



New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>Ogdensburg City School District</b>	Kevin Kendall

## 2020-21 Summary of Priorities

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

1	Providing actionable feedback to ELA and math teachers K-12
2	Consistent lesson planning for instructional priorities
3	Increasing student engagement
4	Developing trauma sensitive schools
5	Improving the engagement of all families

## Stakeholder Participation

### Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

### Meeting Dates

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

Meeting Date	Location	Meeting Date	Location
July 16, 2020	Zoom meeting		
July 24, 2020	Zoom meeting		
July 31, 2020	Zoom meeting		
August 3, 2020	Zoom meeting		
August 10, 2020	Zoom meeting		

### 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	
Parents with children from each identified subgroup	
Secondary Schools: Students from each identified subgroup	

## 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 to obtain 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
Jackie Kelly	Assistant Superintendent	
Roberta Stillin-Dowman	Title I Coordinator	
Amy DiSalvo	Elementary Principal	
David Price	Middle School Principal	
Ben Mathews	ELA Middle School Teacher	
Amanda Sharlow	Literacy Coach	
Carrie Sholette	Parent	
Danielle McCallus	Elementary Teacher	
Katrina Putman	Counselor	

## Priority 1

### Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	Providing actionable feedback to ELA and math teachers K-12
<b>Why will this be prioritized?</b>	Priority instructional strategies were seen being used effectively in 50% of ELA and math classrooms

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

Qualitative Improvement: Structures, Practices and Behaviors		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?		When would you expect to see this in place?
School leaders will have established a system in place to conduct regular class visits and provide teachers with actionable feedback.		September 2020
District leaders will have established a system for reviewing teacher feedback and providing school leaders with suggestions to improve the quality of feedback.		October 2020
Feedback to teachers will be actionable and aligned to school and district priorities		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
Walkthrough data - percentage of teachers implementing priority instructional strategies	50%	60%
	End of Year 2020 (optional)	End of Year 2021
	N/A	80%
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?*

<b>August Through January</b>			
	<b>Start</b>	<b>End</b>	<b>Action</b>
1	7/1/20	7/31/20	<p>The school leaders will participate in the Leveraged Leadership Program to:</p> <ul style="list-style-type: none"> <li>● develop and refine their leadership skills.</li> <li>● learn how to provide targeted (both verbal and written) feedback.</li> <li>● build skills to effectively coach teachers through the use of actionable feedback.</li> <li>● role play using newly developed skill set.</li> </ul>
2	7/1/20	7/31/20	<p>The school leaders, with the support of the leadership consultant, will:</p> <ul style="list-style-type: none"> <li>● discuss and review the priority strategies (learning targets, bell ringers and check for understanding) and the end of the year target.</li> <li>● revising the look-for tool with 3 point rubric.</li> </ul>
3	8/1/20	8/31/20	<p>The school leaders will participate in the Leveraged Leadership Program to:</p> <ul style="list-style-type: none"> <li>● develop and refine their leadership skills.</li> <li>● learn how to effectively communicate during high stakes and challenging conversations.</li> <li>● build the skills to recognize the power of relational skills.</li> <li>● role play using newly developed skill set.</li> </ul>
4	8/1/20	8/31/20	<p>The leadership consultant, in discussion with the school leaders, will:</p> <ul style="list-style-type: none"> <li>● identify school leaders' needs based on the leadership consultant's review of 19-20 APPR feedback of ELA and math teachers to provide focused support.</li> </ul>
5	9/20	9/20	<p>At the beginning of the year staff development day, the school leaders will share with staff the:</p> <ul style="list-style-type: none"> <li>● priority strategies.</li> </ul>

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			<ul style="list-style-type: none"> <li>● look-for tool.</li> <li>● middle and end of the year target.</li> </ul>
6	9/20	9/20	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on learning targets within a week of visit.
7	10/20	10/20	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on learning targets within a week of visit.
8	10/30/20	10/31/20	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on learning targets to norm expectations and feedback.
9	10/30/20	10/31/20	<p>The school leaders will participate in the Leveraged Leadership Program to:</p> <ul style="list-style-type: none"> <li>● develop and refine their leadership skills.</li> <li>● use leadership skills of influence in a group setting.</li> <li>● learn how to and the importance of creating sustaining systems.</li> <li>● role play using newly developed skill set.</li> </ul>
10	11/30/20	12/15/20	<p>The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews (ELA and math), using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>● review look-for data.</li> <li>● discuss observations.</li> <li>● determine possible actionable feedback that can be provided to the teachers based on observations.</li> <li>● identify school leader needs to provide focused support.</li> </ul>
11	11/30/20	12/15/20	<p>The school leaders will participate in the Leveraged Leadership Program to:</p> <ul style="list-style-type: none"> <li>● develop and refine their leadership skills.</li> </ul>

