

LEA Name:	Hannibal Central School District
LEA BEDS Code:	460701040002
School Name:	Hannibal High School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2018-2019 School Comprehensive Education Plan (SCEP)

Contact Name	Stephen Dunn	Title	Principal
Phone	315-564-8130	Email	<a href="mailto:sdunn@hannibalcsd.org">sdunn@hannibalcsd.org</a>
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 SCEP 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			
President, B.O.E. / Chancellor or Chancellor's Designee			

## Statement of Assurances

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

1. The School Comprehensive Education Plan (SCEP) 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 School Comprehensive Education Plan (SCEP) 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 School Comprehensive Education Plan (SCEP) 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.

## School Leadership Team

**SCHOOL LEADERSHIP TEAM:** The SCEP 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 SCEP.

**Instructions:** List the stakeholders who participated in developing the SCEP 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)
July 19, 2018	Hannibal High School		
July 25, 2018	Hannibal High School		

Name	Title / Organization	Signature
Stephen Dunn	Principal/Hannibal High School	
Patrick Keefe	Asst. Principal/Hannibal High School	
Courtney Best	Teacher/Hannibal High School	
Lisa Mason	Teacher Hannibal High School	
Kelly Smith	Teacher/Hannibal High School	
Patrick Keefe	Asst. Principal/Hannibal High School	
John Snow	Teacher Asssistant/Hannibal High School	

## SCEP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's SCEP 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 SCEP, 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 SCEP 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 School achieved the goals identified in the previous year's School Comprehensive Education 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 School successfully implemented the activities identified in the previous year's SCEP (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 SCEP 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 SCEP increased Parent Engagement (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Limited Degree (There was no increase in the level of Parent Engagement.)          |
| <input checked="" type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.)     |
| <input 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 SCEP 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 school made the most growth during the previous year (Mark with an "X").**

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Tenet 1: District Leadership and Capacity                  |
| <input checked="" type="checkbox"/> | Tenet 2: School Leader Practices and Decisions             |
| <input 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).

The number of students who are credit current and slated to graduate with their cohort group with continues to show improvement. Teachers have become more accepting of interventions to assist students accrue or recover credit as the result of revisiting past marking periods, use of online programming, and increased opportunities for student accountability with retaking assessments/completing required assignments.

- 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.

The District Data Team focused on elementary and middle school levels so we stayed focused on managing high school student performance on a departmental scale. Curriculum days were not taken as school leader would have wished. Teachers did not want to leave their classrooms for full days and getting sub teachers continues to be an issue. Lesson plan construction and evaluation continues to be a challenge as we are trying to define what it means to be well planned.

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

- List the highlights of the initiatives described in the current SCEP.

Creation of comprehensive credit recovery/accrual plan, increased teacher ownership of student performance using data protocols, continued alignment of GVC to state standards, means to measure teacher utilization of high yield instructional strategies, documented attendance protocols, development of incentives for student performance, and improved regular communication with the home.

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

Identified needs include: higher percentage of credit current students, use of data protocols by department, use of high yield instructional strategies, system for student accountability and privilege, and attempts to improve relationship with home/community.

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

Our students come first! This plan is written with the sole goal of improving our students educational experience and chance for more opportunities when they move on.

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

Our goals are to increase specific academic indicators such as graduation rate, advanced diplomas, students taking advanced coursework, and those receiving CTE endorsements by 3%.

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

Staff has been allotted to meet the needs of students as they need support throughout the school year.

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

Time is always a factor. Having time allotted and then unpredictable occurrences can sometimes get in the way of regular monitoring/planning.

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

PD will be offered in District-wide, school wide, and department specific meetings depending on the focus and appropriateness of programming.

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

Communications to staff on a weekly basis with a yearly plan available for all to see that outline all major events initiatives that are occurring throughout the school year. Monthly communication to families using our Journalism class as a means of collecting relevant information to share. We are also pushing to develop a means of communicating on an electronic basis with as many families as possible.

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

This plan will be introduced to staff via faculty meeting and available to public viewing on the District website.

