New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Mount Vernon City School District	Dr. Waveline Bennett-Conroy

2022-23 Summary of Priorities

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

1	**Teacher Best Practices:** Provide targeted and tiered academic, behavioral, and social emotional support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).
2	**Social Emotional Learning**: Strengthen relationships, social-emotional well-being, and inclusivity within the school community.
3	**Family & Community Engagement**: Re-establishing the trust between District and families regarding student needs and safety and providing consistency for parental re-engagement into school building activities/community.
4	-
5	-

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	**Teacher Best Practices:** *Provide targeted and tiered academic, behavioral, and social emotional support to all students through the development of Multi-Tiered Systems of Supports Plans (MTSS).*

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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The MTSS supports the district vision which maximizes educational opportunities for all students. MTSS plans are developed to address the educational experience for all learners. This is a commitment that will further strengthen our students' experiences as learners while allowing collaboration within the district.
	
	This priority is influenced by the "How Learning Happens" document. It specifically is linked to Intentionality: "Every child has intentional opportunities to practice and build social, emotional and cognitive skills." Being intentional with all tiers of instruction and using data to guide instructional decisions supports this.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	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?
Data Driven Instruction (DDI) Protocols	• The district will support the implementation of DDI Frameworks and participate in professional development (How do you know if students are learning? When they are not, what do you do about it? Assess – Analyze – Act – Build Cycle)	• DDI Professional Development agendas and notes in Office 365 folder.	• DDI professional development to ensure that all educators know how to analyze data
Data Teams Administrators, teachers, and school counseling staff analyze student data (inclusive of student work samples, common assessments trends, NYS 3-8 tests, Regents, i-Ready, SAT/PSAT, International Baccalaureate, Advanced Placement, suspension/referral, attendance)	• The district will identify data teams (administrators, teachers, and school counseling staff) and provide DDI professional development on how to evaluate student data and use it to inform academic, behavioral, and social-emotional decisions. • Schools will use assessment data (formative and summative) frequently to place students in the appropriate interventions support. • Schools will use assessment data (formative and summative) to remove students from interventions when goals have been met.	• The district will develop subgroups' short- and long-term goals (Measure of Interim Progress) based on NYSTP data and grade level benchmarks. • Schools (administrators and teachers) will develop short- and long-term goals for groups of students at the beginning of the year and then adjust at the middle of the year based on grade level benchmarks (DIBELS, iReady, Waterford, Fundations, Local Assessments and NYSTP data).	• Time for data teams to meet to discuss student data

Standards-Based Curriculum Development K-12	• School administrators and grades K-12 teachers will work to align curriculum to the NYS Learning Standards for ELA, math, social studies, and science. • School administrators and grades K-12 teachers will integrate the models of instruction (Balanced Literacy & Workshop Model).	• School administrators will conduct walkthroughs to monitor the progress of implementation of standards-based instruction. • Teachers will participate in focus groups to offer feedback on progress with curriculum maps and standards-based lessons.	• Professional development to ensure that all educators know how to design and implement standards-based lessons • Time to unpack the NYS Learning Standards
Development of K-12 Tier 2 and 3 Interventions (RTI)	• Administrators and teachers will use collaborative planning time to analyze formative & summative assessments • Administrators and teachers will determine and develop Tier 2 and 3 Interventions (RTI) Strategies (If/Then charts) for various groups of students based on research-based interventions embodied in core resources (Fundations, Math Diagnostic Intervention System, Foundational Literacy Intervention System)	• School administrators will conduct walkthroughs to monitor the progress of implementation of K-12 Tier 2 and 3 Interventions (RTI). • Teachers will participate in focus groups to offer feedback on progress K-12 Tier 2 and 3 Interventions (RTI).	• Professional development to ensure that all educators know how to design and implement Tier 2 and 3 Interventions (RTI) • Time to unpack and implement Tier 2 and 3 Interventions (RTI)
Instructional Walkthroughs	• School administrators will visit K-12 classrooms to conduct informal walkthrough visits. The walkthrough tool will be revisited, and a new non-evaluative tool will be developed and shared with teachers. Principals will have a PD update and decide on a plan for scheduling visits.	• School administrators will conduct informal walkthroughs (and provide feedback) to ensure all teachers are implementing differentiated instructional strategies and Specially Designed Instruction (SDI) for students with IEPs during core & intervention instruction.	• Time scheduling for walkthroughs • Professional Development on walkthrough tool and expectations

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.

