent practicable provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children,

including providing information and school reports in a format and, to the extent practicable, in a language such parents can understand.

Title 1 – School-Parent Compact

“Hand in hand we can learn and work together to build a better world.”

School-Parent Compact

The Hoven School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This school-parent compact is in effect during the academic school year.

School Responsibilities

The Hoven Elementary School will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
 - Provide quality professional development for teachers in curriculum mapping and use of achievement series, e-metrics, and other activities that support our data driven school-wide goals
 - Hire highly qualified teaching staff and paraprofessionals to work with children
 - Encourage teachers to be well prepared for their teaching discipline
 - Teachers are encouraged to help each child to grow to his/her fullest potential and to show respect for each child and his/her family
 - Support the teachers in their efforts to obtain sufficient materials and resources
 - Provide an environment that is safe and conducive to learning, where school and classroom rules are enforced fairly and consistently
 - Set up special activities in the classroom to make learning stimulating
 - Promote the intellectual, social, and physical development of each child
 - Encourage student participation in a well-rounded education
 - Provide homework assignments that will reinforce classroom instruction
2. Parent –teacher conferences will be held twice a year. The first conference will be held during the first quarter and the second will be held during the third quarter
 - Parents will be encouraged to communicate regularly with their child’s teachers if they have any concerns and questions as this does not only need to happen at parent-teacher conference time. Teachers are encouraged to work cooperatively with parents and to communicate with them on a regular basis through notes home, phone calls, or personal contact at times other than the regularly scheduled conferences.
3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - Progress reports will be provided to parents quarterly
 - Midterm progress reports are also prepared for all students
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Staff will be available to parents for consultation at scheduled parent-teacher conferences, ½ hour before the school day begins, ½ hour after the school day ends and as needed during the school day when

possible. Parents are asked to make an appointment with the teacher so that scheduling conflicts do not arise.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - Parents are encouraged to volunteer in their child's classroom and to share their skills with students
 - Parents and Grandparents are encouraged to volunteer to come in and listen to children read aloud
 - Parents are encouraged to attend our annual open house and parent night activities
 - Parents are encouraged to set up a time with their child's teacher to participate, observe in the classroom, and/or eat lunch with their children
 - Grandparents are invited to be with their grandchildren at lunch and recess on Grandparents Day

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance and making sure that my child attends school regularly and on time
- Support the school in its efforts to maintain proper discipline
- Provide a home environment that encourages completion of homework
- Monitoring amount of computer/electronics screen time and the amount of television their children watch
- Encourage my child's efforts and be available for questions
- Spend quality time with my child
- Communicate regularly with my child's teachers
- Volunteering in my child's classroom
- Participating, as appropriate, in decisions relating to my children's education
- Promoting positive use of my child's extracurricular time
- Show respect and support for my child, the teacher, and the school
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to
- Read at least 30 minutes every day outside of school time
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day
- Attend school regularly
- Come to school prepared with my completed homework and my supplies
- Respect and follow school and classroom rules
- Always try to do my best in school
- Believe that I can learn and will learn
- Work cooperatively with my classmates, teachers, and administrators
- Take pride in my school

Hoven School District 53-2 Transition Processes

The registration process for incoming kindergarten students begins each Spring at the elementary school. Parents are encouraged to provide the school with the child's name, birth certificate, immunization records, and social security card to complete the registration process. In the spring, a time is reserved for our incoming Kindergarten students to be introduced to the teachers, classroom areas, and overall school building. At the start of the new school year, the teachers provide parents with information regarding the expectations for kindergarten. Students begin the year by attending school on the first day the school district begins classes to become better acquainted with their environment and daily schedule.

Hoven School District 53-2 works in conjunction with the Hoven Preschool Program and local daycare providers to provide transition from early childhood to kindergarten. Each spring the Hoven School District 53-2 hosts a visitation time for students who will be transitioning into kindergarten the following school year. Early Childhood screenings are held in the spring each year, and those records are shared with the kindergarten teacher to prepare for the upcoming school year. The district also works with the Oahe Special Education Cooperative as well as Birth to Three to help with early childhood screenings as well as local organizations and professionals for various screenings within the cooperative's servicing area.

Transition activities for sixth graders moving to the junior high begins with an orientation day visit to the junior high/high school building. This includes meeting teachers, reviewing schedules, and visiting classrooms during a regular school day. New students are welcomed to the school with an orientation provided by teachers, administrative assistants, and administration.

Hoven School District 53-2 Monitoring and Support

Students who experience difficulty are referred to the Elementary and Secondary staff as collaborative teams at the PK-12 levels by parents, teachers, or students. Curriculum-based measurements, behavior management plans, and standardized test data is reviewed during team meetings. Student needs are evaluated by the team with recommendations made to help rectify the problems identified. Recommendations may include before or after school tutoring, behavior management plans, referral to an outside agency, and/or further review by the team. The team shares this information with the teachers involved with the child as well as the child's parents.

If problems tend to persist, the student may be referred for formal evaluation of academic and/or psychological needs. After the evaluation has been completed, the team communicates the results to staff members and the child's parents. Recommendations may include special education services, professional counseling, and/or alternative placement of the child. Interventions are provided by classroom teachers, special education staff, and paraprofessionals. The Hoven School District 53-2 also contracts with the Oahe Special Education Cooperative for Early Childhood Special Education. In addition, we contract with Bowdle Healthcare for Occupational Therapy, Hands on Health for Physical Therapy, and independent contract with speech language therapists, and school psychology services. The district also collaborates with a contracted county health nurse to provide additional support to all students as needed.

Hoven School District 53-2 Fiscal Requirement

As this plan is implemented, resources will be made available to building teams by district office staff. The Superintendent and Business Manager are responsible for assigning equitable funding to eligible schools throughout the district. Time will be provided for building teams to meet to review their current school improvement plan, review their school’s data and to add new strategies to use for instructional purposes.

District-level administrators will be available to meet with school teams to support the development of school or student improvement plans and also to model effective instructional strategies in the classroom.

School curriculum and supplemental materials will be purchased according to the district curriculum adoption cycle. If additional support materials must be purchased, individual schools may use their building financial allocations to purchase those items.

Financial Resources Available:

District and Building Level

- General fund and capital outlay fund allocations
- Title allocations for staff salaries
- Special Education allocations for resource rooms

Hoven School District 53-2 Ongoing Program Development

The school improvement plan is part of a dynamic process with periodic evaluation needed to assess progress towards meeting goals. The school improvement plan is an evolving document requiring periodic evaluation to assess progress. It will be evaluated annually and revised as needed. Future revisions in the plan will be made according to data obtained from assessment results, surveys, state mandates, and student needs. A log will be kept on file of the periodic reviews and revisions.

The improvement plan will be presented to the Hoven School Board for final approval each Fall. After board approval, the School Improvement Plan will be fully implemented. The school improvement plan will be shared with the staff, parents, and the public through the Hoven School District 53-2 website, and copies will be available in the school office for interested patrons.

The timeline below indicates the School Improvement Activities from August 2024 to May 2025.

August	<ul style="list-style-type: none"> • School District Improvement Plan Committee meets to review and update the plan • School Board approves School District Improvement Plan • School District administration and certified staff implement School District Improvement Plan
August-May	<ul style="list-style-type: none"> • Ongoing implementation of School District Improvement Plan