



District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
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| Cairo-Durham CSD | Mr. Michael Wetherbee |

2022-23 Summary of Priorities

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

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| 1 | Provide an equitable education for all students through strong curriculum and vertical alignment |
| 2 | Establish a sense of belonging and community for all students and staff by promoting self-growth and cultivating shared academic and behavioral ideals |
| 3 | Commit to a systematic approach to identify, monitor and intervene with students at-risk of not graduating district-wide |
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PRIORITY I

Our Priority

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| <p>What will we prioritize to extend success in 2022-23?</p> | <p>We are committed to providing an equitable education for all students in K-12 to narrow the gap so they are future ready. We will strengthen our curriculum to provide a cohesive, vertically aligned approach to the content students encounter, so they are engaged in meaningful learning that is relevant to them and their future.</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>During the 2021-2022 school year, students returned to full in-person instruction. Students entered the 2021-2022 school year with numerous learning gaps. This was most evident in the primary grades and in the transition years (5th to 6th, 8th to 9th). Despite this, students made progress due to shifts in our instructional practices, strategic hires (Reading Recovery and additional AIS instructors) and efforts in our Professional Learning Communities work. We have started to make gains as evidenced through our assessment data (i-Ready, Fountas and Pinnell, benchmark assessments). However, this priority needs to continue into the 2022-2023 school year as we have not met our district goals for literacy.</p> <p>Much work over the 2021-2022 school year conducted done to train staff in Professional Learning Communities. Time was set aside at all levels for PLC teams to meet. K-8 teachers maintain data walls and are beginning to use the data to inform shifts in instruction and sharing data with other staff members. PLCs are still new, but will continue to be utilized in the coming year. While the elementary and middle school have established data collection and systems for sharing data, the high school is not receiving literacy data for students entering ninth grade from the prior grade. The 2022-2023 school year will start with a focus on essential standards that were identified at the end of the 2021-2022 year and summer team work. Going forward, we need to establish a consistent way to share student data with high school staff and leaders.</p> |

Priority 1

RtI and AIS entry and exit criteria has been solidified at the elementary and middle school. The high school processes are reactive rather than proactive in terms of identifying students who need intervention. However, with assistance from Questar III BOCES and internal coaches we can begin to address AIS in the high school and create a more effective structure for the support classes.

Expansion of intervention options such as Orton-Gillingham occurred and will continue over the summer of 2022. More teachers will receive the training going forward. Reading Recovery as well has proven successful with 42% of students being able to exit the program. AIS structures will continue to be refined.

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| <p>What strategies will we pursue as part of this Priority?</p> | <p>What does this strategy entail?</p> | <p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p> | <p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p> |
| <p>Training in PLC</p> | <p>Preparing new hires for PLC structures and refresher training needed for current staff. The K-8 ELA and MATH coaches will work in conjunction with external coaches to provide training and support in utilizing the PLC model throughout the year</p> | <p>New Teacher Orientation (August 23 and 24, 2022) will introduce new staff to our coaches and how they will support their work quarterly. Coaches keep logs and meet weekly with the curriculum leader and bi-weekly with building leadership to share progress.</p> <p>Monthly new teacher meetings will occur to promote best practices and data collection. The meetings will serve as a “check-in” for new staff.</p> <p>Internal and External coaches will meet once a month to share best practices and to review data for ELA and Math across K-8 to gauge success. Internal data review will occur every five-weeks to gauge student progress.</p> | <p>Dates will need to be determined for refresher PLC training.</p> <p>Monthly new teacher meetings need to be scheduled and funds will be needed to pay for teachers working outside their contractual time.</p> <p>Embedded coaches continue work with teachers during the day and will be allowed to attend “Coach the Coach” sessions monthly during the day at Questar III BOCES or PD needed. New elementary teachers</p> |

