



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Greater Amsterdam School District	Richard Ruberti

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Leadership: Support a district leadership team with new and current school leaders which will facilitate building strong relationships and an accepting culture with students, families and personnel within their respective buildings
2	Attendance: Re-establish and revisit processes for evaluating and addressing district attendance concerns to increase student and family engagement.
3	Equity in Learning: Curriculum will be reflective of the student body and instruction will incorporate differentiation to academic and SEL needs.

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Leadership: We support a district leadership team with new and current school leaders which will facilitate building strong relationships and an accepting culture with students, families and personnel within their respective buildings</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"> ● How does this commitment fit into the District’s vision, values and aspirations? ● Why did this emerge as something to prioritize? ● What makes this the right commitment to pursue? ● How does this fit into other commitments and the district’s long-term plans? ● For Districts with identified schools: <ul style="list-style-type: none"> ○ In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews? 	<p>The district will be welcoming 3 building administrators and 4 new assistant principals to the administrative team. The district will ensure all new administrators will have 1 year of mentorship through SAANYS.</p> <p>A district parent survey completed in the spring of 2022 resulted in the following feedback:</p> <ul style="list-style-type: none"> - 82% of parents responding said they believe their child feels they belong at the school. - 85% of parents responding said the staff at their school really cares about their child. <p>The district data reflects that GASD is doing well with family communication, in part due to our universal platform, Parent Square. Parent survey results also indicated positivity regarding teachers’ support of students, teacher accessibility, working together, and embracing diversity.</p> <p>While there are many strengths of our district, parent surveys show that improvement is needed in teacher development of lessons, and support for social emotional skills. Survey</p>

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Weekly Cabinet Meetings	Central Office administrators meet weekly to discuss strategies to improve various aspects of running a successful district (i.e. instruction, transportation, student engagement, etc.).	District administrators will develop a mid and end-of-year self reflection on how effective meetings have been.	Schedule, Central Office administrators, space in Supt. Office

Priority 1

<ul style="list-style-type: none"> o <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>results indicated that 73% of families said their school encourages parent involvement in school activities. 55% said their school has enough programs that develop students’ social and emotional skills. However, the surveys showed that there was also some need to increase opportunities to invite parents into the school for activities since this was restricted due to COVID guidelines.</p> <p>The student interviews at the elementary and secondary level showed recurring themes of the need to address mutual respect and kindness between students. Students also indicated that there was a lack of respect between students. Too often students say they are just kidding when saying something rude or disrespectful. Inappropriate online behavior with different social media accounts that trickled into school was also noted by students. This had a negative effect on student relationships and resulted in conflict in schools.</p> <p>Based on the data gathered from student interviews and the parent survey, the district will focus on leadership practices that will facilitate steps to build strong relationships and an accepting culture with students, families and personnel within respective buildings.</p>
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<p>Weekly Cabinet Meetings</p>	<p>Central Office administrators meet weekly to discuss strategies to improve various aspects of running a successful district (i.e. instruction, transportation, student engagement, etc.).</p>	<p>District administrators will develop a mid and end-of-year self reflection on how effective meetings have been.</p>	<p>Schedule, Central Office administrators, space in Supt. Office</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
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Parent Square utilized for communication and information systems	Administrators, teachers and advisors will post important communication for instant family contact that is relevant to the audience in their building.	Reciprocal communication with staff utilizing parent square as documented in Parent Square. Percentage of students who have parents/families connected to parent square.	In Parent Square, the Communication Specialist will streamline where communication is going specific to the elementary/middle/high school level

