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Core Team/Task Forces:

Max Appleby, Callie Cacchione, Gale Cacchione, Jim Chupaila, Nicole Erkan, Brenda Farnham, Tammy Farrell, Donna Fountain, Kathy Francis, Dee Froio, Dave Deloff, Michele Gowan, Connor Griffin, Stephanie Griffin, Tammy Griffin, Michele Long, Stacy Longyear, Liam Mason, Tracy McCaden, Dave Meeker, Jim Mirabito, Jody Musa, Jack Pope, John Snow, Dawn Thompson, Kate Thompson, Natasha Waloven

Facilitators: PLC Associates, Inc.

Penny L. Ciaburri
Dr. Diane Reed

Internal Coordinator: Tammy Farrell

Task Force Facilitators:

The Academic High Performance Task Force	Gale Cacchione, Dave Meeker, Nikki Erkan
The Connected Family/Community Task Force	Max Appleby, Dawn Thompson
The Student Engagement Task Force	Michelle Long, Dave Deloff, Tammy Griffin

To The Hannibal Central School District Board of Education:

It is with great pleasure, on behalf of the Core Team and our three Task Forces, that we submit this Strategic Plan. The work process has been very rigorous. The Teams were focused and highly determined, all through the process, committed to deliver a “blueprint” which would take our student achievement to ultimate levels. Most importantly, from the beginning, everyone agreed that this plan must have our students at the center; they accomplished that.

The Core Team and Task Forces utilized a data-based, best practices and research model. This is represented in each of the Task Force Reports; their work is attached. The Core Team and Task Forces should be credited with the major accomplishment of conducting The Data Triangle. This includes three very powerful surveys, which collected both quantitative and qualitative data from our staff, students and community, relative to over 200 research-based benchmarks. Not only did this accomplishment provide an outstanding source of information, it is a tool that will allow the school to continually and objectively evaluate, benchmark success and progress monitor.

As the Board considers the Strategic Plan, engages in discussion and ultimately takes action, the following clarifications will be helpful:

Vision, Mission, Beliefs and Parameters

Vision, Mission, Beliefs and Parameters form the framework for our plan. Vision describes our future state; how we see the school moving forward. Mission is our core purpose – what we do. Beliefs provide a set of core values for all to embrace and follow. Finally, Parameters provide some of the key elements we know will be important as we seek to implement our plan.

Strategic Intent

Strategic Intent are goals with precise targets. They are written to a five year period; annual targets will be set. These are the measurable components that the Core Team and Task Forces determined would give us “evidence of success.” The following question was asked of the Core Team and Task Forces:

Do you believe these Strategic Intent are in the better interest of moving our school forward, will have a positive impact on our students and are consistent with our stated Vision, Mission, Beliefs and intended direction?

Strategies and Action Plans

Strategies are multi-year initiatives that support the achievement of the Strategic Intent. The Board should take action on adopting Vision, Mission, Beliefs, Parameters and Strategic Intent. Action Plans are specific tactical projects that are selected year by year, typically by administration with involvement of staff and community.

This Strategic Plan is a great source of pride for all those involved. Many worked so diligently, on behalf of our students, staff and community. It was clear from the beginning that this group was on a mission – to improve outcomes for our students. We now have a blueprint, which will carry the District forward on a purposeful and deliberate path. The next component – implementation, we look forward to with the same energy and enthusiasm that this group showed all through months of hard work. Congratulations to Hannibal.

Respectfully,
Penny Ciaburri, CEO
PLC Associates, Inc.

Our Vision

The students of the Hannibal Central School District graduate from high school, college and career ready. Students are positioned to pursue their dreams and goals, equipped with qualities that include perseverance, determination, and a respect for our society. Our graduates leave excited and energized to succeed in the 21st Century and beyond.

The entire Hannibal community is committed to student success. High quality instructional programs are rigorously implemented to recognize and support each student's unique learning style, individual interests, and talents. Maximizing student potential as they develop a passion for lifelong learning is critical in providing the core knowledge and skills for embracing a fulfilling and bright future.

The Hannibal community understands the need to work collaboratively to prepare our students for future success. We seek ways in which all stakeholders are able to discuss, plan, and make decisions that put our students first.

