



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Orchard Park Central School District	Mr. David Lilleck

2021-22 Summary of Priorities

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

1	Establish a system to analyze subgroup specific Math & ELA data in order to provide research-based Tier 1-3 interventions to students.
2	Establish a district-wide plan to assess and support the academic needs of students resulting from the COVID-19 school closure and/or hybrid instructional model.
3	Establish a systematic approach to SEL to ensure the social and emotional needs of students, staff and families are met.
4	Establish district-wide core beliefs related to Diversity, Equity and Inclusion
5	

PRIORITY I

Our Priority

What will we prioritize to extend success in 2021-22?	Establish a system to analyze subgroup specific Math & ELA data in order to provide research-based Tier 1-3 interventions to students.
<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>The Orchard Park Central School District currently does not have a district-wide academic plan to support the transition of students from elementary to middle school. Establishing this system was a priority for the 2020-2021 SY but the COVID-19 pandemic required us to adjust our instructional support plans based on the needs of our students.</p> <p>Interventions for hybrid students were put in place because it was clear in the fall of 2020 that some students were struggling in the hybrid model. Generally, these students were engaged on their days of in-person learning and disengaged on their remote learning days.</p> <p>PreK-12 vertical alignment meetings in both ELA and Mathematics were postponed due to substitute coverage shortages, teacher absenteeism, and other staffing issues related to COVID-19. It is expected the PreK-12 vertical alignment meetings will resume in the summer of 2021.</p> <p>A guiding principle behind our district is that resources are focused on the continuous improvement of student achievement, citizenship, and character development. To remain on a path of continuous improvement of student achievement it will be extremely important during the 2021-2022 SY to create and implement a consistent district-wide data analysis and planning process to support the identified academic needs for specific subgroups that were already evident prior to the COVID-19 pandemic.</p>

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?
Identify common research-based instructional practices and strategies.	District, building, and instructional leaders will establish common research-based instructional practices and strategies for teachers.	<p>Establishing common research-based instructional practices and strategies for teachers will allow district and building leaders to support instruction and provide targeted PD when needed.</p> <p>Teachers will be using research-based strategies in their daily lessons.</p> <p>Teachers will be discussing and referencing strategies during team meetings.</p>	<p>Time for leaders to meet</p> <p>Professional development for leaders and AIS teachers</p>
Instructional “cheat sheet” with common research-based instructional practices and strategies.	K-12 instructional leaders will create grade-level specific overview (cheat sheet) regarding common research-based instructional practices and strategies for teachers.	<p>Providing teachers with an overview of the commonly used research-based instructional practices and strategies will allow them to plan and differentiate their lessons accordingly.</p> <p>Building leaders will see evidence of these strategies in lesson plans and implementation of these lessons when visiting classrooms.</p>	<p>Time for instructional leaders to meet to create this resource</p> <p>Time to share the resource with teachers</p>
Professional Development for Teachers	Teachers will receive professional development on common research-based instructional strategies and practices.	Providing PD for teachers that need support is necessary to ensure that the common research-based instructional strategies and practices are being used.	<p>Time for the PD</p> <p>Substitute Teachers</p>

Priority 1

		Teachers using strategies learned in PD to their daily lessons.	
Non-evaluative classroom visits by building leaders	Building leaders will create a monthly classroom visit calendar for the purpose of supporting the effective use of common research-based instructional strategies and practices.	<p>Leader support of instructional practices linked to effective feedback will increase the likelihood of seeing these strategies used in the classroom.</p> <p>Teacher meeting discussions regarding classroom visit findings.</p> <p>Building leaders providing support for those teachers still needing assistance.</p> <p>Peer-to-Peer assistance on the instructional strategies.</p>	<p>Classroom visit schedule</p> <p>Process on giving effective feedback to teachers to support instruction and establishing a feedback loop</p>

Priority 1

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.

100% of the teachers receive “cheat sheet” with research-based instructional practices and strategies.

85% of the teachers using the research-based instructional practices and strategies as evidenced by building leader classroom visits and documented feedback.

