



2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Morris Central School District	Gregory Bump

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Decrease Incidents of Behaviors that Interrupt Instruction
2	Monthly Principal Visits with Actionable Feedback
3	ELA Data-Driven Instruction
4	Math Data-Driven Instruction
5	Chronic Absenteeism

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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
6/4/2020	Virtual Meeting		
6/8/2020	Virtual Meeting		
6/10/2020	MMCS D		

Districts with TSI Schools 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	Teachers from both buildings and all subject areas were incorporated into the DCIP Team and their feedback was taken into consideration.
Parents with children from each identified subgroup	A parent from the Jr/Sr High participated on the DCIP Committee.
Secondary Schools: Students from each identified subgroup	Student feedback from 2019-2020 Panels was incorporated into the decision making process for the DCIP.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Jesse Hamilton	Jr/Sr High Principal	6/4, 6/8, 6/10
Allison Atwell	School Counselor	6/4, 6/8
Derek Partridge	Math Teacher	6/4, 6/8
Krystal Vanvalkenburg	Director of PPS	6/4, 6/8, 6/10
Marc Gardner	Social Studies Teacher	6/4, 6/8
Omar Hussain	English Teacher	6/4, 6/8
Danielle Lown	Science Teacher	6/4, 6/8
Erinn Brickwood	Parent	6/4, 6/8
Christine Caskey	Elementary Teacher	6/4, 6/8
Danielle Dean	Elementary Principal	6/4, 6/10

Priority 1

Priority 1 - Decrease Incidents of Behaviors that Interrupt Instruction

What will the District prioritize to extend success in 2020-21?	Decrease the Average Monthly Incidents of Behaviors that Interrupt Instruction
Why will this be prioritized?	During the 2019-2020 school year, there were 355 incidents (an average of 59 incidents per month) that interrupted classroom instruction out of a total of 546 incidents (this is when it happens in the classroom). These offenses included: insubordination, inappropriate behavior, disruptive behavior, physical aggression, cell phone violations, disrespect, profanity and gestures, behavior that was threatening, fighting, electronic device violation, and intimidation that occurred within the classroom. Of the 355 incidents, 88 resulted in the student being removed from the classroom by being assigned an In School Suspension or Out of School Suspension. Students need to be in the classroom in order to receive instruction.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Each school will have a system in place for behavior referrals to be managed.	September 2020
A general decrease in the average number of referrals that individual teachers write on a monthly basis.	February 2021
Decrease in number of referrals that occur in the classroom and disrupt instruction.	June 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
The SIRS-111 - School Year Suspension Accountability Report for the Mount Morris School District. (This percentage is the number of students removed from instruction divided by the enrollment. Each student is counted once, even if removed more than once.)	Middle of Year 2020	Middle of Year 2021
	Data Unavailable	In School Suspension Rate: 4% Out of School Suspension Rate: 2.6%
	End of Year 2020	End of Year 2021
	In School Suspension Rate: 4.1% Out of School Suspension Rate: 2.8%	In School Suspension Rate: 3.8% Out of School Suspension Rate: 2.5%
The SIRS-111 - School Year Suspension Accountability Report for the Elementary School.	Middle of Year 2020	Middle of Year 2021
	Data Unavailable	In School Suspension Rate: 1.1% Out of School Suspension Rate: 1.5%
	End of Year 2020	End of Year 2021
	In School Suspension Rate: 1.3% Out of School Suspension Rate: 1.6%	In School Suspension Rate: 1% Out of School Suspension Rate: 1.4%
The SIRS-111 - School Year Suspension Accountability	Middle of Year 2020	Middle of Year 2021