Partnerships are a key to success. Connections between school, families, and community assist students in their intellectual, physical, creative, social-emotional, and moral development. Through a shared belief that we all have a critical role in the success of our students, we stand together... We Are Hannibal!

Our Mission

Our students come first! We are dedicated to maximizing the potential of each individual student. Our educational programs and experiences are purposefully designed to position our students for success. With the support of parents, faculty, staff, administration, community members and the Board of Education, each student will become a confident, responsible and proud graduate of The Hannibal Central School District.

Our Beliefs

Students First

It is our responsibility to ensure that every student achieves their highest potential. The interests of students are placed above all others in every decision we make. It is essential that students are active stakeholders in this process.

High Expectations

Excellence within us establishes an environment of high expectations; each person must hold themselves accountable to give his or her best effort in all pursuits.

Communication

We engage in reciprocal communication among community members, parents, students, faculty and staff in order to promote a positive learning environment.

Student Centered Learning

Students are empowered to take ownership of their learning based on their own needs and goals.

Open To Change

We are flexible and open to new ideas to create positive changes and continued growth.

Passion for Learning

Individuals inspired and committed to learning enter school with sustained wonder, enthusiasm and perseverance. This is a driving force behind students reaching their full potential.

Respect for All

Respect is earned through actions. Honesty, openness, understanding and tolerance build an environment that fosters respect for diversity and individual differences.

Parameters:

- *We hire, support, and retain individuals who perform in a manner consistent with our Strategic Plan.*
- *We analyze data to determine program effectiveness and provide appropriate supports.*
- *We do not allow negativity to block our forward progress.*

Academic High Performance

Task Force:	Date:	Facilitator(s):
The Academic High Performance Task Force	5/7/14	Gale Cacchione, Dave Meeker, Nikki Erkan

Strategic Intent #1

By 2018/2019, the District's attendance rate will be 97%.

Baseline = 93%

Strategic Intent #2

By 2018/2019, the District's graduation rate will be 82%.

Baseline = 74%

Strategic Intent #3

By 2018/2019, 40% of the District's graduates will graduate with an Advanced Regents Diploma.

Baseline = 29%

Strategic Intent #4

By 2018/2019, 85% of 3rd-8th grade students will meet standards for benchmark reading standards determined by District measures.

Baseline = TBD

Academic High Performance

Strategy #1

Implement and adhere to an attendance policy

#	Action Plans
1.1	Adopt a BOE attendance policy to include a scaffold of interventions for attendance
1.2	Keep accurate attendance records and compare to stated goals
1.3	Contact with parents is made by teachers and administrators regarding attendance issues
1.4	Monitor attendance data and intervene, phone calls, letters sent on a set basis
1.5	Provide families with counseling and outside agency support information

Strategy #2

Strengthen student connection to school

#	Action Plans
2.1	Develop mentor relationships between freshman and upperclassman
2.2	Plan and implement transition procedures between home/PreK, 4/5, 8/9
2.3	Develop and implement an advisory program for grades 5-12 in which all students connect with an adult
2.4	Provide engaging, relevant and rigorous instruction
2.5	Provide a variety of extracurricular activities to meet diverse interests of students

Strategy #3

Implement comprehensive response to intervention programs

#	Action Plans
3.1	Develop and implement a District wide Response to Intervention (RtI) plan
3.2	Offer credit recovery options for all HS students
3.3	Monitor student progress regularly and respond to lack of achievement
3.4	Involve parents in supporting academic achievement
3.5	Provide professional development for faculty focused on intervention strategies
3.6	Continue and enhance the High School Bridge Alternative Program
3.7	Explore the implementation of a Middle School Alternative Program

Strategy #4

Foster a culture of preparing for college/career

#	Action Plans
4.1	Provide a variety of accelerated/advanced classes
4.2	Provide college and/or career counseling services for all students
4.3	Highlight jobs and careers by inviting local business owners and school personnel to be a guest reader in grades K-4
4.4	Make known the importance of high school diploma to students' future
4.5	Provide professional development to faculty focused on integrating 21 st century skills and instruction
4.6	Plan and implement a variety of opportunities to explore college/career opportunities