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			<ul style="list-style-type: none"> <li>• discuss progress and continue to develop skills to create sustaining systems.</li> <li>• role play using newly developed skill set.</li> </ul>
1 2	12/20	12/20	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on bell ringers within a week of visit.
1 3	1/21	1/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on bell ringers within a week of visit.
1 4	1/30/21	1/31/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on bell ringers to norm expectations and feedback.
1 5	1/30/21	1/31/21	<p>The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>• review look-for data.</li> <li>• discuss observations.</li> <li>• determine possible actionable feedback that can be provided to the teachers based on observations.</li> <li>• identify school leader needs to provide focused support.</li> <li>• review progress towards the goal.</li> </ul>
<b>January Through June</b>			
	<b>Start</b>	<b>End</b>	<b>Action</b>
1 6	2/21	2/21	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback focused on check for understanding within a week of visit.

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1 7	3/21	3/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on check for understanding within a week of visit.
1 8	3/30/21	4/1/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on check for understanding to norm expectations and feedback.
1 9	3/30/21	4/1/21	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: <ul style="list-style-type: none"> <li>● review look-for data.</li> <li>● discuss observations.</li> <li>● determine possible actionable feedback that can be provided to the teachers based on observations.</li> <li>● identify school leader needs to provide focused support.</li> </ul>
2 0	4/21	4/21	The school leaders will conduct 6-8 monthly classroom visits to ELA teachers using the look-for tool and provide feedback on all priority strategies within a week of visit.
2 1	5/21	5/21	The school leaders will conduct 6-8 monthly classroom visits to math teachers using the look-for tool and provide feedback focused on all priority strategies within a week of visit.
2 2	5/30/21	6/1/21	A leadership consultant will work with school leaders to review their walk through feedback data to provide support and discussion with regard to actionable feedback focused on all priority strategies.
2 3	5/30/21	6/1/21	The school leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to: <ul style="list-style-type: none"> <li>● review look-for data.</li> </ul>



### Priority 1

			<ul style="list-style-type: none"> <li>● discuss observations.</li> <li>● determine possible actionable feedback that can be provided to the teachers based on observations.</li> <li>● identify school leader needs to provide focused support.</li> <li>● review progress towards the target..</li> </ul>

### Addressing COVID-19 Related Challenges

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

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Determining best methods for conducting walk through evaluations in a virtual setting	Professional development provided by leadership consultant	July and August 2020 and ongoing
Reinforcing the need to use the instructional priorities in a virtual setting	Professional development provided by leadership consultant and instructional coaches	July and August 2020 and ongoing
Sharing exemplars for virtual teaching and continued coaching from instructional coaches	Professional development provided by leadership consultant and instructional coaches	July and August 2020 and ongoing

## Priority 2

### Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	Consistent lesson planning for instructional priorities
<b>Why will this be prioritized?</b>	There is no requirement to explicitly plan for the priorities.

**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?
Teachers will develop plans that explicitly include the instructional priorities.	September 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
Lesson review data	20%	50%
	End of Year 2020 (optional)	End of Year 2021
	N/A	85%
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>
1	7/20	8/20	ELA and math teachers will work with instructional coaches to identify foundational skills that address gaps in curriculum due to COVID-19. Teachers will use these foundational skills to identify learning targets and update curriculum maps.
2	7/20	8/20	Instructional coaches will model how to embed the instructional priority strategies in the lesson plans for on-site and blended learning.
3	7/20	8/20	Teachers will be meeting remotely this summer by content area to identify foundational skills, learning targets, and curriculum maps for on-site and remote/virtual learning.
4	7/20	8/20	During the summer the school leaders, leadership consultant and instructional coaches will revise the look-for tool with 3 point rubric that includes the new priority elements (learning targets, bell ringers and check for understanding) to be included in lesson plans.
5	9/20	9/20	During the beginning of the year staff meetings: <ul style="list-style-type: none"> <li>● school leaders will share the priority lesson elements with the department heads and grade level leaders</li> <li>● department heads and grade level leaders in turn will share the lesson planning elements with all staff.</li> </ul>
6	9/20	1/21	Teachers will submit weekly all lesson plans to the school leaders which include the new priority elements.
7	9/1/20	9/30/20	Starting in September the school leaders will: <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on learning targets.</li> <li>● share the completed look-for tool and rubric with the teacher</li> </ul>

