



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---|----------------|
| Rotterdam-Mohonasen Central School District | Shannon Shine |

2021-22 Summary of Priorities

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

| | |
|---|---|
| 1 | Culture and Climate - Establish a safe and secure environment |
| 2 | Academics - Raise Expectations and Improve Academic Achievement |
| 3 | Fully Prepared Mohonasen Graduates |
| 4 | |
| 5 | |

PRIORITY I

Our Priority

| | |
|--|--|
| <p>What will we prioritize to extend success in 2021-22?</p> | <p>Develop Mohonasen Pride and connectedness at every level throughout the District</p> |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <ul style="list-style-type: none"> • Establishing a safe and secure environment that facilitates growth through the development of body, mind, and character is a cornerstone of the district. • Providing a safe learning environment will give students more opportunities to experience success. • We will continue to enhance social emotional support systems and programs for students and continue to develop culturally responsive restorative practices throughout the district. • We will foster engagement through parent and community partnerships (Business Advisory Board, PTO, Community PALP events, Mohonasen Foundation and MohonCARES) • At Draper MS (CSI School) and throughout the district we had almost 1/3 of the student population learn virtually and not enter the school buildings in 2020-2021 school year. It is important for all student that return to in person learning to do so in a carting and nurturing environment. • This commitment fits very well into our long-term building and district goals. We aspire for all students to connect to each other and school outside of normal school hours. If a student has hope, he or she will strive for success. |

Priority 1

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|---|---|--|--|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>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.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Community Building Activities</p> | <p>All faculty and staff will be provided PD in community building activities with Mediation Matters</p> <p>Host a Family Fun Fair that includes the entire district – students, parents, faculty and staff</p> <p>Engage with the Mohonasen Education Foundation to attend the Family Fun Fair and encourage the community to attend their events that support the Mohonasen Community</p> | <p>Parent, student, teacher climate surveys to determine feelings of school safety and connectedness</p> <p>Attendance and surveys completed at the end of the event</p> | <p>PD across the district with Mediation Matters Guidance Department</p> <p>Administration, faculty and staff</p> |
| <p>Implement a Multi-Tiered System of Support for attendance</p> | <p>Guidance department and administration will implement and monitor MTSS for attendance</p> | <p>Improve attendance rates across the district (above 95%) and decrease chronic absenteeism rate (less than 10%)</p> <p>Attendance letters home will be sent at certain increments (5 days, 10 days 15 days), the Child Study Teams (CST) will review attendance reports, guidance will follow up with students that have attendance concerns. During the CST meetings review student academic progress. Plans will be developed with parental input with students that are chronically absent.</p> | <p>NERIC/BOCES Tableau Services for District Data services</p> <p>Community Schools PD Guidance, faculty, administration</p> |

Priority 1

| | | | |
|--|--|---|---|
| | | Attendance positions have been created at the secondary level to review records with CST and to meet individually with students that have chronic absences in order to develop individualized plans for these students. | Teachers, Administration, newly created attendance position |
| | | Student recognition of improved attendance through certificates and letters home. Student recognition of improved grades via letters home and student of the month celebrations. | Teachers, Administrators, Guidance |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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.

Student Survey I feel supported academically and socially at school.

I feel safe at school.

I feel respected by both peers and adults at school.

I like coming to school on most days

90% of student population will “agree” or “strongly agree”

Staff Survey

I recognize students when they improve academically.

Students receive academic supports when needed.

I regularly incorporate community building into my lessons.

90% will “agree” or “strongly agree”

Family Survey

The staff at Mohonasen really care about my child.

My child feels safe, respected and supported at school.

I participated in school events this year

90% will “agree” or “strongly agree”

District Wide attendance rates will be at or above 95%. Chronic absenteeism rate will be below 10%.

