



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Willsboro Central School	Justin Gardner

## 2021-22 Summary of Priorities

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

1	Implement curriculum and effective instructional methods for Students with Disabilities in the area of English Language Arts
2	Implement curriculum and effective instructional methods for Students with Disabilities in the area of Math
3	Use of data for instructional practices when working specifically with Students with Disabilities

# PRIORITY I

## Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Implementing curriculum and effective instructional methods for Students with Disabilities in the area of English Language Arts</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district strives to provide instruction that allows Students with Disabilities to be successful. We recognize that in order to do so, teachers need to be able to plan and implement lessons and supports that are matched to individual student learning needs. Curriculum continues to be an overall area of concern despite documented progress made during the 2020-2021 year. Teacher turnover and a lack of consistency with curriculum materials in the Special Education department have led to a weakened system, making it difficult to monitor student growth. For the upcoming year, the district is now fortunate enough to have all certified Special Education teachers. This past year specific English Language Arts programs were purchased and implemented specifically for the 15:1 classrooms providing ELA instruction. These programs consist of Wonders, Phonics for Reading, and Rewards. In addition, the district is currently looking to strengthen our K-3 Phonics instruction with the use of Foundations. This program is a multisensory and systematic phonics, spelling, and handwriting program that will benefit K-3 Students with Disabilities. (SWD) A large part of our curriculum emphasis has been on the decoding component of reading at all levels. With the purchase of Foundations, each Special Education classroom will then have a phonics based program to use for students that struggle in this area. Providing the teachers with materials is a start but then the district recognizes that implementation practices may need additional support. When informal walkthroughs are completed by administration, (with advance notice) lessons will be evaluated as to their effectiveness and whether they are meeting the expectations. If additional support is needed, the Literacy Specialist of the North Country Regional Partnership Center will be used or other appropriate professional development opportunities.</p>

### Priority 1

This past year grades K-4 and the 15:1 classrooms used the Wonders series to provide systematic reading instruction. This year the district is looking to expand on consistency and having the general education grade 5 and 6 also use this program at the start of September. In addition, the Wonderworks supplemental materials will be purchased to support Special Education students in the general education setting, along with those in a 15:1 Special Class.

The implementation of these programs will help our students improve not only short-term but also with some continuity and familiarity of these programs from one year to the next.

Please note that our district has been open for in person instruction all of the 2020-2021 school year. Therefore, all students with the exception of approximately 10 who participated virtually were able to receive in person instruction.

## 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>Direct instruction and modeling will be used to implement the decoding programs purchased:                      Foundations (K-2)                      Phonics for Reading (3-5)                      Rewards (7-12)</p>	<p>This priority requires all the Special Education teachers to be trained to use these programs with fidelity. If needed, teachers can continue to be supported through the use of the Literacy Specialist of the North Country Regional Partnership Center.</p> <p>Supplemental materials will be used when necessary using the Learning A-Z program to support skills taught and needing additional practice.</p>	<p>The Special Education teachers will use the specific assessments provided with each of these programs to monitor growth. Assessments will be given based on the program's guidelines whether it be after each lesson and/or unit.</p> <p>These results will be reviewed and shared as part of the walkthrough discussion that will take place within 48 hours of the observation between administration and the teacher.</p>	<p>In July, the district will purchase the Foundations program, Learning A-Z, and Wonders materials for grades 5 and 6. Training will be offered to the teacher(s) if needed for professional development and Partnership support with the guidance of the Literacy Specialist when implementing these programs throughout the year.</p>
<p>Improve fluency with our K-2 students using the Northwest Evaluation Association (NWEA) MAP Reading Fluency component</p>	<p>The NWEA program is a universal screener that will allow the district to progress monitor students according to the timeline established.</p>	<p>This component will be given to Students with Disabilities three times a year. (September, January, and June) The reports provided through this program will allow staff to track progress consistently. The expectation with this is that students will continue</p>	<p>Training of the NWEA program will be provided to all staff using this component along with MAP Growth. Training is scheduled for August 2nd and 3rd.</p>

