



Hendricks Public School ISD 402

Comprehensive Achievement and Civic Readiness Plan 2024-2025

Developed cooperatively with the CACR Committee

The 2024-2025 *Comprehensive Achievement and Civic Readiness Plan* was approved by the District 402 School Board on November 20th, 2024. The content of the plan is an attempt to align multiple current district initiatives and plans, including the Strategic Plan, Literacy Plan, Title I/II plans, and Achievement and Integration plan.

The plan addresses the five goals as defined by statute. The goals are listed below and a copy of the plan is located on the district web page at: <https://www.hendrickspublicschools.org/>.

1. All children are ready for school.
2. All racial and economic achievement gaps between students are closed.
3. All students are ready for career and college.
4. All students graduate from high school.
5. Prepare students to be lifelong learners.

Home of the Redhawks

CACR Committee

Thank you to the following staff, community members, parents and students for their dedicated service on the CACR Committee during the 2024-2025 School Year.

Committee Members

Paul Chick	Superintendent & Principal
Liz Pavlik	PK-8 Principal
Ashley Citterman	Staff & Parent & Community Member
Jessica Jordahl	Teacher & Community Member
Mary Chick	Teacher & Community Member
Kendra Gould	Staff & Parent

Mission Statement

Hendricks Public School...where learning empowers students to become creative thinkers, problem solvers, and lifelong learners, well versed in basic skills as well as life skills, effective citizens and productive, caring members of society.

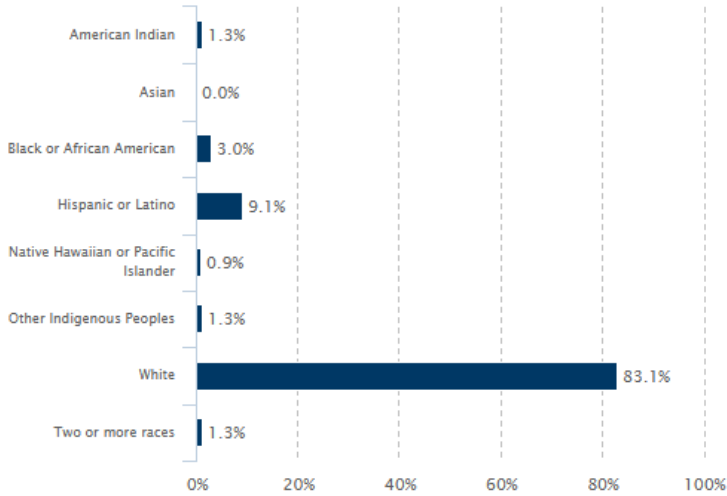
District & School Data

Assessments and Evaluation Tools

The Hendricks school district currently administers the Minnesota Comprehensive Assessments (MCA) and Minnesota Test of Academic Skills (MTAS). Additionally, the TS Gold Assessment is utilized in prekindergarten and NWEA assessments are utilized in kindergarten through twelfth grade. These tests provide both a formative and summative measurement, which are used as guides when making plans for curriculum and instruction. These tests are an essential tool for aligning our curriculum with the Minnesota State Standards. Minnesota Comprehensive Assessments are given to students in grades three through eight as well as high school.

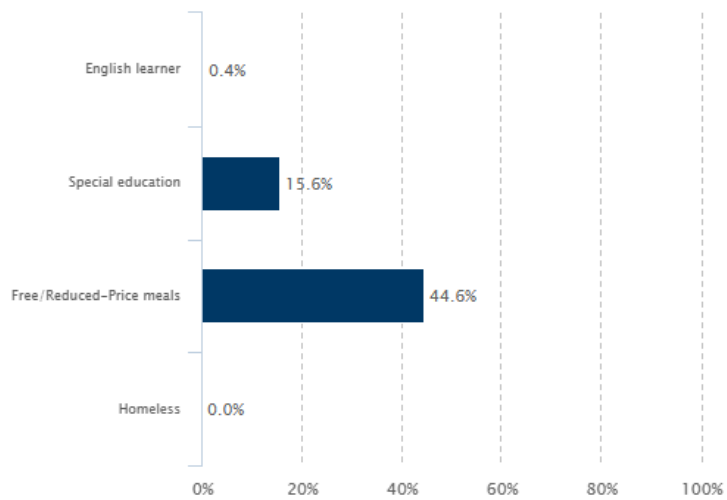
MCA ASSESSMENTS	
SUBJECT	GRADES ASSESSED
Math	3-8 & 11
Reading	3-8 & 10
Science	5, 8 & HS (after a completed Biology course)