Priority 1

| |
|--|
| |
|--|

PRIORITY 2

Our Priority

| | |
|--|--|
| <p>What will we prioritize to extend success in 2021-22?</p> | <p>We will raise expectations and improve academic achievement</p> |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District’s vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district’s long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <ul style="list-style-type: none"> • 90% or greater High School Graduation Rate • Increase Mastery level performance on Regents exams and 3-8 ELA and Math assessments by 10% • Provide multiple academic pathways for students • Embed technology in instructional practices • Work toward vertical and horizontal curriculum alignment, K - 12 <p>• This supports the SCEP commitment #3: In our equity reflection we identified two priority areas:</p> <ul style="list-style-type: none"> • Use resources written and developed by racially, culturally, and linguistically diverse perspectives. • Include students as co-designers of curriculum. <p>As the Mohonasen community continues to diversify, ensuring that “every child can see themselves reflected in teachers, leaders, curriculum and learning materials,” will require faculty and staff to learn more about our students and their interests. We must also engage all students with skills and concepts they are interested in, and those that provide moderate challenge. Doing this will put students in a much better position to achieve success.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
|--|---|--|---|
| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>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.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Curriculum Development Discussions with Students</p> | <p>Leadership team members and departments will meet with students throughout the course of the school year to identify interests and needs, then thread these ideas into curriculum and instruction.</p> | <p>Updated curriculum maps by the end of the 21-22 school year in the area of English, math, science and social studies to ensure student voices are reflected. These maps will be shared throughout the district.</p> | <p>Release time for teachers. Time and space for students and teachers to meet, as well as departments.</p> |
| <p>PD in Technology specific to Google for Education Apps continuing to develop instructional practice</p> | <p>Develop Google Classroom PD with emphasis on Google for Education Apps. PD will be offered by in house certified trainers.</p> | <p>Record the number of PD sessions and the number of faculty and staff that attended these sessions. Follow-up with shared IT tips and techniques. Survey question "How am I using what I learned in the classroom?"</p> | <p>Release time for teachers and instructors Video library and toolkit of Technology areas: Sheets, Forms, Slides, Jam board</p> |
| | | | |
| | | | |
| | | | |
| | | | |

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. | | |
| Student Survey | <p>The things I'm learning in school are important to me</p> <p>My teachers often connect what I am learning to life outside the classroom</p> <p>I see people of many races, cultures, religions, and genders represented in what I learn at school</p> <p>I feel like my teacher knows the real me</p> | 90% or better agree or strongly agree |
| Staff Survey | <p>The school makes sure all students can experience success.</p> <p>I have the resources and strategies to engage my students with relevant skills and topics</p> | 90% or better agree or strongly agree |
| Family Survey | <p>My child is regularly challenged to do his or her best and grow academically</p> | 90% or better agree or strongly agree |
| <ul style="list-style-type: none"> • 90% or greater High School Graduation Rate • Increase Mastery level performance on Regents exams and 3-8 ELA and Math assessments by 10% | | |

PRIORITY 3

Our Priority

| | |
|--|--|
| <p>What will we prioritize to extend success in 2021-22?</p> | <p>Fully Prepared Mohonasen Graduates</p> |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | <p>Put into practice the Portrait of a Mohonasen Graduate</p> <p>Growth Oriented and Knowledgeable: Persistent in effort; embracing of challenges, maximizing potential; exhibiting a Growth Mindset</p> <p>Intellectually Curious and Creative: Driven to learn and understand the complexities and connections among cultures, people groups, facts and ideas.</p> <p>Financially Literate: Demonstrating fiscal awareness and discernment in all areas of money management including budgeting, saving, borrowing, investing, and credit.</p> <p>Team Players & Responsible Citizens: Exhibiting selfless behavior; service oriented; multiculturally fluent; champions for equity; active contributors to local, state, national and global communities.</p> <p>Effective Communicators: Active and empathetic listeners demonstrating clear, concise, confident and courteous written and oral communication skills.</p> <p>Dynamic Problem Solvers & Critical Thinkers: Demonstrating effective, logical thinking to appropriately analyze and interpret data and situations as part of collaborative problem solving.</p> |

Priority 3

- Ensure Civic and/or College readiness
- Explicitly develop Social Emotional Learning
- Ensure Foundational Financial literacy for all graduates
- Provide Service Learning Opportunities at all levels

This supports Drapers SCEP commitment 2: We commit to educating the whole child to foster connectedness, belonging, and hope.