75% of secondary students agree or strongly agree with the statement “My teachers explain material in a different way when I do not understand.” [Current: 51.23% Middle School Students/49.35% High School Students]

75% of secondary students agree or strongly agree with the statement “My teachers explain things in different ways so that all students learn.” [Current: 65.90% Middle School Students/45.81% High School Students]

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	Establish a systematic approach to SEL to ensure the social and emotional needs of students, staff and families are met.
<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>For more than a year, students, staff, and families were isolated. We heard during discussions with leaders, teachers, and PPS staff that although systems were put in place to support students that were either fully remote or hybrid, they needed to be in school full-time. There was also a continuous theme once the 2021-2022 SY resumes there will be a need for everyone to "relearn school".</p> <p>This was a priority of the Orchard Park Central School District during the 2020-2021 SY and we continue to prioritize providing a systematic approach to SEL to ensure the social and emotional needs of students, staff, and families are met.</p> <p>We successfully created a central location to house the vast amount of support systems available to Orchard Park CSD students, staff, and families. As well as, created consistent systems throughout the district to address the social-emotional needs of those same group of stakeholders. In addition to these items, Health & Wellness staff members were hired to support students in grades K-5.</p> <p>Our qualitative and quantitative outcomes were achieved during the 2020-2021 SY. However, we are fully aware that additional supports will need to be put in place to ensure that everyone has an opportunity to not only "relearn school." Keeping this a priority will give the district an opportunity to determine what other needs are necessary when our students and faculty return in September.</p>

Priority 2

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?
<p>Creation of a Family Resource Center</p> <p>*Goal to open in September 2022.</p>	OPCSD is presently collaborating with the Town of Orchard Park to host a Family Resource Center at the town's new community center.	<p>Town of Orchard Park support with the planning and creation of the Family Resource Center.</p> <p>The District will facilitate focus groups with community to gain insights into what resources they would like the Family Resource Center to provide.</p>	<p>Time to plan</p> <p>Committee of stakeholders to volunteer.</p> <p>*may need to pay teachers for after school planning time.</p>
Creation of a K-5 Health & Wellness Class	<p>As a once weekly "special" all students in grades K-5 will participate in a Health & Wellness class. Topics will include:</p> <ul style="list-style-type: none"> Traditional health curricula (i.e. body systems, growth and development, nutrition); Health and wellness for school success (i.e. nutrition, importance of sleep); Social-emotional curriculum (i.e. strategies and health coping mechanisms for stress, anxiety) 	<p>Evaluate to see if participating students find value and what impact this class has on their social-emotional well-being.</p> <p>Creation of pre-post surveys to determine if new information/skills have been learned for student participants.</p> <p>Positive changes in student behaviors.</p>	<p>Build time in schedule to poll students</p> <p>Process and Time to analyze survey results</p>

Priority 2

	<ul style="list-style-type: none"> Where to go for help (instruction on resources available to students, such as counselors or social workers) 		
Maintain Resource Hub for Parents	The OPCSD Website now hosts a central location for resources for parents. Webinars and other resources for parents are maintained here.	<p>Periodic updates to the website based on information shared from PPS staff, teachers, and administrators.</p> <p>Sharing the resource in the monthly district newsletter.</p>	Time to update website
Continue Social-Emotional Learning Opportunities & Strategies Shared for Parents	Continuing Parent Information Series webinars on various topics. Note: all session offered live and recorded for parents to access at their convenience):	<p>Parent input and requests regarding specific topics.</p> <p>Parent participation from all schools.</p>	Funds for presenters
Ongoing Professional Development to increase knowledge of strategies to support social-emotional learning concerns	Continue to provide PD for faculty, staff and administrators related to SEL	Regularly scheduled district and building-level PD related to SEL	<p>Funds for PD</p> <p>Funds for teachers to participate or Substitute teachers to cover classes</p> <p>Time to plan PD</p>

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.

75% of intermediate students will agree or strongly agree with the statement, "My teachers allow students to talk about how they are feeling." [Current: 54.10%]

75% of parents will agree or strongly agree with the statement, "Procedures are in place to make sure students in need do not "fall through the cracks." [Current: 52.05%]

75% of secondary students will agree or strongly agree with the statement, "There is a teacher, counselor, or other staff member at school who I can talk to about any problem." [Current: 43.73%]

75% of teachers will agree or strongly agree with the statement, "Students are identified for additional SEL supports based on clear criteria that are consistently applied throughout the school." [Current: 54.67%]

