



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Hicksville Union Free School District	Marianne Litzman

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 providing professional learning to educators on diversity, equity, inclusion, and implicit bias.
2	We prioritize creating a culture of care where all students feel a sense of belonging and connection to the school community.
3	We prioritize ensuring access to learning for all students through intentional instructional planning and best practices.
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Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize providing professional learning to educators on diversity, equity, inclusion, and implicit bias.</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>The district values Diversity, Equity, and Inclusion (DEI) across the district. The convening of the “DEI Sub-Committee” will focus on addressing inequities that exist across the district and community. (This is folded into the Curriculum Council, so this can be an arm of the Curriculum Council.) This subcommittee will be led by the Supervisor of ENL, World Languages & Activities and a timeline will be developed for implementation.</p> <p>This is the right commitment for the district to pursue because educators in the district recognized student inequities over the past 18 months. The pandemic exposed inequities in curriculum, instruction, assessment, technology, and student access to SEL supports. The district tirelessly dedicated time and effort to address these inequities during the pandemic. However, these experiences had not been encountered before and the district was forced to address challenges and obstacles that were unprecedented. We need to learn from the events that occurred over the past 18 months and advance our beliefs and practices in Diversity, Equity, Inclusion and Implicit Bias.</p> <p>There will need to be multiple solutions to academic support that fit the needs for a variety of students. The district’s vision and intention is to provide a broad range of tailored learning pathways to prepare every student regardless of individual challenges with 21st century college and career opportunities ensuring all students graduate empowered with the academic, social and emotional competencies required in navigating today’s ever changing world.</p> <p>This priority was influenced by the “How Learning Happens” document in that the 6 elements, Meaningful Learning, Intentionality, Belonging, Identity, Relationships, and Agency must drive our actions going forward. These elements support the interconnectedness of how young people learn and grow and are the concepts that need to be included in students’ everyday learning experiences. The core messaging of the</p>

Priority 1

	<p>framework is the crux of how young people learn and grow. There was consensus among the leadership teams from identified schools across the district that diversity, equity and inclusion is a necessary area of focus.</p> <p>This priority supports all the commitments in the identified school. The district DEI sub-committee will incorporate the <i>How Learning Happens Messaging</i> framework and <i>Culturally Responsive-Sustaining</i> framework in their strategies. The evidence in the schools' Equity Self-Reflections, student interviews, and "How Learning Happens" document provided the district with data that prioritizing professional development for educators on diversity, equity, inclusion, and implicit bias is of the utmost importance.</p>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Define the purpose of the Diversity, Equity, Inclusion (DEI) sub-committee. (This would be part of the Curriculum Council)</p>	<p>Convene a Diversity, Equity, Inclusion (DEI) Sub-committee. This subcommittee will be led by the Supervisor of ENL, World Languages & Activities</p> <p>Build knowledge base of the committee by using the <i>How Learning Happens Messaging Framework, Culturally Responsive and Sustaining Framework</i>, the Framework Briefs and unpacking key vocabulary.</p> <p>Articulate and communicate the purpose of the sub-committee.</p>	<p>A debrief and communication of the purpose of the council was communicated to teachers, school leaders and district administration.</p>	<p>Time – calendar Meeting Space Team members September 14 September 28 October 26 November 23 January 4 January 25 February 15 March 29 April 26</p>
<p>Raise Awareness and Support for the <i>How Learning Happens</i> and <i>Culturally Responsive-Sustaining Frameworks</i></p>	<p>Develop and conduct district and school level pre-assessments of CR-S awareness.</p> <p>The DEI Committee develops and implements the Awareness Rollout Plan for schools to present and unpack the How Learning Happens</p>	<p>Locally developed pre-assessment (survey) conducted. (Could use the Equity Self-Reflection as the assessment Google Form)</p> <p>Framework of Awareness Rollout Plan is complete and posted in district Google</p>	<p>How Learning Happens and CR-S Framework Documents and supporting materials</p> <p>Electronic platform for survey</p>

