New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Morris Central School	Greg Bump

2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	We will prioritize culturally-responsive instruction across all content areas
2	We will work to prioritize the social emotional health and wellbeing of all students to ensure academic success
3	We will build and sustain strong connections between students, staff, and the community

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	We will prioritize culturally-responsive instruction across all content areas

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	We believe as a school that our students will have the most success when teaching and learning focus on relationships, scaffolding, and allowing students to connect what they already know to what they are learning.
	
	All students need to engage in academically rigorous curriculum and learning. Students should also feel themselves represented in the course content and material provided. The transition to CR-S will help the district move forward its vision to lay the foundation of lifelong learning and open minds to create, explore and achieve excellence.
	
	Student centered instruction is a critical focus area for our school district. This includes lessons, resources and activities that give students a greater sense of belonging and inclusion.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Culturally Responsive Education Training	Members of the SCEP team will use the Framework provided by NYS Ed. and other resources to become familiar with the tenets and instructional strategies of CR-S

During faculty, department and professional development meetings teachers will assess existing curriculum for CR-S alignment

The NYSED CR-S Framework will provide our faculty and staff with a common dialogue to guide our professional development. | Surveying teachers regarding comfort and familiarity with CR-S before and after training

The presence and incorporation of CR-S will also be observed during classroom visits | Time for SCEP team members to train and then turnkey CR-S

Coaching and professional learning opportunities from GV BOCES School Improvement |
| **Reframing Instructional Look-For's** | Currently, our look-for's include: visible and unpacked learning target/s; student engagement | Talking with and surveying students

Teachers are engaging in conversations at monthly faculty | Time for co-planning and meetings |

	prototcol/s; and, check/s for understanding We will need to align our current look-for's with sustaining CR-S	and PD meetings that explore and share CR-S strategies Walkthrough data	Training provided by GV BOCES or other regional provider
Principal Observations	Principal will use a pop-in observation feedback survey to track and share-out teacher incorporation of Look-For's Evidence will be shared out at monthly faculty meetings	Talking with teachers and students Summary results from pop-in visit Google Forms Teachers will continue the dialogue with the Principal by emailing activities that took place before and/or after the visit Walkthrough data	Google Form (which will be shared with faculty prior to the first day of school) Time to share the revamped instructional look-for's with faculty

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.
Faculty are familiar with and incorporating CR-S practices into instruction and lesson planning Students will have access to lessons and resources that are representative of the diverse student body

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	We will work to prioritize the overall wellness of our students

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
 ● *How does this commitment fit into the District's vision, values and aspirations?*
 ● *Why did this emerge as something to prioritize?*
 ● *What makes this the right commitment to pursue?*
 ● *How does this fit into other commitments and the district's long-term plans?*
 ● *For Districts with identified schools:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	We hope to get back on track with providing regular opportunities for our students to develop positive, healthy coping and reflection strategies.
	
	 This includes opportunities for students and faculty to address social-emotional wellness through professional development, selection of strategies and in-class lessons and/or activities. Student interviews as part of our SCEP demonstrated a need to explicitly address social-emotional health.
	
	 We believe students whose wellness is provided for will have better academic and attendance patterns throughout the school year.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
SEL Training and Staff Development	Identification of SEL materials and resources to provide to staff Include SEL resources as part of monthly faculty and PD meetings Providing instruction to increase student use of social emotional skills and strategies, especially in the Junior High setting We will select and identify 2-3 social emotional strategies Training will take place for all faculty and staff	Survey staff Disciplinary referral data Attendance data Walkthrough data	SEL Resources Time during faculty and PD meetings GV BOCES Assemblies Online SEL Program SEL Programming
In-Person Assemblies and Speakers	We hope to bring guests back in-person and have our students come together in the auditorium or gym for scheduled assemblies	Feedback/Survey based on needs from students and faculty	Budget for speakers

	We would like to have interactive presentations that engage students based on relevant topics (SEL, culturally responsive education, equity, etc.)		
Increased emphasis on recognizing and celebrating student achievements	In addition to monthly Student of the Month, offer more celebratory activities for student achievements such as improved attendance, decreased behavioral referrals and improved academic performance Increase in social media presence to engage and showcase student accomplishments (recognizing acts of kindness) via social media shout-outs	Feedback from students and faculty Feedback from community	Budget for incentives, awards Access to school social media

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

District chronic absenteeism based on SIRS-107 report will be less than 11%

85% or more Students will report feeling "welcome and part of" their school

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	We will work to prioritize relationships across all stakeholder groups

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *How does this commitment fit into the District's vision, values and aspirations?*
● *Why did this emerge as something to prioritize?*
● *What makes this the right commitment to pursue?*
● *How does this fit into other commitments and the district's long-term plans?*
● *For Districts with identified schools:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	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.
	
	As a result of our Equity Self-Reflection and student interviews, we recognize the desire to bring that back. We hope to be able to build and sustain strong connections between students, staff, and the community.
	
	In addition to ensuring the social-emotional wellbeing of all students, it is also critical for deep connections to be established between multiple stakeholder groups post-pandemic. Interactions between students and faculty were limited as a result of the restrictions and social distancing during the 2020-2021 school year.

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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Extracurricular Inventory, Increased Offerings, and Increased Community Partnership/s	Survey students early, midway and end of year to gauge interest in extracurricular offerings Use student responses to increase student participation Continue to build extracurricular clubs to meet student interests Connect with community resources to develop a way for students to be aware of what is available Increase student awareness of community agencies	Talk to students and families Compare survey results from the three periods Participation in Lunch and Learns Participation in Community Fairs Increased student participation in extracurricular activities.	Budget for new clubs Time for planning Advisors and volunteers to chaperore new clubs
Chronic Absenteeism and Attendance Meetings	Principal and PPS team meet weekly to review and discuss student attendance	Student attendance data	Scheduled meetings weekly Attendance reports

Priority 3

	Monitor at-risk students and collaborate with students and families to create strategies and address concerns		Meet with students and their families
Regular Two-Way Communication between School & Home	The pandemic drastically changed the way we were able to communicate with families about student needs and progress. We will continue to offer the Google Meet option for scheduled parent/guardian events, including: open house; meet the teacher; parent-teacher conferences. Families will be able to email teachers to schedule meetings via Meet.	Feedback from teachers, students and families Google Meet data	Updated family email addresses Calendar of parent/guardian events

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Extracurricular student participation increases (gather baseline data at the start of the school year, mid-year, and end-of-year)

District Wide chronic absenteeism rate: 13% or lower

District Wide cumulative disciplinary referral data: 415 referrals or lower

Increase parent/guardian participation through surveys, committees and school community activities.

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 School
Danielle Dean	Principal	Elementary
Krystal VanValkenburg	Data Coordinator & CSE Chair	Elementary, Junior and Senior High School
Omar Hussain	Teacher	Jr/Sr High School
Emily Kobel	Teacher	Jr/Sr High School
Breanna Zabiegalski	Teacher	Jr/Sr High School
Tessa Williams	Teacher	Jr/Sr High School
Alli Atwell	School Counselor	Elementary, Junior and Senior High School
Christine Caskey	Teacher	Elementary
Stephanie Nuttall	Parent	

Our Team's Process

Charity Willet	Parent	
Casie DiSalvo	Parent	

Meeting Dates

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

Meeting Date	Location
5/17/21	School/Google Meet
5/18/21	School/Google Meet
5/27/21	School/Google Meet
6/14/21	School/Google Meet
6/17/21	School/Google Meet
6/24/21	School/Google Meet

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 by July 30, 2021, 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).