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Establish a district-wide plan to assess and support the academic needs of students resulting from the COVID-19 school closure and/or hybrid instructional model.</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>One of our guiding principles as a district is to focus our resources on the continuous improvement of student achievement. As with all school districts, the Orchard Park Central School District understands that academic gaps will be evident once school re-opens in the fall. Currently, the district does not have a district-wide intervention process in place to address the varying academic needs of its students due to the changes in instructional delivery over the past school year.</p> <p>The OPCSD 20-21 school year started in a hybrid (every other day in-person) instructional model this year, which required us to be responsive to our students who were not being successful in the hybrid model.</p> <p>The following interventions were established to support students struggling in the hybrid learning model to prevent further academic gaps.</p> <ul style="list-style-type: none"> ● Hybrid learning scheduled "check ins" on remote instructional days. A paraprofessional virtually met with targeted students in a 1:1 conference call setting. Social-emotional check in was provided and an action plan for the day was outlined (i.e. review of assignments, offer of assistance, etc.); ● For students needing a greater level of support, targeted students were brought into the school to participate in a learning lab on their non-attendance day. Teaching assistants met with students in 1:1 and small group settings to provide reteaching of concepts, remediation, and/or support with projects and assignments. School counselors reached out to parents of students who were in jeopardy of failing a course, and recommended students to the program. Transportation was provided.

Priority 3

As we prepare for the 21-22 SY, we are committed to establishing a district-wide plan to support the needs of our students who will require additional academic support due to the COVID-19 pandemic.

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?
Identify gaps in knowledge and skills	Establish subject specific ways to assess student knowledge and skills gaps.	<p>All content area instructional leaders will create ways to assess students to gather evidence about what students know and can do prior to teaching a unit.</p> <p>Instructional leaders share the above information with content-specific/grade level teachers.</p>	Time, process and Funds to plan and pay instructional leaders if this work is done outside instructional day.
System for teachers to support gaps in knowledge and skills	Establish a system for teachers on how to use, select, design, and interpret classroom assessments to gather evidence of student knowledge and understand gaps to improve student learning; otherwise referred to as assessment literacy.	<p>Systems created to assist teachers in using, selecting, designing and interpreting classroom assessments.</p> <p>Building leaders see evidence of using the assessments to identify student groups in lesson plans and in how instruction is delivered. (Differentiation)</p> <p>Teachers are discussing strategies/interventions in team meetings.</p> <p>Student results on benchmark assessments are improving.</p>	<p>Schedule – time in grade level/department meetings.</p> <p>Process – create system to assist teachers</p> <p>Time – making sure the building leader(s) has time protected and is not diverted toward other responsibilities.</p> <p>PD for data analysis</p>

Priority 3

Ongoing Professional Development	<p>Provide ongoing professional development to teachers to support common research-based instructional practices and strategies.</p> <p>Providing ongoing PD for teachers on how to understand how to prioritize content standards to help students truly catch up without losing the most important knowledge, skills, and understandings.</p>	<p>PD scheduled throughout the year to address what instructional practices and strategies are needed.</p> <p>Building leaders are sharing instructional delivery findings during non-evaluative classroom visits which informs future PD.</p> <p>Teachers are requesting PD at the building and/or district level to support instruction.</p> <p>Teachers are seeking assistance from colleagues on strategies and practices they are using to support instruction.</p>	<p>Time, process, funds –</p> <ul style="list-style-type: none"> • Time to plan • Process on PD implementation • Funds for teachers or substitute teachers
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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.

80% of teachers will agree or strongly agree with the statement, "Our schedule includes time for team meetings, staff training, student interventions, and uninterrupted instruction." [Current: 62.82%]

80% of intermediate students will agree or strongly agree with the statement, "My teacher talks to me about how I am doing in school." [Current: 63.49%]

75% of secondary students will agree or strongly agree with the statement, "My teachers explain material in a different way when I do not understand." [Current: 51.23%]

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>Establish district-wide core beliefs related to Diversity, Equity and Inclusion.</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 was identified as a Target District due to its Black or African American student subgroup at the middle school. With the limited number of students in this subgroup, the district believes there is a need to establish district-wide core beliefs related to diverse groups.</p> <p>This work started during the 20-21 SY with Professional Development for teachers, staff and administrators to become more educated and aware on DE&I, to thereby inform our core beliefs.</p> <p>We assessed faculty and staff's "baseline" to help inform readiness and next steps related to establishing DEI core belief and professional development needs. Using the tool ThoughtExchange, the following question was posed to faculty and staff on November 6, 2020:</p> <ul style="list-style-type: none"> ● What's on your heart and mind right now related to what is happening around anti-racism? ● Faculty and staff (anonymously) revealed their thoughts, perspectives, goals, and frustrations related to anti-racism efforts within our school community and beyond. The interactions on ThoughtExchange for this question exceeded 2,700. <p>We also analyzed current classroom and school libraries to create K-12 access to reading materials that are diverse, equitable and inclusive throughout the District.</p> <p>However, the creation of a Diversity, Equity and Inclusion Committee to establish district-wide core beliefs related to D, E & I was not achieved.</p>

Priority 4

Note: this fall the Superintendent of Schools announced his retirement. It was the preference of the Superintendent to pause this action item until the new Superintendent of Schools was named.

