



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Binghamton City School District	Tonia Thompson, Ed.D

2020-21 Summary of Priorities

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

1	Multi-Tier Support System (MTSS) to prioritize learning, especially for identified subgroups, specifically Hispanic, Black, and Economically Disadvantaged students.
2	Culturally-Responsive Teaching Practices implemented across the district to prioritize relationships with all students.
3	Student Engagement and Trust through Social-Emotional Learning Strategies
4	Ensuring that in-person and remote lessons are engaging and aligned with culturally-responsive practices.
5	Promote authentic parent and family engagement around District Goals, Mission, and Vision

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
June 29, 2020	Zoom		
July 16, 2020	Zoom		
July 29, 2020	Zoom		
August 7, 2020	Zoom		
August 12, 2020	Zoom		
August 18, 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	Teachers participate on School Leadership Teams. These teams provide the District with data and information that guides the DCIP. SEL team participated which had a number of different stakeholders. In addition, an ELL teacher participated in DCIP planning.
Parents with children from each identified subgroup	Parents participate on School Leadership Teams. These teams provide the District with data and information that guides the DCIP. In addition, parents were surveyed via Thought Exchange, specifically in areas around Diversity and Positive Climate/Culture. Parents were interviewed during DTSDE reviews at each of our schools. Information from these surveys and interviews were used in planning.
Secondary Schools: Students from each identified subgroup	Students surveys inform our planning and data analysis. Each year, our secondary schools administer a school climate survey which can be disaggregated by subgroups. These surveys assist with our data analysis and triangulation to inform our district-wide and building-level planning.

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
Dr. Tonia Thompson	Superintendent of Schools	
Karry Mullins	Assistant to the Superintendent	
Dr. Larry Dake	Assistant Superintendent for Instruction & Budget	
Velvet Tanner	Director of Special Education	
Brenda Lidestri	Director of Science, Math, and Technology, PreK-12	
Dr. Jennifer Dove	Director of Humanities and ELA, PreK-12	
David Chilson	Elementary Principal	
Dario Vasquez	Elementary Principal	
Sarah Wiggins	Elementary Principal	
Peter Stewart	Elementary Principal	
Lori Asquith	Elementary Principal	
Kyle Skinner	Elementary Principal	
Kristine Battilgino	Middle School Principal	
Michael Holly	Middle School Principal	
Kevin Richman	High School Principal	
Michele Rozen	Elementary Teacher/Binghamton Teachers Association President	
Richelle Acquisto	Middle School Assistant Principal	
Ronald Smith	Middle School Assistant Principal	

Stakeholder Involvement Signature Page

Jackie Coleman	Elementary Teacher	
Melissa Holly	High School Teacher	
Thomas Anschutz	Middle School Teacher	
Carla Murray	Community School Coordinator/Parent	
Traci Lane	Middle School Teacher	
Mark Meyers	Middle School Teacher	
Heather Mapstone	Elementary Teacher	
Amy Nugent	Elementary Teacher	
Kara Hastings	Elementary Teacher	
Ann Marie Bogart	Elementary Teacher	
Cordetres Wachuku	Elementary Teacher	
Kristie Cluck	Elementary Teacher	
Pamela Dayton-Coon	Elementary Teacher	
Kim Bogart	Elementary Teacher	

Priority 1

Priority 1

What will the District prioritize to extend success in 2020-21?	Multi-Tier Support System (MTSS) to prioritize learning, especially for identified subgroups, specifically Hispanic, Black, and Economically Disadvantaged students.
Why will this be prioritized?	These subgroups underperform on internal and external assessments as compared to white and non-economically disadvantaged peers.

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?
Prioritized Standards for Learning that addresses gaps widened by COVID-19 related emergency learning in Spring 2020.	September 1, 2020
Specific social-emotional learning and academic strategies to screen students for gaps to assist School Leadership Teams in addressing interventions	September 8-30, 2020
School Leadership Team and RTI Team meetings throughout September and October to address data related to learning gaps, interventions, and move students in and out of MTSS as data indicates	September 8-October 31, 2020

Quantitative Improvement: Outcomes		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): K-5 Student F&P Reading Levels	Middle of Year 2020	Middle of Year 2021
	57.8%	60.8%
	End of Year 2020 (optional)	End of Year 2021
	Not Available	65.0%
Data point 2 (optional): iReady Diagnostic Math Proficiency Level	Middle of Year 2020	Middle of Year 2021
	16.4%	44.4%
	End of Year 2020 (optional)	End of Year 2021
	41.4% (Spring 2020)	50.0%

