New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

2020-21
District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Salmon River Central School District	Dr. Stanley Harper

2020-21 Summary of Priorities

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

1	Student Engagement
2	Writing Initiative K-12
3	School climate and Social and Emotional program (professional development)
4	Consistently monitor our systematic process to increase instructional capacity
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
6/9/20	Board Room		
6/11/20	Board Room		
7/13/20	Board Room		
7/14/20	Board Room		
7/15/20	Board Room		
7/23/20	Board Room		
7/29/20	Board Room		

Districts with TSI Schools Only N/A

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	

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
Dr. Stanley Harper	Superintendent	
Angela Robert	Assistant Superintendent	
Allen Gravell	Director of Special Education	
Alison Benedict	Mohawk School Principal	
Tammy Russell	Middle School Principal	
Ben Barkley	Salmon River Elementary Principal	
Teresa Van Dunk	Salmon River High School Principal	
Melissa Childs	Teacher	
Danielle French	Teacher	
Erin Lamora	Parent	
Hailey Cartier Jacob	parent	
Johnny Miller	Student	
Kade Cook	Student	
Madison Mora	Student	
Makhia Snyder	Student	

Priority 1

What will the District prioritize to extend success in 2020-21?	Student Engagement
Why will this be prioritized?	Survey data indicated that student engagement is lacking.

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 create a system for teachers to establish relationships and exhibit behaviors such as addressing students by name and greeting students at the door.	October 2020
Administrators will utilize a walkthrough tool while observing classrooms weekly to collect data and provide feedback to teachers on student engagement.	January 2021
Each school will create a system for teachers to use best practices, such as higher-order questioning, student feedback, teacher feedback, classroom climate conducive to engagement, and I Can statements posted.	May 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required): **Student survey data.**	Middle of Year 2020	Middle of Year 2021
	"My School Leader walks around school and visits classroom." SR Elementary: 98.4% St. Regis Mohawk: 100% Middle School: 70.2% High School: 74.6%	**"My School Leader walks around school and visits classroom."** SR Elementary: 90+% St. Regis Mohawk: 90+% Middle School: 75% High School: 75%
	"We use student learning targets/goals ("I can...) in our classes." SR Elementary: 81.8% St. Regis Mohawk:86.4% Middle School: N/A: COVID High School: 26.5%	**"We use student learning targets/goals ("I can...) in our classes."** SR Elementary: 85% St. Regis Mohawk: 88% Middle School: 55% High School: 26.5%
	"My teachers ask questions that make me think." SR Elementary: 93.7% St. Regis Mohawk: 97%	**"My teachers ask questions that make me think."**

	Middle School: 70.1% High School: 44% **"Classes are interesting and keep my attention."** SR Elementary: N/A St. Regis Mohawk: N/A Middle School: 35.1% High School: 32%	SR Elementary: 90+% St. Regis Mohawk: 90+% Middle School: 72% High School: 46% **"Classes are interesting and keep my attention."** SR Elementary: N/A St. Regis Mohawk: N/A Middle School: 45% High School: 34%
	End of Year 2020 (optional)	End of Year 2021
		"My School Leader walks around school and visits classroom." SR Elementary: 90+% St. Regis Mohawk: 90+% Middle School: 80% High School: 80% **"We use student learning targets/goals ("I can...) in our classes."** SR Elementary: 88% St. Regis Mohawk: 90% Middle School: 60% High School: 32% **"My teachers ask questions that make me think."** SR Elementary: 90+% St. Regis Mohawk: 90+% Middle School: 75% High School: 82% **"Classes are interesting and keep my attention."** SR Elementary: N/A St. Regis Mohawk: N/A Middle School: 55% High School: 36%
Data point 2 (optional): **Walkthrough Data Regarding Student Engagement:** **-Objective/Goal/I Can**	Middle of Year 2020 **SR Elementary:** Objective/Goal/I Can: 92% Engagement/On Task: 100% **St. Regis Mohawk:** Objective/Goal/I Can: N/A Engagement/On Task: N/A	Middle of Year 2021 **SR Elementary:** Objective/Goal/I Can: 90%+ Engagement/On Task: 90%+ **St. Regis Mohawk:** Objective/Goal/I Can: 50% Engagement/On Task: 50%