Priority 1

	and CR-S Frameworks and key vocabulary.	Shared Drive for all district employee access.	
Build capacity for the <i>How Learning Happens</i> and <i>Culturally Responsive-Sustaining Frameworks</i>	<p>Research, identify and develop strategies and turn-key activities for stakeholder-specific materials that introduce and increase awareness of the <i>How Learning Happens</i> and <i>CR-S Frameworks</i>.</p> <p>Professional Learning Cycle- Professional Development, Implementation, Monitoring, Reflection</p> <ul style="list-style-type: none"> ● Train turn-key trainers. ● Conduct professional learning opportunities for all teachers, school leaders and district administration. 	<p>A list of key concepts, vocabulary, strategies and turn-key activities are developed and posted in the District Google Shared Drive platform.</p> <p>Monitor the knowledge base and understanding of turn-key trainers.</p> <p>Locally developed post-assessment (survey) conducted.</p>	<p>District Google Shared Drive platform</p> <p>Electronic platform for survey</p> <p>Professional learning support</p>
Promote communications to ensure cohesive messaging related to the <i>How Learning Happens</i> and <i>CR-S Frameworks</i> and the work of the DEI Committee to the greater school community.	<p>Develop a summary statement that shares the purpose and work of the Committee to key partners and the greater school community.</p> <p>This supports District Goal #5- To develop and implement a comprehensive Communications Plan which will strengthen relationships between all District schools and every stakeholder, enhance community pride, and further expand opportunities to welcome families into the schools by the close of the 2019- 2020 school year, (1 year); with innovations</p>	Summary statement is widely distributed.	<p>Website</p> <p>Newsletter</p> <p>Newspaper</p>

Priority 1

	continuing through the 2023-2024 school year (5 years).		
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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 2021-22 school year.

Increases in Diversity, Equity, Inclusion are seen and heard within school buildings, including the use of common language and artifacts. Conversations with teachers, administrators and students demonstrate an awareness of and support for the Culturally Responsive-Sustaining Framework.

The district will use the Equity Self-Reflection Survey to identify a baseline and then readminister in the spring of 2022 as a post survey.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize creating a culture of care where all students feel a sense of belonging and connection to the school community.</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>This priority aligns with District Goal #4- To develop and implement a whole child initiative which focuses on a “culture of care” which is inclusive and connected to the school community by addressing the physical, mental, social and emotional well-being of all students by the close of the 2020-2021(2 years) school year for elementary level and 2023-2024 for secondary level (5 years).</p> <p>This work will be led by the district Supervisor of Guidance - K-12 and Director of Special Education and PPS</p> <p>District data shows disproportionality amongst different groups. For example, attendance rates remain low and chronic absenteeism continues to be high district wide. COVID-19 has impacted students differently so the community will need different responses that support their success.</p> <p>Due to the pandemic, students' social emotional well-being is at risk. Students have experienced trauma, and their worlds are very different than they were a year ago.</p> <p>This priority was influenced by the review of the “How Learning Happens” document in that the interconnectedness of student social-emotional learning, and cognitive development play a central role in a child’s development. It is crucial that students have relationships within their learning settings. Rich relationships address many dimensions of how students learn and grow.</p> <p>Fork Lane elementary school’s Equity Self-Reflection responses demonstrated that schools need to focus on understanding student cultures, identities, and experiences. Though evident in each Principle, this emerged as priority in Principle 1- Welcoming and Affirming Environment.</p>

Priority 2

Student interviews at Fork Lane elementary school were compelling. The school interview team reported that interviewing the students was captivating, ninety-five students were interviewed. Student testimonials enlightened school leadership teams and motivated them to address student requests. It became clear that student voice was represented in Fork Lane elementary school's 2021-22 SCEP. The school's SCEP leadership team unanimously came to the realization that a focus on learning, not teaching is critical and that relationships and social-emotional learning includes a student's sense of belonging.

This priority is a cornerstone of this plan and all district schools and their 2021-22 commitments. All district schools acknowledge that student social-emotional learning needs have been heightened over the past school year. It became clear that relationships between students and teachers, and students and their peers had a negative effect on students socially and emotionally.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Re-entry plan! How do we make sure that students and teachers are prepared?</p>	<p>Develop guidelines from the central office that buildings and principals can use to develop specific preparations at the building level.</p>	<p>Plans submitted to ASI's office prior to August 27, 2021.</p>	
<p>Define the purpose of the Social Emotional Learning Committee Curriculum Council Subcommittee.</p>	<p>Convene the Mental Health and Wellness Coalition. This coalition will be led by the Supervisor of Guidance and Director of Special Education.</p> <p>Build knowledge base of the committee with support of experts (District and elementary principals have a meeting with Peaceful Schools, to develop expectations and guidelines) and unpacking key vocabulary.</p> <p>Articulate and communicate the purpose of the council.</p>	<p>A debrief and communication of the purpose of the council was communicated to teachers, school leaders and district administration.</p>	<p>Time – calendar Meeting Space Team members</p>
<p>Raise Awareness and Support for the Social Emotional Learning Effort</p>	<p>Develop and conduct district and school level pre-assessments of SEL awareness.</p>	<p>Locally developed pre-assessment (possible PLC SEL Survey) conducted.</p> <p>Framework of Awareness Rollout Plan is complete and posted in district Google</p>	<p>Documents and supporting materials</p> <p>Electronic platform for survey</p>

