

District Information Sheet

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District Grade Configuration	K-12	Total Student Enrollment	536	% Title I Population	30%	% Attendance Rate	95%				

Racial/Ethnic Origin of District Student Population											
% American Indian or Alaska Native	0%	% Black or African American	1%	% Hispanic or Latino	1%	% Asian, Native Hawaiian/Other Pacific Islander	2%	% White	94%	% Multi-Racial	1%

Overall State Accountability Status											
Number of Focus Schools	0	Number of Priority Schools	0	Number of Local Assistance Plan Schools	0	Number of Schools in Accountability Status	1	Number of Title I SIG 1003(a) Recipient Schools	1	Number of Title I SIG 1003(g) Recipient Schools	0

Did Not Meet Adequate Yearly Progress (AYP) in ELA			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	Participation Rate

Did Not Meet Adequate Yearly Progress (AYP) in Mathematics			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	Participation Rate

Did Not Meet Adequate Yearly Progress (AYP) in Science			
	American Indian or Alaska Native		Black or African American
	Hispanic or Latino		Asian or Native Hawaiian/Other Pacific Islander
X	White		Multi-Racial
	Students with Disabilities		Limited English Proficient
X	Economically Disadvantaged	X	Participation Rate

Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective	
	Limited English Proficient

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").

- | | |
|--------------------------|---|
| NA | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input 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").

- | | |
|--------------------------|---|
| NA | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input 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").

- | | |
|--------------------------|--|
| NA | Limited Degree (No identified subgroups improved achievement.) |
| <input 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").

- | | |
|--------------------------|--|
| NA | 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 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").

- | | |
|--------------------------|--|
| NA | 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 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"/>	NA
<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input 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

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

<input type="checkbox"/>	NA
<input type="checkbox"/>	Tenet 1: District Leadership and Capacity
<input 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).

NA

- 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.

NA

In developing the CURRENT YEAR'S plan:

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

- Developing systems and structures for district and schools that will enable the district to work toward a common focus and manageable goals in order for improved student achievement and instructional practice
- Focusing attention, discussion and reflection on what data we have available, how we use the data, and what additional data and use we need for increased success
- Promoting honest communication/evaluation of practices, processes and program effectiveness in meeting the needs of our students by providing students with 21st C. knowledge and skills

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

- Initiating an annual process of convening a District Strategic Planning Team to analyze district data and other district committees' input to develop district-wide strategic goals that, when translated at the building levels, increases student achievement and the realization of the district's vision for student success
- Identifying schedule, structure, plan/purpose for the District Curriculum Committee to monitor alignment of all curriculum with NYS standards and district initiatives
- Developing the SEDH tiered section of the RtI Plan in order to address the SEDH obstacles which are impacting student achievement for some students
- Systematically identifying the professional development that all teaching staff will receive, along with feedback the in order for effective/highly effective implementation to improve teaching and learning
- Developing a comprehensive plan to increase the number of parents/guardians and families advocating educationally for their children and involved in the school's vision and mission for all students.

- 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.

The mission of the Hamilton Central School District is:

MISSION STATEMENT & PHILOSOPHY

The Hamilton Central School provides a wide range of traditional and innovative learning opportunities in a safe, caring, and challenging environment for all students.

In preparing students to develop their fullest potential for living in the society of today and tomorrow, the Board of Education and the staff of the Hamilton Central School District will:

- Recognize their responsibility to help meet the physical, intellectual and emotional needs of children, in particular the needs to inquire, learn, think, and create; to establish aesthetic, moral and ethical values; and to relate satisfactorily to others in social situations involving family, work, government and recreation.
- Accept primary responsibility for directing students towards mastery of the skills of learning, thinking and problem-solving; for teaching them to use the various media of self-expression; for instilling in them a knowledge of the social and natural sciences; for acquainting them with the richness of our heritage; and for stimulating them to productive work in

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

Targets for white and economically disadvantaged sub-groups on NYS 3-8 Assessments: participation rates from 40% to 95%; proficiency rates from 53% overall to 60% (white/economically disadvantaged; overall proficiency rates for grades 7-8 are ELA 64/86% currently, and mathematics 80%). If opt-out rates remain high and difficult to decrease because we have no control over parent choice, we will use Northwest Evaluation Association (NWEA) Measures of Academic Performance (MAP) assessments where applicable as a measure of proficiency.