-Engagement/On Task	**Middle School:** Objective/Goal/I Can: 98% Engagement/On Task: 86% **High School:** Objective/Goal/I Can: 51% Engagement/On Task: 65%	**Middle School:** Objective/Goal/I Can: 90%+ Engagement/On Task 85% **High School:** Objective/Goal/I Can: 55% Engagement/On Task: 65%
	End of Year 2020 (optional)	End of Year 2021
		SR Elementary: Objective/Goal/I Can: 90%+ Engagement/On Task: 90%+ **St. Regis Mohawk:** Objective/Goal/I Can: 60% Engagement/On Task: 60% **Middle School:** Objective/Goal/I Can: 90%+ Engagement/On Task 85% **High School:** Objective/Goal/I Can: 60% Engagement/On Task: 67%

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

August Through January		
Start	**End**	**Action**
September	September	School leaders will share DCIP goals and actions with staff at opening day meetings to inform and clarify expectations, such as Bloom's Taxonomy, Quad D, and higher-order questioning.
August	August	All new teachers will be required to attend a New Teacher Orientation, which will include professional development on using best practices in the classrooms that engage students.
September	September	School leaders will share data collection templates with staff at opening day meetings to inform and clarify expectations.
October	December	School leaders will collect, analyze and share trend data periodically with staff in a meeting and or grade level meeting and will ask staff to share ways that they engage students and provide actionable feedback.
September	December	School leaders will provide common planning time for staff to collaborate, have peer observation time, or utilize a coaching model to share engagement strategies and provide actionable feedback.

October	December	School leaders will schedule purposeful pre-observations and post-observations during the APPR observation cycle to inform, assess and support teachers in implementing engagement strategies to adjust professional learning goals and plans.
August	December	The district will continue to provide NERIC services of a technology integrator, as well as utilizing the expertise of our teachers, who have successful remote student engagement strategies to share with their colleagues.
August	December	The district will provide on-going coaching PD for engaging writing and reading strategies through the Teacher's College (TCRWP)
October	December	School leaders will provide PD on actionable feedback to teachers to hold one on one student conferences to include student goal setting.
December	December	Survey students for targeted survey questions (4 questions in baseline data).
December	January	The School Leaders and Instructional Support Team will analyze the results of the student survey to determine areas that can be improved. Adjustments to the walkthrough tool will be made to address any needs that are identified.
January Through June		
Start	**End**	**Action**
January	June	School leaders will have collected, analyzed and shared trend data several times with staff in staff meetings and/or grade level meetings, and will ask staff to share ways that they engage students and provide actionable feedback.
January	June	School leaders will provide common planning time for staff to collaborate, opportunities for peer observation, or utilize a coaching model to share engagement strategies and actionable feedback.
January	June	The district will provide on-going coaching PD for engaging reading and writing strategies through the Teacher's College (TCRWP).
January	May	School leaders will schedule purposeful pre-observations and post-observations during the APPR observation cycle to inform, assess and support teachers in implementing engagement strategies to adjust professional learning goals and plans.
January	June	All teachers received PD in the fall and will be expected to provide students with time to set goals and monitor progress toward those goals in each of their classrooms, leading to increased student engagement and academic achievement.
January	June	The district will continue to provide NERIC services of a technology integrator, as well as utilize the expertise of our teachers, who have successful remote student engagement strategies to share with their colleagues.
March	April	The district will provide Professional Development to improve student engagement for teachers in all buildings to provide practical examples of how to transform learning activities into engaging opportunities with thinking and reasoning.
March	March	Students will take the PLC data surveys and re-survey for the targeted survey questions.
April	May	The School Leaders and Instructional Support Team will analyze the results of the student survey to determine areas that can be improved. Adjustments to the walkthrough tool will be made to address any needs that are identified.

