



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Geneva City School District	Lawrence Bo Wright

2024-25 Summary of Priorities

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

1	Academic Achievement: The district will provide engaging learning opportunities and instructional supports that foster academic growth for every student.
2	Equity & Inclusion: The district will ensure every student feels welcome in our schools, sees their own experiences reflected in the curriculum, and has equitable access to engaging learning opportunities.
3	Safe, Supportive Learning Environments: The district will increase access to mental health services, focus on social-emotional learning, and foster learning environments that promote high standards for behavior, strong interpersonal relationships, and positive culture within our school community.

PRIORITY I

Our Priority:

The district will provide engaging learning opportunities and instructional supports that foster academic growth for every student.

What will we prioritize to extend success in 2024 -25?

Why is this a Priority?

Things to potentially take into consideration when crafting this response:

- How does this Priority fit into the District’s vision, values and aspirations?
- Why did this emerge as something to prioritize?
- What makes this the right Priority to pursue?
- How does this fit into other Priorities and the District’s long-term plans?

Districts with schools identified for TSI, ATSI, or CSI should also consider:

- 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?
- In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?

The district commits to advancing Academic Achievement by focusing on the following areas:

- Our current data demonstrate that students’ academic progress must be supported so that they will meet or exceed grade-level expectations.
- Developing and implementing NYS Next Generation’s aligned curriculum with embedded formative assessments and authentic learning tasks are essential levers for improving student achievement.
- Gaps in learning will be identified, targeted, and addressed. Schools will work to reduce these gaps in knowledge and help students experience academic success with a particular emphasis on closing the achievement gaps between different demographics.

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 are necessary to support these strategies?
Data Informed Instruction	<p>Development of a district and building-level Data Wise implementation plans.</p> <p>Develop the role of Data Wise Champion for each school and the district.</p> <p>Organize Data Wise resources in a shared drive accessible to all Data Wise Champions.</p>	<p>Harvard Data Wise and Meeting Wise Book, templates, and related resources.</p> <p>Professional learning about the Data Wise process</p> <p>Collaborative Team Guidance GCSD document</p> <p>Consistent meeting structure</p>

Priority 1

	<p>All teaching staff will analyze instructional data to develop a Learning Centered Problem, Problem of Practice, and Action Plan.</p> <p>Explore the functionality of screener/diagnostics such as iReady, IXL, etc.</p> <p>A district-wide system will collect, organize, and disseminate instructional data in all tiers.</p>	<p>iReady, IXL, DIBELS</p> <p>EduTech Data Dashboard [Academic/Behavioral/Attendance]</p>
Research & Evidence-Based Practices	<p>100% implementation of the Geneva Instructional Framework in every classroom in the district.</p> <p>Common use of high-effect size strategies across all grade levels.</p> <p>Limit pullout of any student (especially ELLs) during Tier 1 and Tier 2 ELA, SLA, and Math instruction.</p>	<p>Instructional Framework document</p> <p>Walkthrough Template & feedback</p> <p>Hattie’s High-Impact Teaching Strategies</p> <p>WIN structures, AIS, structured study hall</p>
Professional Learning	<p>Teachers receive feedback on implementing the Geneva Instructional Framework, using the curriculum, and using Instructional Practices.</p> <p>Teachers are offered ongoing professional learning to support all content areas they teach.</p> <p>Geneva staff are tapped to develop and deliver professional learning internally.</p> <p>All PD is aligned with our SCEP and DCIP documents.</p>	<p>Walkthrough Template/Feedback Danielson Coaching Feedback Tool, formal and informal faculty-faculty observation</p> <p>Professional development team as a part of TLAC.</p>
Curriculum Design	<p>Development of Curriculum Maps for all content areas that do not yet have them.</p> <p>Adoption and/or refinement of instructional resources related to the curriculum</p> <p>Ensure alignment with the science of reading-based literacy practices at all grade levels.</p> <p>Ensure units of study include culturally responsive instructional resources.</p>	<p>Curriculum Map Review Process, system for feedback/review,</p> <p>Consistent use of a curriculum use approach; have shifted 3-4 philosophies over the last few years.</p> <p>Time allocated to curriculum design throughout the school year, including a reflective cycle.</p>

Priority 1

	Integration of content area standards into ELA units of study.	
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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 2024-25 school year.

