



New York State
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

2020-21

District Comprehensive Improvement Plan (DCIP)

District	Superintendent

2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	Increasing student attendance rate.
2	Increased utilization of high-quality, instructional best practice including high-level questioning, student discourse, and formative assessment in classroom instruction.
3	Providing actionable feedback to teachers.
4	Decreasing behavioral referrals and suspensions through the use of restorative practices.
5	Increasing the quality and quantity of two-way communication and engagement with parents and families.

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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
3/25/2020	Virtual	5/18/2020	Virtual
3/27/2020	Virtual	5/27/2020	Virtual
4/22/2020	Virtual	6/3/2020	Virtual
4/29/2020	Virtual	6/10/2020	Virtual
5/6/2020	Virtual	6/15/2020	Virtual
5/11/2020	Virtual		
5/14/2020	Virtual		

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	Due to the COVID-19 pandemic and related school closure we had two teachers on the DCIP planning committee. One was a special education teacher and the other a reading teacher, both who work with students in our identified subgroup.
Parents with children from each identified subgroup	Due to the COVID-19 pandemic and related school closure we had one parent on the DCIP planning committee. He interacts with the identified subgroup on a regular basis.
Secondary Schools: Students from each identified subgroup	Due to the COVID-19 pandemic and related school closure we did not have a student on the DCIP planning committee. We wanted our student population to focus on their academic studies and social/physical health and well-being during this difficult time. Once schools reopen, we will add a student for future meetings.

Stakeholder Involvement Signature Page

Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP. If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

COVID-19 UPDATE: NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
Beth McCoy	Assistant Superintendent for Curriculum and Instruction	
Traci Roethel	Principal, Finley Middle School	
Joseph Leavy	Huntington Parent ELA/Humanities Chairperson	
Donna Moro	Principal, JA STEM Magnet Intermediate School	
Christina Droskoski	Reading Teacher, Woodhull Intermediate School	
Krista Fee	Special Education Teacher, Finley Middle School	
Judy Moroff	Director, ENL/World Language/Dual Language Programs	
Diana Rich	Director, Special Education	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Increasing student attendance rate.
Why will this be prioritized?	All 8 schools received an ESSA Level 1 for Chronic Absenteeism across multiple subgroups.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
School leaders will have implemented the Revised Attendance Notification (RANP) Procedures (RANP) to support student attendance	September 2020	
District leaders will have established a system for reviewing the RANP and providing school leaders with suggestions to improve the quality of procedures, interventions and monitoring.	January 2021	
District attendance will improve by 2% from previous year.	June 2021	
Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Attendance rate	92%	2% improvement
	End of Year 2020 (optional)	End of Year 2021
	N/A	3% improvement
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Number of students considered Chronically absent	798/4628	Reduction of 3%
	End of Year 2020 (optional)	End of Year 2021
	N/A	Reduction of 3%

Priority 1

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
Ongoing	Ongoing	Staff receive Revised Attendance Notification Procedures (RANP) PD
8/15/20	9/30/20	Each school convenes a committee to develop a plan and school specific protocol for implementing RANP.
9/1/20	9/30/20	District and schools provide PD to staff on protocols for implementing RANP.
9/1/20	10/1/20	Principals meet with school counselors, social workers, attendance staff to plan for implementation of RANP.
10/1/20	12/31/20	School counselors and support staff develop schedule for RANP implementation and regular RANP meetings. Additional staff is utilized for support in implementing RANP as needed.
January Through June		
Start	End	Action
1/1/21	1/15/21	Each school reconvenes committee to assess/suggest revisions for RANP process and revised attendance notification procedures
1/15/21	1/30/21	District reconvenes committee to assess/review suggested revisions for implementing RANP and additional supports needed. Both are revised for remainder of year.
2/1/21	2/5/21	Each school shares with district recommendations and revisions for implementing RANP and provides support to implement any changes.
2/1/21	6/1/21	School administrators and district staff provide additional support during building level RANP meetings.
6/15/21	6/30/21	District reconvenes committee to assess/review suggested revisions for implementing RANP and additional supports needed. Both are revised for the 2021-2022 school year.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Supporting, tracking, and addressing class attendance will present a very complex issue given virtual	Seek SED guidance and establish guidelines and procedures for tracking attendance for virtual attendance if needed in the fall.	September

Priority 1

attendance.		

