



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Solvay UFSD	Jay Tinklepaugh

2021-22 Summary of Priorities

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

1	Create and implement social-emotional programming to build competencies on the PreK-12 continuum
2	Develop, implement, and sustain a culturally responsive district community
3	Enhance family, school, and community connections
4	Implement procedures and policies & systems that are responsive to our diverse student needs
5	Improve student academic achievement

PRIORITY I

Our Priority Create and implement social-emotional programming to build competencies on the PreK-12 continuum

<p>What will we prioritize to extend success in 2021-22?</p>	<p>This year the district will focus on expanding the knowledge of all staff members of SEL and the NYSED Mental Health Continuum. Additionally, the district will assess the current level of achievement of SEL and Mental Continuum implementation to identify gaps that need to be filled. This will then lead to the review and selection of building-wide SEL and Mental Health programs that can be implemented 5-8.</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Currently, the elementary school is implementing Second Step in all K-4 classrooms. However, at the middle school level SEL and Mental Wellness are implemented sporadically.</p> <p>Considering the district’s mission of creating confident, continual learners who are caring community members, focusing on this priority fits directly with the goals of the district. Furthermore, considering the impact of the COVID-19 pandemic on students SEL and mental wellness is even more important.</p> <p>Since each school is at a different point with the implementation of SEL and the Mental Health Continuum it is important that all buildings focus on this and that district wide we collectively focus to support a cohesive progression PreK-12.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Clearly and intentionally communicate the value and need of SEL to all stakeholders in the school community</p>	<p>A series of focus groups will be conducted with various stakeholder groups to provide information and elicit feedback regarding the SEL initiative</p> <ul style="list-style-type: none"> ● Administrative Team ● Board of Education ● Union Leadership ● Building and department leaders (i.e.: content specialists, food service, transportation, buildings and groups, etc. ● Staff ● Families ● Students 	<p>Survey stakeholders at the conclusion of focus groups for levels of understanding of various objectives:</p> <ul style="list-style-type: none"> ● Define and operationalize SEL ● Rationale for SEL programming <p>Elicit feedback</p> <ul style="list-style-type: none"> ● How do we integrate SEL into the school community in a meaningful way ● How do we already implement SEL, and how can we be more intentional about it <p>Level of “buy-in”</p>	<p>Technical assistance from OCM BOCES CSS department</p> <p>Planning time to ensure reliability in facilitation of focus groups</p> <p>Time to conduct focus group meetings</p>
<p>Identify an SEL curriculum for grades 6-12</p>	<p>Fact-finding discussions and presentations will be conducted with the DCIP team to provide an opportunity to review 2-3 SEL curriculum programs for</p>	<p>Team will present written recommendation to the district for purchase and implementation</p>	<p>Technical assistance from OCM BOCES CSS department</p> <p>Time to analyze and discuss data collected</p>

Priority 1

	consideration		and information presented
			Funding to purchase the curriculum
Create a plan for data-driven implementation of SEL programming PreK-12	<p>Implementation specialist from OCM BOCES will consult with the DCIP team to facilitate the creation of an implementation plan that addresses the following:</p> <ul style="list-style-type: none"> • Logistical considerations of teaching identified SEL curriculum Pre-K-12 • Integration of SEL into existing MTSS structures • Screening and progress monitoring • Professional learning needs 	<p>Written plan presented to district leaders</p> <p>Plan introduced to additional stakeholders</p> <p>Survey stakeholders for the following:</p> <ul style="list-style-type: none"> • Perceived feasibility of plan implementation • Level of “buy-in” • General feedback and ideas for consideration for the DCIP team addressing SEL 	<p>Technical assistance from OCM BOCES CSS department</p> <p>Work time</p>
Pilot implementation plan	<p>Identify a small group of staff to implement the SEL plan as written</p> <p>Using feedback from plan creation/roll-out to engage in the first continuous improvement cycle (PDSA) informing SEL implementation</p>	<p>Survey pilot implementation team to:</p> <ul style="list-style-type: none"> • Assess for fidelity of implementation, including the identification of barriers to feasibility • End of year screening for student outcomes 	<p>Technical assistance from OCM BOCES CSS department</p> <p>Work time</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.

