



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

2020-21

# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>Wheatland-Chili Central School District</b>	<b>Deborah Leh, Ed.D.</b>

## 2020-21 Summary of Priorities

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

1	Develop and use a sustainable data system that informs instruction and decision making to address the disproportionate outcomes of students who are historically marginalized and/or receive special education services.
2	Identify research based culturally responsive early literacy and math instructional practices that will be implemented with fidelity.
3	Develop and implement a Multi-tiered Systems of Support (MTSS) that is culturally responsive to racially, culturally, and linguistically marginalized students to inform data driven decision making and provide culturally responsive tiered support to shift inequitable discipline and academic outcomes.
4	Develop and implement a structure centering student voice and family engagement input from historically marginalized families in the decision-making processes of the district, schools, and classrooms.
5	Develop and implement a structure to assist in the early identification of those students who are approaching chronic absenteeism thresholds with an emphasis on supporting our families of color.

## Stakeholder Participation

### 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
February 12, 2020	District	July 20, 2020	Zoom
February 27, 2020	District		
March 27, 2020	Zoom		
April 14, 2020	Zoom		
April 15, 2020	Zoom		
May 14, 2020	Zoom		
May 20, 2020	Zoom		

#### 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	Not applicable to Wheatland-Chili CSD
Parents with children from each identified subgroup	Not applicable to Wheatland-Chili CSD
Secondary Schools: Students from each identified subgroup	Not applicable to Wheatland-Chili CSD

## 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
Adams, Karen	School Psychologist	
Ayers, Erin	Teacher	
Bagley, Elaine	Teacher	
Bayer, Ann	Teacher	
Cady, Judith	Teacher	
Cantatore, Michael	Teacher	
Coyne, Jamie	Teacher	
Cullinan, Catherine	Teacher	
Fraser, Shanna	Board Member, Parent, Community Member	
Giroud, Linda	Teacher	
Glass, Brian	Teacher	

Stakeholder Involvement Signature Page

Stakeholder Name	Role	Signature
<b>Hamilton, Lilli</b>	Parent	
<b>Hoch, Danielle</b>	K-12 Assistant Principal	
<b>House, Andrea</b>	Counselor	
<b>Keipper, Lyndsay</b>	Social Worker	
<b>Leh, Deborah</b>	Superintendent	
<b>Melville, Megan</b>	Teacher	
<b>Moore, Nick</b>	Partners in Restorative Practice	
<b>Murray, Dan</b>	Elementary Principal	
<b>Pasquantonio, Tracy</b>	Social Worker	
<b>Ragusa, Marissa</b>	Teacher	
<b>Reinhart, Betty</b>	PIRI	
<b>Richmond, Amy</b>	Teacher	
<b>Roche, Nick</b>	Teacher	
<b>Sinsebox, Jennifer</b>	Executive Director of Curriculum	
<b>Spindel, Dalit</b>	School Psychologist	
<b>Vito, Mary</b>	PPS Director	
<b>Vogt, Jennifer</b>	Teacher	
<b>Wilson, Karen Lee</b>	Paraprofessional	
<b>Windover, Eric</b>	Secondary Principal	
<b>Yates, Debra</b>	Teacher	

## Priority 1

### Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Develop and use a sustainable data system that informs instruction and decision making to address the disproportionate outcomes of students who are historically marginalized and/or receive special education services.
<b>Why will this be prioritized?</b>	This is a priority because our Black, Hispanic, and special education students are not proficient on 3-8 New York State ELA and Math assessments and their measures of interim progress are not achieving at the same rate as the all student or white student categories. During a root cause analysis, it was discovered that our data analysis processes did not review student data in the disaggregated level. Additionally, the CR-SE District Assessment Results, based on the NYSED Culturally Responsive Sustaining Education framework, related to disaggregation of data by social identity group, evaluation of trends, and creation of strategic plan to address disproportionality scored at a 0.5 out of 2.