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Increased utilization of high-quality, instructional best practice including high-level questioning, student discourse, and formative assessment in classroom instruction.
Why will this be prioritized?	Multiple schools received a level 1 for composite growth score.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
The creation and implementation of consistent standards alignment used by all teachers.	September 2020
District coaches will provide teachers with regular feedback to support their alignment of instruction and assessment to standards.	January 2021
All teachers will be providing standards aligned instruction and assessment to students.	May 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Percentage of teachers aligning instruction and assessment with standards.	N/A- due to COVID 19 school closure	Baseline on Focus Walk Data
	End of Year 2020 (optional)	End of Year 2021
	N/A- due to COVID 19 school closure	Improvement of 5% based on Focus Walk Data

Priority 2

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/15/20	9/30/20	District administration will provide principals with professional development in the Danielson Rubric to support them in aligning their instructional practices, focus on higher level questions and learn more about formatively based assessments.
9/10/20	10/30/20	District principals/directors will will train district teachers in the Danielson Rubric to support them in aligning their instructional practices, focus on higher level questions and learn more about formatively based assessments.
9/21/20	10/20/20	District coaches will push into grade levels and/or department meetings to support teachers in aligning their instructional practices, focus on higher level questions and learn more about formatively based assessments. Each teacher will be asked to sign up for support session with a district coach during the fall/winter.
10/26/20	11/4/20	District coaches will push into each grade level and/or department meeting to support teachers in utilizing the district focused protocol for teachers to use to align their instructional practices and formatively based assessments to significant instructional best practice.
January Through June		
Start	End	Action
1/4/21	2/28/21	Each teacher will review and revise unit plans for use with students in January and February based on their professional development and coaching experiences thus far in the year.
1/1/21	3/31/21	Each teacher will share their revised plan with colleagues, coaches and/or administrators to discuss implementation.
1/1/21	3/31/21	Feedback on the revised plans and provide teachers with suggestions for how the plan could be further enhanced.
2/1/21	4/30/21	District coaches will visit teachers to view the implementation of their plans. After each visit the district coach will meet with the teacher to discuss how implementation of the plan is going and to discuss if there is need for additional support.
4/1/21	5/30/21	Each teacher will review and revise unit plans for use with students in April and May based on their professional development and coaching experiences thus far in the year.
4/1/21	5/30/21	Each teacher will share their revised plans with colleagues, coaches and/or administrators to discuss implementation.
4/1/21	5/30/21	District coaches will review the submitted plans and provide teachers with suggestions for how the plan could be further enhanced.
5/1/21	6/15/21	District coaches will meet with teachers during grade level or department meetings to discuss the district alignment protocol to gain insight into what worked well, areas that may need refinement, and areas that teachers feel they need additional support moving forward.

Priority 2

6/7/21	6/11/21	District coaches will meet with principals to gather their feedback on the district alignment protocol to gain insight into what worked, what evidence principals found of alignment in class walkthroughs, and what areas of the plan that may need further refinement.
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Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
We anticipate that there will be difficulties in the design of multi-step, cognitively demanding tasks that students address in collaboration with their peers and complete independently.	The district will support teachers to develop tasks that challenge students with grade level cognitive demand and incorporate both student to student interaction and individual investment and accountability.	August/September/October

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	Providing actionable feedback to teachers.
Why will this be prioritized?	Survey data revealed that only 50% of teachers agree that they receive regular feedback from school leaders. A review of teacher feedback revealed a large variation in the frequency and quality of feedback provided to teachers.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
School leaders will have established a system in place to conduct regular class visits and provide teachers with actionable feedback.	September 2020
District leaders will have established a system for reviewing teacher feedback and providing school leaders with suggestions to improve the quality of feedback.	October 2020
Feedback to teachers will be actionable and aligned to school and district priorities.	May 2021

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Teacher surveys – percentage of teachers who agree that they receive regular feedback from school leaders	No data available	65%
	End of Year 2020 (optional)	End of Year 2021
	No data available	80%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Walkthrough data – percentage of teachers implementing priority instructional strategies	45%	50%
	End of Year 2020 (optional)	End of Year 2021
		55%

