**New York State
EDUCATION DEPARTMENT**
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Troy City School District	**John Carmello**

2021-22 Summary of Priorities

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

1	**We prioritize meeting the social-emotional developmental health needs of students and families.**
2	**We prioritize instruction, intervention and support to meet the demonstrated needs of students.**
3	**We prioritize improving equity in opportunities and outcomes for all students.**
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PRIORITY 1

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize meeting the social-emotional developmental health needs of students and families.

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:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district's mission and vision include the provision of a strong social foundation. The COVID-19 pandemic forced a transition to new ways of teaching and learning for students and teachers alike. And, while there were many advancements made in the use of technology to engage learners, the year of hybrid/remote/in-person learning and subsequent uncertainty about the future created challenges for many students and families. As a result, the district continues to focus intensely on supporting the social-emotional well being of students and families.
	
	To that end, the district and our identified school, have established several commitments for the 2021-2022 academic year. We understand how critically important it is to maintain a welcoming and affirming environment, and for all students to feel like they are valued and belong in our schools. We have committed to strengthening connections among our students and the school community at large.
	
	The work outlined in Priority 1 supports the SCEP for our TSI school by focusing on the explicit teaching of a social emotional curriculum in ways that are affirming to the identities of all students. Additionally, our work incorporates restorative practices as a means of learning from our actions and ultimately reducing incidents of disciplinary referrals and suspensions.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Embedded professional support for classroom management	Beginning in September, embedded professional development on best practices for classroom management will be provided to include tiered levels of behavioral support for students from the class to the small group to the individual student. This support will be provided in partnership with consultants (Brian Mendler, Karen Peper, Melissa Macaluso) as well as the instructional coaches and delivered both in classrooms and at faculty meetings throughout the year.

A three part series on how to build strong, positive relationships with students and families will be offered with one session each in Fall, Winter and Spring of the 2021-2022 academic year. | Principal walkthroughs conducted throughout the year will focus on quality of classroom management. Walkthrough data will be analyzed by the school leadership team and shared with the faculty three times yearly (Fall, Winter and Spring).

Positive survey responses from students, improved attendance rates and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness. | Substitute teachers will be needed to allow for team-based classroom management lab cycles.

Funding is needed to support the embedded work of a consultant and the coaches.

School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff. |
| Embedded professional support | Beginning in September, embedded professional development on best practices for trauma sensitive | Positive survey responses from students and reductions in disciplinary | Funding is needed to support the embedded |

for trauma sensitive practices in schools	practices and de-escalation techniques in schools will be offered in partnership with a consultant (Rebekah Magin) as well as the instructional coaches. Support needed will be determined by the Building Leadership Team and planned at the school level throughout the year.	referrals throughout the year will serve as indicators of effectiveness.	work of a consultant and the coaches. School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.
Revisions to the Code of Conduct	The Code of Conduct Committee will conduct a comprehensive review of the "Code" to ensure that it represents high expectations for adult-student relationships, student behavior and use of restorative practices as appropriate to support actual changes in student behavior.	Positive survey responses from students and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness. Referral data will be reviewed by the Code of Conduct committee on a monthly basis, and data analysis will result in redistribution of resources to meet the demonstrated needs.	Space, time and members of the Code of Conduct Committee will be needed to ensure this task is completed.
Data analysis sessions facilitated by the Social Emotional Development and Learning (SEDL) Committee	The SEDL Committe will meet monthly to analyze progress monitoring data of students identified as at risk according to the SAEBRS, Fastbridge and/or ACES assessments.	The SEDL Committee will determine each month if adjustments need to be made or additional supports need to be provided to students based on social, emotional and/or behavioral needs as evidenced in the SAEBRS, Fastbridge and/or ACES progress monitoring data.	Space, time and members of the SEDL Committee will be needed to ensure this task is completed.
Use of Second Step Curriculum	Teachers and support providers will deliver Second Step lessons for the explicit teaching of the social emotional curriculum. This curriculum helps students with both executive functioning skills as well as self-regulation strategies.	Positive survey responses from students and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness. Referral data will be reviewed on a monthly basis at the building level, and	Resources needed include the following: ● Teachers and support providers time to deliver lessons

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		data analysis will result in redistribution of resources to meet the demonstrated needs.	● Purchased materials (Second Step Curriculum)

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 2021-2022 school year, the district hopes to achieve the following:
● Survey data showing the improvements below (2020-2021 data in parenthesis):
    ○ 5% decrease in the percentage of students who report that behavior interferes with learning (54.5%).
    ○ 5% decrease in the percentage of teachers who report that behavior interferes with learning (45.6%).
    ○ 5% decrease in the percentage of staff who report that behavior interferes with learning (75.5%).
    ○ 5% decrease in the percentage of families who report that behavior interferes with learning (57.5%).
● Year to year comparison data will show fewer students who received at least one behavior referral.
● Year to year comparison data will show fewer students who received at least one out of school suspension.
● Year to year comparison data will show dramatically fewer students who meet the NYSED definition of "Chronically Absent". Baseline data from 2020-2021 is below:
    ○ 46.2% of students at the elementary level (K-5)
    ○ 28.3% of students at the secondary level (6-12)

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize instruction, intervention and support to meet the demonstrated needs of students.