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Priority 1

Building administrators will meet with instructional coaches and/or curriculum coordinators and leaders	Monthly meetings between instructional coaches and/or curriculum coordinators and leaders and administrators will be held to develop targeted steps for a specific building or district goals to facilitate relationships between staff.	Resources and information will be shared with staff on a regular basis.	Building Administrators Building Coaches Curriculum Leaders/ Coordinators Schedule Agenda Coach and/or Principal office for meeting space
Weekly Principals' Meetings with Director of Testing and Academics, Interim Director of Secondary Education and Director of Special Education	Building Principals and Director of Testing and Academics, Director of Special Education and Interim Director of Secondary Education will meet weekly with an agenda set by the Superintendent and the Directors.	District administrators and building principals will develop a mid and end-of-year self-reflection on work accomplished and how effective meetings have been.	Schedule Agenda Central Office Administrators Building principals
Monthly Administrative Council Meeting	All district and building administrators will attend monthly meetings with agendas set by the superintendent, and the invite will be sent out by the superintendent's secretary.	District-wide administrators (central and building administrators) will develop a mid and end-of-year self-reflection on how effective meetings have been.	Schedule, agenda, and meeting minutes
Setting the tone and direction for 22-23 will be the focus of	An Administrative Retreat will take place in the summer to support	This retreat will set the tone for priorities in the 2022-2023 school year.	Agenda, space, funding for pay

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Priority 1

the Administrative Retreat in August 2022	administrative Professional Development and build professional relationships.	The Superintendent will plan an agenda that offers leadership opportunities for team building and review of the district mission and vision. This will also include a professional reflection on the 2021-2022 school year, including lessons learned due to COVID, and steps to be taken as we move forward.	
Mentor Program for Administrators	The district will ensure all new administrators will have 1 year of mentorship through SAANYS.	The mentoring plan from SAANYS will consist of the following: <ul style="list-style-type: none"> ● four individual 1:1 sessions with the mentor coach ● eight 90-minute group sessions. ● Online support is available if needed between meetings. 	Time, funding for trained/ mentor consultants.
Digital citizenship will be implemented throughout the district.	As part of the business classes at the high school, digital citizenship will be highlighted. At the elementary and middle school, the media specialist will	A year outline of the digital citizenship curriculum will be documented. A start to a K-12 vertical alignment of citizenship will be developed.	Media Specialist, Time to develop outline by BLTLs/Instructional coaches



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Priority 1

	implement digital citizenship lessons from Common Sense Media .		
SEL curriculum implemented in each building	Leadership teams in building, led by administrators, will meet to discuss how to best support and implement SEL curriculum in their building.	<p>Building administrators will monitor the implementation of the SEL curriculum. Ultimately, a sense of community should be seen in the buildings reflecting strong relationship building with students and families. A focus on teaching students what bullying is and is not and addressing unkind “joking” behavior</p> <p>Each building will complete an end-of-year evaluation to assess the successful implementation of the SEL program.</p>	SEL curriculum will be shared via Google drive, guidance, social workers, and psychologists facilitating areas that need to be reinforced; PD schedule; PD funding for staff



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Priority 1

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.

Survey data from families

Survey data from staff and administrators

Student focus groups focused on social-emotional concerns in the form of surveys or interviews

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PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Attendance: We continue to commit to re-establishing and revisiting processes for evaluating and addressing district attendance concerns to increase student attendance, and, in turn, student and family engagement.</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>GASD understands that in order for students to be successful they need to be in school and not to miss more than 10% of school days, which is considered chronic absenteeism (Missing two or more days a month). GASD is dedicated to improving our chronic absenteeism.</p> <p>Attendance data reflects that the district had 58 percent chronic absenteeism for the 2021-2022 school year. There is a great concern for learning loss and social-emotional issues for those students who had limited overall attendance. COVID guidelines indicated that students who were symptomatic were required to stay home, contributing to the overall absenteeism rate for the 2021-2022 school year. There were also chronic transportation issues this year, with many bus routes running late or canceled altogether.</p> <p>Improved attendance will result in increased student achievement, provide all students with a sense of belonging and opportunity to succeed as well as to strengthen relationships with others within the school and in the community at large.</p>