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

There is a PK-12 campus but with two separate sections of the building, one which functions as elementary and the other as secondary programming. Each has a separate principal for school leadership. The elementary school leader is extremely data-driven and has established strategic goals and expectations for the staff and students in the building. This person is using the focus district designation as an opportunity to dig deeper into the data and to target specific strategies and supports to increase the proficiency of students who are scoring at Levels 1 and 2 on NYS 3-8 assessments. As the mission and principles are to meet the needs of all students, the school is strategically planning for the groups who have not made accountability proficiencies and will monitor growth beginning in September with baseline data for all of these students.

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

Our largest barrier is the lack of articulated core beliefs and a vision that is known by all and used to maintain focus on a "common north" which guides district decision-making, instructional practice and student achievement. The absence of this and a district strategic plan, along with a distrust of the New York State Accountability and assessment system among stakeholders, affects our upward trajectory toward maximized achievement levels and opportunities for all students to be college and career ready. In the elementary program, there are several new teachers, presenting the need for professional development and transitioning into the district pedagogy and practices. These barriers affect the timeliness toward reaching the district mission for high intellectual, physical and social/emotional abilities/success. These barriers will be addressed by the district establishment of an annual process for establishing a District Strategic Plan and goals.

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

The district has contracted with Columbia University and Lucy Calkins consultants to work with the PK-8 program for two years and previously Public Education and Business Coalition (PEBC). This professional development has resulted in consistent strategies and practices and a common language regarding literacy instruction and creating a workshop model which helps teachers and students. The district will be focusing on differentiation and formative assessment for professional development to increase instructional practice surrounding and using data.

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

District leaders use the following communication methods: district and school websites, phone calls, emails, letters, newsletters, school district community forums for transparent discussion/dialogue, school tool portals, parent group meetings, and shared decision making teams.

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

The DCIP will be posted on the district website, a hard copy available in the superintendent's office and will be shared and explained at the August BOE meeting, at opening school day meetings with faculty, fall open house, school parent organization meetings, and in a summation newsletter sent to parents and community in the September newsletter from the superintendent and school leaders.

Common Leading Indicators Worksheet

[illegible]

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	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.	
B1. Most Recent DTSDE Review Date:	None	
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district is committed to many practices and programs that have been working and produce the 93% graduation rate as well as 8th grade 80% plus proficiency rates on NYS Assessments. The district is strongly committed to the workshop model which Columbia University (Lucy Calkins) has provided guidance and professional development support to district staff for fidelity of implementation. They have exceptionally high expectations for students to become critical thinkers and problem-solvers with most students attending post-secondary institutions of higher learning. Therefore, the need is to examine the current data systems they have (LLI for Reading, Fontas and Pinnell, teacher-made tests), piloting of NWEA and to determine if they have the data they need to inform instructional decisions and to support student success. There is no current data system where vetted, reliable multiple measures	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2017, the leadership team will create a data system to collect mid-year and quarterly data from elementary and secondary buildings for comprehensive PK-12 analysis of student progress in meeting grade level proficiencies and also evaluation of intervention/support effectiveness in helping students achieve these proficiencies in order for district leadership to make intentional budgetary, staffing and programmatic decisions that enable all PK-12 students to maximize their potential.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Performance on January Regents Exams Student Participation in ELT Opportunities School Leader/Committee Meeting Agendas, Minutes	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Oct-16	The school leaders will meet with teaching staff representatives from PK-12 to identify the specific data that exists, the current use for monitoring student academic progress, and additional data required for vetted, reliable multiple measures to be used in providing tiered supports and monitoring student academic proficiencies in reading, writing, mathematics and social-emotional developmental health.
Nov-16	Mar-17	The leadership team will budget the purchase of any newly identified and required data sources/assessments to afford teachers and school leaders the ability to collect, analyze and monitor student data in the areas of academic and SEDH in order to target interventions and supports to students demonstrating lack of proficiency in these areas.
Jan-17	Jun-17	Commencing in January, the leadership team will implement a system for collection of student assessment data from the elementary and secondary schools in order to monitor PK-12 student achievement and SEDH for white and economically-disadvantaged subgroups of students.
1-Feb-17	Aug-17	The school leaders and teachers will implement and monitor targeted interventions and supports to students identified through the comprehensive quarterly analyses who are not demonstrating proficiency levels on standardized assessments in order to increase student proficiency toward district achievement targets.
Sep-16	May-17	The school leaders will provide data-driven instructional professional development to 100% of the teaching staff in use of summative and formative data to monitor student growth in meeting NYS standards in order to differentiate instruction by adapting curriculum and instruction practices to meet the needs of all students.