Responses from surveys after focus groups

Written report from committee related to the identification of SEL curriculum

Implementation plan for SEL program implementation and programming

Results from BIMAS given three times in the year

Results of SEL pilot curriculum

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Develop, implement, and sustain a culturally-responsive district community</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>The district’s mission is: “We develop confident, continual learners who are caring community members.” In order to do this we must create a caring and inclusive community within the district, each school, and each classroom.</p> <p>The district’s assessment data demonstrates the need to increase our cultural responsiveness. Additionally, the demographic changes of the district over the last 5 plus years has resulted in increased diversity within the district and surrounding community.</p> <p>Additionally, NYSED and the NYS Board of Regents has articulated the need for all districts to improve in this area.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Widespread Professional Development for Staff</p>	<p>District and Building Leaders will participate in regional work organized by Syracuse University around the new book <i>Five Practices for Equity Focused School Leadership</i>.</p> <p>District and building leaders will also participate in the collaborative learning series related to Leading and Living Equity work facilitated by our local BOCES.</p> <p>District wide professional development Nov. 2nd related to recognizing identities and biases. This will be led by Dr. Terrance Burgess from Michigan State. All staff will also watch and discuss Chimamanda Ngozi Adichie's The Danger of a Single Story TED Talk.</p> <p>Several small group collective learning activities will be offered district wide related to DEI.</p>	<p>Survey data will be collected to assess the perspective of staff. Data will be collected periodically throughout the year to assess needs and progress.</p>	<p>Time for individuals to develop surveys and review results to plan future work.</p> <p>Money to hire a consultant to lead the district in this work.</p> <p>Money for resources to support the work.</p>

Priority 2

	<p>Other PD for all district staff will be developed related to:</p> <ul style="list-style-type: none"> ● CRE Framework ● Culturally responsive instructional practices 		
Develop focus groups to engage diverse stakeholders	The district will work to actively engage in discussion with various and diverse stakeholders in the district.	The diversity of the participation in this work will be a key measure of success. The district aims to achieve participation for all stakeholder groups existing in the district.	<p>Time and money to support the setting up and facilitation of the focus groups.</p> <p>Processes for bringing together diverse groups to elicit feedback.</p>
Develop a student and community survey to assess inclusivity in the district	The development of an inclusive survey to attend the level of DEI in the district and identify specific places in need of improvement.	The diversity of respondents and overall response to the survey.	<p>Time to develop the survey and analyze results.</p> <p>Samples of surveys that could be used.</p>
Develop a plan to begin reviewing school and district policies.	<p>The district needs to develop a strategy and process for reviewing various policies and procedures such as:</p> <ul style="list-style-type: none"> ● Code of conduct ● BOE policies ● Pronoun uses and identification ● Increase gender neutral restrooms. ● District and building level celebrations 	<p>The number of items selected for review.</p> <p>The amount and character of changes made.</p> <p>Increases diversity and inclusiveness of celebrations.</p>	<p>Time to review policies and procedures.</p> <p>Process for reviewing policies and procedures.</p>

Priority 2

Development of student cabinets at each building to inform the district on important student level issues around DEI.	Identification of a diverse group of students to serve on each building's student cabinet.	Diversity of the student cabinets at each building. Engagement of students in each cabinet. Feedback provided by each student cabinet.	Development of existing leaders in each building to lead these groups.

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.

The district will measure success multiple ways.

1. The number of policy and process changes.
2. The discussions of staff in faculty, grade level, and leadership meetings include more focus on DEI.
3. The increase in participation and voice from more diverse district stakeholders.
4. Student, staff, and community member surveys to show the existing state of DEI and changes by the end of the year.
5. Student data related to attendance, discipline, and academic achievement.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Enhance family, school, and community connections</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>Research shows that the school home connection is a key component in student achievement outcomes. We need to better understand the community and their needs to coordinate and provide better communication and connections.</p> <p>As previously mentioned the demographics of the district have changed in the last few years. Thus our current and historical methods of family and community engagement are likely not as appropriate as they used to be as the community we serve has changed.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Survey families and communities to assess need and develop strategies that better meet our families and communities.</p>	<p>Survey questions will be embedded with the survey noted above. Review of the survey results by a committee to analyze need and identify strategies for increasing involvement.</p>	<p>The response rate of the survey. Analysis of the survey for patterns and areas in need of improvement.</p>	<p>Time to develop and analyze the survey.</p>
<p>Increase and diversify the family and community events held at each school.</p>	<p>We need to first better understand the community and families' needs to then develop events and connections that are more welcoming to them.</p>	<p>Success will be based on the number of new events and the increased involvement in school/district events.</p>	<p>Time to develop the events. Money to support the staff and materials for events.</p>
<p>Develop a family and community support information and resource center district wide and for each school.</p>	<p>Increase the accessibility of in district and outside of district supports for families. Improve the district's web site and other resources to better serve our community and have an organized and easily accessible place for families to find district and community resources.</p>	<p>Increased traffic to our resources page.</p>	<p>Time for someone to identify needs and resources. Time and money to support a person updating and then maintaining our website.</p>
<p>Develop a diverse committee to plan and facilitate family and community events</p>	<p>This entails the active recruitment of diverse committee members to work together to plan community events.</p>	<p>The diversity of the committee. Number of events planned and the attendance at the events.</p>	<p>Time and money to support the creating and facilitation of the committee. Time and</p>