Priority 2

Key Strategies and Resources

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Central Office will ensure each building identifies their Attendance Team members which includes at least one building administrator	Each building principal sets up an Attendance Team and sends this information to members of the central office.	Attendance Teams will meet throughout the month and document building attendance looking for trends and addressing chronic absenteeism. Meetings will have an agenda and notes/data.	Representatives from each building’s Attendance Team will meet on scheduled dates in a predetermined location.
A district attendance team run by an administrator. Currently the RTI Coordinator is organizing this.	Administrators will continue the District Attendance Team and is composed of at least one member from each building level team as well as invitations to outside agencies.	Data pulled from (Schoolzilla/eSchool) student information systems should identify a decrease in absenteeism.	Personnel Meeting schedule of dates that the building team meets eSchool and Schoolzilla Office Space Outside Agencies
Each building will maintain and review an attendance tracking document	District attendance team will develop, review and share an attendance tracking document to set goals per student and follow through	Data will reflect fewer students in Tier 3 and overall improvement in attendance data trends	attendance works - 3 Tiers of intervention building attendance teams
Review of attendance policy with administrators	During principal meetings, the Central Office Administrator will review policies at the beginning of the year.	Principals will have access to review the attendance with their building teams policy	Central Office Administrator Principals
Review of attendance policy with staff	The District Attendance Team will share and review policy with staff via Google doc and at faculty meetings in September.	Building principals and building teams will review the requirements with all staff at faculty meetings. Staff will be	Faculty meeting time Copies of the district policy

Priority 2

		knowledgeable about their role in the attendance policy.	
Post notices regarding importance of attendance bi-monthly via Parent Square to families and an initial notification on the requirements of the district's attendance policy.	The District Attendance Team will create a message to share with all building teams. The attendance policy will be posted in September on parent square.	Building and district administrators will share messages via Parent Square. There will be monthly attendance postings throughout the year.	District Communication Specialist Building administrators District attendance team

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.

A decrease in chronic absenteeism should be seen using data from eSchool and/or Schoolzilla. Data should also reflect a decrease in the amount of students in Tier 3 for attendance.

A survey for parents and secondary students will be sent out during the year, collecting data about what may prevent the child from being in school to facilitate the district in planning solutions to attendance obstacles.

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Equity in Learning: We continue to commit to offering a school environment and curriculum that will be reflective of the diverse student body, and offers instruction which is differentiated to meet all academic and SEL needs.</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>The “How Learning Happens” document states that relationships play a central role in students’ social-emotional and cognitive development through connections resulting in learning and a sense of belonging. Our work as a district continues to address these needs.</p> <p>The COVID-19 pandemic impacted instruction and learning. A priority of the district continues to be lessons that are differentiated, engaging and have multiple entry points that help integrate student interest and/or backgrounds.</p> <p>The collaborative leadership work of instructional coaches, curriculum coordinators and building leaders will continue to advance curriculum coherence and best teaching practices K-12 to ensure student engagement.</p> <p>The Equity Self-Reflection done by our schools indicated a need for integrating student backgrounds/interests into instruction using a variety of materials while providing PD for teachers to help them integrate this into their teaching. Also, a need for revisiting PLC norms and processes of looking at diverse student data and analysis emerged as a need.</p> <p>While there are many strengths of our district, improvement is needed in developing inclusive lessons and support for social emotional skills. This emerged as a need in parent survey results. 55% of parents said their school has enough programs that develop students’ social and emotional skills.</p> <p>The completion of student interviews at the elementary and secondary level had recurring themes of addressing mutual respect and kindness between</p>

Priority 3

	<p>students. Feedback indicated that there was a lack of respect between students and too often they will say they are just kidding when saying something rude or disrespectful. Inappropriate online behavior through social media affected student problems and conflicts as noted by students interviews. In summary, the common themes were the need for relationships peer to peer and peer to adult. In addition teachers must develop a curriculum which is authentic and engaging.</p>
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Key Strategies and Resources

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After school extracurricular activities will be offered to students for the 2022-2023 school year where students will have the opportunity to connect and build relationships.	<p>Building principals will determine which clubs will be offered for their building.</p> <p>The district will post the respective positions. Staff will apply and board approval will follow.</p> <p>Students will have the opportunity to connect and build relationships.</p>	<p>An interest survey will be offered to students who are not involved in any groups/clubs. This information will be used to determine student interests and then develop additional clubs/groups.</p> <p>Building administrators will collect attendance from club advisers.</p>	<p>Funding for club advisors</p> <p>Materials will be purchased to run a successful club or activity.</p> <p>Attendance sheets will be maintained and submitted.</p>
Stakeholders (building administrators, instructional coaches, curriculum leaders and curriculum coordinators) will	<p>Building meetings will be held with the principal discussing PD for building needs and scheduling for PD.</p> <p>The district will be focusing on topics</p>	<p>Teacher participation in PD.</p> <p>Evidence of best practices of peer visits and principal observations.</p>	<p>Participants will include building administrators, instructional coaches, curriculum leaders and curriculum coordinators.</p>