- Grades K–8 iReady Reading Diagnostic improves from 38% on or above grade level to 48% from the Spring 2024 to Spring 2025.
- From Spring 2024 to Spring 2025, the iReady Math Diagnostic for Grades K–8 improved from 33% on or above grade level to 43%.
- By June 2025, at least 80% of teachers will have the professional development and resources to support their student’s academic growth.
- By June 2025, at least 70 teachers will have begun the Science of Reading professional learning series.
- By August 2025, the Graduation rate will be at least 86%

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 do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>								
43% on or above grade level on iReady Reading Diagnostic	<table border="1" style="width: 100%; text-align: center;"> <tr> <th>Spring 2024</th> <th>Fall 2024</th> <th>Winter 2025</th> </tr> <tr> <td>38%</td> <td></td> <td></td> </tr> </table>	Spring 2024	Fall 2024	Winter 2025	38%			<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Spring 2025</td> </tr> <tr> <td> </td> </tr> </table>	Spring 2025	
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33%										
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Priority 1

<p>At least 60% of teachers feel that they have the professional development and resources to support their student’s academic growth.</p>	<table border="1"> <tr> <td colspan="2" data-bbox="695 218 1094 281" style="text-align: center;">Winter 2025 Survey</td> </tr> <tr> <td colspan="2" data-bbox="695 281 1094 344"> </td> </tr> </table>		Winter 2025 Survey				<table border="1"> <tr> <td data-bbox="1110 218 1541 281" style="text-align: center;">Spring 2025 Survey</td> </tr> <tr> <td data-bbox="1110 281 1541 344"> </td> </tr> </table>	Spring 2025 Survey	
Winter 2025 Survey									
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<p>At least 60 teachers have begun the Science of Reading professional learning series.</p>	<table border="1"> <tr> <td colspan="2" data-bbox="695 407 1094 470" style="text-align: center;">Fall 2024 Total in All Cohorts</td> </tr> <tr> <td colspan="2" data-bbox="695 470 1094 533">64 teachers have begun</td> </tr> </table>		Fall 2024 Total in All Cohorts		64 teachers have begun		<table border="1"> <tr> <td data-bbox="1110 407 1541 470" style="text-align: center;">Spring 2025 Total in All Cohorts</td> </tr> <tr> <td data-bbox="1110 470 1541 533"> </td> </tr> </table>	Spring 2025 Total in All Cohorts	
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<p>August 2025 Graduation rate of at least 86%</p>	<table border="1"> <tr> <td data-bbox="695 596 894 701" style="text-align: center;">Winter 2025 Tracking</td> <td data-bbox="894 596 1094 701" style="text-align: center;">Spring 2025 Tracking</td> </tr> <tr> <td data-bbox="695 701 894 760"> </td> <td data-bbox="894 701 1094 760"> </td> </tr> </table>		Winter 2025 Tracking	Spring 2025 Tracking			<table border="1"> <tr> <td data-bbox="1110 596 1541 659" style="text-align: center;">August 2025 Actual</td> </tr> <tr> <td data-bbox="1110 659 1541 760"> </td> </tr> </table>	August 2025 Actual	
Winter 2025 Tracking	Spring 2025 Tracking								
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PRIORITY 2

Our Priority:

The district will ensure every student feels welcome in our schools, sees their own experiences reflected in the curriculum, and has equitable access to engaging learning opportunities.

What will we prioritize to extend success in 2024 -25?

<p style="text-align: center;">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 Priority 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 Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> ● <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> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p>The district commits to advancing Safe, Positive Learning Environments by focusing on the following areas:</p> <ul style="list-style-type: none"> ● Our district priority is “Safe, Positive Learning Environments.” ● Student short-term and long-term suspension data. ● National incidents of school violence. ● District initiatives to reduce the amount of student suspensions. ● Increased incidents of student behavior related to mental health concerns. ● Disproportionate suspension of students with disabilities and students of color. ● District initiative to revise the Code of Conduct. ● Staff survey indicating concerns about student behavior interrupting learning.
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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 are necessary to support these strategies?
Restorative/SEL Practices	Facilitate and lead SEL practices to teach foundational skills. Develop consistent procedures for engaging students in restorative conferences after conflict to teach and repair harm.	Student support staff (psychologists, social workers, counselors) and SEL coaches. (Also: Ericka/Dominick)
Data-Driven Instruction	Analyze student behaviors (referrals and suspensions) sorted into race and ability subgroups to identify disproportionality.	Data Wise Protocols - MTSS data. Attendance, discipline data; DESSA screener data/groupings