2024 District Demographics by Race/Ethnicity



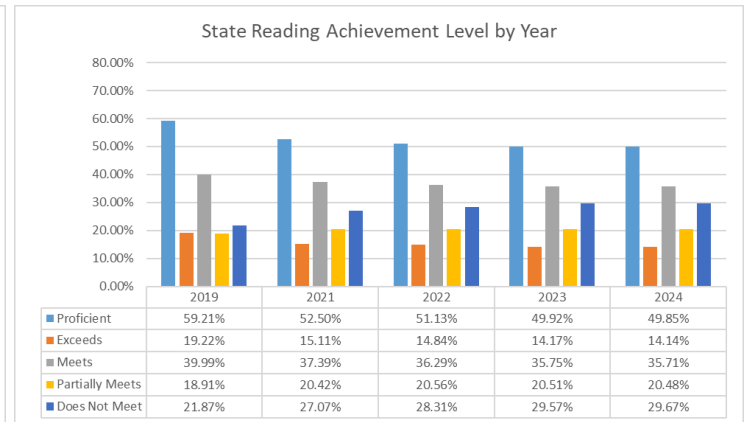
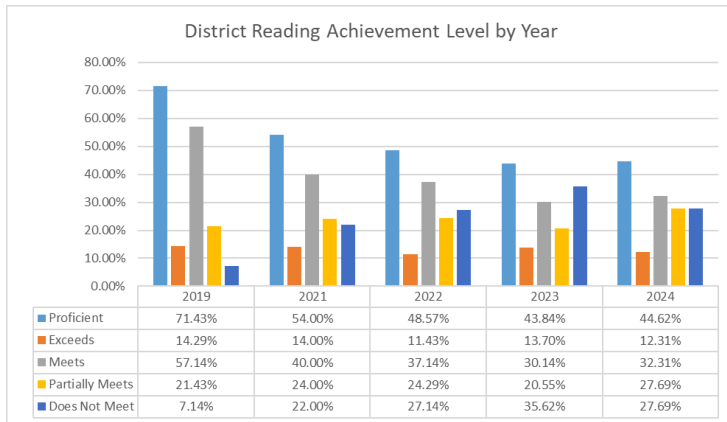
Race/Ethnicity	Count	Percent
American Indian	3	1.3%
Asian	0	0.0%
Black or African American	7	3.0%
Hispanic or Latino	21	9.1%
Native Hawaiian or Pacific Islander	2	0.9%
Other Indigenous Peoples	3	1.3%
White	192	83.1%
Two or more races	3	1.3%
All students	231	100.0%

2024 District Demographics by Other Criteria

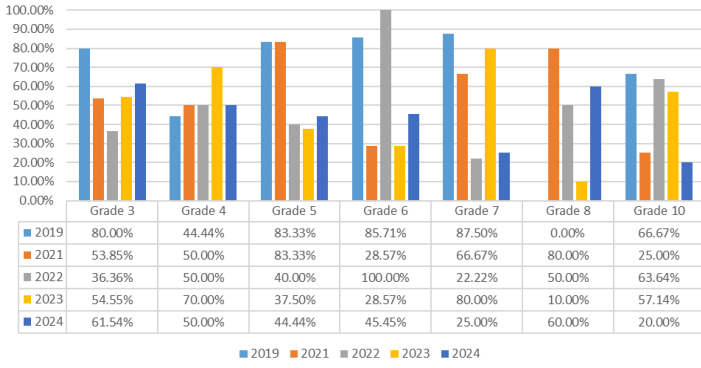


Criteria	Count	Percent
English learner	1	0.4%
Special education	36	15.6%
Free/Reduced-Price meals	103	44.6%
Homeless	0	0.0%