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8	10/1/20	10/31/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● continue with the focus on learning targets</li> <li>● identify teachers that are having difficulty with developing effective learning targets and who received a level 1 on the rubric to arrange support from instructional coaches/leadership coach.</li> </ul>
9	10/20	12/20	<p>The instructional coach(es)/leadership coach will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers who received a level 1.</li> <li>● focus on learning targets.</li> </ul>
10	11/30/20	12/15/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on learning targets. Any teachers who previously received a level 1 will have a lesson plan reviewed.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● identify teachers that are having difficulty with developing effective learning targets and received a level 1 on the rubric to arrange support from instructional coaches/leadership coach.</li> <li>● meet with leadership coach and instructional coaches to review data and progress towards the goal.</li> </ul>
11	11/30/20	12/15/20	<p>At the quarterly faculty meeting, the school leaders will:</p> <ul style="list-style-type: none"> <li>● share the look-for trend data.</li> <li>● arrange for best practices about lesson plan elements focused on learning targets to be shared by the instructional coach and/or teacher volunteers.</li> </ul>

Priority 2

12	12/1/20	12/31/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on bell ringers.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> </ul>
13	12/20	1/21	<p>The instructional coach(es) will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1 on the rubric.</li> <li>● focus on bell ringers.</li> </ul>
14	1/21	1/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● continue the focus on the effective bell ringer strategies.</li> <li>● identify teachers that are having difficulty with developing effective bell ringers and receive a level 1 on the rubric and arrange support from the instructional coaches/leadership coach.</li> <li>● meet with leadership coach and instructional coaches to review data and progress towards the goal.</li> </ul>
15	1/21	1/21	<p>At the quarterly faculty meeting, the school leaders will:</p> <ul style="list-style-type: none"> <li>● share the look-for trend data.</li> <li>● arrange for best practices about lesson plan elements focused on bell ringers to be shared by the instructional coach and/or teacher volunteers.</li> </ul>
<b>January Through June</b>			
	<b>Start</b>	<b>End</b>	<b>Action</b>
16	1/21	6/21	Teachers will submit weekly all lesson plans to the school leaders which include the new priority elements.
17	1/21	2/21	The school leaders will:

Priority 2

			<ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with a focus on check for understanding.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> </ul>
18	1/21	4/21	<p>The instructional coach(es) will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1 on the rubric</li> <li>● focus on check for understanding.</li> </ul>
19	3/21	4/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric. Any teachers who previously received a level 1 will have a lesson plan reviewed.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● focus on the effective check for understanding strategies.</li> <li>● identify teachers that are having difficulty with developing effective check for understanding and who receive a level 1 to arrange support from instructional coaches/leadership coach.</li> <li>● meet with leadership coach and instructional coaches to review data and progress towards the goal.</li> </ul>
20	3/21	4/21	<p>At the quarterly faculty meeting, the school leaders will:</p> <ul style="list-style-type: none"> <li>● share the look-for trend data.</li> <li>● arrange for best practices about lesson plan elements focused on check for understanding to be shared by the instructional coach and/or teacher volunteers.</li> </ul>
21	4/21	4/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with feedback on all priority strategies.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> </ul>

## Priority 2

22	5/21	5/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● select 10-12 teachers per month to review a sample plan using the look-for tool with three point rubric with feedback on all priority strategies. Any teachers who previously received a level 1 will have a lesson plan reviewed.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● identify teachers that are having difficulty with effective lesson plans that include all of the priority strategies and receive a level 1 on the rubric to arrange support from instructional coaches/leadership coach.</li> <li>● meet with leadership coach and instructional coaches to review data and progress towards the goal.</li> </ul>
23	5/21	6/21	<p>The school leaders, instructional coaches and leadership coach will meet to discuss:</p> <ul style="list-style-type: none"> <li>● review data and progress towards the target.</li> <li>● identify strengths and needs for planning for next DCIP.</li> </ul>

