



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Willsboro Central School District	Mr. Justin Gardner

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Implement a guaranteed, viable curriculum and practices with fidelity in the area of English Language Arts for all students, especially those with special needs.
2	Consistent collection, analysis, and use of data to guide decisions impacting student outcomes.
3	Reduction in the number of student discipline referrals.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Implement a guaranteed, viable curriculum and practices with fidelity in the area of English Language Arts for all students, especially those with special needs.</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>Curriculum continues to be an area of concern for English Language Arts despite documented progress made during 2021-2022. Teacher turnover and lack of cohesion amongst grade levels and within the Special Education department have led to a weakened curriculum system resulting in lower student outcomes than expected. At this time, the district has all certified teachers for Special Education and all other academic positions have been filled with the exception of a school psychologist. This past year the district continued to implement Wonders in all classrooms, including the Special Education rooms. Supplemental programs, such as Wonder Works, Foundations, Phonics for Reading, and Rewards were also used in the K-12 Special Education rooms. These programs were multi-sensory and systematic that benefited our students. It's crucial to use these with fidelity and accuracy. Literacy support was needed and provided throughout the year by a trained Literacy Specialist to address concerns from informal walkthroughs or observations. For example, not all resources were being implemented, assessments weren't being given consistently, progress monitoring wasn't occurring, and lessons were lacking substance at times.</p> <p>Please note that all students were receiving in person instruction for the entire year with the exception of short quarantine/isolation periods if required.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Direct instruction and modeling will continue to be used to implement decoding programs purchased: Foundations for grades K-2, Phonics for Reading for grades 3-6, and Rewards for grades 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.</p> <p>The CSE Chairperson, Principal, and/or Superintendent will complete non-evaluative walkthrough visits to the classrooms a minimum of once a month.</p>	<p>The Special Education teachers will use the designated 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. Students will be progress monitored, including those in the Resource Room setting receiving supplemental instruction.</p> <p>These assessment results will be reviewed as part of the walkthrough discussion that will take place after the observation.</p>	<p>In the summer of 2022, teachers will be given the opportunity to receive professional development to either improve upon practices or familiarize themselves with the program(s) if he/she is new.</p> <p>The remainder of the year, the Literacy Specialist will complete observations and be available to provide ongoing feedback.</p>
<p>Improve fluency with our K-2 students using the Northwest Evaluation Association (NWEA) Map reading fluency component</p>	<p>NWEA is a universal screener that the district used throughout the 2021-2022 school year. This tool needs to continue to be used to allow for progress monitoring systems to be put in place.</p>	<p>This component will be given a minimum of three times a year to our students. (September, January, and June) The reports provided through this program will allow staff to track progress consistently. Staff need continued support reading and interpreting these reports.</p>	<p>Continued training will be provided by NWEA providers for incoming staff and all other staff that are familiar with the program for instructional purposes. Additional headphones will be</p>

Priority 1

			purchased to allow for a set to be placed in each classroom instead of having one set to share amongst the classes.
Teachers will connect life 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. Teachers state that this wasn’t done enough this past year with it being the first year using the program.	When asked, students are able to articulate why they are doing certain activities in the classroom. Students are actively participating in student-led exhibitions and field trips. Field trips must be closely linked to the standards. Field trips just recently started back since Covid halted them for the past couple of years.	Purchase of supplementary materials if needed to support this area, such as Transition materials and/or assessments for our grades 7-12 students. Funding to cover costs associated with learning and field trips if seen as appropriate and safe.
Special Education teachers will increase their use of multiple modalities.	Teachers will receive professional development on strategies for incorporating multiple modalities into lessons (student discussion, visual and auditory representation, music, and media clips) Special Education teachers will develop and implement at least one lesson with multiple modalities on a weekly basis.	Teachers will plan and implement lessons that include strategies that allow students to process information using multiple modalities.	Substitute coverage will be needed to allow teachers to receive Professional Development if needed and the opportunity to visit other classrooms that are providing these types of lessons. The district will purchase Kami again to allow for text to be read to students, allowing for more independence. This upcoming year most tests for students in grades 4-12