- Increase (at least 3% subgroup growth targets from previous year) student growth targets on local measures.
- Increase (at least 3% subgroup proficiency rate from previous year) student performance/achievement on NYS 3-8, Regents, PSAT/SAT/ACT, International Baccalaureate, Advanced Placement assessments.
- K-12 Student Survey Data - I am aware of my academic goals and what I must do to improve. (Desired Response: 75% agree or strongly agree)
- K-12 Student Survey Data - My teacher utilizes a variety of strategies to meet my learning needs. (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - What percentage of your students met their academic goal in math and ELA this year? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - The professional development learned this year has expanded my instructional repertoire to effectively teach to my students' varied learning styles? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - What percentage of your students met their academic goal in math and ELA this year? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - The quality of student assignments/projects has increased my child's academic performance this school year? (Desired Response: 75% agree or strongly agree)

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	**Social Emotional Learning**: *Strengthen relationships, social-emotional well-being, and inclusivity within the school community.*
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)?*	This commitment is in direct alignment with our vision because for students to become fully engaged learners they need to feel comfortable in their learning environment. This emerged as something to commit to because SEL (Social Emotional Learning) is a major component of student success. We would like every child to feel safe and respected so they can express their feelings to have trusting relationships with adults and peers. From the student interviews we were informed that students have healthy relationships with their teachers, can express their emotions, and that their teachers are interested in their ideas. They felt there should be more activities and functions available to strengthen these relationships. We need to create opportunities for students to begin interacting and attending extracurricular activities and community events. During discussions within our schools as they completed the Equity Self-Reflection, it became apparent that our district needs to pay more attention toward affirming each individual student's identity. This theme also came up during our interviews with students, where students shared that at times there can be a sense that some students are favored more than others. When reviewing district survey data on the Staff, Student, and Family Surveys revealed that we have some additional work to do on creating a culture that is positive and upbeat and is welcoming to all students.

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?
Implement and Integrate SEL (Social Emotional Learning) throughout the curriculum	• Promote Social and Emotional Support Services through Schoology and other online platforms, bulletin boards, homeroom announcements. • School counseling staff (social workers and psychologists), teachers, and administrators will support the implementation of SEL Frameworks and participate in professional development (Self-awareness, Self-management, Social awareness, Relationship skills, Responsible decision-making).	• Increase student attendance rate • Decrease discipline referrals • Decrease suspensions • Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the implementation and integration.	• School counseling staff (social workers and psychologists), teachers, and administrators will support the implementation of SEL Frameworks and participate in professional development • Collaborative time for school counseling staff (social workers and psychologists), teachers, and administrators
Redefine PBIS (Positive Behavior Interventions and Supports) expectations with both faculty and students throughout the school year	• Principal discussions with faculty and students at the beginning and middle of year to delineate PBIS expectations. • Teacher discussions with students delineating PBIS expectations at multiple points during the school year • Review PBIS data from 2021-2022 to determine the top 3 discipline areas • School leaders and PBIS Teams will continue to partner with BOCES to provide all teachers with lesson plans, strategies, and best practices around	• Increase student attendance rate • Decrease discipline referrals • Decrease suspensions • Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the PBIS implementation.	• Social work, psychologists, teachers, administrators, and school counseling staff will support the implementation of SEL Frameworks and participate in professional development • Professional development for school counseling staff (social workers and psychologists), teachers, and administrators

	Tier I, II and III interventions to support academic achievement, and social emotional wellness		
Mentoring Program for Students	• Exploration of a mentor program where at-risk students are paired with teachers to meet with them weekly to provide necessary support and guidance. They will also explore potential quarterly large group meetings and activities with the mentors and mentees as a collective group.	• Increase student attendance rate • Decrease discipline referrals • Decrease suspensions • Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the Mentoring Program implementation.	• Professional development for teacher mentors. • Release time for teachers and students
Anti-Bullying Campaign - No Place for Hate	• School administrators in collaboration with the support staff, Dignity for All Students Act (DASA) team and No Place for Hate Committee will conduct assemblies, classroom presentations, parent workshops and professional development focused on bully prevention, tolerance, social justice, career development, health and fitness, and academic strategies to support student outcomes.	• Decrease discipline referrals • Decrease suspensions • Staff, student, and parent surveys will be conducted to evaluate the effectiveness of the Anti-Bullying Campaign.	• Lesson Plans • School-wide assemblies • Quarterly school-wide activities • PTA meeting minutes

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.

