A
PLAN
FOR THE
FUTURE

Hamilton Central School 2023

Hamilton Central School Strategic Planning Committee

Hamilton Central 2023
A Strategic Plan for the Hamilton Central School District

In two years a 6th grader will become an 8th grader, a 7th grader will become a high school student and our current seniors will be sophomores in college, working, finding themselves, or engaging in an activity, two years older than they are today. In five years you can expect a similar pattern. Our employees and our dynamic educational institution will be five years older and hopefully better. But hope is not a plan.

Where will Hamilton Central School be in three years? How about five years? I can't tell you at this time. Here is what I can tell you. In five years, Hamilton Central School will be somewhere in the area of fiscal sustainability, advanced technology, high quality instruction, engaged student learning, and community satisfaction. We will get there by design or we will get there by default. We can choose to be on the cutting edge, or we can get cut. Designing and strategizing is better if we want the best for our students. That is the "why" of this historic and comprehensive strategic plan and all that went into it.

With this in mind, we, between forty and fifty people from the Hamilton community, present this plan for the future. It requires us to stretch our aspirations, remediate opportunities for growth, think creatively, and address complex issues. It also identifies where we will focus our time, resources, and energy in the coming years. It requires vision. To quote Rosabeth Moss Kanter, "A vision is not just a picture of what could be; it is an appeal to our better selves, a call to become something more." I am confident that at Hamilton Central School, we have the courage to try, and the will to succeed.

Dr. Anael Alston
Superintendent of Schools

BOARD OF EDUCATION	
Stephanie Fadale Michelle Jacobsen Harold Jarcho Ellen Larson Paul Lehmann	

SUPERINTENDENT

Dr. Anael Alston

CORE TEAM

Mark Arquiett Johanna Bossard Fred Bragan Heather Carter-Jackson Anja Chavez Andrew Coddington Bridgette Dawkins Bill Dowsland Cory Duclos Kevin Ellis Sean Fadale Susan Figueroa Emily Freeth Richard Hanson	Nancy Joerger Niki Keating Dawn LaFrance Morgan Larson Tamie Leslie RuthAnn Loveless Tim Mansfield Terry Monty Amber Ronning Esther Rosbrook Alicia Simmons

FACILITATORS

Tammy Farrell - PLC Associates Lead Facilitator

INTERNAL COORDINATOR

Daniel Rains- Internal Coordinator

TASK FORCE FACILITATORS

Dynamic Academic Culture - Johanna Bossard, Jessica Poyer
Technology - Dan Starr, Morgan Larson
Faculty and Staff Support - Nicole Simpson, Travis Ames
Family and Community Engagement - Nichole Newman, Jennifer Jones

About Our Strategic Plan…Our Path Forward

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

Strategic Intents are goals with precise targets. They are written to a five year period; annual targets will be set. These are the measurable components that the Core Team and Task Forces determined would give us "evidence of success." The following question was asked of the Core Team and Task Forces: Do you believe these Strategic Intents are in the better interest of moving our school forward, will have a positive impact on our students and are consistent with our stated Vision, Mission, Beliefs and intended direction? That is a powerful statement.

Strategies are multi-year initiatives that support the achievement of the Strategic Intents. Action Plans are specific tactical projects that are selected year by year, by administration with involvement of an implementation team, typically, that has staff and community representation.

This Strategic Plan is a blueprint which will carry the district forward on a purposeful and deliberate path. The next component is implementation. This exciting phase puts into action the well-thought out, impactful plans which Hamilton stakeholders diligently created. As a result, please look forward incredible results for your community. This is a plan truly created by Hamilton, for Hamilton!

Congratulations to the Hamilton Central School District!

Respectfully,
Tammy Farrell, Facilitator
PLC Associates, Inc.

About The Strategic Planning Process

Strategic Planning is a data-based, highly participatory process that involves a diverse group of stakeholders in planning for the future of the organization. The protocol features a Core Team and Task Forces. The Core Team is charged with developing the Vision, Mission, Beliefs, Parameters and Strategic Intents of the district.

