



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
William Floyd School District	Kevin Coster

2021-22 Summary of Priorities

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

1	Culturally Responsive Framework/Social Emotional Learning
2	Focused professional Development
3	Data Analysis
4	
5	

PRIORITY 1

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Culturally Responsive Framework/Social Emotional Learning</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>We are prioritizing Culturally Responsive Framework/Social Emotional Learning:</p> <ul style="list-style-type: none"> ● our district is increasing in diversity ● our ELL population is now at 10% ● ramifications of the COVID pandemic on students and teachers ● NYSED has identified this topic as a priority (CRSE and DEI Frameworks) ● We have difficulty retaining diverse faculty ● Recognize gaps in learning and academic performance amongst subgroups

Priority 1

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?
Build capacity of school leaders	Professional Learning- school leaders will engage in 8 workshops during the school year to build capacity by providing them with tools to identify the impact of culture on student success. There will also be two book studies for administrators to participate to expand on their learning.	<ul style="list-style-type: none"> ● Create exit surveys after each session ● number of school leaders who implement professional learning within their own schools - measure through frontline ● Decrease in school referrals to special education broken down by subgroups ● More effective ISTs based on admin survey feedback 	<ul style="list-style-type: none"> ● funding for Consultant ● Admin Leaders ● funding for Book study texts ● PD schedule ● Room for in-person meetings ● Zoom links
Cultivate teacher leaders	Professional Learning - Teachers who engaged in CRE awareness in 2020-2021 will help facilitate professional learning through CRE awareness sessions and book studies.	<ul style="list-style-type: none"> ● Create exit surveys after each session ● number of teachers who participate in professional learning - measure through frontline 	<ul style="list-style-type: none"> ● Stipends for Teacher Leaders ● Book study texts ● PD schedule ● Room for in-person meetings ● Zoom links
Secure CRE Consultant	Consultant will provide professional learning; support work in developing	<ul style="list-style-type: none"> ● Create exit surveys after each session 	<ul style="list-style-type: none"> ● funding for consultant

Priority 1

	local team; developing surveys and analyzing survey feedback; development of local audit tools	<ul style="list-style-type: none"> ● number of admins/teachers who participate in professional learning - measure through frontline ● Constituent survey results 	<ul style="list-style-type: none"> ● Develop teams ● PD schedule ● Room for in-person meetings ● Zoom links
Implement walkthroughs	Professional development will be provided to data teams and school leaders on the impact of culture and use of the CRE walkthrough audit tool. Data teams will be supported in their use of the tool and on the analysis of results. identify needed resources	<ul style="list-style-type: none"> ● Walkthrough tool results (Pre/Post) ● Team survey ● anecdotal notes 	<ul style="list-style-type: none"> ● Data Teams ● Schedule for walkthroughs ● substitutes to enable team to implement walkthroughs ● PD schedule ● funding for identified needed resources
Analyze curriculum	Utilize district created audit rubric to evaluate curriculum	<ul style="list-style-type: none"> ● Curriculum audit rubric results 	<ul style="list-style-type: none"> ● Audit teams ● funding to train teams on use of audit tool ● funding for audit teams to analyze curriculum ● funding for identified curriculum needs

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.

- increase number of administrators participating in CRE professional learning
- increase number of teachers participating in CRE professional learning
- increase number of schools participating in school-based CRE professional learning
- Pre/post data from walkthrough tool demonstrating a positive trend
- Decrease in school referrals to special education broken down by subgroups
- Increase in student performance in student subgroups
- Decrease in suspensions