- Increase (at least 3% subgroup growth target from previous year) student growth on local measures.
- Increase (at least 3% subgroup proficiency rate from previous year) student performance/achievement on NYS 3-8, Regents, PSAT/SAT/ACT, International Baccalaureate, Advanced Placement assessments.
- Increase (at least 3% from previous year) student attendance rate
- Decrease (at least 3% from previous year) discipline referrals
- Decrease (at least 3% from previous year) suspensions
- K-12 Student Survey Data - I am aware how attendance is connected to academic success and prepares me for college and career readiness. (Desired Response: 75% agree or strongly agree)
- K-12 Student Survey Data - Do you feel that the staff at your school were responsive to your social and emotional needs? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - I am aware of how the attendance policy assists with monitoring student attendance and maintaining accurate records? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - Do you feel that you were more connected to the students because of the SEL lessons conducted throughout the school year? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - I am aware of how the attendance policy assists with monitoring student attendance and maintaining accurate records? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - Do you feel the school community was responsive to the needs you and/or your child faced throughout the school year? (Desired Response: 75% agree or strongly agree)

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	**Family & Community Engagement:** *Re-establishing the trust between District and families regarding student needs and safety and providing consistency for parental re-engagement into school building activities/community.*

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? Equity Self-Reflection? Student Interviews?*
  ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	The MVCSD remains committed to developing and cultivating our relationships with families as equal partners in their child's education by addressing the following areas of need:
	
	1) empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district, and schools,
	
	3) sharing ownership for increasing student achievement and school improvement, and,
	
	4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district, and schools, then families will understand the district's vision for student achievement and strengthen home-school connections.

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?
College and Career Readiness	The district will continue its differentiated program strand for high school parents aligned to college and career readiness standards, i.e., implementing college information nights, financial aid application technical assistance sessions, and career fairs.	Parent survey/ questionnaire will be conducted to gather feedback. The results will drive future topics/ offerings.	Schedule, money for meetings, ongoing commitment
Parent Communication and Engagement	Ongoing Professional Development opportunities for teachers aligned with district smart goals which speak to increase communication, collaboration and contact with families.	Parent survey/ questionnaire will be conducted to gather feedback. The results will drive future topics/ offerings.	Schedule, money for meetings, ongoing commitment
ENL and Special Education Student and Family Quarterly Workshops	ENL and Special Education Department will meet over family zoom/in-person workshops to ensure effective communication of school-wide events, programs, offerings. This will also be a forum for cultural responsiveness. Translation will be provided	Parent questionnaire will be conducted to gather feedback. The results will drive future topics/ offerings.	Schedule, money for meetings, ongoing commitment

Wellness Committee	Wellness workshops are geared to meet the needs of students, staff, and parents as they relate to mental, emotional, financial, educational, and physical wellness.	Staff and student surveys will be conducted. Staff and student participation rates will be monitored and gauge understanding of message.	Schedule, money for program, ongoing commitment
Parent Resource Center	Wellness workshops are geared to meet the needs of students, staff, and parents as they relate to mental, emotional, financial, educational, and physical wellness.	Staff and student surveys will be conducted. Staff and student participation rates will be monitored and gauge understanding of message.	Schedule, money for program, ongoing commitment
Class Parent	Each homeroom will have a class parent to coordinate activities as needed.	Increased parent involvement and participation in classroom events.	Screening parents, Training of Parents.
Quarterly parent engagement activities	Teachers will collaborate during planning sessions to create activities in which parents can reinforce at home.	Increase in parents attending events. Increase in students' academic achievement.	Parent engagement calendar of events
Community Resource Fair/Job Fair for Parents	The SBST will reach out and support family members by providing resources and services available within the Westchester County community.	1) Attendance of parents/guardians at these activities. 2) End of activity Survey/Evaluation	Community Leaders, Parent Liaison, Administrative Team, SBST Team, MVPD Mental Health Council, F.A.C.E. Committee
Adult Education	Parents can take courses in Basic Literacy, GED, and ESL.	Enrollment numbers, Scores on Post testing, TABE Post Tests, and number of referrals to GED test, and successful job placement.	Federally funded grant. (EPE grant). Housed at Lincoln School
Chat & Chew with the Principal	These chats will be targeted around instruction and addressing the needs of our students	Provide parents with surveys about the effectiveness of these chats	Schedule, money for program, ongoing commitment

Priority 3

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.