Strategy #5

Offer more opportunities for advancement

#	Action Plans
5.1	Offer opportunities to take regents exams during all available dates

5.4	Explore a connection with National Junior Honor Society
5.5	Explore the implementation of an active academic club that provides awards and recognitions
5.8	Provide various electives

Strategy #6

Provide a rigorous education program PreK-12

#	Action Plans
6.1	Adopt viable, rigorous and standards based curriculum and instruction, PreK-12
6.2	Provide professional development focused on the fidelity of curriculum implementation
6.3	Provide professional development focused on effective functioning Professional Learning Communities
6.4	Engage in Professional Learning Communities PreK-12 where the 4 questions surrounding students are the pillars <ul style="list-style-type: none"> • What do we want students to learn? • How do we know when they learned it? • What do we do for those who do not learn it? • What do we do for those who already learned it?
6.5	Establish vertical Professional Learning Communities to monitor curriculum and instruction across grades and content
6.6	Monitor curriculum and instruction and set up a schedule for revisions
6.7	Provide instructional coaches to support implementation of curriculum and instruction
6.8	Provide professional development focused on project-based learning
6.9	Integrate instructional technology to enhance learning
6.10	Integrate Common Core Learning Literacy Standards in Science/Social Studies and Technical courses
6.11	Develop a curriculum and instruction resource page on the District web site
6.12	Implement APPR activities that foster growth and development
6.13	Display, refer to and measure achievement of student learning targets (SLTs)

6.14	Involve students in self-assessment
6.15	Develop, implement and analyze common formative benchmark assessments PreK-12
6.16	Incorporate explicit instruction on study habits and organizational skills

Strategy #7

Foster a data-driven culture (DDI)

#	Action Plans
7.1	Assess reading ability of all students in K-8 and students identified as struggling 9-12 three times per year and use data to drive intervention
7.2	Develop and implement common formative literacy benchmark assessments, K-12
7.3	Create a data profile using at least three data points that indicate reading achievement
7.4	Analyze screening data to group students for intervention
7.5	Engage in the Professional Learning Communities process to meet student needs
7.6	Involve students in academic goal setting and assessment of growth

Strategy #8

Provide rigorous literacy curriculum and instruction

#	Action Plans
8.1	Adopt a viable, rigorous and common core aligned Literacy curriculum PreK-12
8.2	Implement literacy curriculum with fidelity
8.3	Provide professional development focused on implementing curriculum PreK-12
8.4	Provide professional development focused on best practices of literacy instruction PreK-12
8.5	Provide literacy curriculum and instructional coaches PreK-8
8.6	Establish vertical curriculum literacy committee to monitor and adjust curriculum and instruction

#	Action Plans
8.7	Develop and implement a balanced literacy program that includes core curriculum, guided reading and accountable independent reading

Strategy #9

Ensure literacy intervention

#	Action Plans
9.1	Develop and implement a comprehensive tiered Response to Intervention plan (RtI) that includes scaffold of progress monitoring for students not meeting literacy standards
9.2	Monitor and adjust RtI plan
9.3	Utilize data to inform grouping for intervention
9.4	Provide small group guided reading instruction PreK-5
9.5	Provide professional development for faculty focused on best practices of literacy intervention
9.7	Provide support for parents to build their capacity to foster literacy growth and development in their children

Community/Family Engagement

Task Force	Date	Facilitator(s)
Community/Family Engagement	5/7/2014	Max Appleby, Dawn Thompson

Note: All Intents are targeted for the 2018/19 Academic Year.

Strategic Intent #1a

75% of the households within the District will respond to the Community Engagement Survey.

Baseline = Less than 10%

Strategic Intent #1b

75% of those responses will be scored at the Asset Level.

Baseline = 31.3%

Strategic Intent #2

75% of the respondents in the Community Engagement Survey will agree that the Board of Education provides strategic direction.

Baseline = 43.9%

Strategic Intent #3

By Spring 2019, 75% of respondents will agree that the school provides programs that build the capacity of parents to support their children academically.

Baseline = 47.5%

Strategic Intent #4

By Spring 2019, 75% of respondents will agree that the school has formed effective relationships with community groups.

Baseline = 54.1%

Strategic Intent #5

By Spring, 2019, the District will have a reciprocal relationship with graduates of the District indicated by a 250 member database.