### Addressing COVID-19 Related Challenges

<p>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. <i>(add additional rows as needed)</i></p>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Developing best practices for planning for virtual teaching	Professional development provided by leadership consultant and instructional coaches (ELA, math, science, and technology)	July and August 2020 and ongoing
Identifying best virtual platforms to use for consistency purposes	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020

Priority 2

Training students on virtual platforms and technology use with a focus on organizational skills	Professional development to support the teachers with implementation of student training	August and September 2020
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## Priority 3

### Priority 3

<b>What will the District prioritize to extend success in 2020-21?</b>	Increasing student engagement
<b>Why will this be prioritized?</b>	Student engagement is not consistently seen in all district classrooms.

**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?
Teachers across the district will be implementing a variety of strategies to deepen student engagement such as student led activities.	November 2020

#### Quantitative Improvement: Outcomes

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Walkthrough data - percentage of teachers implementing the priority student engagement strategies	Middle of Year 2020 40%	Middle of Year 2021 60%
	End of Year 2020 (optional)	End of Year 2021
		80%
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>
1	7/1/20	7/31/20	<p>The leadership consultant with the school leaders and instructional coaches will:</p> <ul style="list-style-type: none"> <li>• discuss and review the priority strategies of student engagement and the End of Year 2021 Target.</li> <li>• update the look-for tool with 3 point rubric showing the progression of student engagement to student led activities.</li> </ul>
2	9/20	9/20	<p>During the beginning of the year staff meetings:</p> <ul style="list-style-type: none"> <li>• school leaders will share the priority student engagement strategy with the department heads and grade level leaders.</li> <li>• department heads and grade level leaders in turn will share the priority student engagement strategy with all staff.</li> </ul>
3	9/1/20	9/30/20	<p>Starting in September the school leaders will:</p> <ul style="list-style-type: none"> <li>• weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>• share the completed look-for tool and rubric with the teacher.</li> </ul>
4	10/1/20	10/31/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>• weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>• share the completed look-for tool and rubric with the teacher.</li> <li>• identify teachers that are having difficulty with developing effective student engagement strategies and have a level 1 on the rubric to provide support from instructional coaches/leadership consultant.</li> </ul>
5	10/20	10/20	<p>The literacy coach will conduct a book study focused on engaging students in their own learning titled “Leaders of Their Own Learning” by Ron Berger.</p>
6	10/20	12/20	<p>The instructional coach(es) will:</p>

Priority 3

			<ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1.</li> <li>● focus on increasing types of student engagement.</li> </ul>
7	11/30/20	12/15/20	<p>School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews , using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>● review look-for data from class visits.</li> <li>● discuss observations.</li> <li>● identify teachers that are having difficulty with implementing student engagement strategies and are receiving a level 1 on the rubric to arrange support from instructional coaches/leadership consultant.</li> <li>● arrange professional development opportunities for all teachers addressing how to increase student engagement.</li> <li>● review trend data from September - November and progress towards the mid-year benchmark to report at quarterly faculty meeting.</li> </ul>
8	11/20	12/20	<p>The leadership consultant will provide professional development on student engagement strategies to all teachers based on identified needs from the trend data.</p>
9	11/20	1/21	<p>School leaders and instructional coaches will arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement are present.</p>
10	12/20	12/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>● conduct classroom visits to teachers receiving a level 1 at least twice a month.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> </ul>

Priority 3

			<ul style="list-style-type: none"> <li>● arrange support from instructional coaches for teachers struggling to deepen student engagement and who receive a level 1.</li> </ul>
11	1/21	1/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>● revisit teachers that are having difficulty and receive a level 1.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● arrange support from instructional coaches for teachers struggling to deepen student engagement.</li> </ul>
12	1/30/21	1/31/21	<p>School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>● review look-for data from class visits.</li> <li>● discuss observations.</li> <li>● identify teachers that are having difficulty with implementing student engagement strategies.</li> <li>● arrange support from instructional coaches for struggling teachers.</li> <li>● arrange professional development opportunities for all teachers addressing how to increase student engagement.</li> <li>● review trend data from September - November and progress towards the mid-year benchmark to report at quarterly faculty meeting.</li> </ul>
13	1/21	1/21	<p>The leadership consultant will provide professional development on student engagement strategies to all teachers based on the identified needs from the trend data.</p>
14	1/21	1/21	<p>The instructional coach(es) will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> </ul>

