



Contract for Excellence

Needs and Strategies Report For School Year 2009-10

HANNIBAL CSD

SUPERINTENDENT MICHAEL DIFABIO

Contract Plan: Describe the overall strategy your district will implement under the Contract for Excellence to address the above needs. Detail the new and innovative programs selected and how they will integrate with existing improvement plans.

Both the Kenney Middle School and the High School received SINI grants. The funding from these grants will provide a literacy specialist in each school. The High School specialist is a former Reading First Coach for five years and has a CAS degree. This specialist will coordinate the ELA curriculum district-wide. The C4E funding will allow our district to continue programs implemented last year, as well as, support the new initiatives put in place by the instructional specialist team.

One of these initiatives is the implementation of the Trophies series into the Middle School for grades 5 and 6. In grades 7 through 12 the literacy/comprehension strategies used in the earlier grades will be incorporated into the content areas.

In addition, the Kenney Middle School is in their second year of a new schedule that will meet the needs of the students. This traditional schedule will allow the students to focus on each core subject everyday.



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Maintenance of Effort: Describe how you will continue your previous years' C4E expenditures. Districts are required to maintain total expenditures for C4E allowable programs at the level of their 2007-08 and 2008-09 amounts, as approved by the Commissioner. The total amount to be maintained in 2009-10 therefore is equal to the approved 2008-09 Contract amount, including the 2007-08 MOE amount.

Maintenance of Effort

Each contract for a school district that prepared a contract last year shall provide for the expenditure of the same amount approved by the commissioner in the district's prior year contract; provided that such amount shall be expended to support and maintain programs and activities approved in the base year or to support new or expanded programs and activities in the current year.

Class Size Reduction C4E	
Maintain High School ELA Teacher	\$63,350
Maintain .4 Spanish Teacher	\$28,732
Maintain High School Social Studies Teacher	\$59,362
Maintain High School Science Teacher	\$75,795
Maintain High School Art teacher	\$95,295
Maintain Elementary Teacher	\$72,324
Maintain Elementary Teacher	\$67,539
Maintain Special Education Teacher (HS)	\$67,806
Maintain 1/2 time music teacher	\$44,486
Maintain Speech Therapist	\$62,727
Total for Class Size Reduction \$637,416	
High School Re-Structuring Strategy C4E	
Maintain Drop-out Prevention Counselor	\$77,265
Maintain Technology Teacher	\$83,674
Total for High School Re-Structuring \$160,939	
Summary for Maintenance of Effort:	
Total for Class Size Reduction \$637,416	
Total for High School Re-Structuring \$160,939	
Total \$798,355	



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Reallocation: Specifically describe how you will reallocate any funds which will not continue to support prior year C4E programs. The reallocation of funds must be for new C4E allowable programs and be approved by the Commissioner. Reallocated funds will reduce the prior year's MOE by an equal amount. Describe specific programs and items to be purchased and how the new programs will improve student achievement. Revised Narratives, Programs, Options, Input Metrics, Performance

Reallocation of Funds

The reallocation of funds can support new or expanded Contract for Excellence allowable programs. Reallocated funds are accounted for in the 2009-2010 Contract for Excellence year, and are not part of the prior year's Maintenance of Effort.

Money for this year's Contract may be spent on supporting losses to other existing programs such as Reading First. If grant funds are reduced or eliminated for programs that fit within the Contract for Excellence allowable programs, such as reading initiatives that could be described as additional Time on Task, it is possible to use C4E-restricted funds to support losses to existing programs with C4E reallocated funds.

The Hannibal Central School District has experienced a severe reduction in Reading First funding for the 2009-2010 school year. Our district will reallocate C4E funds to support our reading first initiatives and sustained literacy. The amount to be reallocating is \$

Increased Time on Task

Fairley Elementary School

Tier II Coach23 (.5 FTE) \$34,701

Reading First Coordinator24 (.1 FTE) \$ 8,349 \$ 43,050

Kenney Middle School

Literacy Teacher 25 \$65,373

Literacy Teacher26 \$72,251 \$137,624

(\$180,674)



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Achievement Issues: Describe the overall student achievement need presenting the greatest challenge in your school district which the Contract for Excellence addresses. In particular, describe the needs for those schools in improvement status that qualified your district for the Contract for Excellence.