Baseline = TBD

Strategy #1

Promote survey participation

#	Action Plans
1.1	Move survey to the spring during budget vote
1.2	Make paper copies of the survey available
1.3	Communicate, to the community, the importance and value of their responses - let them know about our goal, how our process continues, based on their responses.
1.4	Arrange for the library and District office to be a point of contact to assist residents in completing electronic surveys
1.5	Provide multiple supported opportunities for community members to complete the survey
1.6	Share the survey results with all stakeholders
1.7	Give incentive for community for completing survey
1.8	Advertise the survey in various ways

Strategy #2

Board of Education actions and decisions are transparent within the parameters of the law

#	Action Plans
2.1	Communicate, with the community, how to access board responses to public comments during Board of Education Meetings
2.2	Advertise Board of Education meetings in a variety of venues
2.3	Request Board of Education members to attend school events, where possible have representation
2.4	Publicize Meet the Board Night in a variety of venues
2.5	Communicate how the community can access board policies
2.6	Create an awareness of Board of Education responsibilities on the webpage and calendar

#	Action Plans
2.7	A Board of Education representative will talk about their responsibilities at opening day of school presentations
2.8	Recognize the Board of Education members at school events

Strategy #3

Provide various opportunities for parents to learn about curriculum, instruction and successful habits of academic success.

#	Action Plans
3.1	At the start of the year, each school will host a curriculum night
3.2	The District will plan and implement monthly learning partner nights for the parents/guardians focused on curriculum/instruction/appropriate use of technology
3.3	Teachers will provide a variety of opportunities for reciprocal communication with student's families
3.4	The District will plan and implement a community university in partnership with the local library to inform the community on educational strategies and practices
3.5	The District will develop a curriculum and instruction webpage that will include strategies for working with students
3.6	Plan and implement procedure for involving parents in transitions home/PreK, 4/5, 8/9
3.7	Establish an avenue for families to communicate with local agencies that will support them in supporting their children
3.8	Host an information night where outside agencies showcase their services

Strategy #4

Involve community members in career explorations

#	Action Plans
4.1	Plan and implement a career day for grades 3-12

4.2	Invite community members to present at career day
4.3	Invite local businesses and school employees to be guest readers in K-4 grade
4.4	Develop a mentoring program between local business owners and High School seniors

Strategy #5

Involve the District in community service

#	Action Plans
5.1	Develop and implement a service learning program for 7-12 grades
5.2	Plan and implement periodic community service projects that involve, students, staff, faculty and community members

Strategy #6

Develop partnerships with community groups

#	Action Plans
6.1	Continue to partner with SUNY Oswego Mentors
6.2	Develop a reciprocal relationship with Youth Bureau
6.3	Invite community groups to come in and lead events (Example: Cruisin Kenney)
6.4	Send personal invitations to community groups to attend District events and board meetings
6.5	Interest community groups to sponsor various school events, example: Hannibal Graduation brought to you by...

Strategy #7

Engage graduates in school functions and events

#	Action Plans
7.1	Form a partnership with the current alumni association
7.2	Members of the alumni association will meet quarterly with the District representatives
7.3	Establish an alumni database
7.4	Provide links from the District web site to the alumni Facebook and website
7.5	Provide opportunities at school functions to include alumni
7.6	Establish a wall of fame for distinguished alumni
7.7	Arrange building tour nights for alumni and community members
7.8	Provide a yearly alumni function that will allow graduates to give feedback to the District about their Hannibal experience
7.9	Recognize alumni at school events

Student Engagement

Task Force	Date	Facilitator(s)
Student Engagement	05/07/2014	Michelle Long, Dave Deloff, Tammy Griffin

Strategic Intent# 1

By 2018/2019, 75% of respondents in the student voice survey will strongly agree/agree that they have a positive attitude in regards to school, as measured by the following:

- I like being at school (Q 17) Baseline = 38%
- My school is upbeat and positive (Q 29) Baseline = 39.8%
- The adults at my school care about me (Q 5) Baseline = 66.5%

Strategic Intent# 2

By 2018/2019, 10 out of 10 teacher practices will be at Asset Level, as measured by:

1-10 teacher practices questions extended ratings scale (pg. 45) Baseline = 2 of 10 Asset Level

- Teachers present information in a way that I understand
- Teachers give me help and feedback
- Teachers give assignments and homework that help me learn
- Teachers help me to keep track of my learning
- Teachers involve students in projects and group work
- Teachers ask good questions that make me think
- Teachers check to see if I understand during instructions
- Teachers use technology effectively (Interactive White Board, internet, assignments) during instruction
- Teachers motivate me to do well in school
- Teachers send information home and talk to my family about my progress

Strategic Intent# 3

By 2018/2019, 80% of respondents in the student voice survey will strongly agree/agree that our school provides a safe and secure environment.

Baseline = 61%

Student Engagement

Strategy #1

All students' voices will be heard

#	Action Plans
1.1	Provide anonymous drop boxes for student ideas and concerns
1.2	Monitor the drop boxes weekly and address concerns and consider ideas
1.3	Review and adjust the work of student council to represent all students
1.4	Provide reciprocal communication system for student council and student body
1.5	Develop a student leadership team that meets with the administration on a monthly basis
1.6	Develop a District student leadership (cabinet) that meets with Superintendent quarterly

Strategy #2

School pride is fostered

#	Action Plans
2.1	Showcase student talents (open mic nights, coffee houses, award assemblies, student of the month)
2.2	Expand extracurricular activities to meet diverse interests of students
2.2a	Clearly communicate process for developing clubs and extracurricular activities
2.3	Foster relationships between school and student's families (Parent Showcase, movie nights, game nights)
2.4	Implement Pep-Rallies as per building guidelines

Strategy #3

Allow appropriate use of personal electronic devices

#	Action Plans
3.1	Update Board of Education policy
3.2	Develop clear expectations for appropriate use of electronic devices
3.3	Allow students to use electronic devices in accordance to the expectations set by school administration

Strategy #4

All instruction is guided by comprehensive pre-planning

- All lesson/unit plans will indicate differentiation for various student needs
- All unit plans will include the use of technology to enhance learning
- All instruction will be aligned to 21st century skills (critical thinking, collaboration, problem solving, creativity)
- Instruction will be student-centered

#	Action Plans
4.1	Establish District wide expectations for comprehensive planning
4.2	Monitor planning through a comprehensive Data Dashboard
4.3	Set goals for instructional technology, scope and sequence, differentiation, planning, and 21 st century skills
4.4	Align all professional development activities with the goals of the District Professional Development Plan

Strategy #5

Develop a data driven culture

#	Action Plans
5.1	Establish expectations for PLC activity based on the Dufour Model (Learning by Doing)
5.2	All PLCs will be guided by the 4 questions * What do we want students to learn?

#	Action Plans
	<ul style="list-style-type: none"> * How do we know they learned it? * What do we do if they do not learn it? * What do we do if they already learned it?
5.3	Provide ongoing professional development for Professional Learning Communities

Strategy #6

Engage in academic intervention to meet all student needs

#	Action Plans
6.1	Develop and publish a District RtI plan
6.2	Provide and monitor professional development focused on differentiation for meeting student needs
6.3	Provide professional development focused on RtI tiers and responsibility

Strategy #7

Ensure Dignity For All

#	Action Plans
7.1	Establish and communicate expectations in Dignity For All
7.2	Develop a BOE Policy for professionalism in the work place
7.3	Provide all staff and faculty with Dignity For All Students' Act training
7.4	Provide and monitor professional development to all staff and faculty focused on students' management and discipline with dignity
7.5	Take prompt action with all complaints/observations of mistreatment of students/staff/faculty

Strategy #8

Facilitate the development of independence, self-awareness and self-control of behavior in all students

#	Action Plans
8.1	Develop and implement a comprehensive character education program
8.2	Develop and communicate clear expectations for students behavior
8.3	Develop and implement a consistent and concise student management system
8.4	Analyze and respond appropriately to referral data

Strategy #9

Foster mentor connection in school for all students

#	Action Plans
9.1	Develop, implement and monitor a mentoring program for students to mentor students
9.2	Develop, implement and monitor a mentoring program for adult/students
9.3	Develop and implement a plan for transitions between 4/5 grades and 8/9 grades