Priority 1

Report for the Junior/Senior High School.	Data Unavailable	In School Suspension Rate: 7.5% Out of School Suspension Rate: 4.25%
	End of Year 2020	End of Year 2021
	In School Suspension Rate: 8.1% Out of School Suspension Rate: 4.5%	In School Suspension Rate: 7% Out of School Suspension Rate: 4%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
9/8/2020	12/23/2020	At the Jr/Sr High, Teacher/Student Pairings will be used to build and maintain student/teacher relationships. At the Elementary School, this will be done in homeroom classes.
9/1/2020	9/7/2020	Review Classroom vs Office Managed Behaviors and give PD surrounding teacher responses to student behavior to deescalate the situation instead of escalating it (Conflict Cycle).
9/8/2020	12/23/2020	Teachers continue to use student engagement strategies in all classes.
9/8/2020	12/23/2020	Buildings will use restorative practice and the Alternative to Suspension room to help students learn about the consequences to their behavior.
9/8/2020	12/23/2020	Every other week referral data is analyzed by student. Make an action plan for that student based on trends and individual student need.
10/19/2020	12/23/2020	Monthly referral data will be analyzed by offense, teacher, and grade level to find trends to make an action plan for that subgroup.
10/19/2020	12/23/2020	Individual teachers will be able to see how many referrals they are writing from month to month.
January Through June		
Start	End	Action
1/4/2021	6/25/2021	Teachers continue to use student engagement strategies in all classes.
1/4/2021	6/25/2021	Buildings will use restorative practice and the Alternative to Suspension room to help students learn about the consequences to their behavior.
1/4/2021	6/25/2021	Every other week referral data is analyzed by student. Make an action plan for that student based on trends and individual student need.
1/4/2021	6/25/2021	Monthly referral data will be analyzed by offense, teacher, and grade level to find trends to make an action plan for that subgroup.
1/4/2021	6/25/2021	Individual teachers will be able to see how many referrals they are writing from month to month.
1/4/2021	6/25/2021	Individual teachers will have the opportunity to visit other teachers' classrooms (either at their own directive or suggestion from the Building Principal) that have shown proficiency in their classroom management skills, this can be strategic if there is a certain conflict with a particular student.
1/4/2021	6/25/2021	Students that have shown a high frequency of referrals for disrupting instruction will be sent to the BEST Team (Building Educational Support Team) for specific action plans and supports.

Addressing COVID-19 Related Challenges

Priority 1

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
There is a potential that students will have more incidents that disrupt classroom instruction when we return to school after the COVID-19 Closure due to not being in the school routine and structure.	Build student/teacher relationships	September
Teachers may need to be reminded as to what is a classroom vs office referral and what they can/should be managing in the classroom.	Refresher as to Building Expectations	September

Priority 2 - Monthly Principal Visits with Actionable Feedback

What will the District prioritize to extend success in 2020-21?	Providing Monthly Actionable Feedback to Teachers
Why will this be prioritized?	During the 2019-2020 school year, Building Principals would use “Pop-Ins” to provide teachers with feedback on their instructional practices. The Pop-Ins focused on Engagement Protocols, Learning Targets, and Checks for Understanding. The data from this Pop-Ins showed that 75.8% of teachers were using Engagement Protocols, 87.1% were using Learning Targets, and 66.9% were using Checks for Understanding during the time of the Pop-In.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?		When would you expect to see this in place?
Building Principals will have established a system in place to conduct regular class visits and provide teachers with actionable feedback.		September 2020
Building Principals will have established a system for providing teacher feedback that is actionable and aligned to school and district priorities.		October 2020
Feedback to teachers will be actionable and aligned to school and district priorities and given monthly.		May 2021
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Percentage of teachers implementing priority instructional strategies	Middle of Year 2020	Middle of Year 2021
	Combined: % Engagement Protocols: Learning Targets: Checks for Understanding:	Combined: 80%
	End of Year 2020	End of Year 2021
	Combined: 76.5% Engagement Protocols: 74.9% Learning Targets: 87.1% Checks for Understanding: 66.9%	Combined: 85%
Percentage of teachers implementing priority instructional strategies in the Elementary School	Middle of Year 2020	Middle of Year 2021
	Combined: 83.3% Engagement Protocols: 85% Learning Targets: 90% Checks for Understanding: 75%	Combined: 85%
	End of Year 2020	End of Year 2021
		Combined: 90%
Percentage of teachers implementing priority instructional	Middle of Year 2020	Middle of Year 2021

Priority 2

strategies in the Junior/Senior High School	Combined: 69.8%	Combined: 75%
	Engagement Protocols: 66.6%	
	Learning Targets: 84.1%	
	Checks for Understanding: 58.8%	
	End of Year 2020	End of Year 2021
		Combined: 80%