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
Online instruction using one platform so students do not have to learn more than one.	Provide teachers with the professional development that they need using Google Suites.	July- September
Partner work and group work challenges with distance learning	Provide teachers with professional development that they need to deliver online instruction that allows them to integrate partner/group work. Teachers will be trained how to use Zoom with the break out rooms.	August and repeated before each following unit
Train teachers, parents, and students to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with Professional Development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning. Providing parents and students with training on logging in and using online platforms, and establishing clear expectations.	August-September September-December

Priority 2

What will the District prioritize to extend success in 2020-21?	Writing Initiative K-12
Why will this be prioritized?	New York State test scores demonstrate that students are not proficient in writing.

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?
Consistent implementation of Workshop methods for K-8.	December
Teachers will implement daily writing in all content areas in Grades K-12.	December
All teachers will collaborate in creating draft curriculum maps of writing expectations including examplars using NYS standards and exams.	June
School leaders will provide teachers with regular feedback to support the curriculum map planning process.	November-June
Teachers will be providing targeted support to students that is informed by data to students. .	October-June

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Mid-Year and Interim assessment data	**SR Elementary:** Narrative Post-Assessment: N/A	**SR Elementary:** 25% of students will score a 2.5 or higher on their post-Narrative On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts.
	St. Regis Mohawk: Narrative Post-Assessment: N/A	**St. Regis Mohawk:** 25% of students will score a 2.5 or higher on their post-Narrative On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts.

	Middle School: Narrative Post-Assessment 1- 12% 1.5- 19% 2- 16% 2.5- 21% 3- 17% 3.5- 8% 4- 7% **High School:** N/A	**Middle School:** 53% of students will score 2.5 or higher on their post-Narrative On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts. **High School:** N/A
	End of Year 2020 (optional)	End of Year 2021
		Elementary: 30% of students will score a 2.5 or higher on their post- On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts. **St. Regis Mohawk**: 30 % of students will score a 2.5 or higher on their post-On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts. **Middle School**: 55% of students will score a 2.5 or higher on their post- On-Demand assessment. Adequate growth is calculated by using the Units of Study in Writing Learning Progression Charts. **High School:** 50% of students will show proficiency on the end of year writing assessment.
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Measure of Interim Progress	N/A	N/A
	End of Year 2019 (optional)	End of Year 2021
	SR Elementary: Our 2018-2019 ELA MIP was 86.8.	**SR Elementary:** In 2020-2021, our School-level ELA State Test Measure of Interim Progress (MIP) will stay at 86.8.

St. Regis Mohawk: Our 2018-2019 ELA MIP was 70.2.	**St. Regis Mohawk:** In 2020-2021, our School-level ELA State Test Measure of Interim Progress (MIP) will stay at 70.2.
Middle School: Our 2018-2019 ELA MIP was 71.7.	**Middle School:** In 2020-2021, our School-level ELA State Test Measure of Interim Progress (MIP) will increase to 77.3.
High School: Our 2018-2019 ELA MIP was 154.5.	**High School:** In 2020-2021, our School-level ELA Measure of Interim Progress (MIP) will stay at 154.5.

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

August Through January		
Start	**End**	**Action**
August	September	School leaders will meet with the Instructional Support Team to develop a protocol for the ELA teachers to use the Learning Progression Chart Rubrics in Writing in grades K-8 and for ELA teachers in grades 9-12 to use rubrics to inform instructional planning.
September	October	Grads K-8 ELA and Special Education teachers will receive training on the Learning Progression rubrics and grade 9-12 ELA, Social Studies, and Special Education teachers will receive training on their rubrics to inform instruction.
September	October	High school teachers will collaborate and create a grade 12 writing rubric based on College and Career Readiness Standards.
September	September	K-8 students will take a pre-On Demand assessment.
September	October	Teachers will analyze the pre-On Demand writing assessment data using the Learning Progressions Charts for grades K-8.
October	December	Teachers will modify instruction based on their pre-On Demand writing assessment data.
October	December	Students in grades 9-12 will take an Interim assessment.
October	December	ELA and Social Studies teachers will analyze the Interim assessments using the rubrics in grades 9-12.
October	December	Teachers will modify instruction based on their Interim assessment data.
January Through June		
Start	**End**	**Action**
January	February	K-8 students will take a post-On Demand assessment.
January	March	Teachers will analyze the post-On Demand writing assessment data using the Learning Progressions Chart for grades K-8.
February	June	Teachers will modify instruction based on their post-On Demand writing assessment data.
January	January	Students in grades 9-12 will take a mid-year Interim assessment.
January	February	ELA and Social Studies teachers will analyze the Interim assessments using the rubrics in grades 9-12.
February	June	Teachers will modify instruction based on their Interim assessment data.