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	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.	
B1. Most Recent DTSDE Review Date:	None	
B2. DTSDE Review Type:		

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district is committed to many practices and programs that have been working and produce the 93% graduation rate as well as 8th grade 80% plus proficiency rates on NYS Assessments. The district is strongly committed to the workshop model which Columbia University (Lucy Calkins) has provided guidance and professional development support to district staff for fidelity of implementation. They have exceptionally high expectations for students to become critical thinkers and problem-solvers with most students attending post-secondary institutions of higher learning. Therefore, the need is to examine the current data systems they have (LLI for Reading, Fontas and Pinnell, teacher-made tests), piloting of NWEA and to determine if they have the data they need to inform instructional decisions and to support student success. There is no current data system where vetted, reliable multiple measures	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	By January 2017, the leadership team will create a data system to collect mid-year and quarterly data from elementary and secondary buildings for comprehensive PK-12 analysis of student progress in meeting grade level proficiencies and also evaluation of intervention/support effectiveness in helping students achieve these proficiencies in order for district leadership to make intentional budgetary, staffing and programmatic decisions that enable all PK-12 students to maximize their potential.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Growth Percentile for Low-Income Students Student Performance on January Regents Exams Student Participation in ELT Opportunities School Leader/Committee Meeting Agendas, Minutes	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Oct-16	The school leaders will meet with teaching staff representatives from PK-12 to identify the specific data that exists, the current use for monitoring student academic progress, and additional data required for vetted, reliable multiple measures to be used in providing tiered supports and monitoring student academic proficiencies in reading, writing, mathematics and social-emotional developmental health.
Nov-16	Mar-17	The leadership team will budget the purchase of any newly identified and required data sources/assessments to afford teachers and school leaders the ability to collect, analyze and monitor student data in the areas of academic and SEDH in order to target interventions and supports to students demonstrating lack of proficiency in these areas.
Jan-17	Jun-17	Commencing in January, the leadership team will implement a system for collection of student assessment data from the elementary and secondary schools in order to monitor PK-12 student achievement and SEDH for white and economically-disadvantaged subgroups of students.
1-Feb-17	Aug-17	The school leaders and teachers will implement and monitor targeted interventions and supports to students identified through the comprehensive quarterly analyses who are not demonstrating proficiency levels on standardized assessments in order to increase student proficiency toward district achievement targets.
Sep-16	May-17	The school leaders will provide data-driven instructional professional development to 100% of the teaching staff in use of summative and formative data to monitor student growth in meeting NYS standards in order to differentiate instruction by adapting curriculum and instruction practices to meet the needs of all students.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	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.	
B1. Most Recent DTSDE Review Date:	None	
B2. DTSDE Review Type:		

