



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Morris Central School	Greg Bump

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	We will build and sustain strong connections between students, staff, and the community.
2	Decrease the percent of students that are considered chronically absent to under 25% for the year.
3	We will work to prioritize the social emotional health and wellness of all students to ensure academic success.

## PRIORITY I

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	We will build and sustain strong connections between students, staff, and the community
<b>Why is this a Priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Collaboration amongst stakeholders needs to take place in order to establish a strong connection between students, staff and community. The pandemic restricted many traditions and events in our school and community.</p> <p>While assessing student interview responses, it is clearly evident that there is a desire to support our community through various clean up activities, field trips and initiatives.</p> <p>A principle that drives our school culture is strong relationships. The pandemic disrupted the extent to which we were able to maintain existing and develop new relationships.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>End-of-the-month competition days</b>	<p>The student interviews outlined a need for more opportunities to build relationships with teachers and staff through the end of the month celebrations and challenges.</p> <p>Hold themed-competitions with pairings at end of the month celebrations, which will help improve the connection between students and staff.</p>	<p>Activities, supplies for games, location</p> <p>Time (instructional time)</p>

Priority 1

	<p>Student voice will be utilized through the beginning of the school year, which will create a plan of activities for the school year.</p> <p>Pairings will be re-evaluated mid-year to adjust in order to best fit student needs.</p>	
<b>Volunteer opportunities for teachers, students, and parents to help the community</b>	<p>Teachers, students, and families will have the opportunity to give back to their community with different volunteer opportunities</p> <p>This will provide an opportunity for members of all stakeholder groups to work together on a community-based project</p> <p>SCEP team will reach out to the community for volunteer programs</p>	<p>Buses for travel</p> <p>Staff and faculty to help</p> <p>Budget for supplies and resources needed</p>
<b>Increased activities outside of the school day (Family Fun Night, school dances, etc)</b>	<p>Students mentioned more opportunities to partake in dances, social gatherings, and fun nights</p> <p>Class advisors will provide their grades with at least one activity(e.g. school dance, fun night, field trip, intramurals)</p> <p>Class advisors will notify SCEP team of their activity</p> <p>Students will be given opportunities to eat in the courtyard</p>	<p>Buses for travel</p> <p>Budget for field trips</p> <p>Budget for supplies</p>
<b>Student-teacher pairings</b>	<p>Assign new student-teacher pairing groups</p> <p>All students will have at least one faculty member that they are paired with to ensure informal communication</p> <p>Student of the month</p> <p>Formalize a communication procedure for teachers to check-in with students.</p>	<p>Incentivize participation in the monthly activities by awarding prizes</p> <p>Time to create the pairs</p> <p>Student of the Month Fees</p>

Priority 1

	Schedule end of the month activities with pairings(team building).	
	Groups will be assigned twice a year (September and January)	
<b>Improve SEL support provided by the PPS team.</b>	<p>The PPS team meets bi-weekly to discuss trends in student behavior, academics, attendance and social emotional well being. Each PPS member has a group of students in need that they will work with to provide support throughout the year.</p> <p>Students will learn how to use positive and reflective coping strategies.</p>	<p>Registration Fees Social Emotional materials/supplies and software for counselors</p> <p>SEL Curriculum</p>
<b>Student choice</b>	<p>Students can choose activities they participate in the monthly challenges. This will help build connections between students and staff and takes place once a month.</p> <p>Students will be given options for some assignments and projects with their classes.</p>	Purchase equipment for activities

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

An increase in extracurricular participation among our student population. We will gather baseline data at the start of the school year, which will be used to compare at the mid-year, and end-of-year regarding participation levels.

Less than 25% chronic absenteeism rate for the 2023-24 school year (Students that have a connection to school are motivated to attend).

The number of community activities led by students & staff will increase from the 2023-24 school year.

Priority 1

## THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Increased number of school sponsored community events, which provide resources to our stakeholders	June 2024	
Increased number of student participants in community activities	June 2024	
More community based field trips to increase student education of our region and it's history	June 2024	

## PRIORITY 2

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	Decrease the percent of students that are considered Chronically Absent to under 25%.
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	Our goal is to have our chronic absenteeism rate below 25%. Although we have made significant strides in lowering the chronic absenteeism rate, we want to continue lower this rate.