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:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	As a district, our core enterprise is teaching and learning. While we understand our role in responding to and removing barriers to student learning and success, our mission and vision is focused on providing a strong educational foundation so that all students can graduate college and career ready. To this end, this DCIP focuses on highly effective instruction, intervention and academic support that match students' abilities, allowing them to learn and grow.
	
	As all students return to in-person schooling this fall, it will be critically important to accurately assess students, gauging any learning loss that may have occurred as a result of the COVID-19 pandemic. In that gaps in learning may vary considerably as a result of students' unique situations and experience during the 2020-2021 school year, there will be a need for more frequent and targeted individual and small group work to expedite student learning.
	
	This work enhances the commitment of our identified school to provide rigorous instruction with a specific focus on the subgroup *Students with Disabilities*.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Curriculum Review	Teachers will review all curriculum maps, looking to improve cultural responsiveness and adjusting to address student needs due to COVID learning loss. (July and August)	Classroom libraries will have more diverse materials so that they provide windows, mirrors and sliding glass doors for students. Faculty and staff will be using supplemental resources to support increased needs in the explicit teaching of Phonemic Awareness. Student survey data will show improved outcomes regarding rigor, cultural relevance and engagement.	Resources needed include the following: ● Paid summer curriculum writing time for teachers ● Space throughout the district for teacher teams to work during summer school ● Curriculum Leaders to facilitate curriculum review sessions ● Purchased materials (Heggerty Phonemic Awareness Kits, new Core Math program - Eureka Math Squared, additional books

			for classroom libraries, etc.)
Assessment of Student Learning	Students will be assessed using the universal screener (Fastbridge) for reading and math to determine risk levels and identify skill gaps. (September) Students will be assessed using interim assessments (testlets) in ELA and Math to monitor progress over time (October, December and February) and reading levels will be determined using Fountas and Pinnell (Fall, Winter and Spring).	Faculty and staff will use time on the opening conference days and the **monthly** Data, Feedback, Strategy (DFS) meetings to analyze student assessment information and to identify and monitor instructional and curricular needs. Teachers will develop "Next Steps for Instruction" which will be implemented prior to the next meeting. Progress monitoring will show whether there is evidence of impact for students and whether or not they are progressing in Reading levels (A-Z).	Release time on the first Wednesday of the month will continue to allow grade level teacher teams to analyze student data and strategize about necessary instructional responses. Instructional coaches in each school will support teachers in planning "Next Steps for Instruction" as data is examined by teams.
Embedded professional support for individual and small group conferring sessions in ELA	Beginning in September, embedded professional development for the implementation of the reading, writing, and phonics units of study in all elementary and middle schools will be provided by the Teachers College Staff Developers. (2X monthly in each school K-8, throughout the year). Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily.	Principal walkthroughs conducted throughout the year will focus on frequency and quality of individual and small group conferring sessions in Reading, Writing and Phonics instruction. Walkthrough data will be analyzed by the school leadership team and shared with the faculty three times yearly (Fall, Winter and Spring). Gains in student achievement will be noted in progress monitoring data for Reading, Writing and Phonics.	Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Teachers College Staff Developers. School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.
Embedded professional support for individual and small	Beginning in September, embedded professional development for the implementation of the new core	Principal walkthroughs conducted throughout the year will show more frequent and improved individual and	Substitute teachers will be needed to allow for team-based instructional

group conferring sessions in Math	math program, Eureka Math Squared, will be provided by Great Minds and Bank Street and will occur monthly, throughout the year. Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily.	small group conferring sessions in Mathematics instruction. Gains in student achievement will be measured in progress monitoring tools for mathematical fluency and concepts.	coaching cycles with the Staff Developers from Great Minds and Bankstreet.
Student surveys and focus groups	Surveys will be administered to students, families, faculty and staff to gain perceptions of the learning environments and the extent to which they are meeting students needs (Fall and Spring).	Stakeholders will respond specifically to survey items that align to areas shown as needing improvement (student engagement, collaboration and academic rigor). This data will be review by the Building Leadership Team and disseminated to faculty and staff in a subsequent faculty meeting.	District surveys will need to be purchased again this year and administered to groups of students, families, faculty and staff. Building leadership teams will need time to review the survey results and share findings with the larger school community.