Subsequently, Task Forces examine explicit areas of focus. Task Forces are given a Charge, featuring a series of questions to investigate called Critical Issues. The Task Force then examines the Critical Issues, collects data, benchmarks best practices and reviews research. As a result, the Task Force produces specific Action Plans that align with Vision, Mission, and Beliefs and support the Strategic Intents. In this way, the organization benefits from the guiding context and precise goals created by the Core Team along with specific Action Plans, detailed by the Task Forces, which will be systematically implemented over the duration of the plan.

Vision, Mission, Beliefs and Parameters

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Strategic Intents

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

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

Action Plans

Action Plans are specific tactical projects that are selected year by year, typically by administration with involvement of staff and community.

The Approval Process

The Board should take action on adopting Vision, Mission, Beliefs, Parameters and Strategic Intents. Following, the leadership of the organization, with other stakeholders, will select Action Plans each academic year for implementation based upon available resources, human capital and priority. Typically, each district sets up an Implementation Team. Status Checks occur quarterly with an Annual Comprehensive Review.

OUR VISION

At HCS we seek to create a dynamic educational community which centers on success for all. The culture of this school is focused on teaching and learning, and we have a shared commitment toward continuous growth. This is an environment where learning is paramount and promoted as a life-long pursuit. Our students' best interests will be the primary consideration for every decision.

People are valued and recognized as vital to the success of the school and learning community. We value cooperation, respect, trust, creativity, and commitment. Students, staff, parents, and community learn and work together in an environment where diversity is embraced.

Our students will be prepared for the challenges and opportunities of the future. Our graduates will think independently, solve problems, work cooperatively, and promote positive citizenship.

OUR MISSION

To educate every student, every day.

OUR BELIEFS

Student learning and welfare must be at the center of every decision.

Our students' education is a shared responsibility of the students, families, school, and community; therefore a culture of collaboration is essential.

A trusting relationship with the school fosters growth, and increases the students' potential for success.

The learning environment must be challenging, supportive, and engaging.

Physical, emotional, academic, and social development deserve equal support to ensure a holistic education.

Learning is for all; it is continuous and lifelong.

Classroom practices and student achievement are improved through continuous professional growth and development.

Everyone is important, everyone matters, and diversity of people and thought must be embraced.

PARAMETERS

We hire and support individuals who perform in a manner consistent with our beliefs.

We analyze data to determine program effectiveness and provide appropriate supports.

We know change is necessary to move forward and we do not allow negativity to block our progress.

We embrace collaborative decision-making that is inclusive of our greater school community.

We focus primarily on the things we can control.

DYNAMIC ACADEMIC CULTURE

Charge:

The Dynamic Academic Culture task force will research best practices for providing students with an innovative and excellent educational opportunity. To engage in and ensure the mission of Hamilton Central Schools the task force will develop strategies and action plans that will:

• Implement an RtI system that ensures the success of ALL students

• Find opportunities to connect regional employers and students for experiential learning and possible internships

• Implement instruction that is differentiated to meet the diverse learning needs and interests of students

• Develop a coherent, viable and rigorous curriculum that includes the development of college/career awareness and readiness

• Ensure the relevancy of curriculum through a systematic review and update

• Devise a flexible and innovative schedule that allows opportunities for students to engage in real world experiences such as job shadowing, service learning and college courses

• Ensure a system of special education that effectively prepares all students for college/career

• Develop and implement innovative and relevant programming through integrated curriculum that enriches all students, such as student centered, inquiry based, projects and technical courses

Critical Issues:

• Ensure sufficient implementation and understanding of a comprehensive tiered Response to Intervention

• Develop an effective system of communicating achievement and needs of students with families

• Create more opportunities for enrichment

• Develop ample practices and programs to promote high levels of student engagement

• Increase student academic performance

• Ensure consistent rigor district wide

• Develop coherent and comprehensive PreK-12 curriculum

• Establish adequate protocols and systemic procedure

• Develop pathways to graduation and preparation for college and career that meet the needs of all students

• Implement ample character education and proactive strategies for social and emotional development

• Create consistency in implementation and monitoring of special education programs