Priority 1

			will be given using the Kami program.
Ensure students with the readiness for college, career, and real life situations/scenarios	Every student will successfully navigate the critical transitions in their schooling and will graduate from high school ready for college, career, and/or post-secondary experiences. Formal and informal transition assessments will be used for our classified students, such as the New York State Career Zone once age appropriate.	Success will be monitored through the continuous use of data metrics that address attendance, student achievement, student social-emotional health, and behaviors (if needed)	Funding for curricular resources and professional development to work on the transition component of a student's program.
Integration of technology within the district and classroom practices	The district will continue to develop the technology literacy of all members of the district, including parents. We will continue to utilize technology platforms to support instruction, communication with families, and data storage. These platforms include Google Classroom, Kami, NWEA, and other tools to enhance effective communication with all groups involved.	Surveys of parents, teachers, staff and students will show evidence of the understanding and use of technology in all aspects of school life. Feedback from the surveys will help drive continued professional development in technology literacy.	Funds will be used for purchasing platforms needed or in need of being updated, along with professional development for technology literacy.

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 2022-23 school year.

Qualitative Improvement:

Teachers will use consistent and cohesive curriculum materials to address the students' needs in the area of phonemic awareness, phonics, fluency, vocabulary, and comprehension. In addition, Special Education teachers will be effectively implementing the curriculum based upon their student needs and abilities identified on their Individualized Education Programs. Students in a Resource Room will receive supplemental instruction in reading if needed. In addition, support can be provided by the North Country Regional Partnership Center and/or the Principal who oversees curriculum.

July/August: Teachers will review previous student data (IEP, report card, etc.) to get a clear understanding of where students are at in the area of ELA. Curriculum mapping will take place specifically for our Special Education students receiving Special Class or Resource Room services. Teachers will be provided paid professional development opportunities to master the curriculum and/or assessment programs of Foundations, Phonics for Reading, Rewards, and NWEA, if felt needed.

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 based on the timeline for each grade level. This is only pertaining to the Special Education students.

Once NWEA assessments are complete, the Data team consisting of the Committee of Special Education Chairperson, Principal, Superintendent, Guidance Counselor, and Academic Intervention Services Coordinator can view these results. 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. Teachers will offer feedback or input at any time. These meetings are scheduled to take place **September 28, February 2, and June 15th**. 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

Priority 1

Thursday of each month at a time that works in their schedule on that day. **(October 6th, November 3rd, December 1st, January 5th, February 2nd, March 2nd, April 6th, May 4th, and June 1st)** At this time, the walkthrough form will be reviewed and verbal and written feedback provided. Data, IEP goals, and student progress will all be a focus.

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. Special Education teachers will be provided with specialized training titled Writing Effective Individualized Education Program documents and this will be scheduled through the Partnership.

June: By June 23, 2023, 85% of Students with Disabilities in grades K-12 performing below grade level in literacy skills will reach their individual projected growth scores by the end of year as measured by NWEA assessment. (Baseline, Mid-Year, Year End)

Quantitative Data:

By September 27th, 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 projected growth score using the NWEA. (Mid-Year)

By June, 85% of Students with Disabilities in grades K-12 performing below grade level in literacy skills will reach their individual projected growth scores by the end of year as measured by NWEA assessment.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Consistent collection, analysis, and use of data to guide decisions impacting student outcomes</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>It’s a priority that teachers and instructional staff in collaboration with school administration collect, analyze, and use this data to monitor and adjust academic supports and interventions. Data will consist of NYS state testing results, NWEA results, curriculum based assessments, and teacher collected formal/informal results. Decisions will be based on these facts. Academic data will be monitored consistently with the goal to improve student achievement. By creating a system, the district can ensure that decisions are based on evidence and best practice research. In addition, the data collected will be used when writing Individualized Education Program documents and creating individualized goals.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Special Education teachers will use the data for developing the Present Level of Performance in the Individual Education Program document.</p>	<p>This strategy involves collecting the data and then incorporating it into the document in a parent friendly manner to show their child’s present levels and documented growth.</p>	<p>The Committee of Special Education Chairperson reviews each IEP using a checklist that makes sure appropriate data points are in the document.</p>	<p>Continued training will need to be provided from the Partnership since there have been some staffing changes in the department. Staff will be trained on writing quality IEP’s in addition to being given resources to use when writing these.</p>
<p>Teachers will use document analysis once the data is collected whether it be from NWEA, Foundations, and etc..</p>	<p>This will require teachers to be able to take the data collected and use this to guide instructional practices. Teachers will create a formal system to track the classroom data through charts and/or tracking sheets.</p> <p>Administration will implement a system of feedback regarding Special Education classroom instructional practices as evidenced by conducting walkthroughs routinely.</p>	<p>Teachers will be observed through non-evaluative walkthroughs. Teachers will be given notice of these and a specific format will be followed during each observation. During these visits the administration should be able to see connections between the data and instruction being given. Walkthrough discussions will take place and feedback will be given from administration.</p>	<p>Continued professional development will be given to teachers if needed to help compile the results and develop instruction in the process. This past year a Specially Designed Instruction staff member from the Partnership started this reflection process but there’s continued work to be</p>