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Pupil personnel services bi-weekly team meetings	Assess attendance trends. Communicate with families and students.	Attendance teacher leader
Attendance notifications	5, 10 and 15 absence notifications	<b>Attendance teacher leader</b>
Communication to families of students with poor attendance	Phone calls and emails	<b>Attendance teacher leader</b>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

The overall chronic absenteeism rate will be under 25% for the 2023-24 school year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
Less than fifteen percent of students with 7 or more absences during the first quarter.	November 2023	
Less than twenty percent of students with 14 or more absences during the first semester.	February 2024	
Less than twenty-five percent of students with 18 or more absences during the school year.	June 2024	

## PRIORITY 3

### Our Priority

<b>What will we prioritize to extend success in 2023-24?</b>	We will work to prioritize the social emotional health and wellness of all students to ensure academic success.
<b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"> <li>• How does this Priority fit into the District's vision, values and aspirations?</li> <li>• Why did this emerge as something to prioritize?</li> <li>• What makes this the right Priority to pursue?</li> <li>• How does this fit into other Priorities and the District's long-term plans?</li> <li>• In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</li> <li>• In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</li> </ul>	<p>Upon review of the parent survey, it is abundantly clear that students would benefit from education on age appropriate social skills.</p> <p>The social emotional health and wellbeing of many students has contributed to an increase in high risk behaviors.</p> <p>Students are more likely to attend school if they have a meaningful connection to a trusted adult.</p> <p>Student feedback has centered on a need for more appropriate social opportunities and physical activities.</p> <p>Social emotional learning is a critical component of the educational landscape. Our faculty and staff need to have the necessary training to address this need throughout the school day.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>Improve SEL support provided by the Pupil Personnel Services (PPS) team.</b>	The PPS team meets bi-weekly to discuss trends in student behavior, academics, attendance and social emotional well being. Each PPS member has a group of students in need that they will work with to provide support throughout the year	Registration Fees Social Emotional materials/supplies and software for counselors  SEL Curriculum
<b>Increase assemblies &amp; speakers</b>	We would like to have interactive presentations that engage students based	Administration of a Survey based on needs from students



Priority 3

	on the initiatives of the SCEP (social emotional learning and culturally responsive education)	and faculty in the fall and spring.
Bi-weekly pupil personnel services team meetings	Outline at-risk students, identify concerns and strategies to support all students.	

## Measuring Success

### END OF THE YEAR

**What will success look like for this Priority at the end of the year?**

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.	
A decrease in the total number of high risk mental health and disciplinary referrals	<p>A decrease in the overall number of high risk mental health referrals.</p> <p>A decrease in the overall number of disciplinary referrals.</p>

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
<b>Student Survey- 75% in agreement</b>	January 2024	
<b>Staff Survey- 75% in agreement</b>	January 2024	
<b>Family Survey- 75% in agreement</b>	January 2024	
<b>Faculty will be surveyed of their overall wellbeing in Fall, Winter, and Spring</b>	June 2024	

## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

### Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Jesse Hamilton	Principal- Jr/Sr High	Mount Morris
Danielle Dean	Principal- Elementary	Mount Morris
Tessa Ocke	Teacher Leader	Mount Morris
Alli Atwell	Counselor	Mount Morris
Ashley Stowell	Counselor	Mount Morris
Natalia Mocciaro	Teacher	Mount Morris
Liz Becker	Teacher	Mount Morris
Breanna Zabiegalski	Teacher	Mount Morris
Erin Willett	Parent	
David Provo	Parent	

### Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
5/1/23	Mount Morris CSD

### Stakeholder Participation

5/18/23	Mount Morris CSD
5/30/23	Mount Morris CSD
<b>6/20/23</b>	Mount Morris CSD

### Districts with Schools Identified for TSI/ATSI Supports Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teacher surveys were assessed to give us feedback on their perspective. We truly feel that the social emotional health of our faculty needs to be a focal point.
Parents with children from each identified subgroup	Parent surveys, as well as, parents helping volunteer with the creation of this plan enabled us to implement strategies based off their feedback.
Secondary Schools: Students from each identified subgroup	Every single student subgroup was identified in our student interviews and also surveys. This gave us an authentic voice from our students and also gave the committee some great ideas!

## Submission Assurances

### Directions

Place an "X" in the box next to each item prior to submission.

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

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).