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Focused Professional Development</p>
<p>Why is this a priority?</p> <p><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>The District’s Vision identifies the belief that <i>every student is capable of learning and achieving individual success and should be provided with significant opportunities to build on their strengths and interests and explore potential careers</i>. Currently this vision is not being achieved as evidenced by performance gaps between demographic groups. The District believes that in order to reach our vision, shifts in educator practice is needed. To support educators as instructional shifts are made, focused professional learning that helps educators identify why change is needed and how to execute these changes will be provided to stakeholders. The District strives to create targeted professional learning. This will be done by connecting professional learning to other priorities as a way to maximize impact of targeted subgroups.</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>Professional learning of school leaders (CRE Awareness Series-priority 1) will build connections to changing school demographics (Data-priority 3). This work will connect data, to practice in an effort to build action steps towards change.</p>	<ul style="list-style-type: none"> ● Change in building will not occur unless school leaders have a clear understanding of the issues and are able to reflect upon the culture/climate in their buildings. ● School leaders will build capacity by engaging in a series of 8 workshops focused on culture. ● School leaders will build capacity by engaging in 2 book studies focused on culture. ● School leaders will apply their learning by working with teacher/ teaching assistant leaders to implement learning experiences with their building staff. 	<ul style="list-style-type: none"> ● An increased number of school leaders will attend learning experiences that focus on cultural issues. ● An increased number of school leaders will implement learning experiences focusing on culture in their buildings. ● School leaders will provide end of workshop feedback that identifies self reflection and areas of changes they plan to make in their buildings. 	<ul style="list-style-type: none"> ● Common time for school leaders to meet. ● Funding to hire a consultant to provide workshop series ● Funding to secure resources (e.g books) to implement building level learning experiences. ● Framework to support school leaders in creating a structure for learning that meets the needs of their staff. (e.g book study template, awareness series recording framework, discussion points to begin conversations around culture, needs assessment surveys)
<p>Professional learning to prepare and execute school walkthroughs</p>	<ul style="list-style-type: none"> ● In 2020/21 a tool was designed to bring awareness to staff in regards to the 	<ul style="list-style-type: none"> ● Data team members will submit baseline data after their initial cultural audit. 	<ul style="list-style-type: none"> ● Common time for teams to be trained

Priority 2

<p>(priority 1) will be given to data teams (priority 3). The Local CR-SE Walkthrough Tool was designed to align with NYSED's CRSE Framework. The plan to connect the data team was made to create a bridge between data and the impact of the learning environment.</p>	<p>NYSED CRSE Framework and our local alignment to the goals established in the document. This tool could not be utilized due to COVID restrictions.</p> <ul style="list-style-type: none">● During 2020/21 building data teams were formed and charged with understanding our local assessment data and identifying ways to close gaps between subgroups.● Aligning environment and practice to the CRSE Framework is believed to be a pathway to close performance gaps.● Data teams will be given professional learning that focuses on the CRSE framework and the implementation of the Tool Kit.● Data teams, once trained, will complete a cultural audit of their building using the toolkit.● Data teams will meet with facilitators to discuss data and ways to improve school environments.● Data teams will present findings to school inquiry teams and collaboratively	<ul style="list-style-type: none">● School inquiry teams, under the direction of the data team, will collect and submit end of year cultural audit data.	<ul style="list-style-type: none">● Release time for data teams to do walkthroughs.● Fund for resources text, art work , professional learning" identified as a need after the baseline data is received.
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Priority 2

	<p>identify areas for local improvement.</p> <ul style="list-style-type: none"> ● At the end of the year, data teams will use the tool kit to lead their school inquiry team in cultural audits to determine if changes have occurred. 		
<p>Professional learning to build awareness in teaching and teaching assistant stakeholders will be executed by teacher leaders (building CRE capacity, priority 1). Using teacher leaders to lead this professional learning has been identified as a way to create change by building tools to navigate difficult situations in an environment that includes maximum peer support.</p>	<ul style="list-style-type: none"> ● Teacher/Teaching Assistant leaders who have engaged in CRE work in 2020/21 will be asked to lead targeted professional learning with their peers. ● Teacher leaders/Teaching Assistant leaders will be provided with the resources and support they need to execute learning experiences. ● Teacher/Teaching Assistant leaders will identify colleagues who chose to engage in learning experiences and who are willing to move into a leadership role in supporting this work in their home school. ● Teachers and teaching assistants will create core teams in buildings to assist school leaders who are implementing building level learning experiences. 	<ul style="list-style-type: none"> ● Increased number of teachers/teaching assistants who attended CRE learning experiences. ● End of learning experience reflection data that identifies a change ● Increased capacity of local number of teacher/teaching assistant leaders supporting the execution of professional learning focusing on CRE. 	<ul style="list-style-type: none"> ● Funds to pay stipends to teacher/teaching assistant leaders who will execute professional learning experiences. ● Resources to guide professional learning experiences (e.g. slide decks, video links, documents, activities) ● Time to present workshops (before school, department meeting, after school). ● location for in person learning experience that have a computer, presentation board, sound and seating OR if needed, virtual Zoom links.