Priority 3

district wide and at each building.			money to support the holding of various events.
Monitor and analyze family and community involvement in school throughout the year.	This will help us better understand who is coming to events and who is not. This will support the work of the committee noted above to increase and diversify involvement.	This is a measurement collecting to better understand involvement. The collection of data throughout the year is the goal.	Focused and intentional data collection by school staff.

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.

Success will be measured by the number of additional events held throughout the year and the increase in overall and diversity of attendance. The district will also collect data through surveys to better understand family and community connectedness and sense of inclusion within school/district events.

PRIORITY 4

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

Our Priority Implement policies, procedures, and systems that are responsive to diverse students' need

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Implement policies, procedures, and systems that are responsive to diverse students' need</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District's vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district's long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>A review of district data indicates disproportionality of suspensions, chronic absenteeism, and student achievement by accountability sub groups. Additionally, as previously mentioned the district has seen a change in the demographic of students and families we serve. The district recognizes the need to improve systems, policies, and procedures to better support our students.</p>

Priority 4

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Please see district and building level PD noted in Priority 2.</p>	<p>The work of priority 2 is seen as the foundation for the work noted below.</p>		
<p>Participation in regional work facilitated by OCM BOCES for MTSS.</p>	<p>Each building will send a leadership team to the year-long regional work to evaluate and develop each building’s comprehensive MTSS model.</p>	<p>Having a well developed, broadly understood, and implemented MTSS system and structure will support tiered interventions to support all students.</p>	<p>Release time for building level teams to attend regional training and facilitate collaboration.</p> <p>District wide leadership and support of this work.</p> <p>Money, time, and process to implement needed changes to improve MTSS at each building.</p> <p>Continuation of this work by the local BOCES.</p>
<p>Investigate restorative practices</p>	<p>The district will seek to better understand restorative practices with the goal of implementing them in the 2022-2023 school year.</p>	<p>Implementation at each building of restorative practices to start in fall 2022.</p>	<p>Money to support training of all necessary staff in restorative practices.</p>

Priority 4

	The district will convene a committee from each building to investigate restorative practices and plan an implementation plan.		
Outline a review practice to systematically review various policies and practices.	<p>The district will identify any policies, systems, and practices that need to be reviewed to assess responsiveness to our students and families.</p> <p>The district will develop a timeline for reviewing and adjusting any policies, systems, and practices that need to be reviewed.</p>	Identification of all policies, practices, systems that need to be reviewed and a timeline for the review and the completion of required adjustments.	<p>Time to conduct the work.</p> <p>Professional learning for the individuals that will be completing the work.</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.

By the end of the school year the district should have a list of policies, systems, and practices that need to be reviewed. This will include a timeline of how this will be accomplished.

The district will have building and district level teams identified and trained to do this work.