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Being a small district, the superintendent, school leaders, BOE and community partners collaborate to provide supports for the school district. Colgate University and Community Action Partnership (CAP) are strong supporters. However, one area of identified weakness is clear, consistent communication about district/school goals and strategic planning articulate the vision/mission/core beliefs of the school district. The district has a mission statement, and the elementary school has beliefs and expectations posted on the website and in his office; however, both school leaders said there is no consistent and explicit PK-12 vision or set of core beliefs which guide decision-making and practice. School leaders said they talked about convening a committee or the whole faculty to identify these for each school or for the whole district to focus the educational work being responsive to the entire school community	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will convene a District Strategic Planning Committee, consisting of teachers, parents, community partners, and students to create a district strategic plan that addresses the district vision, core beliefs, mission statement, and SMART goals in order to focus and guide the decision-making process and to inform practices that will improve teaching and learning.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	School Leader/Committee Meeting Agendas, Minutes District/School Vision, Mission, Core Beliefs Posted	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Sep-16	The superintendent and school leaders will post for a committee or convene an existing district committee to work on developing the district/school vision, updated mission and core beliefs in order for all stakeholders to have a clear and shared purpose and accountability for maximizing the academic achievement and SEDH successes for all students.
Oct-16	1-Jun-17	The school leaders will designate a facilitator for the Strategic Planning Committee which will meet at least two times each semester to write the district/school vision, updated mission and core beliefs, establish SMART Goals and monitor the existing DCIP's status in completing goals and action steps.
1-Dec-16	Jan-17	The leadership team will use the vision, mission and core beliefs in newsletters, on letterheads, and postings on website, to guide instructional decision-making during the budgeting of human, fiscal and programmatic resources to improve teaching and learning for 100% of staff and students.
Jan. 2017	Mar-17	The superintendent will work with his assistant to update the district website, letterhead and newsletters, posters/framed documents in order for consistency of purpose to be communicated through multiple venues for clarity of understanding and accountability to support teaching and learning for all within the district.
Jan. 2017	Feb-17	The school leaders will communicate the new vision, mission and core beliefs to all teachers, parents and students within their respective buildings in order for consistency of understanding, culture of support and accountability for decision-making that increases student and teacher achievement/positive practices within the buildings.

Sep-16	Jun-17	The leadership team designee will facilitate the District Strategic Planning Committee's monthly meetings where they analyze existing data, input from district committees, that guide decisions about adaptation of or additional action steps needed to meet the DCIP's SMART goals in the areas of: district support, leadership, curriculum, instructional practice, social-emotional developmental health, and parent engagement (the targeted tenets in the New York State (NYS) Diagnostic Tool for School and District Effectiveness (DTSDE) process).

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	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.	
B1. Most Recent DTSDE Review Date:	None	
B2. DTSDE Review Type:		
C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	There is no centralization of curriculum or digitized curriculum K-12 aligned with the Common Core Learning Standards (CCLS) and New York State Content Standards (NYSCS) and College and Career Readiness Anchor Standards. Individual grade level teams and/or individuals have developed their own curriculum and have utilized adopted/adapted purchased programs/textbooks which exist as current curriculum. There is currently no electronic curriculum available that is scoped and sequenced in order for teachers, parents, school leaders or outside partners to review for gaps in student learning and acceleration toward the existing NYS Standards. No plan or committee exists to monitor curriculum development, updates and effective implementation. District Strategic Planning Team members also noted that the CC Literacy Standards are not implemented across all content areas at the	
D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will convene a District Curriculum Committee, represented by PK-12 teachers and parents, to develop a process and system for maintaining NYS aligned curriculum with appropriate scope and sequence that identifies units of study in order for all students to receive college and career ready instruction.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Credit Accruals (HS Students) Student Completion of Advanced Coursework Student Performance on January Regents Exams	
E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Jan-17	The superintendent will propose to the BOE, guidelines and roles/responsibilities for a District Curriculum Committee, composed of PK-12 grade level teachers and parents that will meet monthly to identify existing curricula, formats and then to create a plan for the district to have a comprehensive PK-12 curriculum in all content areas that provides all students Common Core Learning Standard and New York State Content Standard instruction for college and career readiness.
Oct-16	Dec-16	The District Curriculum Committee will identify a facilitator to lead the work of the committee that includes identifying the components required in district curriculum development such as curriculum maps; units of instruction that include reading, writing, vocabulary (Common Core Literacy Standards required in all content areas in grades 6-12); differentiation, formative and summative assessments in order for the district and all stakeholders to have access to a scope and sequenced comprehensive PK-12 curriculum in all content areas.
Dec-16	Feb-17	The District Curriculum Committee will establish a regular schedule for content area teachers to review their curriculum and student performance data in mastering curriculum standards in order for teachers to make prioritized curricular decisions and adaptations to differentiate instruction so that all students can be successful in the trajectory toward grade level learning targets.
Sep-16	Oct-16	The District Curriculum Committee will survey all teachers on their knowledge and ability to provide CCLS, NYSCS, and the required shifts in instructional practice required for college and career readiness in order for the school leaders to identify the need for professional development and support for effective/highly effective implementation.
Sep-16	Jun-17	School leaders will daily conduct walk-throughs and provide feedback to all teachers on CCLS and NYSCS curriculum units and lessons that provide clear, transparent and referenced learning targets to students.