Priority 3

			<ul style="list-style-type: none"> <li>● provide one-to-one support by request or assignment by school leaders of teachers that received a level 1.</li> <li>● focus on deepening student engagement.</li> </ul>
<b>January Through June</b>			
	<b>Start</b>	<b>End</b>	<b>Action</b>
15	2/21	2/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>● conduct classroom visits to teachers who received a level 1 at least twice a month.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● arrange support from instructional coaches for teachers struggling to deepen student engagement and who receive a level 1.</li> </ul>
16	2/21	2/21	<p>The instructional coach(es) will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1.</li> <li>● focus on increasing types of student engagement.</li> <li>● arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement in their own learning is present.</li> <li>● teach exemplar lessons with high levels of student engagement.</li> </ul>
17	2/21	2/21	<p>The literacy coach will conduct a book study on “Leaders of Their Own Learning” by Ron Berger.</p>

Priority 3

18	3/21	3/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>● conduct classroom visits to teachers receiving a level 1 at least twice a month.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● arrange support from instructional coaches for teachers struggling to support students in leading their own learning and who receive a level 1.</li> </ul>
19	3/30/21	4/1/21	<p>School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>● review look-for data from class visits.</li> <li>● discuss observations.</li> <li>● identify teachers that are having difficulty with implementing strategies that support students leading their own learning.</li> <li>● arrange support from instructional coaches for struggling teachers.</li> <li>● arrange professional development opportunities for all teachers. addressing how to deepen student engagement based on trend data.</li> <li>● review trend data from January to March and progress towards the goal to report at quarterly faculty meeting.</li> </ul>
20	4/21	4/21	<p>The leadership consultant will provide professional development to all teachers on the priority student engagement strategies based on identified needs.</p>
21	4/21	4/21	<p>The instructional coach(es) will:</p> <ul style="list-style-type: none"> <li>● provide ongoing support to teachers through quarterly grade-level/department meetings.</li> <li>● provide one-to-one support by request or assignment by school leaders of teachers receiving a level 1.</li> <li>● focus on students leading their own learning.</li> </ul>

### Priority 3

			<ul style="list-style-type: none"> <li>● teach exemplar lessons with high levels of student engagement.</li> <li>● arrange for teachers to conduct peer observations to observe classrooms in which high levels of student engagement are present.</li> </ul>
22	4/21	6/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● weekly, conduct 3 - 5 minute visits to 6 - 8 classrooms using the look-for tool to collect trend data.</li> <li>● conduct classroom visits to teachers receiving a level 1 at least twice a month.</li> <li>● share the completed look-for tool and rubric with the teacher.</li> <li>● arrange support from instructional coaches for teachers struggling to supporting students to lead their own learning and who receive a level 1.</li> </ul>
23	5/30/21	6/1/21	<p>School leaders will work with the leadership consultant and the instructional coaches to conduct Instructional Quality Reviews, using the look-for tool. Upon completion of the classroom visits, the school leaders and the leadership consultant will meet to:</p> <ul style="list-style-type: none"> <li>● review look-for data from class visits.</li> <li>● discuss observations.</li> <li>● identify teachers that are having difficulty with implementing strategies that students leading their own learning.</li> <li>● arrange support from instructional coaches for struggling teachers.</li> <li>● arrange professional development opportunities for all teachers addressing how to increase student engagement based on trend data.</li> <li>● review trend data from March to June and progress towards the goal to report at quarterly faculty meeting.</li> </ul>

### 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 3

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
<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>
Developing best practices for student engagement when returning to on-site schooling or remote learning	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020 and ongoing
Developing consistent parameters for virtual teaching	Professional development provided by instructional coaches (ELA, math, science, and technology)	July and August 2020
Following CDC guidelines when returning to an on-site learning environment	Administrators will work with staff to ensure compliance with the CDC guidelines	July and August 2020



## Priority 4

### Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	Developing trauma sensitive schools
<b>Why will this be prioritized?</b>	Many students and staff have been traumatized because of the suspension of on site classes in March and the economic instability.