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/3/2020	8/21/2020	Building Principals will collaboratively develop a Pop-In tool/feedback form focused on school and district priorities
8/24/2020	8/28/2020	Building Principals and Director of Pupil Personnel Services will develop their September walkthrough calendar ensuring that each teacher is visited once.
8/31/2020	9/4/2020	Building Principals will clearly communicate instructional expectations and share the walkthrough tool with staff.
9/9/2020	9/30/2020	Building Principals and Director of Pupil Personnel Services will conduct September walkthroughs together to norm expectations and feedback. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
9/28/2020	9/30/2020	Building Principals will develop their October walkthrough calendar ensuring that each teacher is visited once.
10/1/2020	10/30/2020	Building Principals will conduct October walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
10/28/2020	10/30/2020	Building Principals will develop their November walkthrough calendar ensuring that each teacher is visited once.
11/2/2020	11/6/2020	Building Principals will review September and October feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.
11/2/2020	11/6/2020	Building Principals will provide follow-up training based on trends identified through their review of feedback provided in September and October.
11/2/2020	11/6/2020	Building Principals will share the gathered data for September and October surrounding the priority instructional strategies by building level and grade level.
11/2/2020	11/6/2020	The Building Principal will compare individual teacher's data for September and October to the whole building to show deficits/proficiency, give the teacher additional opportunities for PD as needed.
11/2/2020	11/6/2020	Building Principals will share the gathered data for September and October surrounding the priority instructional strategies by subject area to the subject area's Department Meeting. This will be used by the Department Meeting Team to discuss needs within the department.
11/2/2020	11/30/2020	Building Principals will conduct November walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.

Priority 2

11/23/2020	11/30/2020	Building Principals will develop their December walkthrough calendar ensuring that each teacher is visited once.
12/1/2020	12/23/2020	Building Principals will conduct December walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
12/21/2020	12/31/2020	Building Principals will develop their January walkthrough calendar ensuring that each teacher is visited once.
10/1/2020	12/23/2020	Teachers have the opportunity to visit other teacher's classes to show proficiency surrounding the priority instructional strategies. This can be done independently or at the Building Principal's suggestion.
January Through June		
Start	End	Action
1/4/2021	1/8/2021	Building Principals will review November and December feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.
1/4/2021	1/8/2021	Building Principals will provide follow-up training based on trends identified through their review of feedback provided in November and December.
1/4/2021	1/8/2021	Building Principals will share the gathered data from September to December surrounding the priority instructional strategies by building level and grade level.
1/4/2021	1/8/2021	The Building Principal will compare individual teacher's data from September to December to the whole building to show deficits/proficiency, give the teacher additional opportunities for PD as needed.
1/4/2021	1/8/2021	Building Principals will share the gathered data from September to December surrounding the priority instructional strategies by subject area to the subject area's Department Meeting. This will be used by the Department Meeting Team to discuss needs within the department.
1/4/2021	1/8/2021	Building Principals will analyze September through December data to determine which look-for is the "weakest." This component will then be a main topic for Professional Development and during teacher pop-ins.
1/11/2021	6/25/2021	Based on the September through December data, the teachers that are struggling the most will be targeted to get intensive support from the Principals.
1/4/2021	1/28/2021	Building Principals will conduct January walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
1/26/2021	1/29/2021	Building Principals will develop their February walkthrough calendar ensuring that each teacher is visited once.
2/1/2021	2/26/2021	Building Principals will conduct February walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
3/1/2021	3/5/2021	Building Principals will review January and February feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.
3/1/2021	3/5/2021	Building Principals will provide follow-up training based on trends identified through their review of feedback provided in January and February.