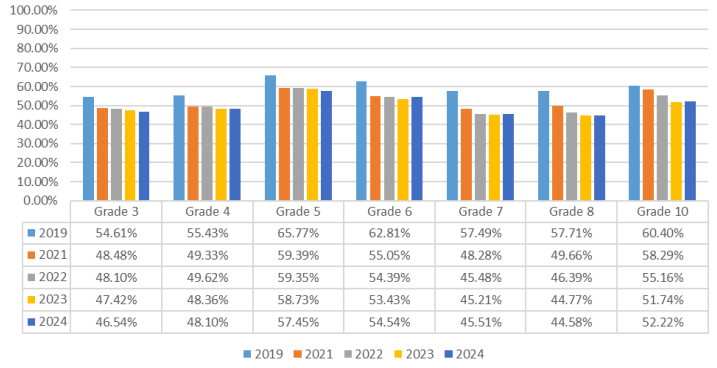
Reading Assessment Data



District Reading Proficiency by Grade Level



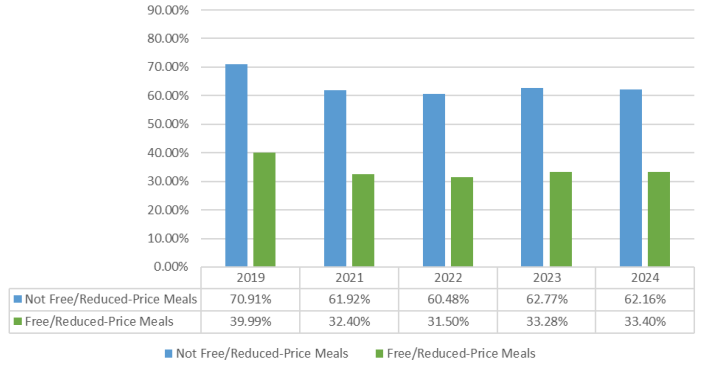
State Reading Proficiency by Grade Level



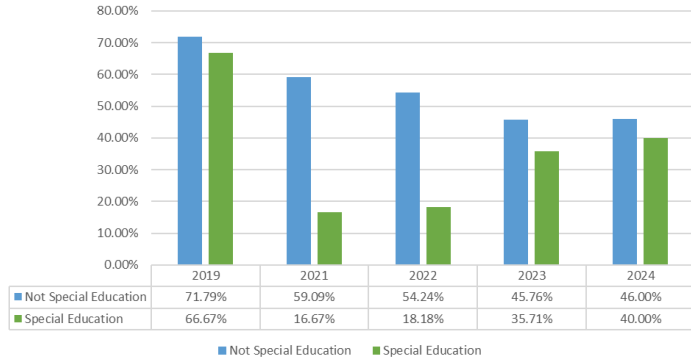
District Reading Proficiency by Free/Reduced-Price Meal Status



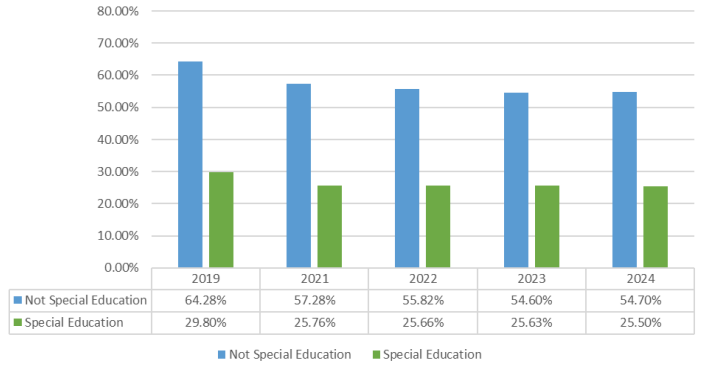
State Reading Proficiency by Free/Reduced-Price Meal Status



