

LEA Name:	Hannibal Central School
BEDS Code:	46070140000

**ENTER DATA INTO ALL YELLOW CELLS.**

### 2018-2019 District Comprehensive Improvement Plan (DCIP)

Contact Name	Christopher Staats	Title	Superintendent of Schools
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Website for Published Plan	<a href="http://www.hannibalcsd.org">www.hannibalcsd.org</a>		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR’S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESSA and Commissioner's Regulations as detailed on page 1 of this document and understand that any significant modification of the school district’s approved plan require the prior approval of the commissioner.

**THE SIGNATURES BELOW CONFIRM APPROVAL.**

Position	Signature	Print Name	Date
Superintendent		Christopher Staats	7/31/2018
President, B.O.E. / Chancellor or Chancellor's Designee		Mr. Michael LaFurney	7/31/2018

## Statement of Assurances

**By signing this document, the Local Education Agency certifies that:**

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
  
2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
  
3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
  
4. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012(c) and §3012(d).
  
5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
  
6. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

## District Leadership Team

**DISTRICT LEADERSHIP TEAM:** The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

**Instructions:** List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
June 25, 2018	District Office		
June 27, 2018	District Office		

Name	Title / Organization	Signature
Christopher Staats	Superintendent	
Dee Froio	Assistant Superintdent	
Cayla Defren	Teacher	
Gale Cacchione	Instructional Coach	
Phineas Stevens	Data Coordinator	
Steven Dunn	High School Principal	
Shawn Morgan	Middle School Principal	
Stephanie Griffin	Elementary Assistant Principal	
Joseph Musa	Director of Pupil Personnel	
Jessica Wakefield	Parent	

## DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

**1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of goals were achieved.)     |

**2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").**

- |                                     |   |
|-------------------------------------|---|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.)  |
| <input type="checkbox"/>            | Major Degree (At least 90% of activities were carried out.)     |

**3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (No identified subgroups improved achievement.)             |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.)    |
| <input type="checkbox"/>            | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/>            | Major Degree (All identified subgroups improved achievement.)              |

**4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input type="checkbox"/>            | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.)     |
| <input type="checkbox"/>            | Major Degree (There was a significant increase in the level of Parent Engagement.) |

**5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/>            | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/>            | Moderate Degree (At least 50% of planned activities were funded.)  |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.)     |

**6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").**

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

**7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").**

<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input type="checkbox"/>	Tenet 2: School Leader Practices and Decisions
<input checked="" type="checkbox"/>	Tenet 3: Curriculum Development and Support
<input type="checkbox"/>	Tenet 4: Teacher Practices and Decisions
<input type="checkbox"/>	Tenet 5: Student Social and Emotional Developmental Health
<input type="checkbox"/>	Tenet 6: Family and Community Engagement

**In reflecting on the PREVIOUS YEAR'S PLAN:**

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

As a result of the implementation of the action steps in the DCIP the district is continuing to experience growth. The leadership team has stabilized and trends in our staff survey indicate that a growth mindset is becoming more deeply rooted in our culture. The efforts we have made over the past two years to document our curriculum show a strong correlation on our staff survey ( 82% agreement that the curriculum is well-structured and aligned to standards). While there are definitely areas of celebration, our student survey data continues to align with our achievement data. In looking at the trends in our performance index numbers it is clear that the alignment between what is being taught and what is being assessed needs further development. Equipping teachers with effective instructional strategies that enable them to ignite true cognitive engagement in our classrooms also continues to be an area of challenge.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

While we didn't make any mid-course corrections to our plan, in March we participated in the DTAR. The DTAR focused on the implementation of our GVC in our PK-8 ELA classrooms. As a result, we began to look at the recommendations and pre-plan for Tenet 3.

**In developing the CURRENT YEAR'S plan:**

- List the highlights of the improvement initiatives described in the current DCIP.

Identification of specific instructional priorities to focus administrative communication, feedback, and professional development around. Refinement of the District Walkthrough Tool and APPR process to focus feedback around high yield instructional strategies. The development and implementation of a Standards Map to help refine teacher understanding of the GVC and to assist in planning lessons around the specific outcomes and skills students need to demonstrate to master each standard. A tracking system to identify students K-12 who are at risk of not graduating. Targeted implementation of each building's FCEP and a District level system to monitor impact.