Priority 2

3/1/2021	3/5/2021	Building Principals will share the data gathered from September to February surrounding the priority instructional strategies by building level and grade level.
3/1/2021	3/5/2021	Building Principals will share the data gathered from September to February surrounding the priority instructional strategies with individual teachers to identify trends and inconsistencies.
3/1/2021	3/5/2021	The Building Principal will compare individual teacher's data from September to February to the whole building to show deficits/proficiency, give the teacher additional opportunities for PD as needed.
3/1/2021	3/5/2021	Building Principals will share the data gathered from September to February surrounding the priority instructional strategies by subject area to the subject area's Department Meeting. This will be used by the Department Meeting Team to discuss needs within the department.
2/24/2021	2/26/2021	Building Principals will develop their March walkthrough calendar ensuring that each teacher is visited once.
3/1/2021	3/26/2021	Building Principals will conduct March walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
3/24/2021	3/26/2021	Building Principals will develop their April walkthrough calendar ensuring that each teacher is visited once.
4/5/2021	4/30/2021	Building Principals will conduct April walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
5/3/2021	5/7/2021	Building Principals will review March and April feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.
5/3/2021	5/7/2021	Building Principals will provide follow-up training based on trends identified through their review of feedback provided in March and April.
5/3/2021	5/7/2021	Building Principals will share the gathered data from September to April surrounding the priority instructional strategies by building level and grade level.
5/3/2021	5/7/2021	Building Principals will share the gathered data from September to April surrounding the priority instructional strategies with individual teachers to identify trends and inconsistencies.
5/3/2021	5/7/2021	The Building Principal will compare individual teacher's data from September to April to the whole building to show deficits/proficiency, give the teacher additional opportunities for PD as needed.
5/3/2021	5/7/2021	Building Principals will share the gathered data from September to April surrounding the priority instructional strategies by subject area to the subject area's Department Meeting. This will be used by the Department Meeting Team to discuss needs within the department.
4/28/2021	4/30/2021	Building Principals will develop their May walkthrough calendar ensuring that each teacher is visited once.
1/4/2021	6/25/2021	Teachers have the opportunity to visit other teacher's classes to show proficiency surrounding the priority instructional strategies. This can be done independently or at the Building Principal's suggestion.

Priority 2

5/3/2021	5/27/2021	Building Principals will conduct May walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
5/25/2021	5/27/2021	Building Principals will develop their June walkthrough calendar ensuring that each teacher is visited once.
6/1/2021	6/18/2021	Building Principals will conduct June walkthroughs. Teachers will receive actionable feedback within one day of being visited. The feedback will include a method of reciprocal feedback.
6/21/2021	6/25/2021	Building Principals will review May and June feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved.
6/21/2021	6/25/2021	Building Principals will provide follow-up training based on trends identified through their review of feedback provided in May and June.
6/21/2021	6/25/2021	Building Principals will share the gathered data from September to June surrounding the priority instructional strategies by building level and grade level.
6/21/2021	6/25/2021	Building Principals will share the gathered data from September to June surrounding the priority instructional strategies with individual teachers to identify trends and inconsistencies.
6/21/2021	6/25/2021	The Building Principal will compare individual teacher's data from September to June to the whole building to show deficits/proficiency, give the teacher additional opportunities for PD as needed.
6/21/2021	6/25/2021	Building Principals will share the gathered data from September to June surrounding the priority instructional strategies by subject area to the subject area's Department Meeting. This will be used by the Department Meeting Team to discuss needs within the department.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Due to COVID-19, some instructional strategies may not be feasible, such as social distancing.	We will follow all DOH guidelines as to social distancing and in order to do this we will revisit instructional strategies that can be done with maintaining social distancing.	September

Priority 3 - ELA Data-Driven Instruction

What will the District prioritize to extend success in 2020-21?	Utilization of data to inform English instruction in grades 3 through 12.
Why will this be prioritized?	There is currently no process in place for grades 3-12 teachers to use data to inform English instruction. The Jr/Sr High received a Level 1 for elementary/middle school ELA performance and the Elementary received a Level 2.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
The creation and implementation of a consistent data and planning process by all grades 3-12 English teachers.	October 2020
District principals will provide teachers with regular feedback to support the data and planning process.	January 2021
All teachers will be providing targeted support to students that is informed by data.	May 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Percentage of Students Proficient based on the ELA Interim Assessments	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not tracked in both buildings for the 19-20 school year.	+10% of the established baseline in November 2020
	End of Year 2020 (optional)	End of Year 2021
		+15% of the established baseline in November 2020
Percentage of Students Proficient based on the ELA Interim Assessments in the Elementary School	Middle of Year 2020	Middle of Year 2021
	41.14%	+10% of the established baseline in November 2020
	End of Year 2020	End of Year 2021
		+15% of the established baseline in November 2020
Percentage of Students Proficient based on the ELA Interim Assessments in the Junior/Senior High	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not tracked in the 19-20 school year.	+10% of the established baseline in November 2020
	End of Year 2020 (optional)	End of Year 2021
		+15% of the established baseline in November 2020