Priority 2

<p>Providing Stakeholders with learning experiences that are structured differently will improve our ability to reach different types of learners at different levels of readiness.</p>	<ul style="list-style-type: none"> ● Workshop series that are provided with a live facilitator over an extended period of time will allow for focused learning and opportunities to apply and discuss work. ● Book studies will afford participants with opportunities to read vetted texts and engage in courageous conversations with colleagues to build understanding and developing strategies for discussing difficult topics of conversation. ● Recorded Awareness Sessions with follow-up artifacts will be available to learners with schedules that do not align with live learning experiences. ● Course(s) (45 hours) focused on culturally responsive practices will be made available to educators looking for a targeted learning experience presented over an extended period of time. 	<ul style="list-style-type: none"> ● Participation rate in different types of learning experiences (face to face, synchronous online, asynchronous online, stand alone workshop, workshop series, course, book study) 	<ul style="list-style-type: none"> ● Trained facilitators for each type of learning experience. ● Funds to provide stipends to facilitators. ● Learning resources packaged to present in different learning structures. ● location for in person learning experience that have a computer, presentation board, sound and seating ● Zoom links for synchronous and asynchronous online workshops ● Learning Management system with created work to present courses.
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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.

By the end of 2021/22, the District strives to have increased representation from all buildings in professional learning experiences focused on Culturally Responsive Learning and/or Data Analysis. Representation will be measured against baseline data recorded in 2020/21.

By the end of 2021/22, the District strives to see an increase in the number of school leaders who can identify one or more learning experiences focused on culturally responsive teaching or data analysis that has been created for and/or executed in their buildings. Increase will be measured against baseline data of work completed in 2020/21.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Data Analysis</p>
<p>Why is this a priority?</p> <p><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>The District’s Vision identifies the belief that <i>every student is capable of learning and achieving individual success and should be provided with significant opportunities to build on their strengths and interests and explore potential careers</i>. Currently this vision is not being achieved as evidenced by performance gaps between demographic groups.</p> <ul style="list-style-type: none"> ● Identified gaps in learning and academic performance amongst subgroups ● Need to continue increasing student participation in Grade 3-8 ELA and Math assessments ● Secure consultant to provide professional learning, assist and support school leaders and Data team to access and analyze various data points including subgroup data ● Create timeline for implementation of data analysis cycle for the 2021-2022 school year ● Utilize data team for CRE-SE walkthroughs using walkthrough tool, analysis of pre/post results

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>Build capacity in each school to utilize data to improve student achievement</p>	<ul style="list-style-type: none"> ● Secure consultant to provide professional learning, assist and support school leaders and Data team to access and analyze various data points including subgroup data ● Create Data Teams in each school ● Data teams will attend professional development provided by consultant ● Consultant will work with data teams to analyze various data points including subgroup data ● Data will be utilized to identify needed interventions to support identified needs for subgroups and drive instruction 	<ul style="list-style-type: none"> ● Data teams will utilize data to identify gaps ● Data teams will determine areas in need of intervention ● Data teams will plan presentations in order to share data and meet with grade level colleagues/departments ● Survey data after attending professional development 	<ul style="list-style-type: none"> ● funding for consultant ● Data team members ● Planning time ● funding for stipends for data team to meet after school ● Schedule for timeline of team meetings ● Room for in-person meetings; zoom links

Priority 3

<p>Data teams will be able to meet with their grade levels/departments to share data, analyze data and identify appropriate classroom interventions.</p>	<ul style="list-style-type: none"> ● Determine data needed for grade level/department meetings ● Facilitate grade level/department data analysis meetings ● Connect data to subgroups ● Determine interventions that target social, emotional, cultural and academic needs 	<ul style="list-style-type: none"> ● Attendance of teachers attending grade level/department meetings ● Summary of meetings and interventions to be shared at data team meetings with administrators. ● Anecdotal notes on how teachers are using data 	<ul style="list-style-type: none"> ● Data team members ● Planning time ● funding for stipends for data team to plan for grade level/department meetings ● Schedule for timeline of grade level/department meetings ● Room for in-person meetings; zoom links
<p>Utilize trend data to determine success of interventions and progress of subgroups</p>	<ul style="list-style-type: none"> ● Data will include 3 years to observe trends, and identify areas of strength and weakness ● Determine success of interventions ● Identify priority standards ● Identify needs, i.e., curriculum, instructional strategy, etc. 	<ul style="list-style-type: none"> ● NYS ELA and Math data ● NYSESLAT data ● NWEA ELA and Math data ● Guided Reading data (K-5) ● EnVision Math data (K-5) ● Formative assessment data ● Pre-Post assessment (6-12) ● Successmaker ELA and Math (6-8) ● Attendance data ● Suspension data ● Graduation data 	<ul style="list-style-type: none"> ● Funding for consultant to provide 3 year trend data ● Schedule for data team and administrators to meet and determine success and needs ● stipends for data team member to meet after school with administrators