**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?
Teachers will implement trauma sensitive strategies and utilize a trauma-sensitive lens to student behaviors.	October 2020 Behavior

#### 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
Behavior referrals	Total Referrals: Elementary: 141 Middle/High School: 680	Total Referrals: Elementary: 70 Middle/High School: 340
	End of Year 2020 (optional)	End of Year 2021
		Total Referrals: Elementary: 140 Middle/High School: 680
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

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>
1	7/20	8/20	The District Trauma Sensitive Team (DTST) made up of a district administrator, teachers and McKinney-Vento grant funded District Support Leaders will attend a 2-day training on developing trauma sensitive schools. The DTST team will develop and implement an action plan that incorporates strategies to support the transition back to on-site learning.
2	7/20	8/20	A book study will be offered for all staff on the book “First Days of School” by Harry Wong that supports classroom management for new, as well as, veteran teachers.
3	9/20	9/20	Each school’s Child Study Team (CST) which is made up of school leaders, counselors and instructional support staff, will: <ul style="list-style-type: none"> <li>• review the implementation of the Positivity Project (Tier 1 support) to identify areas of need and further support.</li> <li>• review the 2019 - 2020 behavioral data: office referrals, out of school suspensions, attendance, etc.</li> <li>• identify any students having multiple risk factors to develop behavior goals that will be supported and monitored by the counselors.</li> </ul>
4	10/20	10/20	The CST at each school will: <ul style="list-style-type: none"> <li>• review and monitor the behavioral data: office referrals, out of school suspensions, attendance, etc.</li> <li>• review of the progress of identified at-risk students to adjust interventions, as needed.</li> </ul>
5	10/20	10/20	The district will identify a team made up of representatives from each of the schools’ CST will <ul style="list-style-type: none"> <li>• identify a social-emotional learning screening tool that may be used to identify the needs and monitor the social and emotional skills of children both in-school and out-of-school.</li> </ul>

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			<ul style="list-style-type: none"> <li>Identify a sample of at-risk students to pilot the social-emotional learning screener.</li> </ul>
6	10/20	11/20	Teachers, TAs, and instructional staff will have the opportunity to participate in a book study “Fostering Resilient Learners”.
7	11/20	11/20	<p>The CST at each school will:</p> <ul style="list-style-type: none"> <li>review and monitor the behavioral data: office referrals, out of school suspensions, attendance, etc.</li> <li>review the progress of identified at-risk students to adjust interventions, as needed.</li> </ul>
8	11/20	11/20	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>review behavioral data and serious incident report data.</li> <li>conduct classroom visits to classrooms where there is a high incidence of behavioral issues.</li> <li>provide support to teachers identified as struggling with classroom management.</li> <li>determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches.</li> </ul>
9	11/20	11/20	<p>At the quarterly faculty meeting:</p> <ul style="list-style-type: none"> <li>school leaders will report behavioral data trends.</li> <li>McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan.</li> <li>Support Leaders will share progress on the DTST action plan.</li> <li>teacher volunteers will share classroom management and trauma sensitive best practices.</li> </ul>
10	12/20	12/20	<p>The CST at each school will:</p> <ul style="list-style-type: none"> <li>review and monitor the behavioral data: office referrals, out of school suspensions, attendance, social emotional screener pilot data.</li> <li>review the progress of identified at-risk students to adjust interventions, as needed.</li> </ul>

Priority 4

11	1/21	1/21	<p>The CST at each school will:</p> <ul style="list-style-type: none"> <li>● review and monitor the behavioral data: office referrals, out of school suspensions, attendance, etc.</li> <li>● review of the progress of identified at-risk students to adjust interventions, as needed.</li> <li>● facilitate the implementation of the social emotional screener to all students to establish a benchmark.</li> </ul>
12	1/21	1/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● review behavioral data and serious incident report data.</li> <li>● conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up teachers that were previously identified.</li> <li>● provide additional support to newly identified teachers struggling with classroom management, as well as, those teachers continuing to struggle.</li> <li>● determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches</li> <li>● identify teachers to participate in “Classroom Management” book study.</li> </ul>
13	1/21	1/21	<p>At the quarterly faculty meeting:</p> <ul style="list-style-type: none"> <li>● school leaders will report behavioral data trends.</li> <li>● McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan.</li> <li>● Support Leaders will share progress on the DTST action plan</li> <li>● teacher volunteers will share classroom management and trauma sensitive best practices.</li> <li>● administer a survey of teachers about students’ behaviors.</li> </ul>
	<i>January Through June</i>		
	<b>Start</b>	<b>End</b>	<b>Action</b>