Priority 3

Percentage of ELA Teachers that feel comfortable with using data to inform instruction, collected from a teacher survey.	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not taken in the 19-20 school year.	50% of ELA teachers will feel comfortable with using data to inform instruction
	End of Year 2020	End of Year 2021
		80% of ELA teachers will feel comfortable with using data to inform instruction

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/3/2020	8/28/2020	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction
10/9/2020	10/9/2020	ELA Data Team will create/identify interim assessments for each grade level and identify what the level of proficiency is
10/9/2020	10/9/2020	Professional Development on how to utilize the chosen data analysis software by current district users for the ELA Data Team
10/9/2020	10/9/2020	District Wide Data Committee Members will participate in each ELA Data Team Meeting to support grades 3-12 ELA teachers in utilizing the district protocol for using interim data to inform instructional planning and interventions.
10/9/2020	10/9/2020	Data Teams will meet with school leaders to finalize processes.
11/2/2020	11/30/2020	Each grade 3-12 ELA teacher will administer an interim assessment to determine the baseline as there was no baseline established in the 2019-2020 school year.
11/9/2020	12/7/2020	Each grade 3-12 ELA teacher will analyze the first interim assessment data and create a plan of what to do next.
11/9/2020	12/7/2020	The ELA Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
January Through June		
Start	End	Action
1/4/2021	1/8/2021	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction
1/11/2021	1/28/2021	The District Wide Data Committee will analyze the teacher's surveys to inform next steps, such as additional PD or training.
1/4/2021	1/28/2021	Each grade 3-12 ELA teacher will administer an interim assessment.
1/11/2021	2/5/2021	Each grade 3-12 ELA teacher will analyze the second interim assessment data and create a plan of what to do next.
1/11/2021	2/5/2021	The ELA Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
3/1/2021	4/30/2021	Each grade 3-12 ELA teacher will administer an interim assessment.
3/8/2021	5/7/2021	Each grade 3-12 ELA teacher will analyze the third interim assessment data and create a plan of what to do next.

Priority 3

3/8/2021	5/7/2021	The ELA Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
3/8/2021	5/7/2021	The ELA Data Team will discuss the collected data and planning process of each teacher to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
5/10/2021	5/27/2021	District Wide Data Committee Members will meet with principals to gather their feedback on the implementation of the data and planning process to gain insight into what worked well and areas that may need further refinement.
5/3/2021	5/7/2021	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
State Assessment data is not available for the 2019-20 school year due to the school closure.	Baseline testing in the beginning of the school year, this will be an AIMSWEB assessment.	September
We anticipate a learning gap due to loss of instructional time	Teachers schedule interventions with students	September - June

Priority 4 - Math Data-Driven Instruction

What will the District prioritize to extend success in 2020-21?	Utilization of data to inform Math instruction in grades 3 through 12.
Why will this be prioritized?	There is currently no process in place for grades 3-12 teachers to use data to inform Math instruction. The Jr/Sr High received a Level 1 for elementary/middle school Math performance and the Elementary received a Level 2.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
The creation and implementation of a consistent data and planning process by all grades 3-12 Math teachers.	October 2020
District principals will provide teachers with regular feedback to support the data and planning process.	January 2021
All teachers will be providing targeted support to students that is informed by data.	May 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Percentage of Students Proficient based on the Math Interim Assessments	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not tracked in both buildings for the 19-20 school year.	+10% of the established baseline in November 2020
	End of Year 2020 (optional)	End of Year 2021
		+15% of the established baseline in November 2020
Percentage of Students Proficient based on the Math Interim Assessments in the Elementary	Middle of Year 2020	Middle of Year 2021
	51%	+10% of the established baseline in November 2020
	End of Year 2020	End of Year 2021
		+15% of the established baseline in November 2020
Percentage of Students Proficient based on the Math Interim Assessments in the Junior/Senior High	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not tracked in the 19-20 school year.	+10% of the established baseline in November 2020
	End of Year 2020 (optional)	End of Year 2021
		+15% of the established baseline in November 2020