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 2021-2022 school year, the district hopes to achieve the following:
- Winter and Spring universal screening (Fastbridge - aReading and aMath) data will show a decrease in the percentage of students in grades 3-8 that fall in the High Risk category.
- Troy CSD Reading and Math Testlet data will show an increase in the percentage of students in grades 3-8 who are proficient in ELA and Math.
- Troy CSD Reading data (F&P levels) will show an increase in the number of students reading at or above grade level.
- Survey data will show increases to the baseline percentages noted below:
  - 48.9% of students reported that "Our school curriculum (work) is challenging."
  - 31.4% of students reported that "In class, we often work with partners or in groups."
  - 45.6% of students reported that "Classes are interesting and keep my attention."

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2021-22?	We prioritize improving equity in opportunities and outcomes for all students.

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The strong educational and social foundation outlined in the district's mission and vision focuses on ensuring that ALL students graduate college and career ready. Part of this work, which has become a critical component of our district-wide strategic planning, is guided by the NYSED Culturally Responsive-Sustaining Education Framework and its four core principles: welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and ongoing professional learning and support. Although our equity self reflection places us in the integrating category, we are proud of the fact that we have started this work in meaningful and relevant ways.
	
	Additionally, this commitment aligns fully with that of our identified school, which has identified all four core principles of the Framework in its second commitment. We hope to build on the work we have started in the 2020-2021 school year to achieve greater levels of equity throughout our organization.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Equity Improvement Cycles	Building leadership teams and district departments will identify an inequitable practice within their area that will become the focus of a year-long equity improvement cycle.	Teams will identify a metric at the beginning of the year that will serve as the target for this work. Some of the targets from the 2020-2021 academic year include: Reduction in suspension of black male students with disabilities, reading comprehension for Hispaic students, multi-racial student graduation rate, etc. 2021-2022 targets will be established in September of 2022. The Assistant Superintendent will meet monthly with all principals/directors to monitor progress toward each equity goal, making adjustments as needed.	Time for the Building Leadership Teams and departments to examine areas of inequity and identify the focus of their equity improvement cycle.

Time for the leadership team to monitor progress toward equity goals. |
| Professional Development on Excellence and Equity in our Schools | Professional development sessions will be offered remotely during the year, facilitated by Dr. Tyrone Howard. This year's sessions will build upon the previous year and go deeper into the following three areas related to Equity: Culture, Explicit Practices and Leadership. | Faculty, staff, leaders and Board of Education members will participate in training on how to improve excellence and equity in our schools.

Positive survey responses from students in the following areas will serve as indicators of effectiveness: | Funding is needed to support the embedded work of a consultant.

Time and space are needed to provide the training. |

		*Students say the curricula is relevant to their interests and backgrounds. *Students say the curricula helps them learn and celebrate various student cultures and backgrounds. *Students say that staff show bias toward particular student groups.	
District-wide Equity Committee	The District-wide Equity Committee will meet six times throughout the year for the purpose of monitoring progress as it relates to improved equity in outcomes.	Evidence of success will be a more diverse faculty, increased student diversity in advanced courses and positive student survey responses as noted in the previous strategy.	Time for the Equity Committee to analyze data and make recommendations to the leadership team.
DLT and Survey Administration	The District Leadership Team will meet six times throughout the year for the purpose of monitoring progress as it relates to the DCIP. Surveys will be administered to students, families, faculty and staff gauging perceptions across a variety of settings. Administration in the Fall of 2021 and again in Spring of 2022.	Surveys will be revised to include demographic information. This was a recommendation of the Equity Committee who felt that it would be helpful to be able to drill down in our responses to understand any trends that emerged from different subgroups of stakeholders. Survey results will be analyzed and shared with the leadership team so that adjustments can be made as needed. We will know this strategy has worked if we see more favorable survey responses related to diversity, equity and inclusion.	Funding to purchase the comprehensive survey instrument, including recommended revisions.
College and Career Counseling for All	College and Career Liaisons will provide support to all students, especially those at risk, to provide college and career counseling and	This strategy has emerged from the work of many groups. However, families have been among those asking for an increased focus on making sure	Time for the College and Career Transition liaisons to identify students' areas of interest, arrange for