- List the identified needs in the district that will be targeted for improvement in this plan.

Consistency in communication around District priorities. Continued development of the GVC, with a focus on identifying the specific instructional outcomes for each standard and the skills that need to be taught to achieve mastery. Development of a common understanding of GVC aligned lesson planning that promotes cognitive engagement and incorporates the use of formative assessment data. Consistency in administrative feedback related to planning and high yield instructional practices. Positive behavioral supports for students and staff, with a focus on trauma informed practices.

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

Providing students with a high quality education that prepares them for their future. Students will be College or Career Ready as they graduate from the Hannibal CSD. Our mission is to put students first, hold high expectations for all students and members of the staff, engage in effective communication, and implement student-centered instructional strategies.

- List the student academic achievement targets for the identified subgroups in the current plan.

▪ AYP ▪ Increased Graduation Rate ▪ Growth in Literacy and Math Benchmark Assessments

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The District/Building Leadership Team will meet regular to monitor the progress of the plan and our strategic initiatives. Other district committees (PDP, LPC, District Data Team, District FCEP/Building FCEP Teams), led by members of the leadership team, will be responsible for implementing and monitoring various actions steps contained within the plan.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

Stamina to continue to engage in the foundational efforts to create systematic change and sustain long-term success. We will continue to build trust by focusing on relationships and continual support. Teacher leaders will be identified and supported through our mentoring program so that new hires enter a culture of high expectations.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

▪ Administrative Retreat to build an effective communication system and develop the skills of the leadership team. ▪ Curriculum Camp to map standards on the GVC in order to create a rigorous curriculum aligned to NYS Standards in ELA and math. ▪ Special Education professional development (Transcript Review, Transition Bootcamp, Co-Teaching, Resource Room, Direct Consultant Teacher Training, Specially Designed Instruction) to identify specific expectations and build the capacity of our staff to deliver effective instruction and support to our students with disabilities. ▪ Professional Development on reading behaviors to build consistency in our reading intervention program. ▪ PK-3 Early Literacy Initiative Training to build staff capacity to deliver systematic reading instruction to all students.

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

▪ APPR Meetings ▪ Faculty Meetings ▪ Informal Day to Day Conversations ▪ Building Leadership Team Meetings ▪ Emails ▪ Surveys ▪ Classroom Visits ▪ BOE Presentations

- List all the ways in which the current plan will be made widely available to the public.

▪ Hannibal CSD website ▪ Open House ▪ Home and School Meetings ▪

## Tenet 1: District Leadership and Capacity

<b>Tenet 1: District Leadership and Capacity</b>	The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	To ensure vertical alignment with the administrative team, the District needs to establish and communicate specific instructional priorities. This will enable the administrative team to communicate a consistent message about district initiatives and provide targeted feedback that celebrates success and focuses attention on areas in need of growth.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By August 31, 2018 the District Leadership will develop (based on multiple data points) and communicate to the building leadership 3 specific instructional priorities for the 2018-2019 school year.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile on AIMSWeb (K-8), 3-8 NYS Assessment Performance Index, Regents Result (including mastery rates), Graduation Rate

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
27-Jun	27-Jun	<b>2017-2018 Instructional Administrative Debrief Meeting</b> →The Assistant Superintendent will meet with the building principals to further review the official state review recommendations for each building, the DTAR recommendations, and the results of the Staff Scan and Student Voice surveys. We will compile a list of themes to help determine our instructional priorities for the 2018-2019 school year and ensure alignment between the DCIP and SCEP goals.
8/23/2018	8/23/2018	<b>Administrative Retreat</b> →The Superintendent will meet with the administrative leadership team to outline the District's 3 instructional priorities. →The 2018-2019 District Meeting Schedule will be distributed. →Diane Cannino-Rispolli will provide professional development related to effective communication strategies.
1-Sep	30-Jun	<b>Instructional Administrative Meetings</b>

		→ Meeting agendas will include dedicated time to present and discuss district initiatives and to engage the leadership team in new learning (professional development) related to those initiatives
		→ Agendas and minutes will be uploaded to an electronic folder