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
8/11/20	8/11/20	Building School Leadership Teams participate in RTI and PLC training with Mike Mattos; begin to develop MTSS plans and prioritized curriculum goals.
8/1/20	9/1/20	Department Chairs and Teacher Leaders participate in BOCES-led curriculum development workshops to identify and plan for prioritized standards.
9/8/20	9/30/20	School Leadership Teams meet to review beginning of the year data as PLCs and identify students for MTSS interventions.
9/1/20	12/31/20	School Leadership Teams identify at least one engagement strategy for implementation based on Dr. Sharokky Hollie's work.
9/1/20	11/1/20	All buildings engage in at least one site visit, depending on accountability status, that assist building leadership in reflecting and demonstrating how SCEP goal progress is monitored.
9/1/20	12/31/20	The Administrative Council will focus on building-based SCEP goals - aligned to DCIP priorities - and review SMART goals identifying areas of growth and in need of improvement.
January Through June		
Start	End	Action
1/1/21	6/30/21	District leaders will meet with directors/dept chairs to review data from ELA and Math data from BOY to MOY by subgroup to discuss the need to modify practices for classroom instruction and interventions.
2/1/21	3/1/21	Schoolzilla data dashboard provided to all building SLTs to review mid-year benchmark results and pivot if necessary.
1/1/21	6/30/21	Elementary and Secondary Admin meetings focus on SCEP goals, root cause analysis, and progress monitoring.
2/1/21	3/1/21	Utilizing mid-year data, School Leadership Teams will review intervention groupings and make ongoing adjustments to ensure that students receive appropriate intensity and duration.
1/1/21	5/1/21	All buildings will engage in 2 to 3 site visits, depending on accountability status, that assist building leadership in reflecting and demonstrating how progress towards SCEP's goal is being monitored.

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>

Priority 1

Prioritizing Learning Standards	Review Curriculum Maps and convene teacher teams to prioritize missed content from Spring.	August and September
Assess learning gaps exacerbated by March-September closures	Build teacher capacity on iReady assessments and interventions to successfully identify intervention groupings	September
Shift Math Curriculum towards hybrid-ready model	Implement Greg Tang Math	August-October

Priority 2

Priority 2

What will the District prioritize to extend success in 2020-21?	Culturally-Responsive Teaching Practices implemented across the district to prioritize relationships with all students.
Why will this be prioritized?	Our data indicates that Latino and Black students are at higher risk for chronic absenteeism and lower academic performance on assessments than their white peers.

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?
All teachers implement at least one engagement strategy from Dr. Sharokky Hollie’s work.	2020-2021 school year
Buildings following an updated Code of Conduct that reflects Culturally-Responsive Practices	2020-2021 school year
Restorative and Community Circles implemented both in-person and remotely as a result of hybrid return model.	Fall 2020

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Chronic Absenteeism Rate	Middle of Year 2020	Middle of Year 2021
	28.8%	25.8%
	End of Year 2020 (optional)	End of Year 2021
	31.9% (March 2020)	28.9%
Data point 2 (optional): Office Discipline Referral Count	Middle of Year 2020	Middle of Year 2021
	5956	5500
	End of Year 2020 (optional)	End of Year 2021
	7780 (March)	10,000 (was 10711 in June 2019)

Priority 2

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

August Through January		
Start	End	Action
8/1/20	9/1/20	District will provide learning opportunities in Youth Mental Health/First Aid and Crisis Prevention Intervention (CPI) for staff who have not yet received it.
8/1/20	9/1/20	Working with Dr. Sharokky Hollie, the Behavioral Task Force will review Code of Conduct to ensure its alignment with culturally-responsive practices.
9/8/20	12/31/20	Incorporate Dr. Sharokky Hollie's work on culturally-responsive practices into the SLT framework for analyzing student achievement data, SEL data (i.e., office referrals, suspensions), and family engagement data.
8/1/20	12/31/20	Family Liaisons will have worked with at least 10 families each on coordinating community resources to support student attendance and academic success.
9/8/20	12/31/20	HS Community School Coordinator will conduct student focus groups to identify ways to improve peer trust.
January Through June		
Start	End	Action
1/4/21	4/1/21	Restorative Practices coordinators will conduct at least 12 circles each (elementary and middle) to build comfort and trust. These "Patriot Connection" opportunities may leverage Zoom depending on COVID-19 school reopening status.
2/1/21	3/1/21	Building Teams will review mid-year data points to assess progress towards goals and implement interventions to ensure goals are met.
1/4/21	6/30/21	Family Liaisons will continue to support least 10 families each on coordinating community resources to support student attendance and academic success; data to be reviewed with building Principal and Asst Superintendent
5/1/21	6/30/21	Buildings will give updated School Climate Surveys and undertake longitudinal review with SLTs and Asst Superintendent

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>
Identify students who did not participate in emergency learning and build relationships	Buildings make COVID-friendly home visits and engage with families and students	August
Prioritize engagement strategies that promote	Work with Dr. Hollie to shift focus from in-person to combination of in-person and remote learning	August-October

Priority 2

relationships in hybrid and remote environment		

Priority 3

What will the District prioritize to extend success in 2020-21?	Student Engagement and Trust through SEL Strategies
Why will this be prioritized?	Student engagement will promote academic achievement and also re-establish trust to close March-September learning gaps.

