



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Rotterdam-Mohonasen Central School District	Shannon Shine

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

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

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>Develop Mohonasen Pride and connectedness, making every student feel safe, respected, and supported at every level throughout the District</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a safe and secure environment that facilitates growth through the development of body, mind, and character is a cornerstone of the district.</li> <li>• Providing a safe learning environment will give students more opportunities to experience success.</li> <li>• We will continue to enhance social emotional support systems and programs for students and continue to develop culturally responsive restorative practices throughout the district.</li> <li>• We will foster engagement through parent and community partnerships (Business Advisory Board, PTO, Community PALP events, Mohonasen Foundation and MohonCARES)</li> <li>• At Draper (CSI) Making students feel safe at school is a priority. 73% of students reported that they felt safe in school in 20-21, a 12% drop from 21-22 average.</li> <li>• 70% of students reported they feel respected by adults and peers. A lack of respect was also echoed during our student interview process.</li> <li>• Students need to feel safe, respected, and supported if they are to attain our vision of “Together, we achieve success”.</li> <li>• Draper Chronic absenteeism rate for 2021-2022 was 24%</li> </ul>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>All faculty and staff will be provided PD in community building activities</b>	Faculty and staff will participate in community building PD	Parent, student, teacher surveys to determine feelings of school safety and connectedness	PD across the district with Mediation Matters  Guidance Department
<b>Implement a Multi-Tiered System of Support for attendance</b>	Guidance department and administration will implement and monitor MTSS for attendance	Improvement in attendance rates across the district (above 95%) and decrease chronic absenteeism rate (less than 10%)	NERIC/BOCES Tableau Services for District Data services

## 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 2022-23 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 are at or above 95%. Chronic absenteeism rate is below 10%.

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p><b>Academics - Raise Expectations and Improve Academic Engagement and Achievement</b></p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 90% or greater High School Graduation Rate</li> <li>• Increase Mastery level performance on Regents exams and 3-8 ELA and Math assessments by 10%</li> <li>• Provide multiple academic pathways for students</li> <li>• Embed technology in instructional practices</li> <li>• Work toward vertical and horizontal curriculum alignment, K - 12</li> <li>• This supports the SCEP commitment #3:</li> </ul> <p>In our equity reflection we identified a priority area:</p> <ul style="list-style-type: none"> <li>• Use resources written and developed by racially, culturally, and linguistically diverse perspectives.</li> </ul> <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
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Development Discussions with Students	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.	Updated curriculum maps including the Next Gen Learning standards by the end of the 22-23 school year.	Release time for teachers. Time and space for students and teachers to meet, as well as departments.
PD in Technology specific to Google for Education Apps continuing to develop instructional practice	Develop Google Classroom PD with emphasis on Google for Education Apps. PD will be offered by in house certified trainers.	Record the number of PD sessions and the number of faculty and staff that attended these sessions.	Release time for teachers and instructors
Improve Collective Efficacy of the Leadership Teams Through PD	The BLT and admin teams will be provided the opportunity to participate in professional development and attend conferences to improve their ability to lead and coach faculty.	Participation in PD and conference attendance.	Funding for PD, conferences, and coaches

## 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 2022-23 school year.

<b>Student Survey</b>	The things I'm learning in school are important to me  My teachers often connect what I am learning to life outside the classroom  I see people of many races, cultures, religions, and genders represented in what I learn at school  I feel like my teacher knows the real me	90% or better agree or strongly agree
<b>Staff Survey</b>	The school makes sure all students can experience success.  I have the resources and strategies to engage my students with relevant skills and topics	90% or better agree or strongly agree
<b>Family Survey</b>	My child is regularly challenged to do his or her best at Draper, and grow academically	90% or better agree or strongly agree