Priority 1

		<p>to progress in the area of fluency while using this part of the NWEA program.</p>	<p>Headphones are required for this program and will need to be purchased for student use.</p>
<p>Special Education teachers will facilitate small group guided instruction in the areas of: Phonemic Awareness, Phonics, fluency, vocabulary, and comprehension.</p>	<p>All students in the general education classrooms for grades 5 and 6, along with the 15:1 classrooms will use Wonders. In addition, the supplementary components of Wonderworks will be used to support small group engagement and instruction on skills identifying need.</p> <p>Teachers are encouraged to use additional materials if felt needed to meet the standards and student needs.</p>	<p>A Reading Assessment curriculum timeline has been developed and is ready to be implemented at the start of September. This has been attached to see when specific data points will be collected and used to show student growth three times a year using the Wonders assessments.</p>	<p>Purchase the Wonderworks to provide supplemental materials for Students with Disabilities in the general education, Special Education classrooms and Resource Room settings. In addition, specialized training will be provided to the Special Education staff on July 23, 2021 centering around providing students with supplemental instruction while in the Resource Room setting using resources like the Wonderworks.</p> <p>Substitute coverage to allow for the general education and Special Education teachers to collaborate about students and their instruction. Students receiving the consultant model have teacher collaboration already but may need more.</p>

Priority 1

			Administration will provide additional curriculum support if needed.
Teachers will connect lessons to real life reading situations when allowable.	This strategy encourages the teacher to look at a lesson and try to connect it to the “real world” when feasible.	When asked, students are able to articulate why they are doing certain activities in classrooms.  Students are actively participating in student-led exhibitions and field trips. Field trips are closely linked to the curriculum.	Purchase of supplementary materials if needed to support this area.  Funding to cover costs associated with experiential learning and field trips if seen as appropriate and safe.
Special Education teachers will use multiple modalities.	Teachers will receive professional development on strategies for incorporating multiple modalities into lessons (student discussion, visual and audio representations, music, digital media, and etc.).  Special Education teachers will develop and implement at least one multi-modal lesson per month.	Teachers will plan and implement lessons that include strategies that allow students to process information through multiple modalities.	Sub-coverage will be needed at times to allow Special Education teachers to receive Professional Development if needed and to visit other classrooms to observe these types of lessons.  The district will purchase the program, Kami, to allow for text to be read to students, allowing for more independence.

## 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.

Qualitative Improvement:

Special Education teachers will use consistent and cohesive curriculum materials to address the students needs in the area of phonemic awareness, phonics, fluency, vocabulary, comprehension.

Special Education teachers will be effectively implementing the curriculum required of them with support from the North Country Regional Partnership Center.

**July/August:** Teachers will review student's previous data, IEP, report card, etc. to get a clear understanding of where the student is at in the area of ELA. Teachers will be provided paid professional development opportunities to master the curriculum and/or assessment programs of Foundations, Phonics for Reading, Rewards, and NWEA.

**September:** Implementation of the appropriate program whether it be Foundations, Phonics for Reading, or Rewards to address the phonics and/or the Wonders series to address all other components of the reading pillars. See the attached continuum developed showing when the assessments will be completed.

Once the NWEA assessments are complete, the Committee of Special Education Chairperson, Principal, and Superintendent can view these results. Quarterly team meetings will occur to review data collected by this same team which will also include the teacher(s) if he/she is needed to participate. These meetings are scheduled to take place **October 5th, January 4th, April 26th, and June 14th**. If the team feels the district goals aren't being met then this will be addressed with the appropriate staff members. Increased curriculum and data support will be given by administration if needed.

Each Special Education teacher will also meet with the Committee of Special Education Chairperson to review and discuss students progress and/or areas of concern. These meetings will be monthly and individualized. These are scheduled to take place the first Thursday of each month at a time that works in their schedule on that day. **(October 7th, November 4th, December 2nd, January 6th, February 3rd, March 3rd, April 7th, May 5th, and June 2nd)** At this time, the walkthrough form will be reviewed and verbal and written feedback provided.