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**
Curriculum Maps need updating	Convene vertical teams to ensure last year's missed content is covered in the Fall.	August
Writing Units planned to work around COVID Challenges	School leaders will work with ELA, Social Studies, and Special Education teachers to create a plan to work around any COVID related challenges in completing the writing units.	September
Partner work and group work challenges with distance learning	The School Leader will work with the ELA, Social Studies, and Special Education teachers to create a plan to work around any COVID related challenges to complete the writing units.-Incorporate technology options into lessons.	August and repeated before each following unit.
Online instruction using video platforms and Google Suite/ClassDojo.	Provide teachers with the professional development that they need using Zoom and Google Suites/ClassDojo.	August- September
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

Priority 3

What will the District prioritize to extend success in 2020-21?	School climate and Social and Emotional program (professional development)
Why will this be prioritized?	Data indicated a need for improvement in these areas.

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?
Embed ongoing and targeted professional development about relationship-building with students and trauma-informed practices/restorative practices.	September, reinforced throughout the year
Administrators will use a walkthrough tool to provide actionable feedback to teachers about SEL programs/practices.	September
Students in grades 6-12 will identify a trusted adult on a survey.	Fall and Spring
SEL BIMAS monitoring will be adjusted to include September, January, and June data collection.	September, January, and June

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
BIMAS Data	**SR Elementary:** Under the Social Scale, 25% are at a level of concern.	**SR Elementary:** 20% will be at a level of concern.
	St. Regis Mohawk: Under the Social Scale, 19% are at a level of concern.	**St. Regis Mohawk:** 18% of students will be at a level of concern.
	Middle School: Under the Social Scale, 24% are at a level of concern.	**Middle School:** 22% of students will be at a level of concern.
	High School: Under the Social Scale, 38% are at a level of concern.	**High School:** 36% of students will be at a level of concern.
	End of Year 2020 (optional)	End of Year 2021

		Elementary: 15% of students will be at a level of concern. **St. Regis Mohawk:** 17% of students are at a level of concern. **Middle School:** 20% of students are at a level of concern. **High School:** 34% of students are at a level of concern.
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

August Through January		
Start	**End**	**Action**
September	September	Professional Development for staff centered around a check-in system for building teacher-student relationships.
September	September	All teachers will create some type of check-in system with students centered around their emotional state. The Principal will review the check-in systems of each teacher.
September	December	Teachers will implement the check-in systems using restorative practices with the students. The Principal will monitor this through walkthroughs.
September	December	Students need to complete a self-reflection on the behavior that caused them to be in ISS or OSS.
September	December	For each infraction, a plan will be developed to enable the student to successfully return to the classroom.
January Through June		
Start	**End**	**Action**
January	June	Professional Development refresher for staff on building teacher-student relationships, including a check-in system for student emotional health.
January	June	Students will complete a self-reflection on the behavior that caused them to be in ISS or OSS.
January	June	For each infraction, a plan will be developed to enable the student to successfully return to the classroom.
January	June	Building Teams will meet periodically to review the data for the behavioral referrals to see if the support put in place is making a difference.
January	June	Professional Development refresher for staff on building teacher-student relationships, including a check-in system for student emotional health.

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**
Address student social-emotional needs due to disconnect from school. (Spring 2020)	At each building, teams will design best practices based on restorative practices.	September 2020- June 2021
Supporting at-risk students in building their social-emotional skills.	Topics and activities determined by student interest and need for small group intervention from Tier 2 & 3 interventionists.	September 2020- June 2021

Priority 4

What will the District prioritize to extend success in 2020-21?	Consistently monitor our systematic process to increase instructional capacity.
Why will this be prioritized?	Data indicated a need for continuous improvement in teacher best practices.