- 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

<b>What will we prioritize to extend success in 2022-23?</b>	<b>Fully Prepared Mohonasen Graduates</b>
<p style="text-align: center;"><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p style="text-align: center;">Put into practice the Portrait of a Mohonasen Graduate</p> <p><b>Growth Oriented and Knowledgeable:</b> Persistent in effort; embracing of challenges, maximizing potential; exhibiting a Growth Mindset</p> <p><b>Intellectually Curious and Creative:</b> Driven to learn and understand the complexities and connections among cultures, people groups, facts and ideas.</p> <p><b>Financially Literate:</b> Demonstrating fiscal awareness and discernment in all areas of money management including budgeting, saving, borrowing, investing, and credit.</p> <p><b>Team Players &amp; Responsible Citizens:</b> Exhibiting selfless behavior; service oriented; multiculturally fluent; champions for equity; active contributors to local, state, national and global communities.</p> <p><b>Effective Communicators:</b> Active and empathetic listeners demonstrating clear, concise, confident and courteous written and oral communication skills.</p> <p><b>Dynamic Problem Solvers &amp; Critical Thinkers:</b> Demonstrating effective, logical thinking to appropriately analyze and interpret data and situations as part of collaborative problem solving.</p> <ul style="list-style-type: none"> <li>• Ensure Civic and/or College readiness</li> <li>• Explicitly develop Social Emotional Learning</li> <li>• Ensure Foundational Financial literacy for all graduates</li> <li>• Provide Service Learning Opportunities at all levels</li> </ul>



### Priority 3

This supports Drapers SCEP commitment 2:

- This supports the SCEP commitment #2:
- This commitment is very similar to one of the aspirations in “How Learning Happens”
- This commitment nests within a district culture goal - “Continue to enhance social emotional support systems and programs for students”
- Fostering community and belonging is more important than ever, as factions within our society seem to drift further apart

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
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	Development of course guides with pathways clearly articulated
Every Draper Student will participate in at least one extracurricular activity (club, intramurals, mod sports).	<ul style="list-style-type: none"> <li>- Continue to create new clubs at Draper for 22-23 as students express interest.</li> <li>- Club interest survey provided to students in September</li> <li>- New faculty advisor and clubs to match student interest</li> <li>- “Club Week/Spirit Week” in October</li> <li>- Club advertisement video sent to parents/students in September</li> <li>- Club sign ups monitored by BLT - follow up by counselors</li> <li>- Create a club fair for incoming 5th graders to be</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in optimism score on June admin of holistic student assessment</li> <li>- As near to 100% participation in extracurriculars by the end of October</li> <li>- Student survey question: “DMS offers after school activities that interest me”</li> </ul>	<p>Stipends for club advisors</p> <p><b>Family Fun Fair Organization and Participation of Clubs and Organizations throughout the District Supporting Climate and Culture of the District</b></p>

Priority 3

	presented at 5th grade parent night and the 5th grade visit to Draper in June		
Use the District Calendar to create awareness of the Portrait of a Mohonasen Graduate	Develop space on the website to showcase students demonstrating traits within the portrait of a Mohonasen graduate	<ul style="list-style-type: none"> <li>-Creation of the space on the website for Portrait of a Graduate</li> <li>- Opportunity for each building in the district to post in this area of the website and the subsequent posting of the traits in action</li> <li>- Activities that highlight the Portrait of a Mohonasen Graduate</li> </ul>	Administrator supporting the creation and maintenance and updates of the site

## Measuring Success

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

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

<b>Student Survey</b>	I feel like I belong in school	90% or greater agree or strongly agree
	The school offers after school activities (clubs, intramural sports, etc) that interest me	
	I am hopeful for my future	
<b>Staff Survey</b>	I regularly incorporate the themes of community building, social emotional learning, and growth mindset into my instruction.	90% or greater agree or strongly agree
	I recognize the importance of students connecting to Draper outside of the regular school day and actively promote extracurricular opportunities	
<b>Family Survey</b>	The staff at Draper really care about my child	90% or greater agree or strongly agree

Priority 3

	<p>My child is connected to Draper beyond the regular school day</p> <p>My child is hopeful for his or her future</p>	

**PRIORITY 4**

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

**Our Priority**

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	

Priority 3

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	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 2022-23 school year.



## PRIORITY 5

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

### Our Priority

**What will we prioritize to extend success in 2022-23?**

**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:*
  - *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	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 2022-23 school year.

## Stakeholder Participation

### 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.

<b>Name</b>	<b>Role</b>	<b>School</b> <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
Katie Lossi	Academic Administrator	District
Deborah Kavanaugh	Academic Administrator	District
Christina Patterson	Teacher	High School

### Stakeholder Participation


### Meeting Dates

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

Meeting Date	Location
5/18/22	District Office Conference Room
5/19/22	District Office Conference Room
6/9	District Office Conference Room

### 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	

## Stakeholder Participation

Secondary Schools: Students from each identified subgroup	
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## 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](mailto:DCIP@nysed.gov) by August 1, 2022, 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).