Our Data, Research and Best Practices:

• PLC Inc. Student Voice Survey
• PLC Inc. School Performance Scan
• PLC Inc. Family Engagement Survey
• Google Search: Inquiry Based Learning
• Google Search: Project Based Learning
• PTECH Program NYSED
• East Syracuse-Minoa STEM Program

- nysed.gov – RTI
- nysrti.org
- Response to Intervention – Guidance for NY State Schools document
- http://www.thebestschools.org/features/50-best-american-public-elementary-schools/
- http://www.thebestschools.org/rankings/best-public-high-schools-us/
- http://www.thebestschools.org/features/50-best-middle-schools-grades-7-8-america/

Strategic Intents

By 2023 according to survey research:
- 80% of all respondents will agree HCS implements a highly effective tiered Response to Intervention system that provides high quality tier 1 core instruction, targeted tier 2 and 3 interventions and high quality special education services.
- 80% of all respondents will agree HCS has a system for developing, implementing and monitoring a rigorous, engaging and differentiated curriculum.
- 80% of respondents will agree that the district has rigorous and engaging programs that enrich and prepare students, including multiple pathways to graduation, inquiry based/project based learning, technical courses and career exploration.
- 80% of all respondents will agree HCS provides programs and processes that meet the social/emotional developmental needs of all students.
- 80% of respondents will agree that the environment is safe, comfortable and behavior does not interfere with learning.

Action Plans: Response to Intervention (RTI)

1.1 Provide all teachers and support staff with professional development focused on the tiered process of Response to Intervention to ensure clear understanding of roles and responsibilities in tier 1 core instruction, tier 2 additional classroom interventions and tier 3 more intensive small group interventions implemented by specialists.

1.2 Review, refine and communicate current PreK-12 Response to Intervention Plan. Ensure the plan identifies oversight of process, monitoring for intervention implementation with fidelity and clear communication with parents/guardians.

1.3 Identify, document and communicate current available tier 2 and 3 intervention resources including an electronic forum for sharing best practices teacher to teacher.

1.4 Develop a systemic process such as a research based model of collaboration (Professional Learning Communities) for analyzing and responding to achievement data (e.g., designate data experts to facilitate/train, collaborative planning of interventions, monitoring progress, adjusting).

1.5 Create a system for sharing of best practices, teacher to teacher.

1.6 Develop a centralized data dash-board where teachers can access student achievement data efficiently. (grades, attendance, assessment results, etc.)

1.7 Develop a system of benchmark assessments to measure identified grade level skills (e.g. common formative assessments, STAR, AimsWeb etc.).

1.8 Provide professional development for all staff and teachers focused on multi-modal teaching methods, differentiation strategies, targeted interventions to meet the needs of all students including identified disabilities, such as ADHD, dyslexia, emotional disorders, processing disorders.

Action Plans: Special Education

2.1   Implement an electronic end-of-quarter staff evaluation of each student's IEP/504 plan to include space for successes, difficulties with the plan and suggestions of how the plan can be improved.

2.2   Utilize data from the IEP/504 evaluation to make timely decisions concerning changes needed for student success.

2.3   Review and clarify the roles and responsibilities of special education administration to ensure an efficient system of special education programs including a regular monitoring process for all students with IEP/504 plans, including those attending outside programs (VVS, BOCES, Pathfinder Village).

2.4   Establish a full time CSE chair position, solely responsible for overseeing compliance of all IEP/504 plans to ensure implementation with fidelity and alignment with NYS regulations.

2.5   Establish an effective system of communication with parents/guardians to ensure understanding of IEP/504 options and outcomes to increase their capacity to advocate for students (informational sessions, handouts/ mailings and IEP/ 504 meeting).

2.6   Establish a forum for collecting data from students, guardians, teachers and coaches regarding achievement of IEP/504 goals to be utilized in student data profiles along with class grades and assessments.

2.7   Provide ongoing and yearly updated professional development for support staff, teachers, bus drivers, coaches and all staff working with students with IEP/504 plans to ensure full implementation of support and understanding of student needs.

