



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hyde Park Central School District	Pedro Roman, Ed.D.

## 2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	<b>Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.</b>
2	<b>Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.</b>
3	<b>Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.</b>

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>Create consistent, equitable, and accessible educational experiences for all students and staff aligned with the NY State Standards and our Portrait of the Hyde Park Learner and HPCSD Employee.</b></p>
<p><b>Why is this a Priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>Through the use of an extensive, district-wide needs assessment and monitoring process conducted by both the District Leadership Team (Internal and External Stakeholders) and the Instructional District Leadership Team, Priority Area 1 was refined to ensure that all academic pursuits are both aligned with the attributes of the Portrait of the Hyde Park Learner/Employee, NYSED Standards, and were applied in a consistent, equitable, and accessible way. This provides a direct connection between this Priority Area and the Mission, Vision, and Core Values developed for the district. Further, this Priority Area is consistent with the 5 Strategic Planning Areas that will shape the District's work now and into the future.</p> <p>This Priority Area 1 was developed by aggregating the needs assessments conducted by all 6 of the school buildings which consisted of a whole staff review of site based data (Demographic, Student Performance, Perceptual). The comprehensive needs assessments included both Haviland Middle School (previously identified as TSI and returned to LSI for 24-24) and Ralph R. Smith Elementary who was newly identified as TSI for students with disabilities. The needs assessments highlighted several areas that supported the inclusion of this Priority Area. Specifically:</p> <ul style="list-style-type: none"> <li>• Reading and Math scores K-5 generally fall at or below the NYS average.</li> <li>• Students continue to feel that they don't have as much say in what they learn and how they show what they learn.</li> <li>• The District's poverty rate continues to increase, post COVID.</li> </ul> <p>This Priority Area directly supports <i>Ralph R. Smith's <b>Commitment #1: We are committed to aligning our literacy instruction with the Science of Reading in order to improve academic achievement.</b></i></p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Science of Reading Training K-5	LETRs VOL1 Training for 39 Teachers a year for three years (117 total teachers).	DCIP, SCEP, Title II, and General Funds will be required to support the training of all K-5 teachers over a three year period of time. This includes partnerships with DCBOCES, multiple cohorts of staff, and teacher release time to accomplish.
Authentic Performance Tasks Development:	Provide students opportunities to solve real-world problems and demonstrate what they have learned through multiple modalities (1 performance task per grade level/content area) Developed in support of the NYSED Blue Ribbon Commission on Graduation Measures recommendation	DCIP Funds, the services of Diane Cunningham, Ph.D., teacher release time and summer curriculum hours will need to be dedicated to this multi year project. Mindsets around curriculum and assessment will also need to change. Finally, NYSED’s vision for graduation measures and timelines will assist in moving this forward over the long term.
Content Coaching Model (ELA and Math K-12):	Develop a full Content Coaching Model that supports and develops teachers in the content areas of Math, Literacy, and Technology.	Title I and General Funds will be utilized to hire and train 2 literacy coaches and 2 math coaches. The coaches will work under the supervision of the directors of Humanities and Math/Science. Short and long cycle coaching rounds will be utilized and a potential partnership with Marist College will help study the effects of the program.
Co-Teacher Coaching:	Provide coaching for special education co-teaching partners that strengthens our co-teaching model and practices K-12.	General Funds, a partnership with BOCES, and teacher release time will be needed to ensure that the training and peer observation time takes place.
Improve Tier-I Instructional Practices K-12:	Strengthen Tier-I Instructional Practices (K-12) by focusing on: 1. Course/Grade Scope and Sequence	Title II (trainers) and Title II (content coaches) will work with directors and administrators to

Priority 1

	<ol style="list-style-type: none"><li>2. Alignment to NYSNGLS</li><li>3. Assessments (formative, summative, performance tasks)</li></ol>	audit grade level curriculum ensuring that a comprehensive scope and sequence, aligned to the NYSNGLS standards (supportive of the Portrait of the Graduate and CRSE Framework), with both standards based formative and summative assessments exists for all grade levels and courses.
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## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

##### **Science of Reading Training K-5:**

- 30 or more K-5 teachers will have completed the LETRs Volume 1 Training and are implementing Sciences of Reading based Literacy Instruction in their classrooms (Systematic and Cumulative, Explicit and Direct, and Responsive and Authentic Instruction).
- Scores on MAP Reading Fluency Assessments increase in the areas of Oral Language, Phonological Awareness, Phonics, Comprehension, and Fluency.
- MAP Growth and NYSED 3-5 ELA scores increase by 2%-5% (in grades previously assessed).