**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?
Implementation of a data-driven instructional protocol that is culturally sustaining and will review multiple measures of data in the disaggregate. The protocol will aid academic progress monitoring, resulting in an increase in achievement for Black and Hispanic students.		November 2020
The District Committee for Growth and Improvement will review disaggregated suspension data in an effort to identify and address areas of disproportionality.		January 2021
Development of a transparent assessment calendar.		August 2020
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
CR-SE Framework indicator related to disaggregation of data by social identity group, evaluation of trends, and creation of strategic plan to address disproportionality scored at a 0.5 out of 2.	.5 out of 2	1 out of 2
	End of Year 2020 (optional)	End of Year 2021
		2 out of 2

Priority 1

Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

## 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
7/1/2020	8/14/2020	Create a local assessment calendar to include: <ul style="list-style-type: none"> <li>• K-5 STAR</li> <li>• Math Module Assessments-PK-5</li> <li>• NSGRA-K-5</li> <li>• Brigance-PK</li> <li>• 6-12 STAR Reading and Math</li> <li>• SLOs Pre-test (Regents)</li> </ul>
7/1/2020	8/14/2020	Create data books to identify disproportionate outcomes of marginalized groups.
7/1/2020	12/30/2020	Train grade level teams on data books.
7/1/2020	8/14/2020	Develop the Culturally responsive-sustaining data driven instructional protocol to review academic and discipline data at the disaggregated level
7/1/2020-	8/14/2020	Develop a schedule for pre-k-12 CRSE/DDI meetings
January Through June		
Start	End	Action
1/1/2021	6/30/2021	Conduct monthly grade level CRSE/DDI meetings to review disaggregated data.
1/1/2021	6/30/2021	The District's Committee Growth and Improvement will review disaggregated data to address disproportionate outcomes.
1/1/2021	6/30/2021	Building leaders will lead vertical conversations around data and disproportionality sharing how the process informed instruction in each grade level to address issues of disproportionality with faculty and staff

### 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-

Priority 1

related needs the District has considered for this specific Priority and how the District intends to address these needs. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
Access to prior year ELA and Math disaggregated data for individual students	Generate individual STAR ELA and Math reports.	August 2020
Identify math proficiency on gap skills for individual students.	Administer gap skill math assessments created by Monroe 2 BOCES.	September 2020.
Identify ELA proficiency on gap skills for individual students.	Administer Next Steps to Guided Reading Assessments and/or STAR ELA Assessments.	September 2020



## Priority 2

### Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>Identify research based culturally responsive early literacy and math instructional practices that will be implemented with fidelity.</b>
<b>Why will this be prioritized?</b>	There are disproportionate outcomes for our Black, Hispanic, and Multiracial students in the areas of early literacy and math as measured by STAR Reading, Math and Early Literacy assessments. Accountability Data and the Measures of Interim Progress in ELA and Math show Black and Latinx students scoring below that of their white peers. During a root cause analysis, it was discovered that Tier 1 intervention and practices are not tailored to support the experiences of culturally, racially and linguistically diverse students.

**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?
Our Black, Hispanic, and Multicultural students will improve their achievement scores in STAR Reading, Early Literacy and Math assessments.	June 2021
Classroom, Intervention, and Special Education teachers will identify culturally relevant Tier 1 early literacy and math practices.	June 2021
Audit the ELA and Math curriculum for cultural responsiveness.	October 2020

#### 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
35% of Black and Hispanic students scored at the “intervention level” in STAR Math	35% of our Black and Hispanic students will score within the intervention range in STAR Math	30% our Black, Hispanic and Multiracial students will score within the intervention range in STAR Math
	End of Year 2020 (optional)	End of Year 2021

Priority 2

70% of Black and Hispanic scored below the intervention level in STAR Reading	70% of Black and Hispanic scored below the intervention level in STAR Reading	65% of Black and Hispanic students will score below the intervention level in STAR Reading
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 2

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
7/1/2020	8/11/2020	Reviewing/adding to our culturally responsive curriculum
7/14/2020	7/30/2020	Develop a protocol for unpacking the Culturally Responsive Curriculum Scorecard
8/1/2020	9/30/2020	Train classroom, interventionist and special education teachers in using the Culturally Responsive Curriculum Scorecard Protocol.
9/30/2020	12/31/2020	Meet monthly to audit the ELA and Math Curriculum using the Culturally Responsive Curriculum Scorecard.
9/1/2020	12/31/2020	Develop Tier 1 early literacy and math instructional practices that are culturally responsive
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
1/1/2020	6/1/2021	Meet monthly to audit the ELA and Math curriculum using the Culturally Responsive Curriculum Scorecard.
1/1/2020	6/1/2021	Create a list of Tier 1 early literacy and mathematical practices that are culturally responsive