2.8   Ensure all aides, substitute aides/ teachers re-sign confidential agreement annually.

2.9   Create a system for easy access of information regarding IEP/504 plans for faculty and staff who support special education students to ensure understanding of needs and fidelity of implementation.

2.10   Ensure all IEP/ 504 students have a future plan with guided connections to college, trade school or Office for People With Developmental Disabilities Front Door services.

Action Plans: Curriculum

3.1   Establish a district wide system for reviewing, writing and updating curriculum, including time within the day, such as superintendent conference days.

3.2   Identify key components of curriculum (learning standards, learning targets, differentiation, scaffolds, enrichment, rigor, integrated disciplines, etc.) and develop a district wide unified structure for written curriculum.

3.3   Establish a system for sharing written curriculum (website, curriculum nights, etc.).

3.4   Implement professional development for teachers focused on comprehensive planning to ensure rigor, high levels of engagement, high order questioning, effective use of learning targets.

Action Plans: High Engagement and Innovation

4.1   Develop a PreK-12 systemic plan for implementing engaging, innovative and rigorous programming such as inquiry-based/project-based learning (PBL), with integrated disciplines such as STEM (e.g., Elementary Nature Classroom, Distance Learning Lab and partnerships with community businesses, trade school and colleges).

4.2   Establish PBL team to research, develop, and monitor PBL implementation.

4.3   Define key roles for administrators, teachers and key personnel in PBL implementation.

4.4   Develop ways to collaborate with the community to support PBL initiative.

4.5   Research and adopt a schedule that is conducive to running PBL, STEM, multiple pathways to graduation, BOCES, job shadowing, etc.

4.6   Implement ongoing, job embedded and sustainable professional development for administrators, teachers, aides, and support staff to ensure effective implementation of PBL and effective use of alternative schedules.

4.7   Research and consider a PTECH grant (project technology) funded by NYS to establish a high tech, engaging and college credited pathway for students.

Action Plans: Social/Emotional Growth and Development

5.1   Review and refine the district's PreK-12 counseling plan to ensure:

A shared mission and vision

PreK-12 programs for exploring career choices

Clear communication and planning in middle school for high school choices

All students engage in planning of schedule, choice of courses, career counseling

A systemic plan for social and emotional growth and development (PBIS, character education, mentoring, etc.)

A comprehensive collection of achievement and behavioral data to be used for planning personalized learning (such as Bright Bytes system from Clarity)

Students strengths are identified and utilized in teaching and learning

Partnerships with outside agencies to support social and emotional development

Clear communication of the plan with stakeholders

5.2   Develop and implement a systemic plan for celebrating and rewarding respectful, responsible and safe behavior and citizenship (quarterly citizen breakfast, students of the week, coupons to purchase entry to an event or to buy product, etc.).

5.3   Explore further the claim that behavior is interfering with learning (survey, interviews, suggestion box).

5.4   Utilize the exploration data to plan and implement appropriate interventions for behavioral issues.

5.5   Ensure all faculty and staff working with students clearly understand and adhere to the Dignity for All Students Act (DASA):

All engage in initial training

Yearly review

Clarify role and responsibilities of DASA coordinators and monitor activity to guarantee fidelity

All understand policy and procedures for filing complaints

TECHNOLOGY

Charge

The Technology Task Force will analyze the district's current practices in the use of technology to enhance and promote an innovative and excellent education opportunity for students. The analysis will involve a survey of the current perception of the impact technology has on the preparation of students to be prepared for the competitive and global market of the 21st century.

The task force will research best practices for the use of technology to prepare students for a technology rich world and develop strategies and action plans to increase the innovative implementation of technology in teaching and learning.

The task force will develop strategies and action plans that will create a PreK-12 system for growth and development of infrastructure, including purchasing, maintenance, and fiscal responsibility.