District Reading Proficiency by Special Education Status

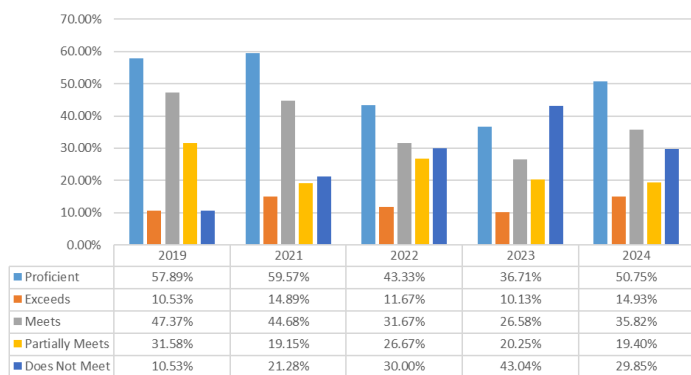


State Reading Proficiency by Special Education Status

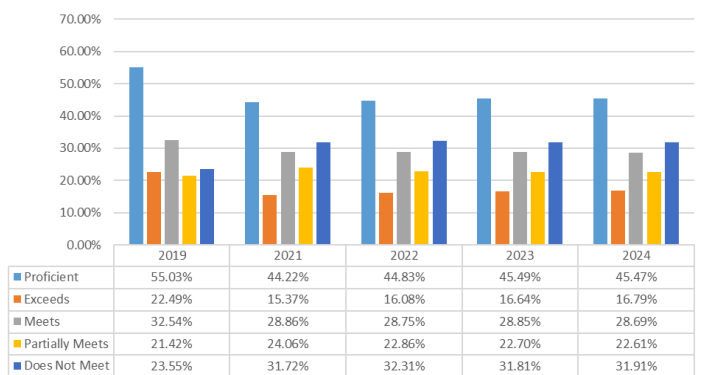


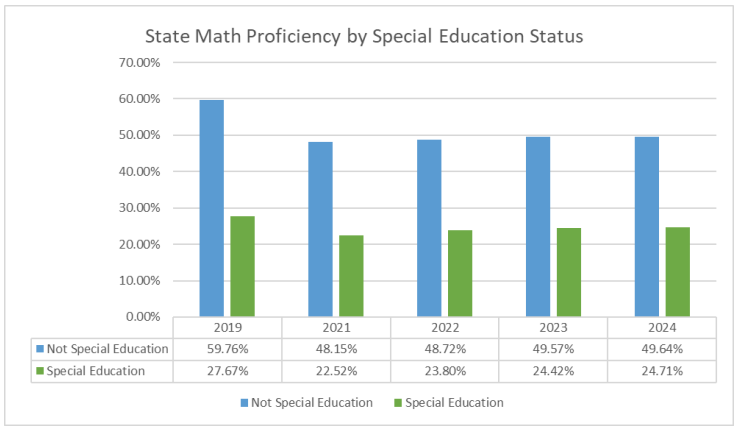
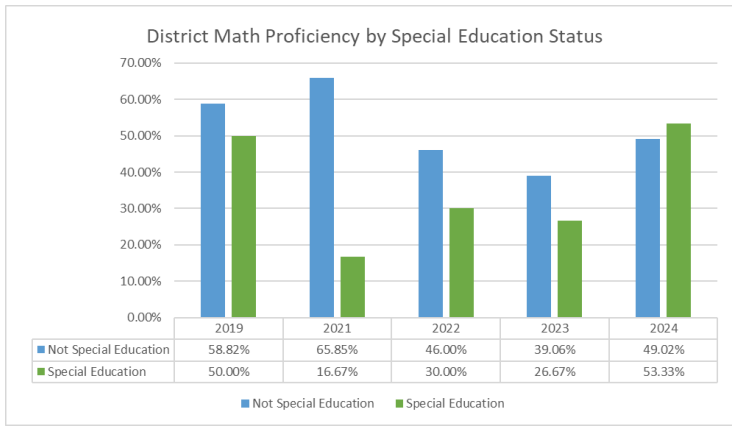
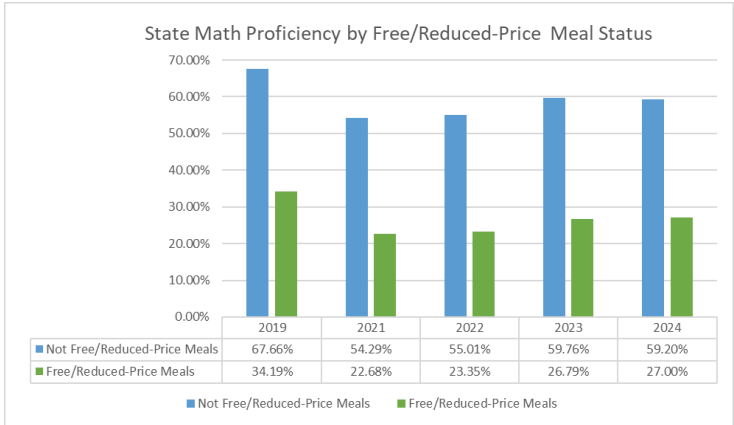
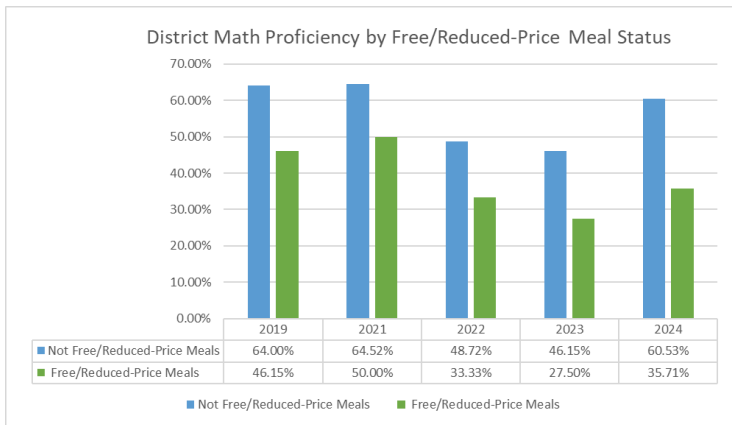
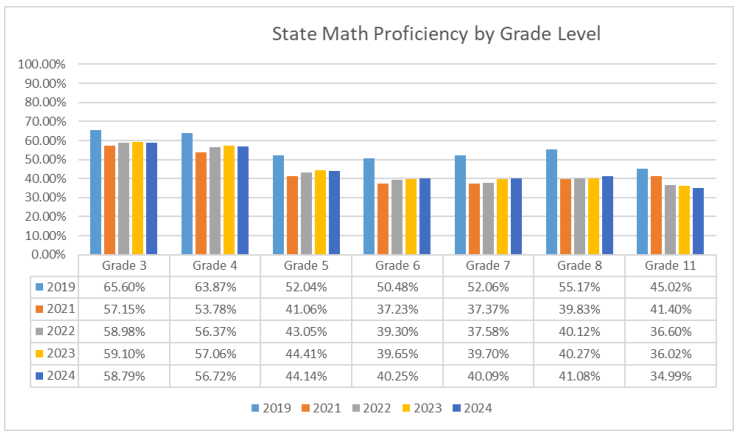
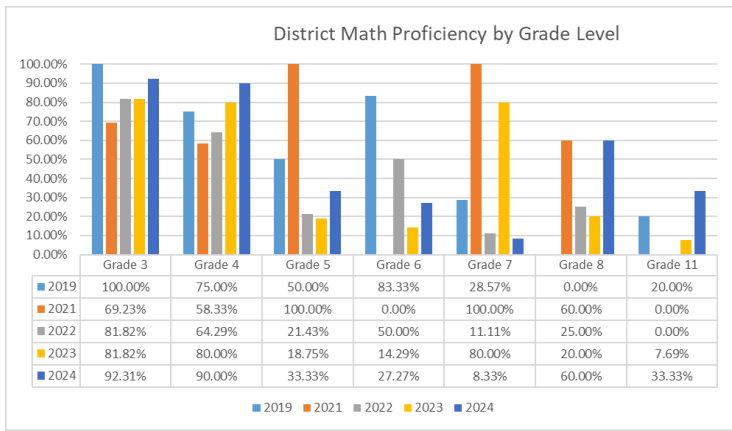
Mathematics Assessment Data