Priority 4

14	2/21	3/21	<p>The CST at each school will:</p> <ul style="list-style-type: none"> <li>● review and monitor the behavioral data: office referrals, out of school suspensions, attendance etc.</li> <li>● review of the progress of identified at-risk students to adjust interventions, as needed.</li> <li>● review the social emotional screener data to identify additional at-risk students or those needing more support.</li> </ul>
15	3/21	3/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● review behavioral data and serious incident report data</li> <li>● conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up teachers that were previously identified.</li> <li>● provide additional support to teachers identified as struggling with classroom management.</li> <li>● determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches</li> <li>● identify additional teachers to participate in “Classroom Management” book study.</li> <li>● identify teachers, TAs and instructional staff struggling with student behaviors to attend the 2-day (TCIS) Verbal De-escalation Training.</li> </ul>
16	3/21	3/21	<p>At the quarterly faculty meeting:</p> <ul style="list-style-type: none"> <li>● school leaders will report behavioral data trends.</li> <li>● McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan.</li> <li>● Support Leaders will share progress on the DTST action plan.</li> <li>● teacher volunteers will share classroom management best practices.</li> <li>● share the teacher survey results and progress toward mid-year benchmark.</li> </ul>
17	4/21	5/21	<p>The CST at each school will:</p> <ul style="list-style-type: none"> <li>● review and monitor the behavioral data: office referrals, out of school suspensions, attendance, etc.</li> </ul>

#### Priority 4

			<ul style="list-style-type: none"> <li>● review of the progress of identified at-risk students to adjust interventions, as needed.</li> <li>● review the social emotional screener data to identify additional at-risk students or those needing more support.</li> </ul>
18	4/21	5/21	<p>The school leaders will:</p> <ul style="list-style-type: none"> <li>● review behavioral data and serious incident report data.</li> <li>● conduct classroom visits to classrooms where there is a high incidence of behavioral issues and follow-up teachers that were previously identified.</li> <li>● provide additional support to teachers identified as struggling with classroom management.</li> <li>● determine support needed for the struggling teachers that will be provided by school leaders, counselors, and/or TCIS coaches.</li> </ul>
19	5/21	5/21	<p>At the quarterly faculty meeting:</p> <ul style="list-style-type: none"> <li>● school leaders will report behavioral data trends.</li> <li>● McKinney-Vento grant funded District Support Leaders will provide training on trauma sensitive strategies identified in the DTST action plan.</li> <li>● Support Leaders will share progress on the DTST action plan</li> <li>● teacher volunteers will share classroom management trauma sensitive best practices.</li> <li>● administer the teacher survey on student behavior.</li> </ul>

#### 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 4

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
<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>
Providing support for students with social-emotional/behavior problems in a remote learning environment where many families do not have internet connection	School leaders and CST will investigate the best communication methods to reach the students and provide supports	August 2020 and ongoing
Implementing a SEL screener remotely	School leaders and CST will work with instructional technology coach to identify best options	January - June 2021
Conducting a climate survey with adequate participation	School leaders and CST will work with instructional technology coach to identify best options	January - March 2021

## Priority 5

### Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	Improving the engagement of all families by increasing two-way communication.
<b>Why will this be prioritized?</b>	Two-way communication with families is critical to a child's academic success and emotional health.

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

#### Qualitative Improvement: Structures, Practices and Behaviors

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
School leaders and teachers will reach out to families to identify needs and support through a variety of communication methods: surveys, emails, phone calls and town hall meetings.	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
Parent survey: Percentage of parents that strongly agree or agree to the statement:	39.4%	50%
Teachers contact me, not just in times of concern.	End of Year 2020 (optional)	End of Year 2021
		70%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021