Priority 3

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/20/20	9/1/20	Principals and assistant principals will attend PD on observing teacher practice and providing high quality actionable feedback.
8/20/20	9/1/20	Principals and assistant principals will revise the current walkthrough tool/feedback form focused on school and district priorities.
8/20/20	9/15/20	Principals and assistant principals will develop their September walkthrough calendar ensuring that each teacher is visited once. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
9/1/20	9/30/20	Principals will clearly communicate instructional expectations and share walkthrough tool with staff.
9/20/20	9/30/20	Principals and assistant principals will develop their October walkthrough calendar ensuring that teachers who were not meeting expectations in September are revisited at least once. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
10/1/20	10/9/20	School leaders will provide feedback to district leaders for review. District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved. District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers.
10/28/20	10/30/20	Principals and assistant principals will develop their November walkthrough calendar ensuring that teachers who were not meeting expectations in September are revisited at least once. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
11/2/20	11/6/20	School leaders will provide feedback to district leaders for review. District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved. District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers.
11/17/20	11/17/20	District leaders will provide follow-up training based on trends identified through their review of feedback in September and October.
11/23/20	11/24/20	Principals and assistant principals will develop their December walkthrough calendar. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
12/1/20	12/4/20	School leaders will provide feedback to district leaders for review. District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved. District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers.
12/14/20	12/18/20	School and district leaders will meet with staff and review walkthrough results. Adjustments to the walkthrough tool/feedback form will be made to address any needs that are identified.

Priority 3

12/21/20	12/23/20	Principals and assistant principals will develop their January walkthrough calendar ensuring that teachers who were not meeting expectations in prior months are revisited at least once. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
<i>January Through June</i>		
Start	End	Action
1/6/21	1/10/21	School leaders will provide feedback to district leaders for review. District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved. District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers.
1/12/21	1/17/21	District leaders will conduct joint walkthroughs with school leaders whose feedback to teachers needs improvement. Following these walkthroughs, district leaders will assist school leaders in preparing feedback to teachers.
1/27/21	5/30/21	During the last week of each month, principals and assistant principals will develop their walkthrough calendar for the following months, ensuring that teachers who were not meeting expectations are revisited at least once. School leaders will delegate responsibilities to other school staff as needed to ensure that they are able to conduct walkthroughs as scheduled.
3/2/21	3/6/21	School and district leaders will meet with staff and review walkthrough results. Adjustments to the walkthrough tool/feedback form will be made to address any needs that are identified.
4/1/21	6/4/21	School leaders will provide feedback to district leaders for review. District leaders will review the feedback provided to ensure alignment with school and district priorities and identify areas where feedback could be improved. District leaders will provide school leaders with suggestions to improve the quality of feedback to teachers.

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Informal walkthroughs have not occurred since March. When school resumes, we imagine staff will be happy to see their students again and may not be thrilled to hear principals announce that	We will make sure that principals focus the first half of staff's first day back on re-establishing connections with staff through a series of team building activities.	August/September

Priority 3

walkthroughs are a district priority this year.		

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Decreasing behavioral referrals and suspensions through the use of restorative practices.
Why will this be prioritized?	System of behavioral management depends on disciplinary actions rather than restorative practices.

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Each elementary school will implement the Sanford Harmony Program in addition PBIS strategies.	September 2020
Each secondary school will have a system in place for a significant number of behavior referrals to be managed through restorative practices.	September 2020
Teachers at the Finley Middle School will be implementing restorative circles on a regular basis.	January 2020
The majority of minor behavioral incidents will be managed through non-punitive measures.	May 2021

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Out-of-School Suspensions	53	50
	End of Year 2020 (optional)	End of Year 2021
	No data available due to school closure (estimated 106)	100

Priority 4

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
8/20/20	9/15/20	District discussions regarding PBIS, SEL and Restorative Practices will take place.
9/1/20	9/30/20	Each school group convenes a committee to develop a plan for implementing SEL practices, PBIS and/or restorative practices circle meetings and revised Behavior Referral process. Each school creates a plan to monitor and track behavioral referrals.
9/1/20	9/30/20	Each school create a plan to monitor and track behavioral referrals.
9/1/20	9/30/20	District and schools provide PD to secondary school counselors and school support staff in restorative practices and develop protocol to support classes with implementation.
9/1/20	10/15/20	Elementary teachers meet by grade level/content area to plan for implementation of Sanford Harmony, PBIS strategies and behavioral referral process for first two months of school.
9/1/20	10/15/20	Secondary teachers meet by grade level/content area to plan for implementation of restorative practices circle meetings and behavioral referral process for first two months of school.
9/1/20	10/15/20	Secondary school counselors and support staff develop schedule for supporting restorative practices implementation.
10/15/20	12/31/20	Staff are provided with additional support during staff meetings on the topic of Restorative Practices – topic included on all agendas for these meetings.
10/15/20	12/31/20	Teachers provided additional support in class for Restorative Practices through peer observations/feedback.
10/15/20	12/31/20	Administrators monitor implementation of restorative practices implementation and behavior referral process via classroom observations, documentation review and discussions.
10/15/20	12/31/20	Implementation progress reviewed and discussed during all GLM and Staff meetings.
January Through June		
Start	End	Action
1/1/21	1/31/21	Secondary Schools reconvene committee to assess/suggest revisions for restorative practices circle protocol and behavior referral process.
1/1/21	1/30/21	District administrators meet to discuss, assess and review suggested revisions for restorative practices circle protocol and behavior referral process and additional supports needed. Both are revised for remainder of year.
2/1/21	2/28/21	Each school shares updated restorative practices circle protocol and behavior referral process and provides support to implement any changes.
2/1/21	3/31/21	Teachers implement changes in restorative practices circle protocol and behavior referral process.
2/1/21	6/15/21	School administrators monitor development and implementation and provide updates to district staff monthly.
2/1/21	6/15/21	School administrators and district staff provide additional support during grade level and staff meetings, etc.