Priority 2

			done, especially in the Resource Room setting.
Administration will create a data system to effectively use data to make instructional decisions.	Identify and support interventions to remediate identified learning gaps for students. (Student with Disabilities, as well as other students not meeting the goals set)	Interventions are identified to address gaps in learning that are monitored and show evidence of effectiveness. The district recently hired an additional interventionist for the upcoming 2022-2023 school year.	Funds could be used towards supporting an additional Academic Intervention Services teacher.
A system will be created to use the data with parents and students (if age appropriate) to engage them in their academic progress.	The district will provide opportunities for parents and students to review data and provide opportunities to understand the data, as well as learning strategies for parents to support their students academically and socially.	<p>Survey the parents to get input regarding their understanding of data provided to them.</p> <p>Increase in parent to school communication methods regarding their child's progress.</p> <p>Provide parents with training that can help them to support their child's education.</p>	<p>Funds to allow for parent educational opportunities sponsored by the school and with the support of the Family and Community Engagement Center. (FACE) For example, the first training opportunity for our parents will be Specially Designed Instruction: A Guide for Family and Caregivers offered on August 23, 2022 from 5-6 virtually.</p> <p>Provide possible resources to parents that can help educate them regarding data. This can be promoted through our Parent Square system that allows the district to communicate with all families.</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 2022-23 school year.

Qualitative Data

July/August: The Data team will review the data from the NWEA given in June. Students will be broken up into either a tier 1, 2, or 3. Parents will be notified of these placements and the intervention (if any) that their child will receive for the upcoming year.

September/October: Students will complete their first NWEA assessment by the beginning of October. Once the NWEA assessments are complete, the Data team consisting of the Committee of Special Education Chairperson, Principal, Superintendent, Guidance Counselor, and Academic Intervention Services Coordinator can view these results. 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. Teachers will offer feedback or input at any time. During these meetings, patterns and trends are trying to be identified when analyzing the results. These meetings are scheduled to take place **September 28, February 2, and June 15th**. 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 6th, November 3rd, December 1st, January 5th, February 2nd, March 2nd, April 6th, May 4th, and June 1st)** At this time, the walkthrough form will be reviewed and verbal and written feedback provided. Data, IEP goals, and student progress will all be a focus.

April: IEP's will be written using data points to develop individualized goals for each student.

Data team meetings will take place a minimum of three times a year to decide upon the Tier intervention levels needed for our students, along with weekly Child Study meetings to make any necessary adjustments.

Priority 2

Quantitative Data

By October 1st, all teachers will have baseline results required to show data collection on 100% of students and this information will lead instructional practices.

95% of teachers will input informal or formal data into a commonly used data collection system (Google Doc, Google Sheet) as a way to document progress and drive instruction.