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	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.	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Currently there is a Professional Development Committee(PDC), but it did not consistently meet (only twice this year), and the instructional focus or purpose was unknown, with no clear expectations for the committee or for any type of reciprocal communication between all teachers and the Committee.	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The District Strategic Planning Committee will analyze data and input for identification of the professional development foci that the district will use for three years in order for 100% of the teachers to implement this PD and improve student learning as evidenced by increased student grades, teacher effectiveness and school leader walk-through feedback. (ie. differentiation, formative assessment, student engagement/motivation)	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Teachers Rated as "Effective" and "Highly Effective" Teacher Attendance at Professional Development School and District Quarterly Student Achievement and SEDH Status Reports	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-16	Jun-17	The superintendent or school leader facilitating PDC will meet in September and January to assist in planning the superintendent's days' professional development in order for distributive leadership decisions regarding quality professional development by using reciprocal communication to the constituency groups they represent in order for the professional needs of all teaching staff to be met and to improve instructional practice and learning of all students.
Sep-16	Dec-16	The PDC will identify the whole district PD focus/foci for proficient implementation in the next three years by reviewing student performance data and district goals/learning targets, teacher observation/evaluation and teacher reflective need as well as the differentiated opportunities and processes for individual teachers to receive PD to meet their and their students' needs, but with a plan for them to implement practices upon return and/or to turnkey with staff who may not have attended the PD in order to improve and increase effective instructional practice which increases student learning.
Jan-17	Jan-17	The leadership team and PDC will establish a tentative schedule for district-wide PD that provides multiple opportunities for follow-through professional development, feedback and coaching for 100% of the staff to implement effective and highly effective professional development that improves teaching and learning.
Aug-16	Sep-16	School leaders will assign teacher mentors for new teachers in order for them to provide the PD support/catch-up they require to be able to implement the identified district PD practices for consistency in implementation and practice that increases student learning and the ability for teachers to collaborate based on common language and understanding of the research-based instructional practice.
Oct-16	Nov-16	The PDC will identify methods for delivering PD in an effort to meet the needs of parents, coaches, after-school tutors, etc. by providing PD to all teachers and school leaders.

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	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.	
B1. Most Recent DTSDE Review Date:	None	
B2. DTSDE Review Type:		

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	<p>There is currently no Response to Intervention (RtI) Plan that identifies both the academic and social-emotional developmental health (SEDH) tiered supports for students. The absence of this is preventing some students from meeting proficiency performances and school-year success. The National Center for Children in Poverty identifies the following statistical data on their website "Neighborhood characteristics and family income can be risk factors that impact young children's social-emotional health and development.</p> <p>Young children in low-income neighborhoods are more likely to experience behavioral problems than children living in moderate or affluent neighborhoods. 6 Young children from households with lower levels of family income are more likely to experience behavioral problems that negatively</p>	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will establish a committee of student support personnel/teachers/community partners that will meet monthly to develop an RtI plan for academic and social-emotional developmental health(SEDH) that includes referral process and multiple measures of data to be reviewed when deciding supports, tiered interventions/supports to be provided, parent involvement in the plans/process, and at least monthly follow-up/ evaluation for effective implementation of supports/interventions in addressing SEDH needs of students as evidenced by a decrease in student disciplinary referrals, increased student attendance and improved academic achievement.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	<p>Student Average Daily Attendance</p> <p>Student Credit Accruals (HS Students)</p> <p>Student Suspension Rate (Short-Term / Long-Term)</p>	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Aug-16	The Pupil Personnel Services Director or his designee will facilitate the RtI Committee that meets weekly to augment the academic part of the plan by adding the multiple measures of data and process for SEDH referral, the tiered supports and strategies supporting SEDH and the follow-up procedures for monitoring effectiveness of the supports in meeting the needs of SEDH students.
Sep-16	1-Dec-16	The RtI Team will meet weekly to examine data and to identify the necessary components, processes, and tiered supports that will be implemented in order to meet the needs of students with academic/SEDH concerns.
1-Dec-16	10-Dec-16	The superintendent's designee will present the RtI Plan with the SEDH tiered supports to the superintendent for review and comment in order to prepare the Plan for resolution and vote by the BOE for second semester implementation.
Dec-16	1-Jan-17	The BOE will vote on the RtI Academic and SEDH tiered plan in order for schools to begin implementation second semester.
Jan-17	Feb-17	The school leaders and RtI Team members will communicate the RtI Plan to all staff and parents in order for them to know the available supports and referral processes as well as the follow-up communication and supports which will exist in order for the appropriate interventions to be provided to improve student learning for SEDH or at-risk students.
Feb-07	Jun-17	The school leaders and Student Support Team will convene bi-monthly meetings to implement the RtI Plan by reviewing referrals and determining supports and frequency/duration of supports, follow-up dates, involvement of all stakeholders for consistency of support of the student.
Nov-16	Feb-17	The school leaders will identify teacher and parent understanding of SEDH by surveying them and will then schedule the respective SEDH PD to increase understanding and support of students.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	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.	
B1. Most Recent DTSDE Review Date:		
B2. DTSDE Review Type:		