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?
Restorative and Classroom Circles implemented on daily basis in both in-person and remote environments	September
Staff utilizing de-escalation strategies more intentionally as trained through Crisis Prevention Intervention (CPI)	September
High levels of remote student engagement compared to emergency learning that took place in Spring 2020	September

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
In-School Suspension Rate	7.6%	6.6%
	End of Year 2020 (optional)	End of Year 2021
	9.2% (March)	8.2%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
School Climate Survey - % Students Agree "There is an adult in school who will help me if needed."	83%	88%
	End of Year 2020 (optional)	End of Year 2021
Grades 3-12 students surveyed.	Not Available	90%

Priority 3

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

August Through January		
Start	End	Action
8/1/20	9/1/20	District will provide learning opportunities in Youth Mental Health/First Aid and Crisis Prevention Intervention (CPI) for staff who have not yet received it.
8/1/20	9/1/20	Working with Dr. Sharroky Hollie, the Behavioral Task Force will review Code of Conduct to ensure its alignment with culturally-responsive practices.
9/1/20	11/1/20	Student conferencing periods at MS will focus on peer trust and connection to others.
9/1/20	12/31/20	MS and HS leadership teams will strengthen the RTI Process in collaboration with district-wide RTI Coordinator.
9/1/20	12/31/20	HS Community School Coordinator will conduct student focus groups to identify ways to improve peer trust.
January Through June		
Start	End	Action
1/4/21	4/1/21	Restorative Practices coordinators will conduct at least 12 circles each (elementary and middle) to build comfort and trust. These "Patriot Connection" opportunities may leverage Zoom depending on COVID-19 school reopening status.
1/4/21	1/31/21	Restorative Practices Coordinators will implement a mid-year student survey to ascertain trust levels among students in regards to adult relationships.
2/1/21	6/1/21	Family Liaison Success Meetings: once per month; Principals, Family Liaison, Asst Super to monitor progress.
2/1/21	3/1/21	Building teams will review mid-year in-school suspension data and Restorative Practices survey data to determine where, if any, changes need to be made to SCEP plan focus to meet goals.
5/1/21	6/1/21	Buildings will give updated School Climate Surveys and undertake longitudinal review with SLTs and Asst Superintendent

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>
Train staff on holding virtual Restorative and Community Circles via Zoom	Restorative Practices Coaches provide ongoing training and support for staff.	August-October
Identify COVID-related Code of Conduct procedures and train staff and students	Provide training on mask wearing, social distancing, etc., in order to promote a safe and compliant hybrid return; address need	September

Priority 3

	to keep everyone safe vs. discipline students.	

Priority 4

Priority 4

What will the District prioritize to extend success in 2020-21?	Ensuring that in-person and remote lessons are engaging and aligned with culturally-responsive practices.
Why will this be prioritized?	As we return in September, student engagement will be paramount and students must be engaged before learning can take root.

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 intentionally use Dr. Hollie’s work and culturally-responsive practices within their daily in-person and remote lessons.	September
Lead Evaluators promote “look fors” in daily instructional practices that align with culturally-responsive practices.	September
Teachers utilizing remote learning features that promote engagement such as breakout rooms, polls, etc.	September

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
Domain 4 Pearson Rubric (Respond to Diverse Characteristics and Student Needs) - Earn 3 or 4 on Rubric	66%	71%
	End of Year 2020 (optional)	End of Year 2021
		75%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
Chronic Absenteeism Rate	28.8%	25.8%
	End of Year 2020 (optional)	End of Year 2021
	31.9% (March)	28.9%