Priority 2

<p>MTSS</p>	<p>Tier 2/3 Intervention Support Teams in every school support students and teachers with identifying research-based interventions.</p> <p>Monitor the consistency of the use of collaborative teams at the district and school levels.</p> <p>Monitor the use of tier 1 practices in classrooms through the practices of instructional walkthroughs.</p>	<p>MTSS Teams - Regular/recurring meetings; Coaches and Interventionists. Parent Involvement</p>
<p>Professional Learning</p>	<p>Survey teachers and staff to identify areas of learning need.</p> <p>Provide focused PD on implementing the Code of Conduct and tiered supports at each school building.</p> <p>Provide ongoing professional learning focused on implementing tier 1 instructional practices.</p>	<p>Faculty Meeting time is dedicated to professional learning around specific topics identified by staff.</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 2024-25 school year.

- Increase in the use of restorative practices being implemented by staff integrated during instruction, as demonstrated by classroom walkthrough data from September 2024 to June 2025.
- 20% decrease in total student behavior referrals from June 2024 (5061) to June 2025 (4049).
- 20% decrease in the duration of Out-of-School suspensions from 194 students in June 2024 to 155 students in June 2025.

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.

<p>Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)</p>	<p>When we would want to achieve that success criteria</p>	<p>What we ended up seeing <i>(complete after the date listed in the preceding column)</i></p>
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Priority 2

<p>Increase the restorative practice by 5% from September 2024 to January 2025.</p>	<table border="1"> <tr> <th colspan="2"># of Restorative Practices Indicators Observed via Walkthroughs</th> </tr> <tr> <th>Sept. 2024</th> <th>January 2025</th> </tr> <tr> <td></td> <td></td> </tr> </table>	# of Restorative Practices Indicators Observed via Walkthroughs		Sept. 2024	January 2025			<table border="1"> <tr> <th># of Restorative Practices Indicators Observed via Walkthroughs</th> </tr> <tr> <th>June 2025</th> </tr> <tr> <td></td> </tr> </table>	# of Restorative Practices Indicators Observed via Walkthroughs	June 2025	
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<p>8% decrease in student suspensions (ISS & OSS) from Fall to Winter.</p>	<table border="1"> <tr> <th colspan="2">Total # of ISS & OSS</th> </tr> <tr> <th>June 2024</th> <th>January 2025</th> </tr> <tr> <td>253</td> <td></td> </tr> </table>	Total # of ISS & OSS		June 2024	January 2025	253		<table border="1"> <tr> <th>Total # of ISS & OSS</th> </tr> <tr> <th>June 2025</th> </tr> <tr> <td></td> </tr> </table>	Total # of ISS & OSS	June 2025	
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PRIORITY 3

Our Priority:

The district will increase access to mental health services, focus on social-emotional learning, and foster learning environments that promote high standards for behavior, strong interpersonal relationships, and a positive culture within our school community.

What will we prioritize to extend success in 2024 -25?

<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"> • How does this Priority fit into the District’s vision, values and aspirations? • Why did this emerge as something to prioritize? • What makes this the right Priority to pursue? • How does this fit into other Priorities and the District’s long-term plans? <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> • 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? • In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports? 	<p>The district commits to advancing Equity and Inclusion in the following areas:</p> <ul style="list-style-type: none"> • District priority of Equity and Inclusion. • Observations of inequitable resources in the district. • Academic data shows a significant achievement gap between ELL and Hispanic subgroups and their peers. • Over-classification of students with a disability. • Disproportionate suspension of students of color when compared to white peers. • The district is committed to providing all our students with needed academic and SEL support.
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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 are necessary to support these strategies?
Professional Learning	Provide differentiated, research-based, ongoing professional learning on the youth culture, heritage, race, racism, and bias, focusing on understanding our students and building relationships.	<p>Include all individuals - teachers and staff (including transportation, cafeteria, etc.).</p> <p>Partnership with community-based organizations.</p> <p>Extra pay for teachers to attend training.</p> <p>Money for trainers</p>

Priority 3

<p>District Culture & Wellness</p>	<p>Implement a district-wide integrated SEL curriculum that celebrates the entire student population's cultural identities and includes shared stakeholders' thoughts and insights.</p> <p>Through the environmental representation of culturally significant artifacts and practices at each school, make intentional connections to student backgrounds and heritage.</p>	<p>Summer curriculum writing team representative of admin, coaches, and teachers</p> <p>Parent and Community Surveys Family Engagement Nights calendarized</p>
<p>Professional Learning</p>	<p>Ongoing delivery of professional learning and coaching to support growth for implementing Restorative Practices.</p> <p>Monitor the consistency of the use of restorative practices in schools and classrooms through the practice of Instructional walkthroughs.</p>	<p>BOCES and consultants</p> <p>PD Calendar</p> <p>DESSA Data</p> <p>Extra pay for teachers to attend training.</p> <p>Money for trainers</p>
<p>Data-Driven Instruction</p>	<p>DESSA and Power BI assessment analysis of targeted racial and ability subgroups proficiency, identifying any areas of disproportionality.</p> <p>Use common data analysis protocols and practices using the Data Wise Framework.</p>	<p>Comparison between 2023-24 and 2024-25 building-based assessment measures.</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 2024-25 school year.