**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>
1	7/20	8/20	During the summer, parents will be surveyed regarding their perceptions about the school's closure from March - June 2020 regarding what went well and suggestions for improvement.
2	7/20	8/20	The Re-opening Committee will discuss the survey results and establish practices to address parents' concerns and suggestions regarding the closure, including strategies for improving connections with families whether school is open or closed.
3	8/20	8/20	The superintendent will conduct a Town Hall Meeting to present the re-entry plan and address concerns in the community.
4	9/1/20	9/30/20	School leaders will share with all faculty: <ul style="list-style-type: none"> <li>• detailed expectations and frequency of two-way communication.</li> <li>• the expectation that teaching staff will send a minimum of two postcards per month, sharing a positive comment/feedback for students and parents.</li> <li>• exemplar parent/student postcards.</li> </ul>
5	9/20	9/20	During the first week of school, classroom teachers will survey parents about <ul style="list-style-type: none"> <li>• their preferred method of communication so that future communications may be conducted using a method parents are more likely to engage in a reciprocal manner</li> <li>• their preferred method of receiving resources (information/activities/support) so they can help their children at home (e.g., on-site or remote offerings; offerings during the school day vs just after school closes vs evening)</li> <li>• Teachers will share the parents' preferred communication method with office staff so that any staff member needing to contact parents knows the parents' preferred way to make contact.</li> </ul>
6	9/1/20	9/30/20	Administrative team will review school and district attendance communication letters to parents to ensure language is easy to understand and is in a positive tone.
7	9/1/20	9/30/20	The superintendent will create a district-wide parent support team to welcome and support all families in the district.
8	9/1/20	1/30/21	School leaders will distribute a monthly school newsletter, outlining specific topics, to be shared with families: <ul style="list-style-type: none"> <li>• in their preferred mode of communication</li> <li>• on the school website and district Facebook page</li> </ul>
9	10/1/20	1/30/21	All teaching staff will send a minimum of two postcards per month, sharing a positive comment/feedback for students and parents.
10	9/20	12/20	School leaders, Literacy/Math Coaches and the Technology Coordinator will:

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			<ul style="list-style-type: none"> <li>• assist with arranging parent-specific PD on how they can access the technology the school uses (i.e., Google Classroom, SeeSaw, Parent Portal, etc.) to improve two-way communication</li> <li>• record the training so parents can access the PD for reference after the live event.</li> <li>• survey parents to see if they would benefit from additional assistance so that the school may further support their training needs.</li> <li>• provide a toolkit for parents to support the curriculum that their child is learning.</li> </ul>
11	11/1/20	11/30/20	Family engagement presentation will be provided to all faculty during the November faculty meeting
12	11/20	12/20	A book study will be offered on improving parent engagement.
13	1/21	1/21	The Parent Support team will send a short survey home to all families requesting feedback on the re-opening of school and ongoing communication.
14	1/21	1/21	By mid-January, the Parent Support team will <ul style="list-style-type: none"> <li>• review the surveys to measure the mid-year target</li> <li>• identify next steps if progress isn't going as planned</li> <li>• report progress and modifications to staff during January faculty meetings.</li> </ul>
<i>January Through June</i>			
	<b>Start</b>	<b>End</b>	<b>Action</b>
15	1/21	6/21	School leaders will distribute a monthly school newsletter, outlining specific topics, to be shared with families: <ul style="list-style-type: none"> <li>• in their preferred mode of communication</li> <li>• on the school website and district Facebook page</li> </ul>
16	1/21	6/21	All teaching staff will send a minimum of two postcards per month, sharing a positive comment/feedback for students and parents.
17	2/21	2/21	The superintendent will conduct a Town Hall Meeting to present the revisit the re-entry plan, address concerns in the community and discuss the effectiveness of parent communication.
18	3/21	4/21	A book study will be offered on improving parent engagement.
19	5/21	5/21	The Parent Support team will send a short survey home to all families requesting feedback on the ongoing school program (remote or hybrid) and ongoing communication.
20	6/21	6/21	By June, the Parent Support team will: <ul style="list-style-type: none"> <li>• review the surveys to measure the end of year target.</li> <li>• identify next steps for improvement for the following year.</li> <li>• report progress and modifications to staff during June faculty meetings.</li> </ul>

## Priority 5

### 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. <i>(add additional rows as needed)</i>		
Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Consistent learning management system for parent communication	The school leaders, with input from teachers, will identify the one communication platform that will be used by teachers. Teachers will be provided with instruction on using the selected platform, if needed.	August 2020
Provide families opportunities and resources to learn about technology to support their children	Using the information parents provide in the beginning of the school year re: preferred method of communication, resources will be provided.	October - December 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. ☐ The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
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).