Priority 1

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| | | | will receive a “residency” with each internal coach. Middle School AIS teachers will receive support from coaches as well to support their work. |
| Programming and intervention that is not one-size fits all | <p>The elementary and middle school Revised RtI plan needs to be shared and processed for teachers to implement it effectively. They will need to understand the processes (entry and exit criteria) and follow the plan.</p> <p>Data needs to be shared between buildings not just within the building. The elementary school needs to determine the schedule for RTI. Reading Recovery will need to continue.</p> <p>The high school AIS program structure needs to be revamped to better define entry and exit criteria and the resources used for AIS.</p> | Data will be reviewed every five weeks for students selected for AIS in K-8 th grade to gauge progress. Every ten weeks data walls for K-8 will be reviewed by literacy and math coaches and by administration to ensure input has occurred for major assessments and to gauge student progress for those receiving interventions (either O-G or RR). Reading recovery teachers will share results of the one-to-one sessions every 12 to 20 weeks as required by the training. A midyear and end of reflection on the program will be conducted during the 2022-2023 school year. | <p>Costs for trainings must be considered for Reading Recovery and Orton-Gillingham.</p> <p>Time will need to be provided for staff to review data and discuss next steps for students being served through RtI, O and G, and RR. Reading Recovery and books for independent reading will need to be purchased.</p> |
| IST and MTSS processes need to be formalized | Elementary school began process of revamping IST protocols and data collection, but has not finalized an AIS plan for 2021-2022. IST | IST team will meet weekly to review and encourage process for teaching staff. MTSS teams will meet weekly and specify calendar dates quarterly for building-wide data review. The data used to | Costs for i-Ready platform; time for IST/MTSS teams to meet during the school day or afterschool as needed. |

Priority 1

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| | <p>process will need to be communicated clearly.</p> <p>Middle School MTSS has buy-in but need more training in interventions to address student needs. <i>Need to stick to the schedule and action steps</i></p> <p>The high school team is currently formalizing their approach in identifying and supporting students.</p> | <p>gauge progress include i-Ready, Fountas and Pinnell, internal benchmarks for ELA and Math.</p> | <p>Pay for teacher time outside their contractual time will need to be considered.</p> |
| <p>PreK-12 Literacy Team to create aligned plan for literacy instruction</p> | <p>The team met monthly this year and was able to begin K-8 ELA alignment in terms of programs, data sharing and utilization of resources of ELA resources. However, we decided that the team needed to include all levels so it will include Pre k as well and extend to 12th grade.</p> <p>Developing common language, vertical alignment based on essential standards and including literacy across the curriculum will focus for 2022-2023. Expanding membership to include secondary level on the team.</p> | <p>The Pre k-12 team will continue to meet monthly beginning and do so throughout year until June 2023; Increase membership and coming to consensus; Look at data quarterly</p> | <p>An hour a month to review plans and discuss literacy as a group; pay for teachers who are on the team and meet outside their contractual time; consultant fee for PLC training as described below.</p> |

Priority 1

| Informal Class Visits for staff | This strategy will entail developing a system for teachers requesting a class visit to observe best practices (frequency, time, etc.). New teachers would benefit from seeing expert teachers' classroom strategies. | A chart/document will be maintained for approval, and recording the number of requested and completed visits. The AESOP system will also document requests for subs. | Subs for teachers participating in Instructional Rounds or "Passport" to see another instructor teach. |
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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.

The success for this priority will require designated time to train, monitor and revise processes and documents. Data collection and meetings for analysis of data will need to be scheduled for teachers/leaders. Internal measures will serve as the basis; i-Ready data (three times a year for elementary; four times a year for middle school), Fountas and Pinnell reading levels (K-5), Really Great Reading Phonics data, and internal benchmark data-three times a year for all K-12 will be the main data points. Math utilizes IXL and ProblemAttic (high school level) for additional measures. The district will look at the number of students who are in Tier III or who are reading on or above grade level which has been at around 50%. The goal will be 70% of students reading and achieving on or above grade level in reading and math to move more students from Tier III to Tier II (i-Ready).

PRIORITY 2

Our Priority

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| <p>What will we prioritize to extend success in 2022-23?</p> | <p>We are committed to establishing a sense of belonging and community for all students and staff in our schools. We will do this by promoting self-growth and cultivating shared academic and behavioral ideals.</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>Based on the number of referrals (disciplinary and positive), responses to ThoughtExchange, and counseling needs, the district must build on the current systems to establish a sense of belonging for adults and students in our schools. While offering a number of programs for SEL, more work will need to occur to establish a consistent system. Teacher buy-in has increased, but consistency is still needed.</p> <p>As we opened the 2021-2022 school year to full in-person instruction, student behaviors were concerning. We began to solicit support from outside agencies to serve as liaisons with families and our schools. We participated in meetings with agencies such as Greene County Probation, pre-PINS, and the district attorney’s office to ensure our practices aligned with other support systems within our community.</p> <p>Our district goal reflects our desire to improve students’ social/emotional health and well-being district-wide. Our goal will again be to decrease negative behaviors as measured by a 20% reduction of referrals in the following categories: insubordination, disruption of education, and disrespectful to staff member for middle/high school and hands-on behavior, engaging in unsafe behavior, and disruption of education for elementary school.</p> |