## Priority 1

**April:** Students Individual Education Programs will be drafted with information collected all year long, along with the appropriate data to support this information. Parents will be able to view this information in the document but also hear it verbally from the teacher(s) at the annual review meeting.

**June:** Data will be reviewed by the administration team. By June 1, 90% of the Students with Disabilities will demonstrate a documented improvement in their reading scores using the NWEA assessment. (Baseline, Mid-year, and Year end) A plan of action will be created for those students not achieving the goal.

### Quantitative Data:

By October 1, 2021 100% of Students with Disabilities will have completed the NWEA and a baseline will be accounted for.

By January, 66% of the Students with Disabilities will demonstrate a documented improvement in their reading scores using the NWEA. (Mid-Year)

By June, 90% of the Students with Disabilities will demonstrate a documented improvement in their reading scores using the NWEA assessment.



## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Implement curriculum and effective instructional methods for Students with Disabilities in the area of Math</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 commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>This area continues to be a concern when looking at the 3-8 state testing data of the past. Again, the district has struggled to use a consistent curriculum throughout the grade levels. Last year the district purchased the Go Math series for our K-6 students, which lines up well with the Next Generation Learning Standards set forth by New York State. Due to the timing of this purchase not all teachers implemented it this past year, however, will be required this upcoming year. Teachers that used this program have voiced concerns involving the complexity of the assessments and the need for further training with the program. Additional training is going to be provided to educate staff on how to use the question bank that is given through this program.</p> <p>If there’s consistency with using this curriculum, the district staff anticipates that students will become familiar with the format used with this series. Teachers are also still encouraged to use supplementary materials that they see fit according to student needs.</p> <p>Please note that our district has been open for in person instruction all of the 2020-2021 school year. Therefore, all students with the exception of approximately 10 who participated virtually.</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>Daily lessons will focus on improving student fluency in all mathematical operations. (addition, subtraction, multiplication, and division) Students with Disabilities will be provided with the resources needed to do so efficiently.</p>	<p>This will entail teachers using supplemental programs like XtraMath, Waggle, and partner/group games.</p>	<p>Fluency data charts will be created by the Special Education teachers to document growth in this area.</p>	<p>Teachers will have to build in a daily block of time to their schedule where fluency is the focus. This year additional time has been added to the Math block of time for all levels.</p>
<p>Students with Disabilities will be given explicit instruction in the use of specific mathematical strategies emphasizing solving word problems.</p>	<p>Students with Disabilities will be provided with a clear understanding of the underlying structure of the word problem(s). Students will be taught to make a connection between the structure of familiarity towards unfamiliar problems.</p>	<p>Work samples and documentation of increased scores on assessments will support student improvement. If not, additional curriculum support will be given to staff.</p>	<p>The district will continue its subscription to Waggle as a supplementary resource.</p> <p>Professional Development will be given in the area of Specially Designed Instruction for Math strategies.</p>

Priority 2

			<p>Administration will provide additional curriculum support if needed.</p> <p>An increase in curriculum support will be provided by administration if felt needed.</p> <p>Continued training by the Go Math support staff will occur and substitute coverage may be needed at times.</p>
<p>Teachers will connect lessons to real life mathematical situations when allowable.</p>	<p>This strategy encourages the teacher to look at a lesson and try to connect it to the “real world” when feasible. (budgeting, fractions used for cooking, and telling time)</p>	<p>When asked, students are able to articulate why they are doing certain activities in classrooms. Students are actively participating in student-led exhibitions and field trips. Field trips are closely linked to the curriculum.</p>	<p>Purchase of supplementary materials if needed to support this area.</p> <p>Funding to cover costs associated with experiential learning and field trips if appropriate and safe.</p>
<p>Special Education teachers will use multiple modalities.</p>	<p>Teachers will receive PD on strategies for incorporating multiple modalities into lessons (student discussion, visual and audio representations, music, digital media, and etc.).</p>	<p>Teachers will plan and implement lessons that include strategies that allow students to process information through multiple modalities.</p>	<p>Substitute coverage will be needed at times to allow Special Education teachers to receive Professional Development if needed and to visit other classrooms to observe these types of lessons.</p>