Priority 4

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

August Through January		
Start	End	Action
8/1/20	9/1/20	School leadership will utilize feedback from Dr. Sharokie Hollie's presentation to set SLT goals with their buildings around culturally-responsive practices.
8/1/20	9/18/20	Technology Mentors will work with staff to implement consistent digital platforms across the District, including Google Classroom and Remind App usage.
8/1/20	9/30/20	Greg Tang Math Models will be implemented with PD provided to staff to differentiate instruction in a hybrid instructional environment.
9/1/20	12/31/20	Leaders will schedule times to meet with PLCs by grade/content at least 1x before Winter Break to review building walkthrough data on Domain 4.
9/1/20	12/31/20	Building leaders will work with Instructional coaches to identify teachers to provide a coaching cycle of at least four sessions, focusing on using varied curricular materials and incorporating elements of students' cultural/community backgrounds into instruction.
January Through June		
Start	End	Action
1/4/21	3/31/21	Leaders will schedule times to meet with PLCs by grade/content at least 1x following Winter Break to review data on Domain 4
2/1/21	4/1/21	For any teacher who earned a 1 or 2 on Domain 4 for their initial observation/walk-through, school leaders will schedule a meeting to discuss their implementation of feedback provided during post-observation.
2/1/21	6/1/21	Leaders will schedule times to meet with PLCs by grade/content to successful strategies that have been observed to address Domain 4.
2/1/21	3/1/21	Buildings will utilize PLC time to review chronic absenteeism data and analyze trends; develop interventions in response to trends in order to meet building goals.
2/1/21	6/30/21	At Administrative Council meetings, building principals will share best practices for student engagement within a hybrid model to help develop district-wide capacity.

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>

Priority 4

Develop best practices guide for teachers to promote student engagement in hybrid models.	Admin team will develop professional learning for staff and follow-up throughout the school year	September
Tech-related training to promote engagement with Google Classroom, Remind, and Zoom.	Google Classroom, Remind, Zoom professional learning with Tech Mentors and Admins - ongoing follow up sessions for staff.	September

Priority 5

What will the District prioritize to extend success in 2020-21?	Promote authentic parent and family engagement around District Goals, Mission, and Vision.
Why will this be prioritized?	We feel the need to engage families beyond measures such as curriculum night attendance and discuss family and student experiences in our District across several lenses.

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?
Implement District Equity and Diversity Task Force to discuss relevant issues and produce District Equity Report Card	September-November
Provide parent-based learning opportunities to assist their students with engaging in hybrid and remote learning.	September
Promote wrap-around services, such as Literacy Volunteers of Broome/Tioga Counties, among families to enhance engagement.	September

Quantitative Improvement: Outcomes

What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required): Families supported by the Department of Social Services Liaisons (across seven elementary schools).	Middle of Year 2020	Middle of Year 2021
	43	50
	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

Priority 5

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

August Through January		
Start	End	Action
8/1/20	12/31/20	Dr. Shanelle Benson-Reid will facilitate the District Equity and Diversity Task Force, meeting monthly to achieve improved outcomes for families and children. Priorities for the task force will include the identification of ways to increase diverse perspectives into family events.
8/1/20	9/18/20	The District will provide 5 different parent workshops, designed to assist parents with remote and hybrid learning. Title will include: How to navigate Google Classroom Room; All You need to know about the Remind App; and, What resources exist to assist children at home with in-home learning.
9/1/20	12/31/20	Community support organizations, such as Literacy Volunteers of Broome/Tioga Counties, will be promoted among families to provide further wrap-around services.
9/1/20	11/1/20	Family Liaisons will have worked with at least 10 families each on coordinating community resources to support student attendance and academic success.
9/1/20	12/31/20	Parent Educators will communicate needs to building principals so that buildings can adjust resources as necessary.
January Through June		
Start	End	Action
2/1/21	3/1/21	Each building will use a consistent tool to survey families on participation; data will be disaggregated and provided to building SLTs to analyze and pivot action plan, if needed.
2/1/21	3/1/21	The District will convene the District Equity and Diversity Task Force, with a priority of monitoring the District Equity Report Card to establish metrics and evaluate progress towards goal achievement.
2/1/21	4/1/21	Each elementary school will conduct Partners program (Parents and students working together on STEAM activity)
2/1/21	4/1/21	Secondary buildings will host two parent-student engagement events to showcase connections, either in-person or hybrid/remote.
5/1/21	6/1/21	Each building will use a consistent tool to survey families on participation; data will be disaggregated and provided to building SLTs to analyze and pivot action plan, if needed.

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
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Priority 5

<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>
Families will need assistance with navigating remote learning tools	Provide ongoing learning opportunities for families to become familiar with tools	August
Communication will have to be more intentional as hybrid/fully remote shifts may be necessary per Governor's orders	Utilize School Messenger, buildings ensure that family addresses and phone numbers are as accurate as possible.	August-June

Submission Assurances

Submission Assurances

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

1. XThe 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. XAs 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. XThe Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. XThe DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. XProfessional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. XThe 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. XA 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. XMeaningful 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 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).