Priority 2

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| | <p>While we have made gains in 2021-2022, we have not yet achieved the district goal for SEL.</p> <p>In 2021-2022, we trained school counselors, school psychologists, and school social workers from all of our buildings in the <i>Courageous Classrooms</i> framework for trauma-informed learning. In 2022-2023, we will continue our path towards linking social, emotional, and cognitive dimensions of learning to ensure all of our students experience success inside and outside the classroom by establishing a district-wide Social-Emotional Learning Committee. This committee will be charged with developing daily social-emotional lessons, based on <i>Courageous Classrooms</i> framework, that better support students' feelings of safety, respect, and belonging within our schools and our community.</p> |
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Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| Implementation of PBIS program at the high school level | Continuation of the PBIS team consisting of staff members and students. Started the program in 2021-2022, but needed more teacher buy-in. PBIS teacher coaches will promote and support the | The initial gauge will be the number of staff members who participate on the PBIS team Reduction of referrals at the high school level (will check quarterly) Decrease in out of school and in school suspensions. | Money to pay staff members to work on PBIS rollout plan and teacher PBIS coaches Time for PBIS team to meet and review referral data; potential need for substitutes for those |

Priority 2

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| | <p>program throughout the year</p> <p>Communication to staff and students about PBIS</p> <p>Continued implementation of our student and staff recognition program.</p> <p>Continued implementation of universal social goal setting and progress monitoring. For example, this year each high school student, teacher, and administrator tracked their screen time for four consecutive weeks in an attempt to uniformly minimize the amount of time we each spend in front of a screen.</p> | <p>Increase in number of students recognized (and number of staff members recognizing) for positive contributions to our school culture.</p> | <p>attending meetings during the school day</p> |
| <p>The middle school will follow a P2 calendar with weekly traits, pillar focuses, and corresponding lessons. Implement monthly assemblies to review previously taught traits and</p> | <p>Creation of a P2 Calendar for the building to follow (includes lessons and traits to be promoted)</p> <p>Communication to staff and students on P2 and teacher lessons consistently and with fidelity doing the P2 lessons with students</p> | <p>Reduction of referrals at the middle school level and an increase in the number of positive referrals (will check quarterly).</p> <p>Decrease in out of school and in school suspensions.</p> | <p>Pay for teachers developing the P2 Calendar and lessons, events, and monthly planning for the assemblies (outside contractual hours)</p> <p>Schedule to ensure embedded time for P2 lessons</p> <p>Funds for outside consultants and</p> |

Priority 2

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| <p>celebrate positive referrals. Middle school's MTSS committee will meet monthly and review positive/negative referral data to modify SEL curriculum, instruction, and intervention throughout the year, and also work with Power of Peace and Sources of Strength organizations to provide additional SEL support to students requiring additional support.</p> | <p>Have not yet achieved district goal for SEL</p> <p>Continue partnership with the Youth Voices Center, the organization who offers our bi-annual Power of Peace seminar, to ensure our students develop skills related to conflict resolution and personal resilience.</p> <p>Continue partnership with Twin Counties Recovery Services to continue development of our Girls Group, an after-school club intended to support and empower our female students.</p> <p>Expansion of our student mentoring program.</p> <p>Identification of qualified adult to oversee and monitor progress for implementation of Ripple Effects.</p> | <p>Increase in participation for both the Girls Group and student mentoring program.</p> <p>Consistent use of Ripple Effects and other learning-based alternatives to traditional punitive discipline.</p> | <p>organizations (Power of Peace and Ripple Effects)</p> <p>Dedicated, private space for both the Power of Peace seminars and our Girls Group.</p> <p>Continued use of after-school bus routes to increase participation in our student mentoring program.</p> |
| <p>The elementary school will follow the P2 calendar with weekly traits, pillar focuses, and</p> | <ul style="list-style-type: none"> • Creation of P2 calendar and lessons • Communication to staff and students | <p>Reduction of referrals at the elementary school level and an increase in the number of positive referrals (will check quarterly).</p> | <p>Funds to pay teachers working during summer (P2 planning and PBIS team members)</p> |