Our Critical Issues

- Ensure ongoing maintenance of infrastructure
- Create a district plan for hardware/ software purchasing and replacement cycle
- Integrate technology in the curriculum (new technology is being implemented in the classroom)
- Other professional development related to the use of technology and curriculum development
- Ensure that technology goals are driven by the needs of other task forces (not technology for technology's sake)
- Ensure that there are adequate staff and faculty to support operational and curricular implementation of technology
- Determine the wisest/ most efficient way to use current funds to fulfill technology needs
- Maintain a viable technology committee
- Ensure that technology supports ongoing communication with community
- Establish and teach clear technology/internet safety guidelines for students
- Establish uniformity in use to ease communication with students and parents

Our Data, Research and Best Practices

- PLC Inc. Student Voice Survey
- PLC Inc. School Performance Scan
- PLC Inc. Family Engagement Survey
- Anthony Martino – Data Breach Institute
- MORIC – Various Data Services and Reports (Hamilton Instructional Technology Review, Technical IT Reviews, etc.)
- HCS Website (www.hamiltoncentral.org)
- MORIC (Visioning and Planning Technology Leadership, creating reports, etc.)
- www.allthingsplc.info
- www.engageny.org
- www.slideshare.net/conciselearning/13-skills-of-success-for-21st-centrury-students
- www.districtadministration.com
- www.livesinthebalance.org
- http://ies.ed.gov/ncee/wwc   (What Works Clearinghouse)
- http://www.p21.org (The Partnership for 21st Century Skills)
- http://www.achieve.org/   (Achieve)
- http://www.mcrel.org   (McRel)
- http://www.fluency21.com   (21st Century Fluency Project)
- http://www.thebestschools.org/features/50-best-american-public-elementary-schools/
- http://www.thebestschools.org/rankings/best-public-high-schools-us/
- http://www.thebestschools.org/features/50-best-middle-schools-grades-7-8-america/
- Baldwin Public Schools
- Camden Public Schools
- Great Neck Public Schools

- Newcomb Public Schools
- Webster Public Schools

Strategic Intents

By the fall of 2018, the district will put into place a technology committee, with a clearly outlined mission to oversee ongoing infrastructure maintenance and the ongoing use of technology in the classroom.

By 2019, the committee will devise and conduct a survey to better understand attitudes towards the current use of technology on campus. The survey will be based upon the strategic intents outlined below to establish baseline data to measure progress.

By 2023:

- there will be a significant increase in the percentage of faculty/staff who agree that there is a clearly outlined district plan for replacement and purchasing of classroom technology.
- there will be a significant increase in the percentage of faculty/staff and students who agree that the use of technology is driven by curricular needs and prepares students for future use of technology.
- there will be a significant increase in the percentage of faculty/staff, students, and community members who agree that technology supports ongoing communication within the community.
- there will be a significant increase in the percentage of faculty/staff that agree they have had professional development in technology that directly enhances their teaching methods.
- there will be a significant increase in the percentage of faculty/staff who agree that the district has a wise and efficient process detailing how and why funds are being used for technology purchase.
- there will be a significant increase in the percentage of faculty/staff who understand why a particular technology is being promoted for use in the classroom and how it beneficially impacts learning and teaching.

 *The term "significant increase" will be quantified once the surveys have been completed.

Action Plans: Technology Updates

1.1   Create, monitor and adjust a formal plan for the replacement cycle of technology.
1.2   Publicize and monitor the technology replacement plan.
1.3   Conduct and document an inventory of current hardware. Include location.

Action Plans: Technology Committee

2.1   Develop a formal structure for a district wide Technology Committee to include members, mission, goals and duties.
2.2   Recruit various members for the Technology Committee to ensure all district groups are represented: teachers, administrators, staff, parents, students.
2.3   Develop a formal set of guidelines for the functions of the Technology Committee (e.g., facilitator, terms of membership, schedule of meetings, norms of collaboration, setting priorities).
2.4   Develop a plan for monitoring the work of the Technology Committee.

Action Plans: Instructional Technology Integration

3.1   Ensure that the district professional development plan includes goals for the implementation of instructional technology.

3.2   Establish a formal structure for communicating with the district professional development committee to:

      A. ensure viable, relevant and sustainable training in the use of technology for teaching and learning. i.e. workshops, Mohawk Regional Information Center, staff sharing.