- In June of 2025, 85% of students will respond positively to the following survey question: “I feel good about my school and district; it is a place where I feel supported and welcomed.”
- In June of 2025, 85% of parent respondents will respond positively to the following survey question: “I feel good about my child’s school and district; it is a place where they feel supported and welcomed.”
- Decrease Chronic Absenteeism (10% or more days missed) by 5% at WSS (28% to 23%), NSS (18% to 13%), and GMS (25% to 20%) and by 10% at GHS (33% to 23%) by June 2025.

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 do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>								
75% of students will respond positively to the survey question: “I feel good about my school and district; it is a place where I feel supported and welcomed.”	<table border="1"> <tr><td>% Students Respond Positively</td></tr> <tr><td>Winter 2025</td></tr> <tr><td></td></tr> </table>	% Students Respond Positively	Winter 2025		<table border="1"> <tr><td>% of students Respond Positively</td></tr> <tr><td>Spring 2025</td></tr> <tr><td></td></tr> </table>	% of students Respond Positively	Spring 2025			
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Spring 2025										
Student Chronic Absenteeism decreased by 3.5% overall in the district (from 27.32% to 23.82%)	<table border="1"> <tr><td colspan="2">% of Students Chronically Absent >10%</td></tr> <tr><td>June 2024</td><td>December 2025</td></tr> </table>	% of Students Chronically Absent >10%		June 2024	December 2025	<table border="1"> <tr><td colspan="2">% of Students Chronically Absent >10%</td></tr> <tr><td colspan="2">June 2025</td></tr> </table>	% of Students Chronically Absent >10%		June 2025	
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June 2024	December 2025									
% of Students Chronically Absent >10%										
June 2025										

Priority 3

	27.32%		
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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>
Lawrence Bo Wright	Superintendent	
John Gonzalez, Jr.	Assistant Superintendent	
Melissa Marquart	Teacher	Geneva High School
George Goga	Teacher	Geneva High School
Sandra Chu	Parent	
Greg Baker	Principal	Geneva High School
Tonya Luna	Teacher	North Street School
Yadinette Negron	Parent	
Aracelis Ayala	Assistant Principal	North Street School
Jill Combs	Teacher	Geneva Middle School
Erin Lamborn	Director of Student Services	
Carin Grenier	Teacher	North Street School
Jamie Norcott	Teacher	West Street School
Jamie Wagner	Teacher	West Street School
Matthew Heath	Principal	Geneva Middle School
Leigh Consolie	Teacher	Geneva High School
Jill Humphries	Teacher	Geneva Middle School
Kathyrn Roberts	Teacher	West Street School

Priority 3

Marni McCarthy	Teacher	West Street School
Heather Eysaman	Principal	North Street School
Julie Ricciuto	Assistant Principal	North Street School
Rachael Gillotte	Teacher	Geneva High School
Betsy Dunham	Teacher	North Street School
Jim Nunez	Assistant Principal	Geneva High School
Donna McLaughlin	Assistant Principal	Geneva High School
Shannon Kelley	Assistant Principal	Geneva Middle School
Jennifer Davison	Teacher	West Street School
Stacey Baxter	Teacher	Geneva Middle School
Shannon Horan	Teacher	North Street School
Nicole Campbell	Director of Technology	
Lorraine Knifley	Director of Early Childhood	
Allyson Kalaboke	Parent	
Jennifer Strojny	Teacher	Geneva Middle School
Karen Fahy	Administrator	
Ashley Pereira	Teacher	Geneva High School

Meeting Dates

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

Meeting Date	Location
April 24th	GHS, Room 200
May 29th	GHS, Room 200
June 24th	GHS, Room 200

Stakeholder Participation

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 have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Yes
Parents with children from each identified subgroup	Yes
Secondary Schools: Students from each identified subgroup	Yes

Submission Assurances

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 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).