District Math Achievement Level by Year

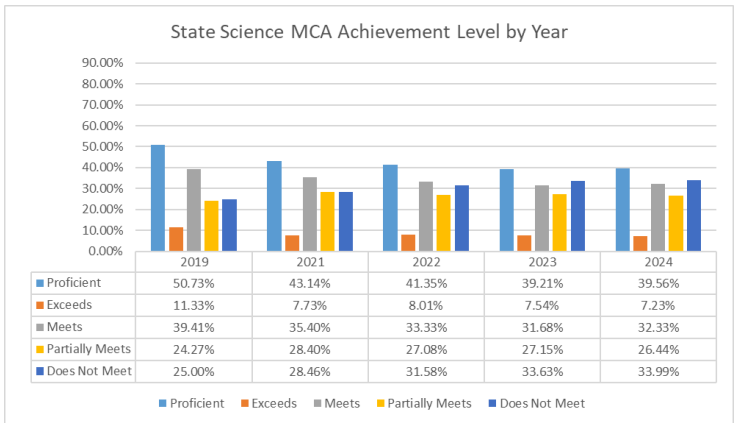
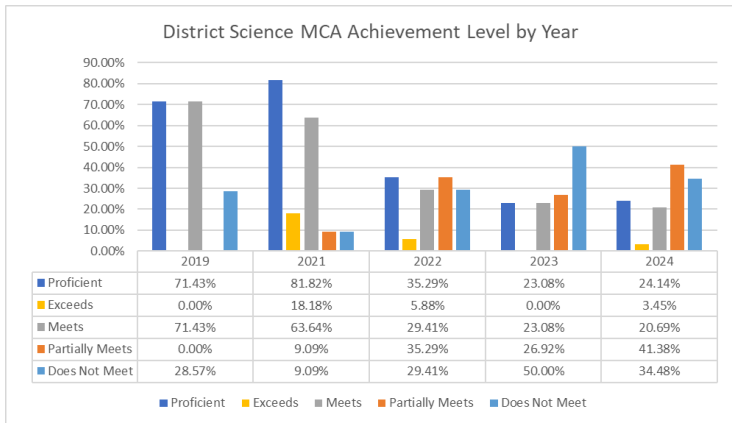