District Overall Status is in Good Standing
ELA ∩ Good Standing Science ∩ Good Standing
Math ∩ Good Standing Graduation Rate ∩ Good Standing
Elementary/ Middle English Language Arts ∩ Good Standing
Elementary/Middle Mathematics ∩ Good Standing
Elementary/Middle Science ∩ Good Standing
Secondary- Level English Language Arts ∩ Good Standing
Secondary-Level Mathematics ∩ Good Standing
Graduation Rate ∩ Good Standing
School Status: Fairley Elementary School ∩ Good Standing
Hannibal High School ∩ Improvement Year 2
Kenney Middle School ∩ Improvement Year 2

Fairley Elementary School ∩ Good Standing
English Language Arts ∩ Good Standing
Mathematics ∩ Good Standing
Science ∩ Good Standing

Kenney Middle School ∩ Improvement ∩ Year 2
English Language Arts ∩ Improvement (Year 2)
Mathematics ∩ Good Standing
Science ∩ Good Standing

Hannibal High School ∩ Improvement year 2
English Language Arts ∩ Improvement Year 2
Mathematics ∩ Good Standing
Science ∩ Good Standing
Graduation ∩ Good Standing

The student with disabilities group in the Kenney Middle School failed to make Adequate Yearly Progress in Elementary/Middle Level English Language Arts. This is the second year, thus being identified as a school in need of improvement Year 2.

English Language Arts

The high school was identified for economically disadvantaged students in Secondary level English Language Arts. This group made adequate yearly progress in 2008-09, therefore the high school is standing in place as a school in need of improvement year 2.



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Special Populations: The needs of special populations (LEP, students with disabilities, poverty and students with low achievement) should be assessed, with specific programmatic efforts identified.

In the Kenney Middle School, the SWD population did not make adequate yearly progress. In addition, the economically disadvantaged population did not do as well as our district would like. In the High School, the economically disadvantaged sub-group made adequate yearly progress. Our district will continue to address the needs of this student sub-group.

Since our entire district has a large student population (over 50%) identified as economically disadvantaged, our district's programmatic efforts will be focused on the entire student population including all students with disabilities. While maintaining the strategies implemented in the 2008-09 school year, the research based literacy strategies used to build the strong foundation in the elementary school will be carried into the middle and high school focused on literacy and comprehension in the content area.

Targeting to Need: Provide evidence that funds are targeted to students with the greatest educational needs. Refer to the Educational Need Matrix e-mailed to each superintendent.

The district will continue the implementation of programs addressing literacy in the Kenney Middle School as well as in the high school. The students with disabilities sub-group at the middle school will receive additional literacy instruction including Wilson reading strategies.



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Performance Targets: You will need to complete a detailed Performance Matrix in the application that will capture the specific gap reduction you expect in each school with C4E funds for specific accountability areas and subgroups of students. In this narrative, describe the overall achievement outcomes that you anticipate will result from the C4E programs.

Student Achievement Performance Targets

Current Status

Kenney Middle School ; Improvement ; Year 2
English Language Arts ; Improvement (Year 2)
Mathematics ; Good Standing
Science ; Good Standing

English Language Arts

o Students with Disabilities did not make Adequate Yearly Progress (AYP)

; 100% of the students with disabilities were tested

; The Performance Index of SWD was 69

When you add the 34 points to 69 the resulting 103 score did not equal or exceed the Effective Annual Measurable Objective of 123

Performance Target:

; 100% of the students with disabilities to be tested

The Performance Index of SWD will increase from 69 to 75

Hannibal High School ; Improvement year 2

English Language Arts ; Improvement Year 2

Mathematics ; Good Standing

Science ; Good Standing

Graduation ; Good Standing

English Language Arts

Economically Disadvantaged Students had a performance Index of 167, the Effective Annual Measurable Objective is 143. Therefore this school made AYP.

Performance Target:

The Performance Index of Economically Disadvantaged Students will increase from 167 to 170.



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New vs. Continuation of Existing Programs: Describe how funds will supplement and not supplant current programs, except where allowed.

The Hannibal Central School District faced a contingent level budget in the 2005-06 school year. To meet the reduced spending level of the contingent budget, teaching positions were cut and programs were reduced severely. This made it difficult to provide even the minimal program requirements for graduation. The C4E funding has been used to return programs to our students and to add a drop-out prevention counselor. Research based initiatives such as curriculum mapping, CRISS, Reading First, PBIS, Work Keys, Life Skills, GIS and others have been implemented to serve our students. In addition, the development of Professional Learning Communities has been accomplished in each of our three buildings. The following serves as a snapshot of our efforts in the past four years:

Striving for Excellence

Professional Learning Communities (PLC)

- ¿ An Organizational Arrangement (Collaboration)
- ¿ A Powerful Staff Development Approach (Team Based)
- ¿ A Potent Strategy for School Change and Improvement

Decision Making

- ¿ Data Driven
- ¿ Research Based
- ¿ Common Language

Sustained Leadership (On-Going, Job Embedded System)

- ¿ Board of Education
- ¿ Administrators
- ¿ Teachers
- ¿ Staff

Curriculum Mapping (Process with Products)

Products ¿ Data ¿ Instructional Practice

What was taught/What was learned (Content/Skills /Assessments)

Process ¿ Site Team, District Team