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?
Continue to provide time and structure for teachers to collaborate and to attend trainings.	September-June
Administrator monitoring and feedback will include data meetings as well as individual conferences as needed.	September-June

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**

Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Walkthrough Data: Objective/Goal/I Can Engagement/ On Task Rigor/Bloom's Taxonomy	**SR Elementary:** Objective/Goal/I Can Statements: 100% Engagement/On Task: 92% Rigor/Bloom's Taxonomy: 8% **St. Regis Mohawk:** N/A **Middle School:** Objective/Goal/I Can Statements: 98% Engagement/On Task: 86% Rigor/Bloom's Taxonomy: 70% **High School:** Objective/Goal/I Can Statements: 51% Engagement/On Task: 65% Rigor/Bloom's Taxonomy: N/A	**SR Elementary:** Objective/Goal/I Can Statements: 90%+ Engagement/On Task: 90%+ Rigor/Bloom's Taxonomy: 5% **St. Regis Mohawk:** Objective/Goal/I Can Statements: 50%+ Engagement/On Task:50% Rigor/Bloom's Taxonomy: 5% **Middle School:** Objective/Goal/I Can Statements: 90%+ Engagement/On Task: 85% Rigor/Bloom's Taxonomy: 65% **High School:** Objective/Goal/I Can Statements: 55% Engagement/On Task: 65% Rigor/Bloom's Taxonomy: 5%
	End of Year 2020 (optional)	End of Year 2021
		SR Elementary: Objective/Goal/I Can Statements: 90%+ Engagement/On Task: 90%+ Rigor/Bloom's Taxonomy: 10% **St. Regis Mohawk:** Objective/Goal/I Can Statements: 60% Engagement/On Task: 67% Rigor/Bloom's Taxonomy: 10% **Middle School:** Objective/Goal/I Can Statements: 90%+ Engagement/On Task: 85% Rigor/Bloom's Taxonomy: 75% **High School:** Objective/Goal/I Can Statements: 60% Engagement/On Task: 67% Rigor/Bloom's Taxonomy: 8%

Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

August Through January		
Start	**End**	**Action**
August	August	The school leaders will work together to revise a walkthrough document to include specific teaching practices.
September	September	Professional development of instructional strategies will be provided.
September	September	The school leaders will share the walkthrough document with the teachers to clarify expectations.
September	December	The school leaders will collect walkthrough data weekly.
September	December	The school leaders will analyze and share data results with staff.
September	December	The school leaders will provide actionable feedback.
September	December	The school leaders will monitor progress on focus areas.
September	December	The school leaders will collect Week at a Glance documents weekly.
September	December	The school leaders will analyze the data on the Week at a Glance documents.
September	December	The school leaders will provide actionable individualized feedback regarding instructional strategies described in the Week at a Glance documents.
September	December	The school leaders will monitor progress on focus areas in the Week at a Glance document.
September	December	PLCs and peer observations will be used to share best practices.
November	December	Instructional strategies PD will be provided based on the identified needs.
September	December	Administrators will discuss APPR observation rubric language and share evidence to support rubric scores on the APPR rubric to improve inter-rater reliability during monthly admin meetings.
January Through June		
Start	**End**	**Action**
January	June	The school leaders will collect walkthrough data weekly.
January	June	The school leaders will analyze and share data results with staff.
January	June	The school leaders will provide actionable feedback.
January	June	The school leaders will monitor progress on focus areas.
January	June	The school leaders will collect Week at a Glance documents weekly.
January	June	The school leaders will analyze the data from the Week at a Glance documents.
January	June	The school leaders will provide actionable individualized feedback regarding the instructional strategies described in the Week at a Glance documents. .
January	June	The school leaders will monitor progress on focus areas in the Week at a Glance document.
January	April	Instructional strategies PD will be provided based on the identified needs.