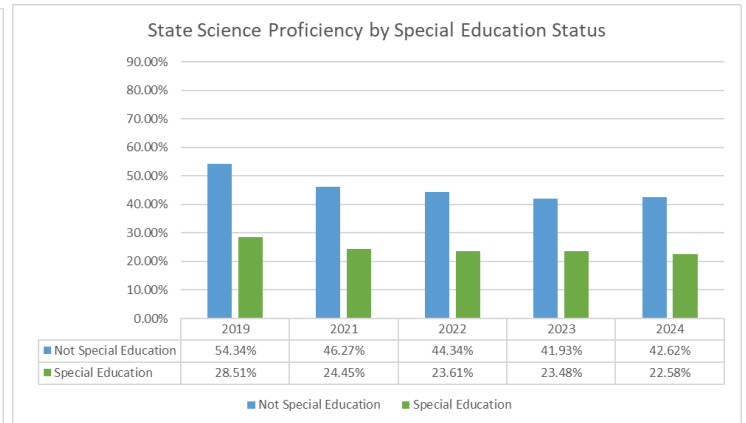
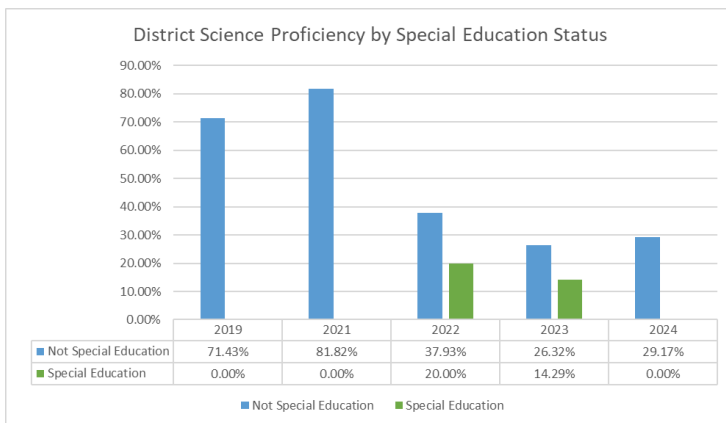
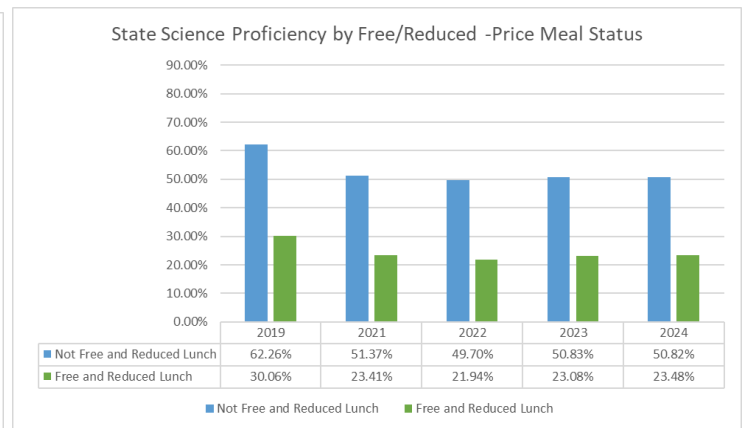
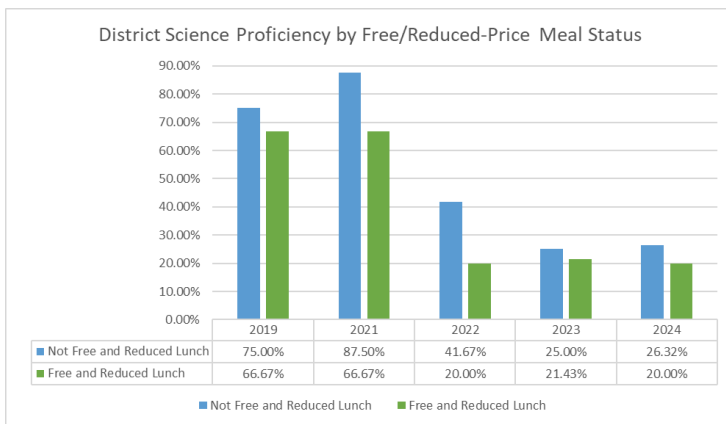
State Math Achievement Level by Year





Science Assessment Data





2024-2025 District, School, and Q-Comp Goals

Q-Comp Goals

The proficiency gap between the Non-Free/Reduced Priced Lunch students and the Free/Reduced Priced Lunch students enrolled in grades 3-6 at Hendricks Elementary School on the MCA in Reading will decrease 2.0% from 6.8% to 4.8% by increasing the proficiency rate as follows:

- A. Non-Free/Reduced Priced Lunch students will increase from 53.9% in 2024 to 63.9% in 2025, an increase of 10.0%, and
- B. Free/Reduced Priced Lunch students will increase from 47.1% in 2024 to 59.1% in 2025, an increase of 12.0%.