##### **Authentic Performance Tasks Development:**

- Cohort 1 of 3 will have designed, created, delivered, and reflected on a comprehensive Authentic Performance task for their grade level or content area course.
- Excitement will have grown due to the success of Cohort 1's work and clear timelines and guidance from NYSED that is scheduled to come out in November of 2024.

##### **Content Coaching Model (ELA and Math K-12):**

- We will have established a K-5 Content Coaching Model and Team in the areas of Math and ELA.
- Coaches will have met with all new K-5 staff for a coaching cycle.
- Veteran Teachers will have received a short or long cycle coaching experience.
- Extensive before and after school Professional Learning opportunities will have existed and taken advantage of by staff.

##### **Co-Teacher Coaching:**

- Coaching teams will be identified and coached in best practices for special education co-teaching.
- Teams will have a chance to do peer observations.
- There will be a shift from "one teach, one assist" to "Parallel Teaching and Team Teaching" approaches.

##### **Tier-I Instructional Practices K-12:**

- K-5 ELA Scope and Sequence Documents will be created for each grade level.
- Course specific Scope and Sequence Documents will be created for all courses in 6-12 departments.
- Scope and Sequence Documents will be audited against the NYSNGSS Standards.
- Standards and performance based assessments (formative and summative) will be aligned.

Priority 1

**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
<b>Science of Reading Training K-5:</b> 30 or more teachers trained in the LETRs Vol 1.	June 2025	
<b>Science of Reading Training K-5:</b> Increased student scores on MAP Growth and MAP Reading Fluency.	Fall 2024 to Spring 2025	
<b>Authentic Performance Tasks Development:</b> 90% of Cohort 1 Teachers have designed and delivered an authentic performance task/assessment.	June 2025	
<b>Content Coaching Model (ELA and Math K-12):</b> 48% of the staff have received a coaching cycle in math over the last year and a half. At the end of this school year, 74% of the staff will have received a coaching cycle in math, including 3 new AIS math teaching staff. 26% of the staff will have received a coaching cycle in ELA.	June 2025	
<b>Co-Teacher Coaching:</b> 3 Integrated Co-Teaching teams have received a coaching cycle over the last year. At the end of this school year, at least 3 additional co-teaching teams will have received a coaching cycle, leading to 100% of the co-teachers having received coaching.	June 2025	
<b>Tier-I Instructional Practices K-12:</b> Scope and Sequence Documents are created and aligned to NYSNGSS for all courses grades 6-12 and ELA grades K-5.	May 2025	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>Promote an engaged and mutually accountable learning community where students, staff, families, and community partners embrace a growth mindset and collaborate to achieve excellence.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>In order to continue to improve student outcomes and to increase regular staff and student attendance, there is a need to better collaborate both internally and externally to build engagement. Additionally, the difficult challenges faced by school districts can only be solved when both families and the schools work together. By doing this we will highlight the Portrait of the Hyde Park Learner and Employee (Adaptable Innovator &amp; Responsible Citizen).</p> <p>The DCIP Plan for 23-24 focused on bringing the attributes of the portrait to life. With the addition of an updated Mission, Vision, and Core Values, this Priority Area is designed to help us move forward together and directly supports both <i>Ralph R. Smith's <b>Commitment #2</b> We are committed to fostering an environment that supports character development, while strengthening interpersonal relationships and school connectedness and <b>Commitment #3</b> We are committed to decreasing the percentage of students that are chronically absent from 17.5% to 15%.</i></p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Culturally Responsive and Sustaining Education:	Provide professional learning to all staff regarding the NYSED CRSE Framework.	Both Title II and General Fund resources will be utilized to provide staff with embedded professional development. This will then become one of the three "lenses" through which curriculum and instruction will be viewed (NYSNGSS, Portrait of the HPCSD Learner, and CRSE Framework).
SEL Screener and Support:	Fully implement the SEL screener and utilize a strengths-based approach when applying the results to target the development of particular SEL skills.	Title IV funds will be utilized to purchase the Devereux Student Strengths Assessment DESSA. This assessment will be utilized by building based teams to better meet the SEL needs of students K-8. Additional staff training and faculty time will be needed.
Family Engagement Opportunities:	<p>Provide family support and training opportunities for family and teacher engagement. The school should be the center of the community where everyone goes for support.</p> <ul style="list-style-type: none"> <li>● Family liaison support</li> </ul>	Funding from the Stronger Connections Grant will be utilized to create Family Liaisons who will work with families to identify barriers to full attendance/engagement. Physical plant resources for community space and counseling will be needed.
Attendance Matters Campaign:	<p>With student and family input, create a district-wide attendance campaign that includes:</p> <ul style="list-style-type: none"> <li>● Slogan</li> <li>● Advertisement materials in English/Spanish</li> <li>● Incentives</li> </ul>	General Funds will be utilized to create materials and publications for the district-wide goal of increasing student attendance. The tech department will work to produce audio/visual and print materials in support of the campaign.
Restorative Practices:	Identify and select staff members from each school to form restorative practice teams. These teams will receive comprehensive training on restorative practice principles,	Title II and General Funds will be utilized to provide "phase II" staff training in restorative practices. Funds will also be utilized to train