Priority 4

Percentage of Math Teachers that feel comfortable with using data to inform instruction, collected from a teacher survey.	Middle of Year 2020	Middle of Year 2021
	Baseline data is not available, this was not taken in the 19-20 school year.	50% of Math teachers will feel comfortable with using data to inform instruction
	End of Year 2020	End of Year 2021
		80% of Math teachers will feel comfortable with using data to inform instruction

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/3/2020	8/28/2020	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction
10/9/2020	10/9/2020	Math Data Team will create/identify interim assessments for each grade level and identify what the level of proficiency is
10/9/2020	10/9/2020	Professional Development on how to utilize the chosen data analysis software by current district users for the Math Data Team
10/9/2020	10/9/2020	District Wide Data Committee Members will participate in each Math Data Team Meeting to support grades 3-12 Math teachers in utilizing the district protocol for using interim data to inform instructional planning and interventions.
10/9/2020	10/9/2020	Data Teams will meet with school leaders to finalize processes.
11/2/2020	11/30/2020	Each grade 3-12 Math teacher will administer an interim assessment to determine the baseline as there was no baseline established in the 2019-2020 school year.
11/9/2020	12/7/2020	Each grade 3-12 Math teacher will analyze the first interim assessment data and create a plan of what to do next.
11/9/2020	12/7/2020	The Math Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
January Through June		
Start	End	Action
1/4/2021	1/8/2021	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction
1/11/2021	1/28/2021	The District Wide Data Committee will analyze the teacher's surveys to inform next steps, such as additional PD or training.
1/4/2021	1/28/2021	Each grade 3-12 Math teacher will administer an interim assessment.
1/11/2021	2/5/2021	Each grade 3-12 Math teacher will analyze the second interim assessment data and create a plan of what to do next.
1/11/2021	2/5/2021	The Math Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
3/1/2021	4/30/2021	Each grade 3-12 Math teacher will administer an interim assessment.
3/8/2021	5/7/2021	Each grade 3-12 Math teacher will analyze the third interim assessment data and create a plan of what to do next.

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3/8/2021	5/7/2021	The Math Data Team will review the plans and provide teachers with suggestions for how the plan could be further enhanced.
3/8/2021	5/7/2021	The Math Data Team will discuss the collected data and planning process of each teacher to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.
5/10/2021	5/27/2021	District Wide Data Committee Members will meet with principals to gather their feedback on the implementation of the data and planning process to gain insight into what worked well and areas that may need further refinement.
5/3/2021	5/7/2021	Teachers complete survey as to their knowledge and understanding of using data to inform instruction, as well as their comfort level with using data to inform instruction

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
State Assessment data is not available for the 2019-20 school year due to the school closure.	Baseline testing in the beginning of the school year, this will be an AIMSWEB assessment.	September
We anticipate a learning gap due to loss of instructional time	Teachers schedule interventions with students	September - June

Priority 5 - Chronic Absenteeism

What will the District prioritize to extend success in 2020-21?	Decrease the percent of students that are considered Chronically Absent
Why will this be prioritized?	New York State's long term goal for Chronic Absenteeism is 5% or lower. Although we have made significant strides in lowering the chronic absenteeism rate, we want to continue lower this rate.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?		When would you expect to see this in place?
Each school will have a system in place to monitor student attendance data through the PPS team		September
Families of students with at least five absences receive a descriptive mid-year report of all absences		January
K-12 Chronic absenteeism has seen a decrease in numbers according to the data		May
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Percentage of students considered Chronically Absent by the SIRS-107 - Chronic Absenteeism Report	Middle of Year 2020	Middle of Year 2021
	10.4% (January 2020)	11% or lower
	End of Year 2020	End of Year 2021
	11.7%	10% or lower
Percentage of students considered Chronically Absent by the SIRS-107 - Chronic Absenteeism Report for the Elementary School	Middle of Year 2020	Middle of Year 2021
	8.9% (January 2020)	9% or lower
	End of Year 2020	End of Year 2021
	11.2%	10% or lower
Percentage of students considered Chronically Absent by the SIRS-107 - Chronic Absenteeism Report for the Junior/Senior High School	Middle of Year 2020	Middle of Year 2021
	12.12% (January 2020)	12% or lower
	End of Year 2020	End of Year 2021
	12.4%	11% or lower