The proficiency gap between the Non-Free/Reduced Priced Lunch students and the Free/Reduced Priced Lunch students enrolled in grades 7-10 at Hendricks High School on the MCA in Reading will decrease 4% from 27.3% to 23.3% by increasing the proficiency rate as follows:

- A. Non-Free/Reduced Priced Lunch students will increase from 45.5% in 2024 to 55.5% in 2025, an increase of 10.0%, and
- B. Free/Reduced Priced Lunch students will increase from 18.2% in 2024 to 32.2% in 2025, an increase of 14%.

CACR Goals

All children are ready for school.

By the spring of 2025, 85% of the 4-year-old preschoolers will be on track in 5 out of 9 preliminary levels as measured by TS Gold.

All racial and economic achievement gaps between students are closed.

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B. Free/Reduced Priced Lunch students will increase from 18.2% in 2024 to 32.2% in 2025, an increase of 14%.

All students are ready for career and college.

100% of 8th and 10th grade students at Hendricks Public Schools will participate in a career or college fair.

All students graduate from high school.

For the class of 2025, the graduation rate will be 100%.

Achievement and Integration Goals (FY23-26)

Goal #1: The proficiency gap between the Non-Free/Reduced Priced Lunch students and the Free/Reduced Priced Lunch students enrolled in grades 3-10 at Hendricks High School on the MCA in Reading will decrease from 20.54% in 2022 to 8.54% in 2026.

Goal #2: The percentage of Teachers of English Language Arts for students in grades K-6 at the Hendricks Public School District which have completed a state approved literacy training will increase from 0% at the start of the 2022/2023 academic year to 90% at the end of the 2025/2026 academic year.

Goal #3: The 7th and 8th grade students from Hendricks, Lynd, and RTR School Districts will increase their comfort level working with students from racial, ethnic, and economic backgrounds different from their own by 5% each year through 2026.

Strategies for Goal Achievement

Voluntary Prekindergarten (VPK)

Hendricks Public Schools participates in the Minnesota Department of Education (MDE) Voluntary Prekindergarten program. To participate in the VPK program, the curriculum must align to the expectations in the Early Childhood Indicators of Progress: Minnesota's Early Learning Standards. MDE recognizes the TS Gold assessment as a measure of these standards. Additionally the TS Gold assessment is designed to be implemented as a formative assessment to ensure all students are ready for kindergarten.

Literacy-Evidence Based Practices

Teachers will use one or more of the ten MN Literacy-Evidence Based Practices as appropriate for their grade level, subject area, and student ability level to improve each student's reading ability. Each teacher has experience and professional development on evidence-based practices from the Striving Readers Comprehensive Literacy Grant received by the District for the 2018-19 and 2019-20 school years to apply towards improving all aspects of literacy in all subject areas. The teacher creates a multi-week action plan that supports the evidence-based practice, collects data to show student growth, shares the data and action plan progress with other teaching staff at PLC meetings, reflects on professional feedback, and adjusts the action plan as needed to improve student growth.

In addition to the high quality instruction previously explained, an Interventionist will work with all students not at grade level, students receiving free/reduced priced meals will be represented at a higher rate than non-free/reduced priced meals students to work with the Interventionist due to their higher representation in the category of not being at grade level. The Interventionist will use previous experience gained from participation in the Striving Readers Comprehensive Literacy Grant.

Career and College Readiness & Integration

Beyond preparing students in Prekindergarten through grade six through academic preparedness, Hendricks Public Schools begins career and college exploration in grade seven. The Hendricks Public School Counselor provides career and college exploration curriculum and activities to students in grades seven and eight. Additionally, the 7th and 8th grade students of Hendricks and Lynd jointly participate in a tour of a post-secondary institution and participate in integration activities. The scope of the integration activities are established with the institution being toured or occur within the same day but outside the direction of the institution. Students engage with students of different socioeconomic, racial, and/or ethnic backgrounds. Before and after the joint participation, the students complete a Cultural Competence Self-assessment Awareness Checklist. Each year, the goal is for students to report a 5% gain from the pre to post assessment.