## Tenet 2: School Leader Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	To ensure clear and consistent feedback is being given across each building, leadership capacity around key district initiatives needs to be developed.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By August 31, 2018 the instructional leadership team will develop and document a systematic approach for using the District's walkthrough tool and formal observation process to provide regular growth producing feedback around GVC aligned lesson planning and the implementation of specific high yield instructional practices.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile on AIMSWeb (K-8), 3-8 NYS Assessment Performance Index, Regents Result (including mastery rates), Graduation Rate, Observation/Walkthrough Feedback Review

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
7/1/2018	6/30/2019	<b>Instructional Leadership Professional Development Series</b> →The Superintendent and Assistant Superintendent will work with District consultants (i.e. SESIS, Mary Fitzgibbons, Team Sheldon (Oswego), Syracuse University, etc.) and various District related resources to provide targeted professional development →Special Education Series: Transition Bootcamp, Co-Teaching Models, Specially Designed Instruction, Direct Consultant Teacher Training, Resource Room Training--Summer Sessions, Instructional Leadership Meetings →GVC-Aligned Planning--Quarterly Instructional Leadership Meetings →High Yield Instructional Practices--Quarterly Instructional Leadership Meetings →Communication--9/25/18, 11/1/18, 1/31/19, 3/28/19 →Trauma Informed Practice--July 30th, Monthly New Staff Meetings
6/27/2018	6/30/2019	<b>Process Development for Instructional Feedback</b> →The Assistant Superintendent will facilitate a debrief with the building leaders to discuss the current implementation of the District's walkthrough tool and to develop a consistent approach for the 2018-2019 school year. →The walkthrough tool will be modified

		→A data collection system will be developed
		→The instructional leadership team will engage in quarterly discussions focused on the implementation of the process and a review of the feedback being given to teachers (walkthrough and formal observations) to ensure calibration
<b>9/1/2018</b>	<b>6/30/2019</b>	<b>Lesson Plan Review Committee PK-8</b>
		The Assistant Superintendent will debrief with the building leaders about the DTAR recommendations
		→The Assistant Superintendent will work with the elementary and middle school building leaders to establish a lesson plan committee by 11/1/18.
		→The committee will include the instructional coach and PLC Facilitators
		→The committee will meet 3 times during the year to discuss trends in planning and develop a common understanding of GVC-aligned planning
		→The building leader will provide professional development on effective planning practices during 2 faculty meetings
		→Data from walkthroughs and formal observations will be analyzed by the instructional leadership team on a quarterly basis to determine areas of strength and future professional development needs.

### Tenet 3: Curriculum Development and Support

<b>A. Statement of Practice Addressed:</b>	SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	There needs to be further development of the District's Guaranteed and Viable Curriculum (GVC), with a focus on identifying the specific instructional outcomes for each standard <i>and</i> the skills that need to be taught to achieve mastery.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2019 PK-8 ELA and math teachers will complete the Standards Map Template for 3 GVC-aligned CCLSs.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile on AIMSWeb (K-8), 3-8 NYS Assessment Performance Index, Regents Result (including mastery rates), Graduation Rate, Observation/Walkthrough Feedback Review, Standards Map Completion PK-8

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
May-18	Jul-18	<b>Standards Map Template Development</b>
		→Establish a template development team that consists of the Assistant Superintendent, Instructional Coach, teacher, middle/elementary building leader, Mary Fitzgibbons (District consultant).
		→Meet monthly to develop the template.
		→The template will focus on identifying specific outcomes for each standard and breaking those outcomes down into specific skills that need to be taught.
7/12/2018	6/30/2019	<b>PK-8 Curriculum Work</b>
		→The Assistant Superintendent and District Consultant (Mary Fitzgibbons) will facilitate training on the Standards Map template during summer curriculum work
		→Grade level teams will be expected to map 3 GVC ELA and math standards using the template (saved on Team Drive with Curriculum Document)

		→PK-8 teachers will receive 5-15 hours over the summer to work collaboratively to map the standards
		→2 curriculum release days will be allotted for PK-8 ELA and math teachers, with the building leaders creating a release day schedule.
		→Building principals will use vertical ELA and math meeting time to have teachers analyze and reflect on the standards across grade levels
		→The instructional leadership team will engage in quarterly discussions around planning and feedback (formal observations/walkthroughs) to monitor the implementation of the GVC