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district leaders and school personnel communicate with parents and the community about the expectations of the school and the importance of sustaining partnerships, but it is done in absence of a strategic plan and in the absence of clear, unified vision, mission and core beliefs that unify the accountability and efforts within the community. The district and school physical environment are extremely welcoming and celebrate the pride and strengths within the schools, yet not all parents enter the doors to see and to join in this celebration. Much communication is one-way unless there is a concern about a student and need for the parents to become involved as part of the solution to a problem; rarely is communication initiated by parents requesting school support for issues they identify and come to the school to assist them with in order to improve their child's educational performance.	
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D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The leadership team will invite parents and community partners/members to meet monthly to develop a comprehensive strategic plan to increase family and community engagement and reciprocal communication as evidenced by parent/community surveys/questionnaires, and attendance/participation logs in school activities in order to improve support for all students in the district.	
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Parent Attendance at Workshops Parent Participation in District/School Surveys School Leader/Committee Meeting Agendas, Minutes	

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-16	Sep-16	The leadership team will invite parents and community members through the website newsletters/welcome back to school letters to participate in a committee which will work for three months to develop a plan that will increase family and community engagement and reciprocal communication in order to have at least ten committee members by September 1 to work on this plan.
Sep-16	Dec-16	The superintendent or his designee will attend the meetings, facilitating and making sure that minutes of the plan's development are maintained and distributed to all committee members prior to the next meeting for continuation of work in order for the plan to be completed in the three months for implementation second semester.
Jan-17	Feb-17	The parent engagement plan will be implemented by each building school leader as evidenced by providing a copy of the plan and communicating all accountability/responsibility for teacher to parent communication, school leader to teacher/parent communication, vehicles/venues for parents to initiate conversation with the school personnel, and increased school events/professional development/opportunity for parents to become more active and knowledgeable participants in their student's/students' education. (This will be evidenced by agendas of faculty and PTO/Parent Scheduled Meetings and newsletters.)
Sep-16	Nov-16	The school leaders will conduct a school survey of parents to identify specific parent engagement concerns, needs, communication requests, etc. and use this information in plan development in an effort to be responsive to parental needs and to increase involvement in their student's/students' education.
Jan-17	Jun-17	The school leaders will maintain communication logs as data to identify increases and most effective communication venues in order to improve parent communication that, in turn, improves student achievement and performance.

Focus District Set-Asides

Parent Education Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Parent Engagement Set-Aside -- Required Percentage	Mandated Set-Aside
Title I, Part A	\$87,018	1%	\$870

Improvement Set-Aside Calculation Based on Federal Funding			
Fund Source	Allocation	Improvement Set-Aside - Required Percentage	Mandated Set-Aside (Equivalent Amount)
Title I, Part A	\$0	5%	\$0
Title II, Part A		5%	\$0
Title III, Part A LEP (allocation listed only if required)		5%	\$0
Total Federal Allocation Subject to Set-Aside	\$0	5%	\$0

Funding Sources Used to Meet Required Set-Aside for Improvement	
Fund Source	Budgeted Amount
Title I, Part A	\$870
Title II, Part A	
Title III, Part A LEP	
Title VI REAP	
School Improvement Section 1003(a) - SIG A	\$50,000
School Improvement Section 1003(g) - SIG G	
School Innovation Fund	
Local / General Funds	
NWEA Assessment (Local/General Funds)	\$6,000
eSpark Intervention/Assessment (Local/General Funds)	\$25,000
Program Support/Implementation -Columbia University (Local/General Funds)	\$30,000
Total Funding Reserved for Improvement	\$111,870

The Improvement Reserve Has Been Met.