- Creation of Parent Resource Center housed at Mv Steam Academy.
- Opening of Community School at Benjamin Turner Middle School Campus.
- Zoom and in person meetings – Orientation, conferences, Virtual PTA meetings and Virtual Grade/Class Parent Meetings, Virtual Family Game & Movie Nights.
- The district's parent and community engagement advisory committee will create a measurement and feedback framework aligned to the 2022-2023 action plan.
- Increased percentage (at least 3%) of parent attendance at district and/or school functions as seen from data reports reflected from Parents
- K-12 Student Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: 75% agree or strongly agree)
- K-12 Staff Survey Data - Do you feel that your parents were more engaged in your learning this year? (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - I, as a parent/guardian, feel like I have input in my child's learning at school. (Desired Response: 75% agree or strongly agree)
- K-12 Family Survey Data - The parent/guardian feels connected to this school. (Desired Response: 75% agree or strongly agree)

PRIORITY 4
This section can be deleted if the District does not have a fourth priority.

Our Priority

What will we prioritize to extend success in 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.

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

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 (if applicable)
Dr. Jamal Doggett	Assistant Superintendent of Curriculum and Instruction	District
Dr. Satish Jagnandan	Director of STEAM (K-12)	District
Dr. Marguerita G. Circello	Standards Administrator Bilingual/ENL & WL	District
Dr. Joyce Corpas	Special Education Supervisor	District
Dr. Pauline Pearce	Principal	MVHS (Mount Vernon High School)
Mrs. Rebecca Jones	Principal	Lincoln
Mrs. Rita James	Parent Liaison	Grimes & Edward Williams Schools

Meeting Dates

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

Meeting Date	Location
July 20, 2022	Zoom
July 27, 2022	Zoom
July 28, 2022	Zoom
August 3, 2022	Zoom

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	The perspective of this group has been incorporated into the DCIP through: • Staffing for Extended Day Programs • Summer RTI Planning Committee Work • Staffing for Summer School Programs • Designing Curriculum and instruction that specifically targets the learning needs of low-performing students • Providing data analysis to better inform practice and programs • Professional Development Initiatives

Parents with children from each identified subgroup	The perspective of this group has been incorporated into the DCIP by empowering families through ongoing educational and leadership professional development opportunities, including parent-led program strands, 2) creating culturally responsive-sustaining and collaborative spaces to foster relationship building and trust between parents, the district and schools, 3) sharing ownership for increasing student achievement and school improvement, and, 4) leveraging the use of technology and the parent liaison personnel to increase the frequency, effectiveness, and timeliness of communication between parents, the district and schools, then families will understand the district's vision for student achievement and strengthen home-school connections.
Secondary Schools: Students from each identified subgroup	The perspective of this group has been incorporated into the DCIP through: • Partnership with Community Based Organization, MV STRONG, to provide tutorials during class as well as wrap around services after the summer school day has ended. • Inventory of two specific cohorts: graduating class of 2020 and 2021 for alternative placement in District sponsored Sundown Academy, offering accelerated course options for students. • Counselor will create a list of deficiencies and needs for each of the "on edge" students (to be defined by numbers of credits and Regents that are close but not on pace for Graduation. We will then assign students to different teachers who help provide support and assistance in their deficient areas. • Further develop our curriculum around backward planning. Utilizing the ideas surrounding understanding by design we will develop units around "Big Ideas." • Data analysis of attendance rates, daily formative assessments based on Summer School instructional delivery. • ELA, History, SPED, and ENL Teachers will offer culturally responsive targeted sustained instruction to these groups so that students can identify and relate to content material making real life connections. This instruction will increase student engagement and participation more in class discussions, group projects, etc. • ELA, SPED, and ENL Teachers will meet with Grade Level PLCs (Professional Learning Communities) to offer instructional solutions that target their areas of expertise. • Math: Design lessons to include explicit direct instruction (modeling through think aloud, guided practice, informative feedback).

Submission Assurances

Directions

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

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