**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)*

Priority 2

Need	Strategy to Address	When
Train classroom, intervention and special education teachers in the use of the Culturally Responsive Curriculum Scorecard Protocol.	Schedule meetings with teams via Zoom to provide training.	August 2020
Meet monthly to audit ELA and Math curriculum.	Utilize Office 365 to share documents remotely, schedule curriculum writing/audit during remote learning days.	October 2020
Identify Tier 1 culturally responsive early literacy and math practices.	Utilize Office 365 to collaboratively build and create a list of instructional practices that are culturally responsive.	August 2020
Address learning gaps resulting from the extended school shutdown	Administer gap analysis assessments to all students	September 2020

### Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Develop and implement a Multi-tiered Systems of Support (MTSS) that is culturally responsive to racially, culturally, and linguistically marginalized students to inform data driven decision making and provide culturally responsive tiered support to shift inequitable discipline and academic outcomes.
<b>Why will this be prioritized?</b>	<p>An analysis of the multi-tiered interventions and supports was conducted to assess the level tiered support, identify how students are referred, and identify how interventions are monitored for implementation fidelity, and progress monitored. One of the gaps identified at tier one is that interventions are not tailored to support the experiences of culturally, racially, and linguistically diverse students. Some of the gaps identified in tier 2 and 3 interventions included a lack of monitoring intervention for implementation fidelity, and progress monitoring, grouping of students, and lacking early reading interventions and writing supports.</p> <ol style="list-style-type: none"> <li>1. Black students are 3 times more likely to be referred at TJ than white students at .59 more likely. Black females are 5.5 times more likely to be referred for discipline at the K-5 level than white girls at .19 likelihood.</li> <li>2. Latinx students are 1.6 times more likely to be referred for behavior at K-5 than white students. Latinas are 2.2 times more likely to be disciplined compared to white girls at .19 likelihood at K-5. Multicultural students are 1.25 times more likely to be referred for behavior at K-5 than white students.</li> <li>3. In MS/HS, 51% of all Black students receive a disciplinary referral. 43% of Latinx students at the MS/HS receive a disciplinary referral.</li> </ol>

**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?
Revise the Code of Character, Conduct, and Support to remove ambiguous language, consider how culture shapes behavior expression, and clearly articulate what disciplinary referral leads to detention, ISS, and OSS.	September 2020
Audit and revise the existing multi-tiered system of behavioral support to be culturally responsive, including SEL-Second Step, reflective and restorative practices, and PBIS.	November 2020

#### Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
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Priority 3

Data Point 1 (required):  Black students in particular black females are more likely to be referred than white students.	Middle of Year 2020	Middle of Year 2021
	Black students=3 times more likely	2.5
	Black females=5.5 times more likely	5.0
	End of Year 2020 (optional)	End of Year 2021
		1.5 2.75
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 3

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>July 1, 2020</b>	December 2020	Review and revise the behavior referral process to assess inclusive language and processes for racially, culturally and linguistically marginalized students and families
<b>September 2020</b>	December 2020	Integrate an addendum to the Second Step curriculum that incorporates culturally responsive practices
<b>October 2020</b>	June 2021	Student Support Team will, on a monthly basis, review disaggregated behavior referrals, suspensions, and academic data to inform decision making
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
<b>January 2021</b>	June 2021	Creation of a building-level shared decision-making team, that includes students and families of color
<b>January 2021</b>	June 2021	Building-level shared decision making team will conduct action planning meetings to identify practices and structures that will strengthen student voice and engagement with families of color.

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
Meetings of Student Support Team and SDMT	All meetings will be held virtually	August 2020

## Priority 4

### Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	Develop and implement a structure centering student voice and family engagement input from historically marginalized families in the decision-making processes of the district, schools, and classrooms.
<b>Why will this be prioritized?</b>	Root causes related to disproportionality in Wheatland-Chili Central School District were captured by completing the Culturally Responsive Sustaining Beliefs, Policy, and Practice (BPP) matrix. Additionally, the staff survey results, the school discipline process, code of conduct, and referral form analysis, intervention inventory, and the CR-SE district assessment were used as data sources to complete the BPP matrix. As a result of this root cause analysis the above goal was developed.