February	April	The principal will identify teachers who have mastered several engagement strategies and ask them if they are willing to serve as models for their peers. If so, an opportunity for teachers to observe at least one lesson in a peer classroom will be provided.
January	June	The principal will continue to conduct walkthroughs and noting use of engagement strategies via a walkthrough tool. Walkthroughs will be more focused on teachers who had previous difficulty applying strategies. When possible, the principal will send a short note with feedback to the teachers visited. The principal will review the data and identify any areas that could be improved.
January	June	Administrators will discuss APPR observation rubric language and share evidence to support rubric scores on the APPR rubric to improve inter-rater reliability during monthly admin meetings

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
Online instruction using one platform so students do not have to learn more than one.	Provide teachers with the professional development that they need using Google Suites.	August- September
Partner work and group work challenges with distance learning	Provide teachers with professional development that they need to deliver online instruction that allows them to integrate partner/group work. Teachers will be trained how to use Zoom with the break out rooms.	August and repeated before each following unit
Train teachers to use Blended Learning if the school has to use alternate scheduling for the students in the Fall.	Providing teachers with professional development on synchronous and asynchronous teaching methods, using a combination of in-person and remote learning.	August-September

Priority 5

What will the District prioritize to extend success in 2020-21?	Chronic Absenteeism

Why will this be prioritized?	Attendance and tardy data shows that students are still not attending or arrive at school on time.

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?
Staff will make connections with students to build their sense of belonging and give them a reason to come to school.	Beginning in September and continuing throughout the year
Improve parent engagement and understanding of the importance of attendance to their child's education.	Beginning in August and continuing throughout the year
Survey students to collect student feedback about what makes them want to come to school.	October

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	**Baseline**	**Target**
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Attendance Reports using SchoolTool	N/A	Elementary: 16% St. Regis Mohawk: 41% Middle School: 34% High School: 35%
	End of Year 2020 (optional)	End of Year 2021
	Percentage of students with 15 or more absences: (This data only goes until March 2020 due to COVID school closures, so it is not typical.) Elementary: 7% St. Regis Mohawk: 8% Middle School: 7% High School: 19%	Elementary: 13% St. Regis Mohawk: 38% Middle School: 31% High School: 32%

	Typical data, which includes data from the 2018-2019 school year is included below: Elementary: 16% St. Regis Mohawk: 41% Middle School: 34% High School: 35%	
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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

August Through January		
Start	**End**	**Action**
September	December	District attendance committee will hold quarterly meetings to identify data trends and patterns with chronic absenteeism and to identify solutions and make recommendations to enhance our student daily attendance
September	December	Attendance committees at each building will review attendance data to two lists: -Returning and incoming students who are chronically absent in 2019-2020. These students will be given Tier 3 supports. -Returning students who missed between 14-17 days in 2019-2020. These students will be given Tier 2 supports.
August	September	Summer Operation Attendance: Analyze data to create a plan to provide Tier 3 interventions for students to increase attendance.
August	December	Utilize outside agencies to reinforce attendance initiatives.
August	December	District will implement parent engagement strategies that focus on attendance, such as public broadcast announcements, social media, newsletters, pamphlets, billboards, parent meetings.
January Through June		
Start	**End**	**Action**
January	June	District attendance committee will hold quarterly meetings to identify data trends and patterns with chronic absenteeism and to identify solutions and make recommendations to enhance our student daily attendance
January	June	Attendance committees at each building will review attendance data: -Returning and incoming students who are chronically absent in 2019-2020. These students will be given Tier 3 supports.

		-Returning students who missed between 14-17 days in 2019-2020. These students will be given Tier 2 supports.
June	July	Summer Operation Attendance: Analyze data to create a plan to provide Tier 3 interventions for students to increase attendance.
January	June	Utilize outside agencies to support attendance initiatives.
January	June	District will implement parent engagement strategies that focus on attendance, such as public broadcast announcements, social media, newsletters, pamphlets, billboards, parent meetings.

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
Taking attendance while students are meeting virtually.	Teacher will keep attendance records.	September-June
Active virtual participation.	Supporting families to access the internet and provide devices to all students. Finding creative ways to connect with kids	August-June

Submission Assurances

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

1. XThe 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. XAs 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. XThe Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.

4. XThe DCIP will be implemented no later than the beginning of the first day of regular student attendance.

5. XProfessional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

6. XThe 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. XA 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. XMeaningful 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).