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District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Auburn Enlarged City School District	Mr. Jeff Pirozzolo

2022-23 Summary of Priorities

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

1	We prioritize the social emotional well-being of students, staff, families, and community members by providing support and opportunities to learn and develop lifelong skills.
2	We prioritize data-driven decision making to inform differentiated instruction to match students' academic potential.
3	We prioritize effective engagement of all district stakeholders: students, staff, families, and community.
4	We prioritize the development of a written, structured MTSS process that is consistently communicated and implemented across the district with common expectations and accountability.
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DCIP Cover Page

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize the social emotional well-being of students, staff, families, and community members by providing support and opportunities to learn and develop lifelong skills.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *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:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Only 49.5% of staff members agree or strongly agree that "we have an effective system for developing and building student social-emotional health".
	
	Only 24.6% of junior high/high school students agree or strongly agree that "most students in our school follow the school rules".
	
	Only 36.8% of junior high/high school students agree or strongly agree that "our schools deal effectively with bullying".
	
	Only 64.1% of families agree or strongly agree that "school staff work to support student social emotional well-being" and only 66.7% that "our school provides a safe environment for staff and students".
	
	This aligns with the district strategic plan: "Create safe, challenging and engaging classroom environments that foster citizenship and wellness for all students".
	
	The AJHS Student Interviews revealed they needed to improve on "Increased relationships with teachers, more discussion of diversity equity and inclusion issues in a safe environment and more appreciated by their teachers.
	
	The Casey Park Equity Self-Reflection revealed they needed to still work toward "outreach in the community and learning about their cultures, increasing awareness of different backgrounds, expand to include families in goal-setting for academic growth Zones of regulation, universal language for emotions, interdisciplinary support for students, support for emotional regulation skills/handouts to go home."

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Key Strategies and Resources

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?
Implement a communication system to inform all stakeholders on social emotional supports and learning procedures	Assistant Superintendent of Instruction & PD will review of the 2022-2023 DCIP on Opening Day on August 31st Building administrators will review DCIP priorities at mid-year faculty meetings (January) Building administrators will build in time for student service staff to attend elementary grade level and junior high team meetings to address student concerns (ex: bullying, suicide prevention, etc.). At the high school level, time is allotted during a faculty meeting to discuss how and when to discuss concerns with student services staff. Department/grade level facilitators will be exposed to SEL playbook	Meeting minutes from DCIP committee meetings in November, February, and April to review progress of attaining the identified four priorities. Survey results from survey administered twice a year (October and April) where staff indicates social emotional resources and learning that is occuring in their classroom/department Evidence that teachers are using discussed strategies from walkthroughs, observations, and team minutes	Staff: Assistant Superintendent of Curriculum & Instruction and building principals Time: Allocation of time during opening day district-wide meeting and building level, grade level and departmental meetings. Allocation of time for student service staff. Materials: Strategically abbreviated copies of SEL playbook & consistent information/presentation

	during August Curriculum Council meeting. Department/grade level facilitators will provide resources on how to create a welcoming and affirming environment at the classroom, school, and district level by providing staff with select signature practices from the SEL Playbook and access to the entire playbook electronically (https://schoolguide.casel.org/resource/three-signature-sel-practices-for-the-classroom/) at the September department meeting. Assistant Superintendent of Student Services will remind staff that they have access to EAP services and how to utilize their services Social Emotional Learning Task Force will brainstorm ways to immerse families, community and staff members to social-emotional growth opportunities		for facilitators to use in September meetings
Implement the SEL Screener (BIMAS) (Secondary level pilot)	Student Services Leader will oversee the development of a team that will establish process and procedures to support the secondary SEL screener (ex: size of pilot, parent consent/opt-out, how to roll out the	Meeting minutes and documentation of the process compiled by the team Screener data and evidence of resulting services provided	Staff: Student services staff District and school level administration

	screener, how to intervene after screener, etc) Train staff that will administer the screener District and building administrators will communicate to all stakeholders about the implementation of the screener	Screeners will be administered with fidelity by trained staff members	Time: Allocation of time for implementation team to establish process and procedures Materials: Access to BIMAS screener
Professional Development	Building support service teams will expose staff to what SEL curriculum is already in place during a faculty meeting. (September) Coaches/facilitators will provide Second Step, Culturally Responsive Teaching, Classroom Management, and TCIS training throughout the summer.	Professional development schedule Professional development attendance (sign-in sheets) Results of professional development exit survey from each session Evidence that teachers are using discussed strategies from walkthroughs, observations, and team minutes	Staff: Access to professional development opportunities Time: Allocation of time for professional development Initial training on Second Step for new teachers
Continue and Enhance PBIS (or similar) systems district-wide	PBIS Coaches will review the meaning of PBIS and its purpose in each building during a faculty meeting Elementary PBIS committees will partake in monthly meetings with data-driven activities that enhance the system embedded within each school	Evidence that teachers are using discussed strategies from walkthroughs, observations, and team minutes Talking to students - students can communicate expectations and what they are learning Discipline and referral data	Staff: PBIS coaches and committees Teachers Support Staff Time: Opportunity to meet with students Faculty meeting