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
9/8/2020	10/31/2020	Set up meetings with chronically absent students and their families from the 2019-20 school year to discuss the attendance policy and impact on education.
9/8/2020	12/23/2020	Daily attendance report to all faculty and staff so that student attendance can be addressed consistently based on the district and school attendance policies.
9/8/2020	12/23/2020	Daily tardy report to all faculty and staff so that student attendance can be addressed consistently.

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10/5/2020	12/23/2020	Bi-weekly PPS team meetings to analyze attendance data.
9/8/2020	12/23/2020	Provide education to students and families regarding the negative impact chronic absenteeism has on a student's education.
10/5/2020	12/23/2020	Attendance notifications for every 5, 10 and 15 absences on a rolling basis.
10/5/2020	12/23/2020	Monthly Nudge letters with graphical representation of the comparison between the chronically absent student and the rest of their grade level.
9/8/2020	12/23/2020	If a student is marked absent, parents receive a phone call home by 8:35 AM from a school official
9/8/2020	12/23/2020	Parents will receive a phone call home for students that have shown a pattern of tardies/absences
9/8/2020	12/23/2020	Determine a time for chronically absent students to meet with their Teachers in order to make up for a loss of instruction
9/8/2020	12/23/2020	A tutor will be provided to students with medical absences to make up for a loss of instruction
January Through June		
Start	End	Action
1/25/2021	1/29/2021	Families of students with at least five absences receive a descriptive mid-year report of all absences
1/25/2021	1/29/2021	Analyze first semester student attendance data
1/25/2021	1/29/2021	Identify students who are chronically absent or trending in that direction
2/1/2021	2/5/2021	Bring chronically absent students and parents in for a meeting
1/4/2021	6/25/2021	Daily attendance report to all faculty and staff so that student attendance can be addressed consistently.
1/4/2021	6/25/2021	Daily tardy report to all faculty and staff so that student attendance can be addressed consistently.
1/4/2021	6/25/2021	Bi-weekly PPS team meetings to analyze attendance data.
1/4/2021	6/25/2021	Provide education to students and families regarding the negative impact chronic absenteeism has on a student's education.
1/4/2021	6/25/2021	Attendance notifications for every 5, 10 and 15 absences on a rolling basis.
1/4/2021	6/25/2021	Monthly Nudge letters with graphical representation of the comparison between the chronically absent student and the rest of their grade level.
1/4/2021	6/25/2021	If a student is marked absent, parents receive a phone call home by 8:35 AM from a school official/robocall.
1/4/2021	6/25/2021	Parents will receive a phone call home for students that have shown a pattern of tardies/absences.
1/4/2021	6/25/2021	Determine a time for chronically absent students to meet with their Teachers in order to make up for a loss of instruction.
1/4/2021	6/25/2021	A tutor will be provided to students with medical absences to make up for a loss of instruction.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Priority 5

Need	Strategy to Address	When
Students will not be in the routine of coming to school daily and on time due to being out of school since March 2020.	Educate students and parents of the need to be in school via letters and phone calls.	August
Parents are concerned with students returning to school with the COVID-19 still active.	As a district we will inform parents as to what we are doing to mitigate the spread of the coronavirus and policies of social distancing, etc.	August
Students may have been subject to many different social emotional concerns during the COVID-19 Closure, this includes separation anxiety of returning to school.	Provide counseling to students that are in need of social emotional support. Teachers will provide additional support to students when necessary with a systematic approach (ie Jr/Sr High Teacher/Student Pairings).	September

Submission Assurances

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

1. ☒ 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. ☒ As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP. *(This is no longer needed per NYSED.)*
4. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. ☒ 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.
7. ☒ 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).
8. ☒ 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 the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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).