      B. ensure effective professional development for the implementation of new technologies and follow-up assessment as to their effectiveness in addressing curricular needs.

3.3   Create a systematic plan for assessing the curricular needs of the district that can be addressed through implementation of new or existing technology. (This might include a procedure for faculty to Request technological support directly).

3.4   Create a systemic plan for determining the appropriate implementation of instructional technology so that curriculum needs and technology are aligned.

3.5   Create a transparent process for recommending the best options for adopting new technologies, taking into consideration curricular needs and budget constraints.

Action Plans: Communication through Technology

4.1   Evaluate the effectiveness of strategies and software currently used to communicate with stakeholder groups.

4.2   Establish the purpose and content of communication for various stakeholder groups.

4.3   Research and develop strategies and software that enhance reciprocal communication with all stakeholder groups and devise a plan to implement.

4.4   Develop a plan for district staff to pilot strategies and software.

4.5   Monitor and adjust the plan for effective reciprocal communication.

Action Plans: Professional Development and Sharing Best Practices

5.1   Research best practices and adopt viable strategies to effectively implement instructional technology.

5.2   Develop a strategy to evaluate the effectiveness of professional development (PD).

5.3   Ensure collaboration between the PreK-12 Technology Committee and district PD committee to plan opportunities focused on the effective implementation of instructional technology.

5.4   Develop and communicate a yearly schedule for PD focused on the implementation of instructional technology.

5.5   Identify instructional technology experts within faculty and staff and create an avenue for sharing.

Action Plans: Shared Decision Making

6.1   Define the components of a "wise and efficient" process.

6.2   Establish an avenue for communicating rationale for decisions made concerning technology.

6.3   Publicize replacement cycle in budget meetings (software and hardware).

6.4   Establish a formal process by which staff and faculty have an avenue to communicate with the technology committee to ensure all innovative practices are voiced and considered.

6.5   Involve building principals in the process of assessing and monitoring the effectiveness of committee work.

FACULTY and STAFF

Charge

The Faculty/Staff Support task force will research best practices for supporting teacher leadership, professional growth and development, effective collaboration and professional partnerships with school and district leaders. The task force will develop strategies and action plans that will:

- Ensure a system of relevant and impactful professional development
- Implement a mentor system that ensures the success and retention of new faculty
- Ensure productive and purposeful activity of PreK-12 committees
- Develop and implement a research based system for collaboration focused on student data that ensures the success of ALL students
- Increases job satisfaction and engagement in organizational change

Our Critical Issues

- Provide ample opportunities for faculty and staff have a voice
- Are the faculty and staff treated like professionals
- Ensure that proper supports in place (curriculum, tech, student issues)
- Develop systems and practices to involve faculty and staff in decision making
- Develop consistent system for determining and individualizing professional development
- Ensure that committees have clearly articulated purposes and protocols
- Create opportunities for teachers to be empowered to lead within each grade level

Our Data, Research and Best Practices

- PLC Inc. Student Voice Survey
- PLC Inc. School Performance Scan
- PLC Inc. Family Engagement Survey
- HCS Website (www.hamiltoncentral.org)
- Other School Websites
- Teacher Interviews (5-8 teachers, across grade levels)
- http://www.thebestschools.org/features/50-best-american-public-elementary-schools/
- http://www.thebestschools.org/rankings/best-public-high-schools-us/
- http://www.thebestschools.org/features/50-best-middle-schools-grades-7-8-america/

Strategic Intents
By 2023, according to survey research:

- 100% of teachers will agree that effective collaboration strategies including data sharing protocols and assistive technologies are supporting their work.
- 100% of mentors and mentees will agree that they have been consistently supported by a comprehensive mentor program.
- 80% of staff will agree that professional development is appropriate to their growth needs and the needs of the school community.
- 80% of staff will agree that school leaders view them as professionals and are responsive in discussions involving programmatic needs and changes.
- 80% of staff will agree that established and newly formed committees have purposes and protocols.

Action Plans: Professional Learning Model

1.1   Assess and evaluate the effectiveness of current practices of collaboration for teachers, counselors and other support staff.