Priority 2

	The Mental Health and Wellness Coalition develops and implements the Awareness Rollout Plan for schools to present and unpack the SEL concepts and key vocabulary.	Shared Drive for all district employee access.	
Build capacity for the Social Emotional Learning effort	<p>Research, identify and develop strategies and turn-key activities for stakeholder-specific materials that introduce and increase awareness of Social Emotional Learning.</p> <p>Professional Learning Cycle- Professional Development, Implementation, Monitoring, Reflection</p> <ul style="list-style-type: none"> ● Train turn-key trainers. ● Conduct professional learning opportunities for all teachers, school leaders and district administration. 	<p>A list of key concepts, vocabulary, strategies and turn-key activities are developed and posted in the District Google Shared Drive platform.</p> <p>Monitor the knowledge base and understanding of turn-key trainers.</p> <p>Locally developed post-assessment (survey) conducted.</p>	<p>District Google Shared Drive platform</p> <p>Electronic platform for survey</p> <p>Professional learning support</p>
Promote communications to ensure cohesive messaging related to the Social Emotional Learning and the work of the Mental Health and Wellness Coalition to the greater school community.	<p>Develop a summary statement that shares the purpose and work of the Coalition to key partners and the greater school community.</p> <p>This supports District Goal #5- To develop and implement a comprehensive Communications Plan which will strengthen relationships between all District schools and every stakeholder, enhance community pride, and further expand opportunities to welcome families into the schools by</p>	Summary statement is widely distributed.	<p>Website</p> <p>Newsletter</p> <p>Newspaper</p>

Priority 2

	the close of the 2019- 2020 school year, (1 year); with innovations continuing through the 2023-2024 school year (5 years).		
Each elementary school convenes a Bully Prevention Coordinating Committee to develop a plan.	Each elementary school convenes a Bully Prevention Coordinating Committee to develop a plan and school specific protocol for implementing restorative practice circles meetings and revised Behavior Referral process.	Decrease in behavioral referrals and suspensions using 2019-20 data compared to 2021-22 data.	

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.

Students' emotional well being will be stabilized. Relationships between students and teachers and students and peers will have a positive impact. Students will express a sense of belonging through conversations, meetings, PTC, and bullying incidents will decline. Post survey data will reflect students' sense of belonging.

The Supervisor of Guidance and Director of Special Education will determine data measures.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>We prioritize ensuring access to learning for all students through instructional best practices.</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>This is a continuation of the work from the 2019-2020 DCIP. The priority was “Increasing alignment of lesson learning targets, checks for understanding, and feedback models to NYS learning standards.”</p> <p>The district has begun working to ensure that learning experiences provide students with opportunities to become <u>critical thinkers and independent learners</u> who can research and make connections and arguments from diverse perspectives.</p> <p>The district’s graduation rate is 91.1 %. Increased access to learning through instructional best practice will boost student retention and graduation rate. The district recognizes a need to focus on subgroups of students, as they are not as well prepared as others (ENL).</p> <p>Updates in New York State Learning Standards have created the need for curriculum work involving alignment to standards, implementation of new curriculum programs, and further enhancement of instruction to meet the needs of each student.</p> <p>This priority supports the SCEP work of the identified school in the district - all schools have a priority that addresses access & student ownership in learning. When we are intentional in providing full access to learning to all students, we are more likely to provide for diversity, equity, and inclusivity.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Structured grade-level/department collaboration that emphasizes the unpacking of priority standards into essential cognitive skills to create learning targets and meaningful tasks that are culturally and linguistically relevant.</p>	<p>Teachers will unpack standards during grade-level/department meetings, with the assistance of the leadership team.</p> <p>Leadership team will provide specific support ensuring that all teachers are using the same strategies to unpack priority standards and identify the cognitive skills and essential academic vocabulary for instruction and developing aligned, meaningful tasks.</p>	<p>Common strategies are used across classrooms that support cognitive skill practice and acquisition.</p> <p>Administrative monitoring using the district walk-through tool.</p> <p>Teachers observed using unpacked standards to support student engagement with essential cognitive skills.</p>	<p>Provide opportunities for peer observations 3 times per year.</p> <p>Engage instructional interventionists at the elementary level, lead teachers at the secondary level and directors to support building leadership with clarification and implementation of this strategy.</p> <p>Outside consultant(s) to support professional learning.</p> <p>Provide specialized expectations and professional learning for</p>