Priority 2

	<p>Special Education teachers will develop and implement at least one multi-modal lesson per month.</p>		<p>The district will purchase the program, Kami, to allow for text to be read to students, allowing for more independence.</p> <p>Additional times for Special Education and general education teachers to collaborate for those students in the general education setting.</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.

Qualitative Improvement:

Special Education teachers will use consistent and cohesive curriculum materials to address the students' needs in the area of fluency, computation, word problems, and real life mathematical scenarios.

**July/August:** Teachers will review student's previous data, IEP, report card, and etc. to get a clear understanding of where the student is at in the area of Math. Teachers will be provided paid professional development opportunities to master the curriculum and/or assessment programs of Go Math and NWEA.

**September:** Implementation of the appropriate Go Math program.

Once the NWEA assessments are complete, the Committee of Special Education Chairperson, Principal, and Superintendent can view these results. Quarterly team meetings will occur to review data collected by this same team which will include the teacher(s) if he/she is needed to participate. These meetings are scheduled to take place **October 5th, January 4th, April 26th, and June 14th**. If the team feels the district goals aren't being met then this will be addressed as needed. Increased curriculum and data support will be given by administration if needed.

Each Special Education teacher will also meet with the Committee of Special Education Chairperson to review and discuss students progress and/or areas of concern. These meetings will be monthly and individualized. These are scheduled to take place the first Thursday of each month at a time that works in their schedule on that day. **(October 7th, November 4th, December 2nd, January 6th, February 3rd, March 3rd, April 7th, May 5th, and June 2nd)** At this time, the walkthrough form will be reviewed and verbal and written feedback provided.

**April:** Students Individual Education Programs will be drafted with information collected all year long, along with the appropriate data to support this information. Parents will be able to view this in the document but also hear it verbally from the teacher(s) at the annual review meeting.

## Priority 2

**June:** Data will be reviewed by the administration team. By June 1, 90% of the Students with Disabilities will demonstrate a documented improvement in their Math scores using the NWEA assessment. (Baseline, Mid-year, and Year end) A plan of action will be created for students not achieving this goal.

Quantitative Data:

By October 1, 100% of Students with Disabilities will have completed the NWEA and a baseline will be accounted for.

By January, 66% of the Students with Disabilities will demonstrate a documented improvement in their Math scores using the NWEA. (Mid-Year)

By June, 90% of the Students with Disabilities will demonstrate a documented improvement in their Math scores using the NWEA assessment.

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p>Use of data for instructional practices when working specifically with Students with Disabilities in the area of English Language Arts</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 commitment 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 commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>In the past, Special Education teachers have struggled to provide the appropriate data needed to gauge instruction and/or show growth. An assessment continuum has been developed recently by the district staff. This will allow Special Education staff to be collecting data using the same, consistent methods and schedule. The goal is that this will help in the decision making process for students and the services needed. Improving in this area will help to show parents progress made.</p> <p>The district currently has a shared Superintendent/Principal role. This position is in the process of being changed for the start of the 2021-2022 school year. A principal position is being created to assist with data, observations, and curriculum support for staff.</p> <p>An overall goal of the district’s has been to improve in the area of writing quality IEP’s. The data collected will be incorporated into the Present Levels of Performance in the IEP document.</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>Teachers will use document analysis once the data is collected through the continuum assessment. (NWEA, Wonders, Phonics for Reading, Rewards, and Foundations)</p>	<p>This strategy requires teachers to be able to take the data collected and use this to guide their instructional practices. Teachers will create a formal system to track the data through charts, tracking sheets, and etc..</p>	<p>When teachers are observed either during a walkthrough or a formal evaluation, administration should be able to see connections between the data and lesson(s) being taught. Informal walkthroughs will occur a minimum of once a month and will be done by either the CSE Chairperson or Principal. Students should be grouped according to needs stated not only on their IEP's but also through their assessments. Following the walkthrough, the CSE Chairperson and/or Principal and teacher will meet monthly and the teacher will be provided with written and verbal feedback. Walkthroughs can take place not only in the Special Education setting, but also in the general education rooms where SWD are completing their instruction.</p>	<p>Professional Development will be provided to teachers if needed to help give the assessments and/or compile the results and develop instruction in the process.</p> <p>NWEA training on how to read the reports provided through the program. These training sessions are already scheduled for August 2nd and 3rd. Special Education Teachers, General Education teachers, Principal, Superintendent, and the CSE Chairperson will participate in these trainings.</p>