Required Activity	The District certifies that this activity will be completed with fidelity in 2016-17. (Indicate "YES" or "NO")	Anticipated Cost of Implementation (District + School Costs)	Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO")	If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25
Participate in DTSDE Trainings	Yes	\$4,000	Yes	
Conduct DTSDE reviews, including administration of required annual surveys	Yes	\$7,000	Yes	
Develop high-quality DCIP and SCEP plans	Yes	\$10,000	Yes	
Review the qualifications of Priority and Focus School Leaders	Yes	no cost	No	
Submit quarterly leading indicators report to NYSED	Yes	no cost	No	
Evaluate the fidelity of program implementation	Yes	\$29,000	Yes	
Provide Public School Choice to students in Priority and Focus Schools	NA- no P. of F.Schools			
Offer 200 hours of Extended Learning Time to students in each Priority School	NA- no P.Schools			

Sep-16	May-17	School leaders and teachers who hold events/opportunities for parents will plan for such events by intentionally reviewing the "language of the school/educational" that may not be the same as "the language of the school community" in order to adjust presentations that are clearly understood by all parents in attendance.

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	Accountability Status	Amount of Funds Allocated for District-Level Improvement
SIG10003a- School Improvement Grant (\$50,000)& Title 1(\$870) & General/Local funds (\$61,000)	Focus District	\$111,870
Strategic Planning Facilitation		\$10,000
Data-Driven Instruction Professional Development(Differentiation/Formative/Summative Assessments)		\$10,000
DTSDE District Led -OEE Facilitator		\$6,000
Intervention/tiered implementation supports (SWD (Orton-Gillingham/Wilson \$2,000), Rtl)		\$11,000
DTSDE -Albany Attendance		\$4,000
Program Implementation Evaluation- K-8 -literacy workshop		\$9,000
District Local/General Funds		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
DISTRICT / BUILDING TOTALS		\$111,870

Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides."
 Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)?

\$111,870
 YES

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for Parent Education
District- Family Math/Literacy and College/Career Planning Nights (materials for parents)		\$870
DISTRICT / BUILDING TOTALS		\$870

Total Mandated Amount for Parent Education. This amount is from cell F5 on the tab titled "Focus District Set-Asides."
 Has the district demonstrated how ALL funds budgeted for Parent Education will be allocated across the district (Does Cell E40 = Cell E42)?

\$870
 Yes

	TOTAL		\$50,000	
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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)	Location(s)	Meeting Date(s)	Location(s)
May 18 & 19, 2016	Hamilton Central School		Thank Tank Conference Room
June 17, 2016	"		" " " "
July 26-27, 2016	"		" " " "

Name	Title / Organization	Signature
Heather Carter-Jackson	Reading Teacher / Hamilton Central School	Heather Carter-Jackson
Kevin Ellis	Elementary Principal	Kevin Ellis
Mike Sidoran	Resource Room Teacher / HCS	Mike Sidoran
Felicia Nicholas	Speech / Language Pathologist, Hamilton Central	Felicia Nicholas
Kim Cunningham	Special Ed / HCS	Kim Cunningham
Andrew Morton/Miller	First grade HCS	Andrew Morton/Miller
Fred Brown	Director PPS	Fred Brown
Kim Lorraine	Parent + CAP	Kim Lorraine
Anael Alston	Superintendent	Anael Alston
Bill Dowsland	Secondary Principal	Bill Dowsland
Kathy Roy	Teacher	Kathy Roy
Terry Monty	BOE	Terry Monty

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Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
May 18 & 19, 2016	Hamilton Central School		

[illegible]