Priority 4

Addressing COVID-19 Related Challenges

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
When students are out of school for extended periods of time, they will need alternatives to the social interaction school provides.	We are planning ways to have students participate in restorative circles virtually to support their emotional development and connections.	October

Priority 5

Priority 5

What will the District prioritize to extend success in 2020-21?	Increasing the quality and quantity of two-way communication and engagement with parents and families.
Why will this be prioritized?	Need to engage and involve parents and families more deeply in student academic success

Measuring Success: *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.	1/21
Families and school staff engage in regular, two-way, meaningful communication about student learning.	1/21

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Parents surveyed respond positively to the statement “My teacher communicates with me about my child’s progress.”	Middle of Year 2020	Middle of Year 2021
	Not available	50%
	End of Year 2020 (optional)	End of Year 2021
		75%

Priority 5

Taking Action: *What actions will the district do so that the success identified above will be realized?*

August Through January		
Start	End	Action
Ongoing	Ongoing	Staff receive Family-School Partnerships PD
9/1/20	10/31/20	District convenes a Shared Decision Making District-Wide committee to discuss Family-School Partnerships, timeline and expectations.
9/15/20	10/31/20	Each school convenes a building level shared decision making committee to develop a plan and discuss Family-School Partnerships, timeline and expectations.
10/1/20	10/31/20	District and schools share the plan on the District Family-School Partnership process, timelines, and expectations with staff.
10/1/20	10/31/20	District works with principals to develop a schedule and checkpoints for monitoring and measuring the activities and actions implemented by the District Family-School Partnership process.
10/20	12/20	School staff are provided with additional support during grade level and/or department meetings in the process of implementing the District Family-School Partnership process as needed.
12/15/20	1/15/20	Principals gather data and monitor the activities and actions implemented by staff through the District Family-School Partnership and report back to the district level Shared Decision Making Committee.
January Through June		
Start	End	Action
1/1/21	1/31/21	Each school reconvenes committee to assess/suggest revisions for District Family-School Partnership
2/1/21	3/31/21	District reconvenes committee to assess/review monitoring data and suggested revisions for implementing District Family-School Partnership and additional supports needed. Process is revised for remainder of year. Each school shares out district-level revisions of the District Family-School Partnership process and provides support to implement any changes.
3/1/21	5/30/21	Building staff implement changes in the District Family-School Partnership process.
3/21	5/21	School administrators monitor and gather data regarding the implementation of District Family-School Partnership process.
2/21	5/21	School administrators and district staff provide additional support to staff during building level, grade level and team meetings.
6/1/21	6/15/21	Each school reconvenes committee to assess/suggest revisions for District Family-School process.
6/1/21	6/15/21	Principals report the monitoring and activity data to the district Family-School Partnership committee for review.

Addressing COVID-19 Related Challenges

Priority 5

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
Usual ways of communicating are disrupted because of the lack of daily contact with students. Parents and families feel disconnected due to school closures.	Intentionally use the District Family-School Partnership process to connect with parents.	September

Submission Assurances

Submission Assurances

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

- 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. (We did not have a student on the DCIP planning committee due to the school closure related to COVID-19.)
- As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
- The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP. (Due to COVID-19 it was indicated on June 22, 2020 via email that this did not need to be submitted.)
- The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
- Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
- 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.
- 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).
- 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 the following documents by July 31, 2020:

- DCIP
- DCIP Planning Document
- A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

Submission Assurances

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).