## Tenet 2: School Leader Practices and Decisions

<b>Tenet 2 - School Leader Practices and Decisions</b>	Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.
<b>B1. Most Recent DTSDE Review Date:</b>	April 9-11, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Gap Statement: 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.</b>	The school leader needs to foster a model of distributed leadership to strengthen teacher ownership of student performance, student data, and instructional growth.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By June 30, 2019 the number of students, schoolwide, who are credit current will increase 3% from previous school year.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student credit accruals, Student drop out 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
31-Jul	31-Aug	School leader and high school staff will develop and document plan for student credit recovery/accrual options, with staff, as a means to increase student achievement for all.
25-Jul	31-Aug	School leader and high school staff members will evaluate student transcripts for potential credit recovery opportunities.
12-Jul	31-Aug	Schooleader will construct, and make available to all staff, a calendar that outlines school building priorities on a monthly basis
1-Sep	30-Sep	School leader will update staff on most up to date regulations for Pathways to Graduation at faculty meeeting.
1-Sep	30-Sep	PLC Facilitators will communicate and implement plan for credit recovery/accrual
1-Sep	30-Jun	Quarterly cohort meetings will be held to track student progress and develop plans to address individual student acheivement.

### Tenet 3: Curriculum Development and Support

<b>Tenet 3 - Curriculum Development and Support</b>	<b>Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 9-11, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Gap Statement: 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.</b>	Teachers need to continue the process of revising the GVC taking into account newly adopted standards and students performance data.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	All PLC leaders will be trained in the use of data protocols for the purpose of adjusting the GVC and informing instructional practice.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student credit accruals, Student drop out rate, Student performance on Regents exams

<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
1-Sep	30-Jun	School leaderlead discussions about the NGS and how they will influence continued work on the GVC.
1-Sep	31-Oct	School leader will introduce and reinforce data protocols to PLC leaders, for Regents exams, to align GVC and instructional practices in lesson plans.



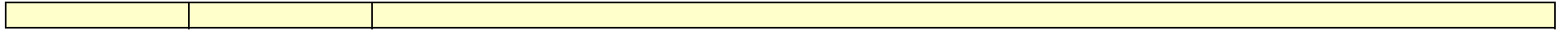
### Tenet 4: Teacher Practices and Decisions

<b>Tenet 4 - Teacher Practices and Decisions</b>	<b>Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 9-11, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Gap Statement: 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.</b>	Teachers need to utilize targeted high yield instructional strategies which will lead to higher levels of student engagement, thinking, and achievement.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	All teachers will incorporate high yield teaching strategies, with an emphasis on student engagement, daily.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Teachers rated as effective or highly effective, teacher attendance at workshops

<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.
1-Aug	1-Sep	District school leaders will identify targeted high yield instructional strategies to be prioritized and practiced during the 2018-19 school year
1-Oct	30-Jun	School leader will utilize the District walkthrough tool as a means to gather data regarding the frequency of teachers utilizing identified high yield instructional strategies.
1-Sep	31-Oct	PLC leaders will document departmental strategies with regard to how vocabulary instruction is planned and embedded in the GVC



## Tenet 5: Student Social and Emotional Developmental Health

<b>Tenet 5 - Student Social and Emotional Developmental Health</b>	<b>Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 9-11, 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Gap Statement: 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.</b>	Hannibal High School needs a comprehensive system to promote positive decision making and academic performance.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By January 28, 2019, a school wide system of student privilege and accountability will be designed and implemented.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Student average daily attendance, Student drop out rate, Student credit accruals, Student suspension rate, Student completion of advanced coursework, Discipline referrals, Truancy 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.
1-Aug	30-Sep	The school leader will develop a process for monitoring attendance with specific thresholds for accountability.
30-Jul	10-Aug	Incoming ninth graders who have been identified as at-risk will be invited to and attend a three week Summer Institute to give them a familiarity with the supports and physical layout of the high school along with academic review in ELA and Math by Summer Institute personnel.
23-Jul	24-Aug	A summer credit recovery/accrual program will be implemented for students identified by department leaders.
1-Aug	28-Jan	School leader and faculty will meet to design system for student privilege and accountability
28-Jan	30-Jun	School leader and committee will meet to monitor impact of privilege/accountability system.


## Tenet 6: Family and Community Engagement

<b>Tenet 6 - Family and Community Engagement</b>	<b>The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.</b>
<b>B1. Most Recent DTSDE Review Date:</b>	April 9-11 2018
<b>B2. DTSDE Review Type:</b>	District-Led Review

<b>C1. Gap Statement: 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.</b>	The school needs to develop a system of communication that promotes a school/home/community partnership.
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<b>D1. SMART Goal: Create a goal that directly addresses the Gap Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.</b>	By September 30 the high school FCEP committee will select and implement a specific strategy from the District FCEP plan.
<b>D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.</b>	Parent attendance at school 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.
1-Aug	31-Oct	The FCEp committte will select and implement a specific stratgy from the district FCEP plan.
1-Aug	1-Oct	The school leader will implement a plan to gather up to date information on parent contacts for the purpose of sharing information electronically.
1-Oct	30-Jun	A monthly newsletter will be to all homes in an electronic format.