Priority 2

	facilitation techniques, and conflict resolution strategies to train staff in their buildings.	district trainers who will sustain the work moving forward.
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## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

##### **Culturally Responsive and Sustaining Education:**

- All staff will have received awareness level training on the CRSE Framework and how it can be used when making curriculum and instructional decisions.

##### **SEL Screener and Support:**

- All students (K-5) will be screened in the fall and spring of the 24-25 school year and all teachers will be trained to administer the assessment and use the results to benefit students.
- All students (6-8) will utilize the self assessment in fall and spring of 24-25.

##### **Family Engagement Opportunities:**

- Family Liaison Support: Based on perceptual and satisfaction survey results, we want to see an increase in two way communication, and connections with needs and resources

##### **Attendance Matters Campaign:**

- We will increase our daily attendance and lower our percentage of chronic absenteeism by 10% District Wide.
- Families and staff will be aware of the importance of regular school attendance.

##### **Restorative Practices:**

- Two staff in each of the six buildings will be trained as trainers.
- Staff in each building will receive training on restorative practices.
- Restorative Practices will be reflected in the code of conduct and discipline process in each building.

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**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
<b>Culturally Responsive and Sustaining Education:</b> All staff will have received awareness level training on the CRSE Framework and how it can be used when making curriculum and instructional decisions.	November 2024	
<b>SEL Screener and Support:</b> Students K-8 will receive the DESSA screener (K-5 DESSA Mini, 6-8 MESSR) in the fall and spring.	October 2024 & May 2025	
<b>Family Engagement Opportunities:</b>	June 2025	
<b>Attendance Matters Campaign:</b> A slogan for the 24-25 year will be established and a multi-media campaign in each building will encourage all students and staff to regularly attend school.	Slogan: September 2024 Campaign: September 2024 - June 2025	
<b>Restorative Practices:</b> Two staff in each of the six buildings will be trained as Restorative Practices Trainers for their buildings.	June 2025	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2024-25?</b></p>	<p><b>Increase student outcomes through the use of the established Continuous Improvement Framework and data review cycles to systematically grow at all levels of the organization.</b></p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this Priority fit into the District's vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right Priority to pursue?</i></li> <li>• <i>How does this fit into other Priorities and the District's long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>• <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></li> <li>• <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>With the adoption of the Portrait of the Hyde Park Learner (Summer 2023) and the addition of an updated Mission, Vision, and Core Values (Summer 2024) this Priority Area is designed to create common ways to operationalize our Vision. By using a common framework, committing to annual needs assessments at all levels, and aligning our work across the organization we intend to systematize the work of school and district improvement. Over the last two years, we have successfully laid the foundation for this work which has resulted in Haviland Middle School moving from TSI status to LSI status. Additionally, three of our four elementary buildings moved from PTSI to LSI, with only one moving from PTSI to TSI.</p> <p>This priority supports and helps us progress monitor the District Strategic Plan as well as all three of Ralph R. Smith's commitments:</p> <p><b>Commitment 1:</b> <i>We are committed to aligning our literacy instruction with the Science of Reading in order to improve academic achievement.</i></p> <p><b>Commitment 2:</b> <i>We are committed to fostering an environment that supports character development, while strengthening interpersonal relationships and school connectedness.</i></p> <p><b>Commitment 3:</b> <i>We are committed to decreasing the percentage of students that are chronically absent from 17.5% to 15%.</i></p>

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Building Based Data Dashboards:	The District Student Data Coordinator, Deputy Superintendent, and Harvard Strategic Data Project Fellowship Partners will create and study a multi-year implementation plan for embedding data analysis and school improvement planning at the individual school building level.	To support the expansion of this work we will utilize a two year partnership with Harvard University and take part in all training and services as required by the SDP Fellowship program.
Common Building Based Goal Setting and Tracking:	Each building and department will utilize a common goal setting and tracking form that includes both a common district-wide goal and building/department specific goals. Schedules for follow-up and support are established and will utilize the 4 Disciplines of Execution (4DX) model.	To build a common way of viewing goal setting, monitoring progress, and providing feedback. The administrative team will utilize the 4 Disciplines of Execution Framework found in “The 4 Disciplines of Execution for Educators” by Sean Covey, Lynn Kosinski, and Meg Thompson.
Annual Comprehensive Needs Assessments (building and district)	To further the Data for Continuous School Improvement model the District’s (District Leadership Team) and the Building’s (Building Leadership Team) will review their data (Perceptual, Demographic, Student Achievement) annually to measure progress towards goals and to establish annual priorities.	<p>DCIP funds and a contract with Education For the Future (EFF) will be required to help collect and disaggregate Perceptual Data and provide consultation services to the six building principals as they implement the framework with their staff.</p> <p>Dedicated time at faculty meetings and Professional Learning Mornings will be required for data analysis and goal setting.</p>