Priority 3

			<p>lead teachers and literacy coaches to perform support functions for content/discipline leadership.</p> <p>Schedule professional learning opportunities (release time or contact time) and substitutes as necessary</p> <p>Instructional coach available either through the district or outside organization.</p>
<p>Leadership Monitoring - Instructional Best Practices</p>	<p>Replicate a modified Instructional Rounds classroom visitation and learning process.</p> <p>During walkthroughs/learning walks in the first half of the year, the leadership team will look for ways in which teachers engage students in the intentional practice of the instructional best practices. Data will be shared with staff at faculty meetings.</p> <p>During walkthroughs/learning walks in the second half of the year, the leadership team will look</p>	<p>Review of the walkthrough/learning walk data throughout the school year to monitor effectiveness of clarification of expectations, practice, and feedback.</p> <p>The leadership team is able to provide specific, supportive/helpful feedback related to curriculum cohesion and the incorporation of culturally responsive materials.</p>	<p>Time – making sure that the leadership team has time protected and is not diverted toward other responsibilities.</p> <p>Outside consultant(s) to support leadership professional learning and learning-walk calibration.</p>

Priority 3

	<p>for new ways that teachers are incorporating instructional best practice that will be shared with staff at faculty meetings.</p>		
<p>Professional learning around the development and use with students of success criteria and feedback models that engage students in the path to success for the standards-based learning targets and meaningful learning tasks.</p>	<p>Teachers and school-level administrators will receive professional learning on the development and use of standards-aligned success criteria and feedback models and their connection to meaningful tasks around which students develop voice, efficacy, and agency.</p>	<p>Collaboration among teachers through opportunities to visit lab classroom sites and successful classroom practices.</p> <p>Administrative monitoring using the district walk-through tool.</p> <p>Teachers observed using unpacked feedback models and success criteria.</p>	<p>Schedule professional learning opportunities (release time or contact time) and substitutes as necessary</p> <p>Instructional coach available either through the district or outside organization.</p> <p>Outside consultant(s) to support professional learning.</p>

Measuring Success

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

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

All students will have access to intentional, targeted, standards based instruction (can be collected as part of student survey). All subgroups will have the opportunity to become independent learners and critical thinkers. Through positive learning experiences student ownership of learning will be evident. As measured by learning-walk data.

An increase in graduation rate for each subgroup of students. (Current overall is 91.1%)

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>NA</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> 	

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

<p>What will we prioritize to extend success in 2021-22?</p>	<p>NA</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> 	

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 <i>(if applicable)</i>
Anthony Lubrano	Asst. Supt.	District Office
Melissa Corbett	Director	District Office
Susan Guiliano	Principal	Fork Lane
Christine Snow	Asst. Director Special Education	District Office
Christopher Amato	Parent	
Sunita Manjrekar	Parent	
Katie Coleman	Teacher	Fork Lane
Stephanie Sullo	Teacher	Dutch Lane

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/6/2021	Virtual
7/7/2021	Virtual
7/14/2021	Virtual
7/15/2021	Virtual
7/16/2021	Virtual
7/20/2021	Virtual
7/28/2021	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	Teachers of students with a disability were engaged to review the DCIP planning document and DCIP plan and provide input and comment on the priorities, methods, utilization of resources.

Stakeholder Participation

Parents with children from each identified subgroup	Parents of students with a disability reviewed the DCIP planning document and DCIP plan to provide input and comment on the priorities, methods, utilization of resources.
Secondary Schools: Students from each identified subgroup	N/A- Identified school is an elementary building.

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).