1.2   Research and develop a plan to provide common prep time and support professional development (PLCs) for teachers in the same area so that student information and teaching strategies are better shared.

1.3   Research best practices for collaboration and adopt a research-based practice, such as professional learning communities, that will structure and guarantee effective collaboration practices that are data-driven and student-centered.

1.4   Collaborate with the district professional development team to ensure goals and action plans for training focused on best practices of collaboration.

1.5   Plan and implement professional development for School Tool, Schoology, and Web Help Desk and leverage features that are not currently being utilized to maximize effectiveness.

Action Plans: Mentoring

2.1   Evaluate the effectiveness of the current mentoring program.

2.2   Research best practices for mentoring programs (other districts, literature, etc.).

2.3   Revise the district's systemic mentoring plan to include key components, such as training, support and guidance for mentors, time for mentor/mentee to collaborate and attend professional development, and visit classrooms, etc.

2.4   Clearly identify and publicize the process for recruiting and selecting mentors.

2.5   Develop a collection of relevant resources to support effective mentoring (faculty handbook, mentoring guide book, articles, etc.)

2.6   Develop and implement a plan to engage teachers in classroom learning walks and visitations for the sharing of best practices and job embedded professional development.

Action Plans: Professional Development and Sharing

3.1   Review current practices with Frontline Education ensure maximized use and implement comprehensive training for teachers and administrators to request, review and approve applications.

3.2   Develop and clearly communicate protocols regarding approval of workshops and allocation of funding for professional development applications.

3.3   Utilize features of Frontline Education that allow the analysis of workshop funding over time and ensure equitable allocation and approvals.

3.4   Leverage the Professional Development Committee to review and revise the systemic Professional Development (PD) plan to ensure PD decisions are aligned with district goals, funding is equitably allocated and PD is relevant to faculty needs.

3.5   Establish a system for supporting grant opportunities for PD (i.e. offer grant writing workshops).

3.6   Develop a system for monitoring the impact of PD and an avenue for follow-up and sharing best practices amongst staff and faculty to ensure viability and effectiveness (e.g., teacher lead workshops, learning walks).

Action Plans: Teacher Effectiveness

4.1   Develop systemic collaborative processes in which there are shared decisions regarding curriculum, programs, policies, and staffing.

4.2   Create a system to collect growth producing feedback from employees who leave the district (i.e. administer exit surveys/interview to teachers and staff who have left the district including those who have left

in the last 4-5 years).

4.3   Develop a system for recruiting and hiring to ensure district wide structure, consistency and attainment of highly qualified candidates.

4.4   Strengthen and implement strategies for effective reciprocal communication amongst faculty/staff and BOE.

Action Plans: Committees

5.1   Document active and required committees. Review current practices and develop a formal plan for committee mandates, charges, membership, and reporting structures.

5.2   Establish a structure for committee reports, including the appropriate time frame and platform for reporting/sharing updates.

5.3   Develop formal guidelines for the creation or removal of committees.

5.4   Promote broad participation in committee service across faculty and staff.

5.5   Establish a point of access for all committee activity (i.e. committee facilitators and administrative oversight).

FAMILY and COMMUNITY ENGAGEMENT

Charge

The Family/Community Engagement Task Force will audit, analyze and investigate how the district currently engages parents and community in dynamic partnerships for the 21st Century at every level, PreK-12. The Task Force will investigate and analyze data, best practices and research in the area of parent and community engagement in order to:

• Build a strong collaborative culture based on high expectations for all students
• Enhance the quantity and quality of parent engagement
• Promote the power of the school-community relationship through effective communication and the use of technology
• Provide families with specific training and information that will assist students in their school experience
• Involve alumni purposefully in continuing to identify successes of the district and promote school pride
• Identify ways to involve all community members, including those who may not have students enrolled