## Tenet 4: Teacher Practices and Decisions

<b>A. Statement of Practice Addressed:</b>	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	As we work collaboratively to refine the planning process, it has become clear that we need to develop a common understanding of GVC aligned lesson planning that promotes cognitive engagement through the consistent use of high yield instructional practices.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2019 100% of teachers will incorporate high yield instructional strategies into their daily lesson planning.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile on AIMSWeb (K-8), 3-8 NYS Assessment Performance Index, Regents Result (including mastery rates), Graduation Rate, Observation/Walkthrough Feedback Review

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
6/12/2018	6/30/2019	<b>PK-3 Early Literacy Initiative</b>
		→The Assistant Superintendent will present the initiative to the elementary faculty and invite them to the overview training in August.
		→District and building level administrators will attend professional development related to the initiative on July 10th and 11th
		→The instructional coach and one reading teacher will attend LETRS (Language Essentials for Teachers of Reading and Spelling) Training July 16th-21st. The coach and reading teacher will also complete online LETRS coursework during the school year.
		→PK-3 staff will attend an overview training on explicit reading instruction on August 14th
		→A reading coach (appointed by the Reading League) will work with PK-3 staff and our instructional coach 3 days per week. She will visit classrooms, model strategies, and identify areas where professional development is necessary to strengthen explicit reading instruction.
		→PK-3 staff will attend training provided by the Reading League on November 9th and February 1st.
		→The reading interventionists will receive professional development from Frances Malave, OCM Reading Specialist, around reading behaviors and using precise language during instruction and feedback during the summer. In addition, 8 embedded coaching days will be planned with Frances Malave during the school year.

		→District and building leaders will monitor implementation through informal walkthroughs, formal observations, and lesson plan reviews.
<b>6/28/2018</b>	<b>6/30/2019</b>	<b>Special Education Professional Development Series</b>
		→The Assistant Superintendent will work with the SESIS and RSE-TAC to provide targeted special education professional development to teachers and support staff during the summer and school year.
		→Summer series--Transition Bootcamp, Transcript Review, Facilitated IEP Development, Co-Teaching Models, Specially Designed Instruction, Resource Room, Consultant Teacher Direct Model.
		→During the school year the SESIS will work with the building leadership to develop a schedule to provide classroom embedded coaching and support related to the targeted professional development.
		→The SESIS will provide an administrative professional development series during the school year focused on specific look-fors when observing instruction and giving feedback.
		→The Assistant Superintendent will meet quarterly with the Director of Pupil Personnel and SESIS to identify professional development needs.
<b>6/27/2018</b>	<b>6/30/2019</b>	<b>High Yield Instructional Strategies</b>
		→The instructional leadership team will identify specific high impact teaching strategies and incorporate discussion of the strategies during faculty meetings, PLC meetings, and post-conferences with teachers
		→Professional development during new staff meetings for 1st year teachers will focus on <i>Teach Like A Champion</i> strategies
		→The instructional leadership team will use the walkthrough tool and formal observation system to give feedback on planning for and use of the strategies
		→The instructional leadership team will engage in quarterly discussions focused on the implementation of the process and a review of the feedback being given to teachers on planning and instruction (walkthrough and formal observations) to ensure calibration