PRIORITY 5

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

Our Priority Improve student academic achievement

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Improve student academic achievement</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>Our state assessment and benchmarking assessment data demonstrate a level of student achievement that is below where the district would like to be. The district aspires to provide inclusive, rigorous, and appropriate learning opportunities that are equitable. The district recognizes a need to improve student learning opportunities and outcomes K-12.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Review and adjustment to RTI process and supports</p>	<p>The district will convene a district wide team to review, assess, and adjust the district’s RTI and AIS processes and programs.</p>	<p>This year will be focused on understanding our current practices to analyze areas in need of improvement.</p> <p>Completion of a program assessment to review the appropriateness and efficacy of our current RTLI and AIS process and programs.</p>	<p>Program assessment tool.</p> <p>Time to convene the group</p> <p>Whiling participants from each building to identify a diverse committee.</p> <p>Data to support the analysis of the current program.s</p>
<p>Develop a process for continually updating and reviewing district curriculum maps to support student needs and develop strong vertical progressions.</p>	<p>Leverage the existing teacher leader network within the district to identify a process and procedure for regular review of curriculum maps in all content areas.</p> <p>This should include a regular analysis of student learning outcomes to identify areas in need of improvement including analysis of relevance and inclusivity of the curriculum.</p>	<p>There will be coherent, vertically aligned curriculum maps in each core area within 3 years.</p> <p>The goal for this year is to identify a review process, curriculum mapping tool or format, and timeline for implementation of the first round of this work.</p>	<p>Curriculum mapping tool or process.</p> <p>Money to pay teachers out of contractual work time to engage in work.</p> <p>Leaders to facilitate this work in each department.</p>
<p>Continuation of literacy professional</p>	<p>This work will focus on the continuation and expansion of work</p>	<p>90% of K-4 teachers trained in LETRS.</p>	<p>Time for teachers to get trained in LETRS and Road</p>

Priority 5

<p>development and implementation of evidence based practices and programs.</p>	<p>already in place related to evidence based practices for teaching reading. Specifically the district will continue to train teachers in LETRS. Additionally, the elementary school will continue and expand the implementation of Road to the Code and Road to Reading.</p>	<p>Increase in the use of Road to Reading and Road to the Code by 30% (based on the number of students receiving the intervention).</p>	<p>to Reading and Road to the Code. Teachers willing to be trained and implement the interventions</p>
<p>Identification and implementation of new K-5 math curriculum.</p>	<p>The district is supporting the identification and future implementation of a new K-5 math curriculum that supports equitable and ambitious math instruction.</p>	<p>The completion of the identification process to select a new curriculum. Once the new math curriculum is identified a fully supported implementation plan including significant teacher professional development.</p>	<p>Money to purchase the curriculum and support the professional development. Time for teachers to pilot test and evaluate potential curriculum.</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.

At the end of the 2021-2022 school year the district strives to:

- Have completed a review and made edits to the RTI and AIS planning and programming.
- A plan for the regular updating and evaluation of curriculum maps in each content area.
- An implementation plan to be executed beginning with professional learning in the summer of 2022 to implement a new K-5 math curriculum.
- Increase use of evidence based processes in literacy. Benchmarking assessment should show improvement in student scores throughout the academic year.

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School <i>(if applicable)</i>
Kelly Monaghan	Teacher	Solvay High School
Maria Mercer	Teacher	Solvay Elementary
Jennifer Chrysler	Teacher	Solvay Middle School
Michaela Keener	Teacher	Solvay Middle School
Rory Malone	Assistant Principal	Solvay High School
Jill Weston	Teacher	Solvay Elementary
Kathleen Klier	Teacher	Solvay High School
Brianna Smith	Teacher	Solvay Elementary
Elizabeth Geist-Lobczowski	Teacher	Solvay Middle School
Chris Jabot	Teacher	Solvay Middle School
Tiffany Scott	Transportation	Solvay UFSD
Stephen Amo	Transportation	Solvay UFSD

Our Team's Process

Annmarie Reed	Transportation	Solvay UFSD
Neil Gottlieb	Assistant Principal	Solvay Middle School
Jessica Whisher-Hehl	Assistant Superintendent	Solvay UFSD
Allison Medsger	Teacher	Solvay Middle School
Jay Tinklepaugh	Superintendent	Solvay UFSD
Ellen Sheehan	Director of Special Education	Solvay UFSD
Jessica Caputo	Teacher	Solvay Middle School
Diane Hagemann	Principal	Solvay High School
Jackie Reno	Nurse	Solvay Middle School
Adam Sgroi	Teacher	Solvay Middle School
Linda Ponza	Teacher	Solvay High School
Christine Miczan	Principal	Solvay Elementary
Beth Hysten	Teacher	Solvay Elementary

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
August 17, 2021	Solvay UFSD District Office Training Room
August 18, 2021	Solvay UFSD District Office Training Room
September 1, 2021	Solvay UFSD District Office Training Room

Districts with TSI Schools Only

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

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

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2021, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).