Priority 3

<p>disseminate information of best practices that relate to their building/district goals.</p>	<p>such as SEL that includes equity, diversity as well as focusing services for special education and ENL.</p>	<p>Professional development will be offered based on building and district goals at Supt. Days, faculty meetings, fourth Tuesdays and summer.</p>	<p>PD will be provided by outside agencies, Instructional Coaches, BLTLs, Curriculum Leaders and Coordinators, and Instructional Technology Coach.</p>
<p>PLCs will be utilized across elementary, middle and high school to reflect on teaching practices, and high impact strategies to differentiate and modify practices to meet student needs and address equity.</p>	<p>Building leadership teams along with instructional coaches will coordinate refresher training on PLC norms and processes. Research previous training and materials.</p> <p>Building administrators will be responsible for scheduling the refresher about PLC norms and processes for their staff.</p>	<p>PLCs being utilized to review student data and modify teaching practices as needed to support student needs.</p> <p>Instructional coaches will support PLCs as needed.</p>	<p>Teachers and instructional coaches will meet routinely in common meeting spaces to review student work and student data.</p> <p>Teams will use PLC information and data to incorporate best teaching practices into their instruction.</p> <p>PLC schedules will be maintained throughout the year.</p>
<p>Before and after school tutoring will be provided for our students.</p>	<p>K-12 students in need of additional support will be identified based on various data points (benchmarks, CFAs, unit assessments, teacher and parent recommendations). Identified students will be offered the opportunity to attend these targeted tutoring sessions.</p> <p>District teachers will be hired to fill these tutor positions.</p>	<p>Increases in academic achievement will be evident in a multitude of areas. Such areas will include benchmark data, student passing rate, student participation in tutoring, and student achievement.</p>	<p>Transportation will be needed for students.</p> <p>Teacher salaries for tutoring students above and beyond their contractual day must be provided.</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 2022-23 school year.

Increase in academic achievement at all levels based on graduation rate, student test scores, student reading and math performance at grade level. Student growth will increase by 10 percent by the Spring of 2023 as noted by the i-Ready diagnostic testing in grades K-8. At the high school level, there will be a 5 percent increase in Regents scores from the 2019 Spring Regents testing to June of 2023.

Elementary teachers have indicated that there is a need for longer PLC time to more effectively reflect on data and best instructional practices. Building leadership teams and instructional coaches will also be reassessing the norms of PLC and reestablishing routines for weekly meetings.

There continues to be high interest in after school clubs for students in GASD. We will determine the effectiveness of the clubs based on student interest, participation and reenrollment.

Priority 3

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>
Sandra Polikowski	Director of Testing & Academics	District
AnneMarie Giles	Principal	AHS
Kristina Fureno	Instructional Technology Coach	District
Tracy Berkshire	RtI Coordinator	District
Carmie Sollecito-Pritchard	Instructional Coach	McNulty
Michelle Dolly	Instructional Coach	Tecler
Amy Merendo	Instructional Coach	Barkley
Rosanne DiMauro	Instructional Coach	Curie
Nancy Andress	Consultant	CASDA
Nia Greco	Parent	N/A
Christine Smith	Director of Special Ed	District

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
July 8, 2022	AHS Library
July 12, 2022	AHS Library
July 13, 2022	AHS Library
July 14, 2022	AHS Library

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How have the perspectives of this group been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers provided feedback on the equity survey as well as staff surveys and their feedback was incorporated into the DCIP.
Parents with children from each identified subgroup	Parent survey was distributed to gather feedback that was included into the DCIP.
Secondary Schools: Students from each identified subgroup	Student interview data was used to develop SEL and inclusive curriculum development.

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).