Students continue career and college readiness in grades nine through twelve. The students participate in a college fair arranged by Hendricks Public Schools. Hendricks Public Schools also partners with Minnesota West Community and Technical College to offer post-secondary courses to students. Additional post-secondary opportunities are explored with students based on need and desired post-secondary obtainment.

Graduation Focus

Hendricks Public Schools provides intentional student support to ensure all students graduate. Students complete a Student Transition Plan to College & Career Readiness. This plan is monitored and support is provided for students as needed to meet the intentions set forth in the plan. Additionally, Hendricks Public Schools offers alternate programming through the Minnesota Virtual School for Success (MNVSS).

Student Supports

- Title I supports services in small groups or one-to-one tutoring and instruction.
- Special Education services are also provided to students who qualify for a one-to-one paraprofessional or teacher.
- DIBELS progress monitoring
- Data driven decision-making using classroom and standardized test (DIBELS, MCA)
- Alignment and implementation of Minnesota Academic Standards
- Technology resources – 1:1 Chromebook 3-12, computer lab, Smartboard
- After school enrichment program
- ALC
- Online School
- Vocational classes for high school students
- Local Literacy Plan
- School Readiness Plan
- Student Transition Plan to College & Career Readiness
- Q-Comp
- School Improvement Plan
- Continuous Improvement Monitoring Progress Plan

Teacher and Principal Supports

School as a Learning Community

- Recognize the importance of a principal's role in improving the culture of learning and connecting academic, social, emotional and developmental growth of all students.
- Indicators of student growth will include standardized test data to meet accountability requirements.
- Students are assigned to teachers based on need, and with one section school students are treated equally.
- All staff participate in Professional Learning Communities (PLC) once a week with the goal for the 2021-2022 school year in Reading.

Evaluation Process

- Provide feedback to promote a high level of performance and support personal and professional growth.
- PLC's review data of each student and interventions are intentional based on the data.

- Mentoring is a requirement for teachers in their first three years in Hendricks Public School as determined by the principal.
- Non-tenured teachers are evaluated three times a year and tenured teachers are evaluated one time a year.
- Charlotte Danielson model is used for teacher evaluation.
- Principals are evaluated by the superintendent once a year.
- Evidence of formative assessments in review.

Continuous Progress & Goal-Setting

- Support district continuous progress and connect with our Q-Comp school and district improvement goals.
- Align building and district goals with the vision of the school district.
- Accomplished through data collection and student engagement.

Systemic, Building & District Supports

The District Advisory Committee advises the school board on implementation of the state and local graduation requirements, including K-12 curriculum, assessment, student learning opportunities, and other related issues.

Staff development/instructional goals

Four main staff development and general instructional goals continue to be addressed.

1. Developing Professional Learning Communities
2. Increasing the use of technology in the classroom
3. Aligning each teacher's instruction with the Minnesota State Standards
4. Using the Formative Assessment process.

These goals are addressed and reviewed at all staff development workshops as a means of improving instruction and student learning and ultimately to improve test scores.

Best Practice Strategies & Action Steps

Curriculum Best Practices

The Hendricks School District has adopted resources that align with the Minnesota Academic Standards in Reading, Math, Social, and Science. The Hendricks Public Schools' teachers have designed, and will continue to create, curriculum maps which are available upon request.

Curriculum design allows teachers in the Hendricks District to access standards from other grade levels & content areas, share the content and skills that are taught in each grade level, and align to state standards throughout. Analysis of the PreK-12 design involves searching for and finding gaps and repetitions within the curriculum and then fixing those issues through adapting the maps.

The Hendricks School District will continue to monitor and review the current curriculum on a seven-year cycle to ensure the implementation of best practice models. Data from the MCA assessments, as well as data from other district testing, will be reviewed to enhance the curriculum and instructional practices.

Teacher Equity & Diversity

All teachers have been deemed effective by the local teacher development and evaluation (TDE) systems. In addition, all courses are taught by teachers with the applicable license. Due to the small size of Hendricks ISD 402, courses are taught by one teacher and therefore, students have equitable access to experienced, effective, and in-field teachers.

CONTACT US

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Paul Chick

Superintendent &

Principal

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Hendricks Public School welcomes any feedback that you may have regarding this report or the work being done within District 402. Parent input is not only encouraged, it is necessary for building a strong foundation for high-achieving citizens. Your opinions matter. Please direct questions and comments to your Superintendent, Paul Chick, or any School Board members.