Our Critical Issues

• Establish regular system for data collection from families about what their needs and aspirations are
• Establish clear protocols ensuring that all teachers have sustained contact with families
• Create a simple way for parents/guardians to track their students' progress through the curriculum
• Create a simple way for parents to access information about school policies and procedures regarding the curriculum and extracurricular life
• Organize events bringing community members into the school for social events
• Create regular systems for bringing community members into the school for academic partnerships
• Establish stronger connection with academic partnerships at Colgate with HCS, meaning that we miss out on many potential academic partnerships
• Seek out and establish other potential academic partnerships (Morrisville, community businesses, HCS alumni)
• Define our school/family organization (PTO) to align with current needs PreK-12
• Ensure that all families and children are equally included in school

Our Data, Research and Best Practices
- PLC Inc. Student Voice Survey
- PLC Inc. School Performance Scan
- PLC Inc. Family Engagement Survey
- HCS Website (www.hamiltoncentral.org)
- http://www.thebestschools.org/features/50-best-american-public-elementary-schools/
- http://www.thebestschools.org/rankings/best-public-high-schools-us/
- http://www.thebestschools.org/features/50-best-middle-schools-grades-7-8-america/

Strategic Intents
By 2020:
- 75% of HCS families have completed a needs assessment focused on interests and concerns.
- HCS demonstrates inclusivity and engagement of all families as evidenced by
  - The number of families completing the family engagement survey will increase to 50%.
  - 100% of HCS faculty will adhere to revised professional expectations about family communication. Measured by family surveys and observation data
  - 100% of HCS faculty will adhere to revised professional expectations about helping families track their students' progress through the curriculum. As measured by student progress, family surveys and artifacts

By 2023, according to survey research:
- 80% of families will agree that HCS has effective systems for bringing families into the school for academic partnerships (such as social events, new family orientation, re-define PTO, etc.)
- 80% of families will agree that HCS has systems for fostering academic partnerships with volunteers and community organizations (such as Colgate-HCS liaison or bringing back the HCS position, Enrichment Coordinator.

Action Plans: Communicating Needs
1.1   Develop and implement a plan to engage all parents/guardians in completing a needs assessment (e.g. parent teacher conferences, notification on Schoolology, Pre-K screening, public library).
1.2   Effectively promote the importance of the needs assessment (Open house, representative to personally encourage participation, website, information packs, etc.).
1.3   Establish a system of incentives to ensure high participation rate.
1.4   Gain support from Next-Door Hamilton as a community resource.

Action Plans: Sharing Achievement/Strengthening Capacity for Student Support
2.1   Research and develop multiple pathways for families to obtain information about schools policies and procedures (1-on-1 conferences, easily accessible documents, etc.).
2.2   Research and develop a plan of best practices for engaging all families in supporting students' success.
2.3   Collaborate with the professional development committee to ensure goals focused on parent involvement. (consistent communication, setting expectations, phone calls, newsletters, webpages etc.)
2.4   Develop a guideline for monitoring the effective and timely use of Schoology to communicate student achievement with families.
2.5   Evaluate the effectiveness of Schoology as a tool for communicating student achievement with families and consider an alternative tool if needed.
2.6   Adjust curriculum night for MS/HS to be more engaging for parents (students lead, games, multi-

media etc.)

2.7   Assess the current functions of counselors and their role in supporting parents in tracking student progress.

2.8   Define, communicate and monitor the role of counselors in supporting parents.

2.9   Establish a community outreach liaison to link families to services, support home/school communication, and plan engaging practices to bring families to school

2.10   Create a new name for Parent University that is friendly and identifies its purpose

2.11   Research and develop best practices to reorganize and define the PTO that attracts stakeholders and maximizes its impact PreK-12

Action Plans: Family Involvement

3.1   Implement a new family orientation for Pre-K families at which the PTO is promoted.

3.2   Develop a plan for leveraging family and community support in the classroom (room parents, guest readers, guest speakers, welcome committee, etc.)

Action Plans: Community Engagement

4.1   Leverage the community outreach liaison to develop relationships and plan school/community partnerships (career café, college fair, tutors, apprenticeships, etc.).

4.2   Establish a plan to promote school events, celebrations, people in local newspapers, webpages etc.

4.3   Appoint an Enrichment Coordinator