Priority 3

		<p>In addition, quarterly data meetings will occur between the CSE Chairperson, Principal, and/or Superintendent to review scores acquired and decide if the targeted strategies are working with the students and adjustments will be made if necessary for improvement. An action plan will be formulated if felt needed.</p> <p>The Special Education teachers will communicate with parents/guardians to seek feedback on their child's reading progress. This will be completed using a formal survey with up to 10 questions on it. Completion of this can be done via computer or paper copy.</p>	<p>With the creation of the principal position for the upcoming year, this staff member will be able to not only provide curriculum support but also data implementation for the staff as needed.</p>
<p>Teacher interviews will be used to get input with staff as to how data collection is going.</p>	<p>This will involve teachers meeting with the Superintendent, Principal, and/or Committee of Special Education Chairperson to discuss their results and whether the instruction is effective or not.</p>	<p>Informal meetings will take place on the following tentative dates: October 5, 2021/ January 4, 2022/ April 26, 2022, and June 14, 2022.</p>	<p>Substitute coverage may be needed for these meetings to take place. Discussion has also taken place of having the Partnership support teachers in the data collection process.</p>
<p>Special Education teachers will use this data for developing the Present Level of Performance in the Individual Education Program document.</p>	<p>This strategy entails not only collecting data but more importantly incorporating these numbers into the IEP to help support the student's present levels and growth made throughout the year.</p>	<p>The Committee of Special Education Chairperson reviews each IEP and will be using a checklist created to assess whether the document has the pertinent information needed regarding data points. (see checklist attached)</p>	<p>Continued training will be needed especially for new staff through the Partnership in the area of writing quality Individual Education Program documents. This trainer will assist in the process</p>

Priority 3

			and provide resources needed to help, especially to new Special Education 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.

Qualitative Improvement:

Superintendent, Principal, and/or CSE Chairperson will review the data for all Students with Disabilities quarterly. During these times, a checklist will be completed of specific things that the administration team would like to see when analyzing this information. If it's felt that some changes need to occur with either curriculum implementation or data collection, an action plan will be made.

Quantitative Data:

In November, all Special Education teachers will produce the baseline results required to show the data collection on 100% of their students and this information will then be used to lead their instruction.

In April, 100% of all IEP's will include data points and appropriate goals for the upcoming year based on the data.

Priority 4

Priority 4

Priority 4

Priority 5

## 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>
Justin Gardner	Superintendent	
Michael Douglas	K-12 Principal	
Chris Ford	Guidance Counselor	
Jennifer Leibeck	Committee of Special Education Chairperson	
Theresa Moss	Special Education Teacher	
Tara Valachovic	General Education Teacher	
Kristen Theriault	Parent	



Our Team's Process

Meetings to collaborate and reflect on our previous DCIP.		
Meetings to collaborate and create the DCIP for the upcoming year.		

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
April 20, 2021	Willsboro Central School
May 4, 2021	Willsboro Central School
May 18, 2021	Willsboro Central School
June 6, 2021	Willsboro Central School
July 6, 2021	Willsboro Central School

### 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](mailto: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).