Priority 3

<p>Data Team will attend Professional learning to prepare and execute school walkthroughs (priority 1). The Local CR-SE Walkthrough Tool was designed to align with NYSED’s CRSE Framework. The plan to connect the data team was made to create a bridge between data and the impact of the learning environment.</p>	<ul style="list-style-type: none"> ● In 2020/21 a tool was designed to bring awareness to staff in regards to the NYSED CRSE Framework and our local alignment to the goals established in the document. This tool could not be utilized due to COVID restrictions. ● During 2020/21 building data teams were formed and charged with understanding our local assessment data and identifying ways to close gaps between subgroups. ● Aligning environment and practice to the CRSE Framework is believed to be a pathway to close performance gaps. ● Data teams will be given professional learning that focuses on the CRSE framework and the implementation of the Tool Kit. ● Data teams, once trained, will complete a cultural audit of their building using the toolkit. ● Data teams will meet with facilitators to discuss data and ways to improve school environments. 	<ul style="list-style-type: none"> ● Data team members will submit baseline data after their initial cultural audit. ● School inquiry teams, under the direction of the data team, will collect and submit end of year cultural audit data. 	<ul style="list-style-type: none"> ● Common time for teams to be trained ● Release time for data teams to do walkthroughs. ● Fund for resources text, art work , professional learning” identified as a need after the baseline data is received.
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Priority 3

	<ul style="list-style-type: none">• Data teams will present findings to school inquiry teams and collaboratively identify areas for local improvement.• At the end of the year, data teams will use the tool kit to lead their school inquiry team in cultural audits to determine if changes have occurred.		
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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.

By the end of 2021/22, the District strives to build the capacity of our stakeholders in order to understand and utilize data. An increase in the number of trained staff members prepared to do this work will be measured against 2020-2021.

By the end of 2021/22, the District strives to utilize data to drive instruction leading all subgroups to improve socially, emotionally, and academically. State and district data will be measured against baseline data to measure growth by the end of 2022.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	
<p>Why is this a priority?</p> <p><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.

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 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.

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>
Stacey Scalise	Assistant Superintendent Elementary, PPS	District Wide
Kathleen Keane	Assistant Superintendent	District Wide
Charles Cabrera	Teacher	Wm Paca MS
Victoria DeSantis	Teacher	Tangier Smith
Gary Bretton	Principal	WFLC
Nancy Dittmeier	Teacher	Moriches
Danielle Durkin	UPK Coordinator	WFUPK
Jacqueline Engasser	Teacher	Hobart
Keith Fasciana	Principal	WFE
Michele Gode	Principal	WM Paca MS
Toni Komorowski	Principal	Tangier Smith

Our Team's Process

Emilie Larson	Homeless Liaison - Social Worker	District Wide
Kelly Nelmes	Teacher	WFE
Matthew Sanders	Principal	WFMS
Mary Siano	Teacher	WFE/Director WF Teacher Center
Mary Koehler	Director of Grants, Elementary Education, ENL	District Wide
Christine Rosado	Director of Secondary Education & STEM	District Wide
Malasia Walker	Director of Special Education	District Wide
James Westcott	Principal	Hobart
Melissa Worthington	Teacher	Woodhull
Albert Peterson	Director of Student Information & Secondary	District Wide
Jillian Lee	Teacher	Woodhull
Deirdre Redding	Principal	Moriches
Ravi Seeram	Asst. Director Special Education	District Wide
Deborah Gurney	Director of Student Services	District Wide
Erica Peralta	Assistant Principal	Woodhull

Our Team's Process

Philip Scotto	Principal	WFHS
Lisa Paschitti	Asst. Principal	WFHS
Jennifer Shildkraut	Parent	Woodhull, WFMS
Steven Glauber	Parent	WFMS, HS
Heather Murillo	Principal	Woodhull
Christina Casiano	Parent	Tangier Smith
Lorraine Meyer	Teaching Assistant	Hobart
Kevin Durant	Teacher	Wm Paca MS

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
5/5/21	Zoom
6/2/21	Zoom
6/9/21	Zoom
6/10/21	Zoom
7/28/21	Zoom

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).