**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?
Communication(s) describing district efforts to improve outcomes for students of color will be crafted and shared along with an Inventory Survey to engage families of color in district and school processes.	October 2020
The Inventory Survey data will be collected, and analysis will occur. These results will then be communicated with the school community and will include proposed action steps to be discussed with families, with emphasis on communication with historically marginalized students and families.	March 2020
A building-level committee for growth and improvement will be assembled; utilizing comprehensive data the committee will identify practices to center the voices of historically marginalized people in decisions regarding building-level operations.	June 2020

#### Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required): Culturally Response-Sustaining Education Framework Comprehensive District Self-assessment, in the area of Family and Community Ties, was used to assess the district	Middle of Year 2020	Middle of Year 2021
	Rubric score of 10.5/ 28 (38%)	14/ 28 (50%)
	End of Year 2020 (optional)	End of Year 2021
		20/28 (70%)



Priority 4

Data point 2 (optional): On the aforementioned self-assessment, the district scored a 0 out of 2 on the category of building rapport and developing positive relationships with students, and their families by learning about their interests and inviting them to share.	Middle of Year 2020	Middle of Year 2021
	Rubric score of 0/2	1/2
	End of Year 2020 (optional)	End of Year 2021
		2/2

Priority 4

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
August 2020	September 2020	Create an overview of the CR-SE work completed to be shared with the community
October 2020	December 2020	Develop and distribute an Inventory Survey to build support for family/ student input and voice
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
December 2020	March 2021	Inventory Survey data collection, analysis of survey. These results will then be communicated with the school community and will include proposed action steps to be discussed with families, with emphasis on communication with historically marginalized students and families.
March 2021	June 2021	Building-level committee for growth and improvement is assembled; utilizing comprehensive data will identify practices to center the voices of historically marginalized people in decisions regarding building-level operations.

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
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Priority 4

CR-SE trained sub-committee needs to meet in order to create messaging and survey	The sub-committee will meet via Zoom	August 2020
The created survey needs to be shared with families of color	Surveys will be digital in nature and data will be collected and shared in this digital format	October 2020
School-based shared decision-making team is assembled	The school-based shared decision-making team will meet via Zoom	June 2020

## Priority 5

### Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	Develop and implement a structure to assist in the early identification of those students who are approaching chronic absenteeism thresholds with an emphasis on supporting our families of color.
<b>Why will this be prioritized?</b>	Chronic absenteeism is an accountability measure used to determine accountability status under New York State's State Plan to comply with the Every Student Succeeds Act (ESSA). Students are considered chronically absent if they were enrolled for 10 or more instructional days, in attendance for at least one of those days, and absent (excused or unexcused) for 10% or more of their enrolled instructional days. Data indicates that LatinX students at Wheatland-Chili are disproportionately chronically absent.

**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?
Schools will implement a procedure to regularly access and review SIRS-360 Attendance Absence Daily Summary, SIRS-361 Year-to-Date Attendance/Absenteeism, and SIRS-370 Day Calendar Summary reports.	September 2020
Implement positive interventions that are prevention-focused and adjust attendance policies and strategies to promote a culture of good attendance	January 2021
Implement an ongoing process to build community-wide public awareness on the importance of good attendance.	January 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
New York State Report Card (ESSA Data) 23% chronic absenteeism rate for Black and Hispanic students K-5; 27% chronic	21% chronic absenteeism for Black and Hispanic K-5; 25% chronic absenteeism for Black students 6-12	18% chronic absenteeism for Black and Hispanic K-5; 22% chronic absenteeism for Black students 6-12
	End of Year 2020 (optional)	End of Year 2021

Priority 5

absenteeism rate for Black students 6-12		16% chronic absenteeism for Black and Hispanic K-5; 20% chronic absenteeism for Black students 6-12
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 5

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

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
September 2020	N/A	Use of bi-weekly attendance teams directed to reduce absences among students who are chronically absent (miss ten percent or more of enrolled days) or at risk of becoming chronically absent (miss between five and nine percent of enrolled days)
October 2020	N/A	Recognize and reward improved attendance through tiered prevention strategies
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
January 2021	NA	Leverage the Student Support Team for the integration of school mentors with a focus on improved attendance
January 2021		Implement a protocol for ongoing, communitywide public awareness on the importance of good attendance

**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)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<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>

Priority 5

Accurate attendance during synchronous learning must occur during remote teaching/ learning.	Administrators will work with teacher leaders to communicate the increased need for diligence in attendance reporting	September 2020
Student Support teams will need to access attendance reports in a digital format and meet to review the data.	Reports will be accessed digitally, and teams will meet via Zoom	October 2020

## 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. ☒ 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.
3. ☐ N/A – The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP. **NOTE: This is not required due to COVID-19.**
4. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. ☒ 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.
7. ☒ 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).
8. ☒ 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](mailto:DCIP@nysed.gov) the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. 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.*

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).