The Orchard Park Central School District has a guiding principle regarding diversity, equity, and inclusion, ensuring all feel welcome. It is our goal during the 21-22 SY to use the CR-SE framework to focus on how diversity, equity and inclusion impacts our students.

Priority 4

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?
Create a Diversity, Equity and Inclusion Committee.	Create a Diversity, Equity and Inclusion (DEI) Committee to support the work related to this priority	<p>The DEI Committee will meet monthly to create district-wide core beliefs related to diversity, equity and inclusion.</p> <p>The DEI Committee will share their monthly meeting agendas and minutes with district official leaders to ensure district and building leaders are aware of their progress and what support might be needed to assist their efforts.</p> <p>Seek parent and community participation</p>	<p>Time/Process/Funds:</p> <ul style="list-style-type: none"> • Time to plan • Process on PD implementation • Funds for teachers or substitute teachers
Establish district-wide core beliefs related to Diversity, Equity and Inclusion.	DEI committee meet to identify core beliefs. They can use findings from ThoughtExchange as a guide.	<p>The DEI Committee will meet monthly to create district-wide core beliefs related to diversity, equity and inclusion.</p> <p>Create focus groups to gather input from stakeholders.</p> <p>Use findings from ThoughtExchange</p>	<p>Time/Process/Funds:</p> <ul style="list-style-type: none"> • Time to plan • Process on PD implementation • Funds for teachers or substitute teachers

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.

65% of secondary students will agree or strongly agree with the statement, "At this school, everyone tries hard to make all types of people feel included." [Current: 43.73%]

95% of intermediate students will agree or strongly agree with the statement, "At our school, everyone tries hard to make all types of people feel included." [Current: 86.89%]

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?	
<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.

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)
Jon Wolf	Principal	Orchard Park High School
Aaron Grupka	Principal	Orchard Park Middle School
Dr. Paul Pietrantone	Director of Special Programs	
Jeff Dolce	Principal	South Davis Elementary
David Lilleck	Superintendent	
Dr. Lisa Krueger	Asst. Superintendent C&I	
Minser Bernys	Director of Special Education	
Kim Kent	K-5 ELA Coordinator	
Julie Bastedo	6-12 ELA Coordinator	
Mary Kolodziejczak	K-5 Math Coordinator	
Sue Chudy	6-12 Social Studies Coordinator	
Tony Botticelli	6-12 Science Coordinator	
Kelly Giallella	Senior rep	Orchard Park High School

Our Team's Process

Al Jafajian	Senior rep	Orchard Park Middle School
Kristin LeMay	OPTA rep	Orchard Park Middle School
Mike Spillman	Teacher	Orchard Park Middle School
Mary Russo	Senior rep	Eggert Elementary
Theresa Bermingham	OPTA rep	Ellicott Elementary
Ann Linder	School Counselor IL	Orchard Park High School
Sarina Scaccia	School Counselor IL	Orchard Park Middle School
Katie Connelly, Social Worker IL Dr. Lynn Roberts, School Psychologist IL	Social Worker IL	
Dr. Lynn Roberts	School Psychologist IL	
Elizabeth Duckham	Parent Rep	Orchard Park Middle School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July 6, 2021	Google Meet
August 4, 2021	Google Meet
August 5, 2021	Google Meet

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	Teacher Focus Groups were established. During the Focus Group meetings, teachers were able to review the 2020-2021 DCIP and discuss which priorities the district needed to focus on for the 21-22 SY. They also provided input regarding strategies and resources needed to ensure the priorities were achieved.
Parents with children from each identified subgroup	Parent Focus Groups were established. As with the teacher focus groups, parents were able to review the 2020-2021 DCIP and discuss which priorities the district needed to focus on for the 21-22 SY. They also discussed the impact of the COVID-19 pandemic and how the new priorities need to support students needing academic intervention.
Secondary Schools: Students from each identified subgroup	We were unable to meet with students due to COVID-19 restrictions.

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 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).