Priority 3

	develop college and career plans with students. They will also arrange more opportunities for job shadowing, guest speakers from surrounding industries and internship opportunities for Troy students.	that students have access to both college and careers, depending upon their personal choice. We will know if this strategy is effective if more students are participating in visits to colleges and industry partners, and through the development of college and career plans.	both college visits and experiential learning through industry partners.
Curriculum Audit	Curriculum Leaders will use monthly departmental meeting times and conference day times to conduct a curriculum audit to ensure that multiple perspectives are represented in our units of study. We will continue to add culturally responsive materials to our teaching resources (Summer 2021 and monthly throughout 2021-2022)	Evidence of success will be a more diverse faculty, increased student diversity in advanced courses and positive student survey responses as noted in the previous strategy.	Paid teacher time to conduct curriculum audits as summer curriculum work is performed. Funding to purchase additional culturally responsive teaching and learning materials.

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 2021-2022 school year, the district hopes to achieve the following:
- Evidence of impact for each Equity Improvement Cycle established by all schools and departments.
- All surveys administered by the district to students, families, faculty and staff will be revised to include demographic data.
- Survey data will show increases to the baseline percentages noted below:
  - 53.3% of faculty reported that "Students say the curricula (work) is relevant to their interests and background."
  - 48.7% of staff reported that "Students say the curricula (work) helps them learn and celebrate various student cultures and backgrounds."
  - 29.9% of families reported that "Students say that staff show bias toward particular student groups."
  - 38.4% of students reported that "Students say that staff show bias toward particular student groups."

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 2021-22?	

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:*
   o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   o *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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2021-22?	

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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *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?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2021-22 school year.

Stakeholder Participation

Background

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

Team Members

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

Name	Role	School (if applicable)	Name	Role	School (if applicable)
Donna Watson	Asst. Superintendent for Curriculum & Instruction		John Carmello	Superintendent	
Juli Currey	Director of Grants & Funded Programs		Jim Canfield	Principal	School 12
Donna Fitzgerald	Director of PPS		Karen Cloutier	Principal	School 14
Janay Lewis	Parent	School 14	Sabina Dinardo	Dean of Students	Troy Middle School
Matthew Flowers	BOE Member / Parent	District	Virginia DonVito-MacPhee	Principal	School 18
Jennifer Rondeau	Parent	School 14/School 16	Tracy Ford	Principal	School 16
Ann Apicella	BOE Member		Judi Gawinski	ELA Curriculum Leader	
Bill Strang	Teacher / Parent	Troy High School	Adam Hotaling	Asst. Superintendent for Business	
Jennifer DeMarco	RtI Coordinator		Theresa Kaniff	Parent	
Tarek Abdallah	Applications Engineer		Nicole MacNeil	Math Curriculum Leader	
Diane Allen	Instructional Coach		Joe Mariano	Principal	Troy High School
Maxine Brisport	School Psych. & Family Engagement Coord.		Kristen Miaski	Director of Human Resources	

Robert Wallen	Teacher, APPR CL		Tysha Tyson Laboy	Parent	Troy Middle School
Jessica Cachioli	Parent	Carroll Hill	Thomas Dansereau	Parent	School #14

Meeting Dates

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

Meeting Date	Location
4/20/21; 6/23/21; 7/14/21	Virtual DLT - Parent Engagement Meetings
12/1/20; 5/27/21	Virtual DLT - Admin Team Meetings
10/5/20; 11/2/20; 12/7/20; 1/4/21; 2/1/21; 3/1/21; 4/19/21; 5/3/21; 6/7/21	Virtual DLT - SEDL Committee Meetings

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	Teachers have participated in the development of this DCIP in a number of ways. All teachers, including those teaching all identified subgroups have been invited to participate in a district-wide survey.. Teachers have also had representatives serving as active members of all district-wide and building-level committees, including the District Leadership Team, charged with writing this plan.

Parents with children from each identified subgroup	Parents have participated in the development of this DCIP in a number of ways. All parents, including parents representing all identified subgroups have been invited to participate in a district-wide survey. Parents have also had representatives serving as active members of all district-wide and building-level committees, including the District Leadership Team, charged with writing this plan. Finally, parents have been invited to a series of "Parent Cafes" to ensure that their voices are represented in the identification of priority areas.
Secondary Schools: Students from each identified subgroup	Students have participated in the development of this DCIP in a number of ways. All students, including those representing all identified subgroups have been invited to participate in a district-wide survey.. Students have also had representatives serving as active members of all secondary level committees. Finally, principals have conducted "town hall" style assemblies as well as small group and individual meetings with students to ensure their ideas and suggestions have been included in the development of this DCIP.

Submission Assurances

Directions

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

1. **X** 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. **X** The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. **X** Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. **X** 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. **X** 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. **X** 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).