## Tenet 5: Student Social and Emotional Developmental Health

<b>A. Statement of Practice Addressed:</b>		SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
<b>B1. Most Recent DTSDE Review Date:</b>		
<b>B2. DTSDE Review Type:</b>		
<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.		In a review of three year trend data from our Student Voice and Staff Scan surveys, we continue to see concerns about student behavior interfering with student learning. As a result, there is a need to establish positive behavioral supports for students and staff, with a focus on trauma informed practices.
<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.		By December 31, 2018 the District Data Team will establish a protocol for analyzing specific K-12 data points to identify students who are at risk for not graduating and generate specific student lists for each building's Pupil Support Team.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.		Student Discipline Data, Student Attendance, Student Growth Percentile on AIMSWeb (K-8), 3-8 NYS Assessment Performance Index, Regents Result (including mastery rates), Graduation Rate
<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/30/2019	<b>District Data Team</b>
		→A District Data Team, separate and apart from each building's RTI Team, will be established by October 1st. The team will meet quarterly.
		→Using an agreed upon data protocol the team will analyze data related to students who dropped out over the past three school years.
		→Based on that analysis the team will select specific data points to track in our current 3rd grade, 6th grade, and 9th grade students
		→By December 31st student lists will be generated and given to each building's Pupil Support Team so that action plans can be developed for specific students.
		→Behavioral/attendance data and student achievement will be analyzed to determine impact.
		→District Data Team members will provide updates on the progress of students during the 3rd and 4th quarter meetings.
7/30/2018	6/30/2019	<b>Trauma Informed Practices Professional Development</b>
		→The District will collaborate with Team Sheldon (SUNY Oswego) to provide Trauma Informed Practices Professional Development
		→2nd and 3rd year staff and the 4th grade team will receive the training

		→An overview will be provided on July 30th
		→The Assistant Superintendent will work with the elementary principal to establish a schedule for the 4th grade team to meet with Dr. Sullivan. The 4th grade team, in conjunction with the building support staff, will administer the Behavior Intervention Monitoring Assessment System (BIMAS) and use the data to identify specific strategies to implement and track during the school year. Embedded coaching in implementing the strategies will be provided.
		→The 2nd and 3rd year teachers will receive professional development around strategies during monthly New Staff meetings
		→Behavioral data and student achievement will be analyzed to determine impact of the strategies



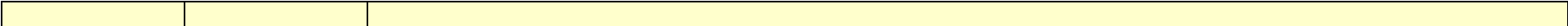
## Tenet 6: Family and Community Engagement

<b>A. Statement of Practice Addressed:</b>	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
<b>B1. Most Recent DTSDE Review Date:</b>	
<b>B2. DTSDE Review Type:</b>	

<b>C1. Gap Statement:</b> Create a clear and concise statement that addresses the primary gap(s) to be addressed. This statement should be based on a comprehensive needs assessment. Be sure to incorporate feedback from the rationale of the most recent DTSDE review and other applicable data.	To more effectively engage our families, the district needs to implement and monitor the Family/Community Engagement Plan.
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<b>D1. SMART Goal:</b> Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By June 30, 2018 each building's FCEP Committee will select and implement a specific strategy from the FCEP.
<b>D2. Leading Indicator(s):</b> Identify the specific indicators that will be used to monitor progress toward the goal.	District FCEP Committee Minutes, Parent Attendance at Events, Parent Participation in District/School Surveys

<b>E1. Start Date:</b> Identify the projected start date for each activity.	<b>E2. End Date:</b> Identify the projected end date for each activity.	<b>E3. Action Plan:</b> Detail each action that will take place in order to achieve the identified SMART Goal. Alignment between the Action Plan, SMART Goal, and Gap Statement should be clear. Specifically describe what each planned activity is and what is expected to look different as a result of the activity; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and what the district will look at to determine if implementation is successful. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
9/1/2018	6/30/2019	<b>Family/Community Engagement Plan</b>
		→The Director of Pupil Personnel will meet with each building FCEP Committee by October 31st to select a specific strategy and develop a meeting schedule for the 2018-2019 school year.
		→The Director of Pupil Personnel will establish a District FCEP Committee that includes one representative from each building committee by October 31st.
		→The District FCEP Committee will meet 3 times during the school year to monitor progress toward the DCIP Goal. Minutes will be posted and shared on the google drive.



**Financial Allocation Plan - Improvement**

<b>Improvement Set-Aside Budget Summary</b>		
<b>District</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for District-Level Improvement</b>
Hannibal CSD	Focus District	\$50,000
<b>Name of Priority/Focus School</b>	<b>Accountability Status</b>	<b>Amount of Funds Allocated for School-Level Improvement</b>
Fairley Elementary	Focus	\$50,000
Dennis M. Kenney Middle School	Focus	\$50,000
Hannibal High School	Focus	\$50,000
<b>DISTRICT / BUILDING TOTALS</b>		<b>\$200,000</b>