All IEP's will include a minimum of two data points and appropriate goals for the upcoming year based on data.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Increasing our ability to address social emotional needs and, therefore reduce the number of discipline referrals with students</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>Our belief is that students can’t reach their full potential in the classroom when their social emotional needs aren’t being met. Following remote learning due to Covid, a number of our students came back demonstrating a lack of coping skills, depression, and anxiety. Documentation through our Schooltool system supports that there has been a significant increase in discipline referrals over the course of the last few years. This would include an increase in the number of Functional Behavior Assessments and Behavior Intervention Plans being completed for our students, more 1:1 aides required with our students with disabilities, and more restrictive placements with our students in either a BOCES or residential setting. The district is recognizing the need for behavioral interventions to be proactive and address the social emotional needs of our students.</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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>The school counselor and student advocate(s) will provide our students with social and emotional learning opportunities.</p>	<p>These specific staff members will offer activities that will allow students to learn about social and emotional wellness. This can be done through individual, small group, lunch groups, or whole group classroom sessions.</p> <p>If a staff member identifies a student that is struggling with social emotional issues, they will refer them to the Child Study team that meets weekly.</p>	<p>A data tracking system will continue to be used to track the number of discipline referrals.</p> <p>Students in grades 3-12 will be surveyed to get input regarding their social emotional needs.</p>	<p>Time to research the possibilities of starting a PBIS program, use of Mind Up, or other social/emotional curriculums. A program could be purchased if felt appropriate.</p> <p>Funds can be distributed to help with the expense of our new student advocate that was recently hired to provide our students with additional social emotional support. The district is also in the process of increasing our psychologist services from 2 days a week to 3.</p>
<p>Additional staff members will participate in the</p>	<p>Staff will be required to learn effective de-escalation techniques</p>	<p>Functional Behavioral Assessments will identify the function(s) that the behavior is serving the student. Once</p>	<p>Funds will be used to cover the cost of staff attending the Therapeutic</p>

Priority 3

<p>Therapeutic Crisis Intervention training will be provide to learn about this systematic approach</p>	<p>when working with students with social emotional needs.</p>	<p>the Behavior Intervention Plan is written, data will be collected daily using ABC tracking sheets. This will include if/when physical interventions are needed.</p>	<p>Crisis Intervention training, along with the substitute coverage needed. Specific staff members will complete the Behavior Intervention Plan training through the Partnership.</p>
<p>School-wide incentive program(s) that promote positive, healthy behavior amongst our K-12 students</p>	<p>Incentives will be used to reward students for academic successes, attendance, and demonstration of admirable character traits, or random acts of kindness.</p> <p>The district will use assemblies, daily announcements, and social media to promote the positive actions.</p>	<p>A tracking system will be created to identify the number of tickets given out each month.</p> <p>These positive actions will be recognized school wide but also with parents through either using Parent Square or a phone call.</p>	<p>Funds could be used to purchase tangible items to help expand the Warrior Pride program started during the 2021-2022 school year.</p>
<p>Increased emphasis on cooperative learning amongst students in the classroom, including those with special needs</p>	<p>Special Education teachers and general education teachers collaborate in order to create inclusive classrooms when possible.</p>	<p>Students will be given activities that allow for the use of problem solving, coping, and communication skills.</p>	<p>Funds could cover for our teachers to observe inclusive classroom settings either at WCS or surrounding school districts.</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 2022-23 school year.

Quantitative Data

90% of students will be surveyed in grades 3-12 and will agree with the statement that there is a teacher, counselor or staff member at school who he/she can talk to about a problem.

There will be an increase in the number of our staff members trained in the Therapeutic Crisis Intervention program. Currently there are 3 employees and the goal is 5.

By June 30, 2023, the district will report a 30% reduction in discipline referrals for classified students in grades K-8.

Qualitative Data

There will be an increase in the number of staff that are trained and qualified to write Behavior Intervention Plans.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	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 2022-23 school year.

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 2022-23?

Why is this a priority?

Things to potentially take into consideration when crafting this response:

- *How does this commitment fit into the District’s vision, values and aspirations?*
- *Why did this emerge as something to prioritize?*
- *What makes this the right commitment to pursue?*
- *How does this fit into other commitments and the district’s long-term plans?*
- *For Districts with identified schools:*
 - *In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?*
 - *In what ways does this support the SCEP commitments of your identified school(s)?*

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	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 2022-23 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 <i>(if applicable)</i>
Jennifer Leibeck	Committee of Special Education Chairperson	
Justin Gardner	Superintendent	
Michael Douglas	K-12 Principal	
Chris Ford	Guidance Counselor	
Tara Valachovic	General Education Teacher/Parent	
Heather Walsh	Special Education Teacher	

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
April 28, 2022	Willsboro Central School
May 5, 2022	Willsboro Central School
May 19, 2022	Willsboro Central School
June 9, 2022	Willsboro Central School
July 13, 2022	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. XThe 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. XThe DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. XProfessional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. XThe 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. XA 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. XMeaningful 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 August 1, 2022, 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).