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2024-25 school year.

##### **Building Based Data Dashboards:**

- Beta testing of Demographic and Student Learning Data will take place at Ralph R. Smith (TSI) in the fall of 2024 before becoming available to the remainder of the district in the spring of 2025.
- School based teams will move beyond annual needs assessments to more real time analysis for use in meeting student learning and SEL needs.

##### **Common Building Based Goal Setting and Tracking:**

- The K-12 and Managers Leadership Team will build goals aligned to district priority areas, and the new strategic plan.
- A common goal to increase student and staff attendance will be established District-wide (reduce chronic absenteeism by 10%).
- The 4DX framework will be used by accountability partners to make goals public and monitorable.

##### **Annual Comprehensive Needs Assessments (building and district):**

- All buildings will utilize the Data for Continuous School Improvement Framework to conduct an annual needs assessment (Demographic, Student Performance, and Perceptual Data).
- The District Leadership Team will conduct an annual review of the district level data and utilize the needs assessments done by the buildings to monitor the 24-25 goals and establish priority areas for 25-26.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	<b>What we ended up seeing</b> ( <i>complete after the date listed in the preceding column</i> )
<b>Building Based Data Dashboards:</b> Beta testing of data visualizations and full rollout.	Fall 2024 (RRS), Spring 2025 (District-wide)	
<b>Common Building Based Goal Setting and Tracking:</b> All Administrators and managers will align goals and utilize a common goal setting framework (4DX).	Summer-Fall 2024	
<b>Annual Comprehensive Needs Assessments (building and district):</b>	June 2025	

## 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>
Dr. Pedro Roman	Superintendent	District
Dr. Gregory S. Brown	Deputy Superintendent	District
Melissa Lawson	Assistant Superintendent Pupil Services	District
Jennifer Criser-Eighmy	Director of Humanities	District
Kimberly Knisell	Director of Math and Science	District
Joanna Murphy	Director of Special Education	District
Matthew Darling	Principal	Ralph R. Smith Elementary
District Leadership Team	District and Community Decision Making Team	K-12 Students, and Community Representation
Instructional District Leadership Team	District-Wide Decision Making Team	K-12 Representation
Professional Learning Committee	District and outside agency decision making team	K-12 Representation, Community and Agency Partners
Literacy Leadership Team	District-Wide Decision Making Team	K-6 Representation



## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
District Leadership Team Dates: 1/18/24, 3/14/25, 4/25/24, 5/23/24	Hyde Park Elementary
Instructional District Leadership Team Dates: 10/25/23, 12/14/23, 2/14/24, 3/14/24, 5/16/24	Hyde Park Elementary
Professional Development Committee: 11/13/23, 2/29/24, 4/24/24, 7/24/24	District Office Conference Room
Parent/Teacher/Student Survey Dates: November 13, 2023 - through - December 1, 2023	Virtual (1479 Parents, 2078 Students (Grade 3-12), and 349 Staff)
SCEP Team Meeting Dates: 3/4/24, 3/20/24, 4/12/24, 4/25/24, 5/14/24, 5/21/24	Ralph R. Smith Elementary School & FDR Library
DCIP: Community Feedback and Engagement Sessions 7/16/24	Three virtual and In person meetings (District Office)

### Districts with Schools Identified for TSI/ATSI Support 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	The DCIP and SCEP teams collaborated once the SCEP commitments were established. Feedback was provided by SCEP team members and incorporated into the DCIP Plan.
Parents with children from each identified subgroup	Parents from RRS were invited to the DCIP Community Feedback and Engagement Sessions. Feedback was incorporated into the DCIP Plan.
Secondary Schools: Students from each identified subgroup	NA: Only Ralph R. Smith Elementary School has been identified as TSI for the 2024-2025 school year.

## Submission Assurances

### Directions

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

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

### Submission Instructions

**All Districts:** Submit to [DCIP@nysed.gov](mailto:DCIP@nysed.gov) by July 31, 2024, 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).