- We believe that after the challenging past year, it will be important to help students see all the opportunity their future holds for them. Also, at the center of the human experience is connection and relationships.
- This commitment mirrors “How Learning Happens”, and really spoke to our SCEP development team.

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? |
| Increased participation in clubs, extracurricular activities and sports at the secondary level | Club interest surveys out in the beginning of the year Work with club advisors and coaches for increased participation to develop the attributes in the Portrait of a Mohonasen Graduate | Student surveys Attendance records for clubs, extracurricular activities and sports | Stipends for clubs, coaches |
| Develop course pathways for students to pursue academic interests | Work with guidance and academic administrators to develop clear pathways for student course selections | Increased participation in elective courses and advanced level coursework to support the development of skills and the attributes defined in the Portrait of a Mohonasen Graduate | Development of course guides with pathways clearly articulated |
| Understanding student interests | Individual student information gathered at annual meeting with guidance department | Students will complete Naviance surveys and complete form of extracurricular clubs and sports involved in. | Naviance Career Survey completion by students in Guidance. Aggregate information will be shared with academic departments to make sure the appropriate coursework is offered |

Priority 3

| | | | |
|---|---|---|--|
| | | | that appeals to our student population. |
| Develop area on District Website that displays examples of each of the attributes of Portrait of a Mohonasen Graduated. | Highlighting what each attribute looks like as it comes to life with our student population. This will help to illustrate each attribute. | Through developing a deeper understanding on the Portrait of a Mohonasen Graduate, students will be able to articulate the skills they are learning in High School and be prepared as they transition to higher education, military or work | Development of Website with pictures of students in each of the defined attributes of Portrait of a Graduate – webmaster |
| | | | |
| | | | |

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.

- Survey results of students that have opportunities to pursue coursework that interests them via Navince
- Provide multiple academic pathways for students as they pursue pathways that interest them which are fully articulated in the course handbook. Develop pathways on website
- Increased recorded participation in extracurriculars, modified/intramural sports. Goal of 90% of students staying after school at least one a week on average.

PRIORITY 4

This section can be deleted if the District does not have a fourth priority.

Our Priority

| | |
|--|--|
| What will we prioritize to extend success in 2021-22? | |
| Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none">• <i>How does this commitment fit into the District's vision, values and aspirations?</i>• <i>Why did this emerge as something to prioritize?</i>• <i>What makes this the right commitment to pursue?</i>• <i>How does this fit into other commitments and the district's long-term plans?</i>• <i>For Districts with identified schools:</i><ul style="list-style-type: none">○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | |

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? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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.

| |
|--|
| |
|--|

PRIORITY 5

This section can be deleted if the District does not have a fifth priority.

Our Priority

| | |
|--|--|
| <p>What will we prioritize to extend success in 2021-22?</p> | |
| <p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> • <i>How does this commitment fit into the District's vision, values and aspirations?</i> • <i>Why did this emerge as something to prioritize?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the district's long-term plans?</i> • <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> | |

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? |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

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.

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 <i>(if applicable)</i> |
|-------------------|--------------------------|----------------------------------|
| Laurel Logan-King | Assistant Superintendent | District |
| Rick Arket | Principal | Draper MS |
| Craig Chandler | Principal | High School |
| Jason Thompson | Principal | Pinewood Elementary |
| Deborah Kavanaugh | Academic Administrator | District |
| Kate Barry | Parent | Pinewood Elementary |
| Marissa Gordon | Teacher | Draper MS |
| | | |
| | | |
| | | |
| | | |

Our Team's Process

| | | |
|--|--|--|
| | | |
|--|--|--|

Stakeholder Participation

Meeting Dates

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

| Meeting Date | Location |
|--------------|----------|
| 6/3 | Virtual |
| 6/15 | Virtual |
| 7/8 | Virtual |
| | |
| | |

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 | |
| Parents with children from each identified subgroup | |
| Secondary Schools: Students from each identified subgroup | |

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. The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. 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. 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. 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).