Priority 2

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| <p>corresponding lessons. Additionally, the elementary school will implement weekly assemblies, tied to calendar-traits, followed by monthly, larger, collective, in-person assemblies to review traits taught in previous weeks. Students will be given positive referrals per trait to recognize the good deeds and trait strengths in each student.</p> <p>The elementary PBIS team will continue to organize special events for students and the community. These will include the special persons dance, Zumba glow party, an end</p> | <ul style="list-style-type: none"> • Explicit monthly lessons on expectations and Word of Month activities • Use of behavioral data to create booster lessons • Weekly and quarterly recognitions • P2 Event to promote • Tap into PTA | | <p>Ripple Effects software for CDE and MS (Tier III)</p> |
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Priority 2

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| of year carnival, and a faculty/staff appreciation event. | | | |
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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.

Success for this priority, the district strives to reduce referrals by 20% as described below: [Desired State: *Average of three years and number of referrals reduced by 20% (Years used 2017-2020),*] Middle School/High School, Insubordination **178**, Disruption of Education **167**, and Disrespectful to Staff Member **133**. At the Elementary level, the number of negative referral decrease will be the focus, Hands-on Behavior **243**, Engaging in Unsafe Behavior **142** and Disruption of Education **59**. This goal extends to 2024 but each year the reduction goal will be 20% by end of year, and at least 20% by mid-year.

Going forward, the High School with a focus on programming instead of negative referrals; a proactive approach will be utilized to reduce referrals.

2021-2022 Data

High School

Insubordination 168

Disruption of Education 134

Disrespectful to Staff Member 160

Referrals: (Focus for CDE/MS)

Middle School:

Insubordination 198 (Exceeded desired state-110)

Disruption of Education 286 (Exceeded desired state-136)

Disrespectful to Staff Member 144 (Exceeded desired state-101)

Elementary School:

Hands-on Behavior 209

Engaging in Unsafe Behavior 136

Disruption of Education 59

Priority 2

The district strives to reduce referrals by 20% as described below; we did not make the 20% goal. Thus, we will continue with prior year's goal.

[Desired State: *Average of three years and number of referrals reduced by 20% (Years used 2017-2020),* Middle School/High School, Insubordination **178**, Disruption of Education **167**, and Disrespectful to Staff Member **133**. At the Elementary level, the number of negative referral decrease will be the focus, Hands-on Behavior **243**, Engaging in Unsafe Behavior **142** and Disruption of Education **59**. This goal extends to 2024 but each year the reduction goal will be 20% by end of year, and at least 10% by mid-year.

PRIORITY 3

Our Priority

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| <p>What will we prioritize to extend success in 2022-2023?</p> | <p>We will commit to a systematic approach to identify, monitor and intervene with students at-risk of not graduating district-wide.</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>There is still a need to connect/engage students in school at a much earlier age to forge a bond to school. Students need to be connected to school so they are more likely to stay in school.</p> <p>The SCEP connects to this DCIP goal in that our identified elementary school can do much to target students early on and promote positive referrals and connections to school. The earlier students feel successful and/or connected to the school community the more likely they are to continue school to graduation.</p> |

Key Strategies and Resources

| STRATEGY | METHODS | GAUGING SUCCESS | RESOURCES |
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| 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? |
| District-wide committee (reviewing the research of at-risk students and using that information to assist in identifying patterns etc.) to review our profile (students who have dropped out at CDCSD) and create 'buckets' based on common student needs | <p>Creation of a team with representation from all three buildings that will meet no less than monthly to review research and student data (attendance)</p> <p>The team will need a repository for data and research analysis that can be shared confidentially with the committee.</p> | <p>The district-wide committee will be established and functioning by the end of September 2021 and will meet monthly (about every four weeks).</p> <p>The district will have a clear process for identifying patterns/red flags for students who are at-risk of dropping out of school and a system for collection of information/data no later than the end of marking period one.</p> | <p>A System or Software (platform) to store student information related to the work of the committee</p> <p>Time for committee members to meet to review information and plan next steps</p> <p>Money for staff members on committee to meet outside contractual instructional time</p> |
| Develop a system for mentoring: such as, Check In/Check Out (mentoring program-an adult connection) | Once students are identified in the first step, we will need to research ideas for a more consistent mentor system as the current system of volunteering does not meet the demand. | All students identified as "at-risk" of not graduating or showing early signs of disengagement (attendance to school will be used as one indicator) will be assigned an | Time for mentors/students to meet for check in/check out or other system |

Priority 3

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| | Develop a process for assigning adults to students and recording meetings/activities | adult mentor no later than the end of marking period 1. | Incentives for students who improve attendance or participate more actively in school |
| Early community intervention (working with PINS, county services) | Continue efforts to reach out to county or other services to proactively work with students/families who have identified through “red flag” system established in first step above. The secondary level has made progress in meeting with Head of Probation, PINS, and bringing in agencies to meet together. | The district team administrators will reach out to county organizations to establish regular check-in meetings and to review their service during the first month of school (End of September 2021). The team and county should meet at least three times a year to review preventive measures for students at-risk or disengaged in school. | Time for team to meet and travel (mileage) to organizations (if needed) for meetings Payment for teachers/staff who attend meetings outside their contractual time |
| Utilize ThoughtExchange for more immediate stakeholder input | The district will survey students (and staff) for their perception of school and connectedness to the school community using the platform Thought Exchange. This is a new tool. Prior to this, we used PLC associates, but the feedback was not immediate. | A school climate survey has been conducted annually for the past four years in April. An annual survey will be shared in April 2022. A more frequent tool for student feedback will be created via Google or solicited through the platform ThoughtExchange at the end of the first quarter (October 2021) and again midyear (January 2022) to see if responses vary. | Time for students/staff to participate in the survey Time/Pay for teachers/staff on committee to review survey data |
| Job/Career Fairs | The district needs to create a greater sense of place and partner with local or state organizations/employers. | The timeline for improving morale and school connection cannot be captured in one year; the 2021-2022 will be a year to | Time/pay for teachers/staff to plan and conduct outreach |

Priority 3

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| | <p>Each level should establish an event and program to get kids thinking about what they want to do in their future and steps needed to accomplish their future/career goal.</p> <p>Community Engagement outreach. Work with organizations to plan for days where students could potentially interview professionals or have professionals come into the school for job fairs or a day visit to classrooms</p> <p>Understand who they are (kids) and being aware</p> | <p>begin collaborations. The first step will involve reaching out to local and state businesses and organizations to see if they would be willing to volunteer time.</p> <p>Develop a plan for a spring career day or scheduled visits for professionals to work with district children. The district team will develop the plan no later than December 2021.</p> | <p>to our community partners</p> <p>Possible costs of a job fair/career day (food for families to attend, subs for staff members participating in the event)</p> |
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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.

The district strives to increase student connections to school and community through events and partnerships. Success would involve creating opportunities for these partnerships and meeting our district goal. Additionally, the district strives to increase the graduation rate to 92% or more by the 2023-2024 school year. Our 2021 graduation rate goal was 82%. We realized that remote learning was not working for our secondary students as effectively as in-person instruction during the 2020-2021 school year. Our goal for 2022-2023 will be 90% or more students graduating (Cohort 2018).

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> |
|-----------------------|--|----------------------------------|
| Dr. Michelle Reed | Assistant Superintendent, Curriculum and Instruction | District |
| Mr. Douglas Morrissey | Director of Pupil Personnel Services | District |
| Mrs. Danielle Czech | Assistant Principal | Elementary School |
| Mr. Dotan Schips | Principal | Middle School |
| Ms. Rachel Pollard | Teacher | Elementary School |
| Ms. Megan Adrian | Teacher | Elementary School |
| Mr. Christopher Stein | Principal | Elementary School |
| Mrs. Cathleen Goodwin | Teacher | SPED/High School |
| Ms. Julia Wanek | Teacher | SPED/CSE Chair |
| Ms. Wendy Choinsky | Teacher | Elementary School |
| Mrs. Megan Wright | Parent | Middle School |

Our Team's Process

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| Mrs. Nicole Greci | Parent | Elementary School |
| Mrs. Katie Chase | Teacher | Elementary School |

Stakeholder Participation

Meeting Dates

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

| Meeting Date | Location |
|---------------|------------------|
| May 20, 2022 | CDE Media Center |
| June 2, 2022 | CDE Media Center |
| June 21, 2022 | Online |
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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? |
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| Teachers responsible for teaching each identified subgroup | |
| Parents with children from each identified subgroup | |
| Secondary Schools: Students from each identified subgroup | |

Submission Assurances

Submission Assurances

Directions

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by 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).