	Extended homeroom once a week at the Junior High to build authentic connections with students. Consider a resource such as Squabbles and Centervention to support teachers and students with the structures and content of those extended homeroom periods.	Adults and students at the high school are able to provide examples of connections forged and sustained Schedule for the extended homeroom days at Auburn Junior High School	Materials: Centervention Squabbles
	At the high school, implement during a faculty meeting, an exercise in relationship mapping where teachers put a dot next to students with whom they have a connection (they know things about the students' interests, etc.). Develop plans with teachers and staff for students who have few or no connections and identify students for whom connections with adults in the building might be deepened. Resources: The Power of Being Seen Process to do the exercise virtually. (October)	The end product with the list of all students and stickers labeled according to the activity to map which students have relationships with staff and which ones do not. Plans based off of the relationship mapping activity to engage those students who were identified as not having a connection to a staff member.	

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.
Discipline data indicates fewer repeat offenders at all grade levels K-12.

Walkthrough data shows evidence of social emotional learning opportunities and relationship-building.

We will seek a goal of at least a 10% increase in the following categories from the 2021-22 school year district PLC survey:

60% of teachers surveyed staff members agree or strongly agree that "we have an effective system for developing and building student social-emotional health" (S61).

50% of junior high/high school students agree or strongly agree that "most students in our school follow the school rules" (S44).

50% of junior high/high school students agree or strongly agree that "our schools deal effectively with bullying" (S38).

80% of families agree or strongly agree that "school staff work to support student social emotional well-being" (S34).

80% of families agree or strongly agree that "our school provides a safe environment for staff and students" (S38).

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize data-driven decision making to inform differentiated instruction to match students' academic potential.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	The district strives to implement a high-quality, rigorous curriculum and instructional practices for all students, which includes the practice of data analysis to make data informed decisions and target specific student needs. This includes lesson planning and development, the implementation of instructional coaches, professional development, as well as data teams and protocols.
	
	A review of the 21-22 priority revealed that there is a lack of evidence to show the consistent use of benchmark assessments and data driven decision making across the district. We need to continue to pursue this priority because there are gaps in student performance with subgroups such as SWD, race, and ED.

Key Strategies and Resources

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?
Identify and Develop Benchmark Assessment Data and Implementation Process	Develop a district process and timeline for the administration of benchmark assessments for grades K-12.	Written district process will be developed which includes dedicated timeblocks for the data analysis process. Assessment calendar will be developed and shared to all staff. (August)	Staff: Administration in collaboration with teachers to develop process and calendar
	Identify/create the benchmark that are used in each content area and grade level.	Creation of a district document identifying specific assessment by grade and/or content area. For example: *DIBELS, STAR, unit tests, midterms, final projects, writing assignments, authentic assessments as well as common and benchmark assessments.* (August)	Time: Release time for staff to work on assessments, communication of expectations, availability of support if needed, oversight by ASCI
	Create and communicate an assessment calendar.	The protocols are being utilized and implemented universally district wide.	Materials: Assessment Calendar
	Implement protocols for analyzing assessment data using the Data Wise Improvement Process at grade level	Data reports reflect full participation of the identified assessments.	At least three times a year based on the assessment calendar.

	data meetings and monthly department meetings.	Assessments are administered consistently at the identified grade levels and content areas. Teachers are able to share how the data from these assessments has informed their instructional decisions and/or differentiated plans	
Provide training sessions for facilitators on district data protocol.	Provide a full day training so that facilitators will become turn key trainers in the district data protocol process for their grade level or department. (August)	Completion of facilitator training Completion of grade/department training by facilitator Meeting minutes	Staff: Assistant Superintendent of Curriculum & Instruction; district department facilitators Time: Time for training facilitators Materials: Training materials, agendas, minutes, sign in sheets
Data Analysis	Hold data meetings as per district process (identified above) Communicate expectations and support for teachers to gather, analyze, and use data to inform their teaching and monitor student learning.	Schedule of data meetings Building Principals communication of expectations and support during faculty meetings in conjunction with scheduled data meetings. Review of student performance data .	Staff: Building principals RtI facilitators Teachers Time: Meeting schedules Target topics for faculty meetings

Priority 2

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.

There needs to be a defined process in place for administration and analysis of benchmark assessments and the use of its data in order to drive instruction. District expectations must be clearly communicated along with providing training, strategic use of time, and resources for staff to engage in the data analysis process and its application to instruction.

With the development of a structured and consistent data analysis process and ongoing work to adjust instruction to meet students' needs, we aspire to see an improvement in student performance data, specifically within our vulnerable subgroups.

We will see an increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 10 percent increase for students in grades K-6 and their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2022 to Spring 2023. (51% in 2022)

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	We prioritize effective engagement of all district stakeholders: students, staff, families, and community.

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
● *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:*
  o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
  o *In what ways does this support the SCEP commitments of your identified school(s)?*
	As stated in the district's strategic plan, the Auburn Enlarged City School District strives to create safe, challenging, and engaging classroom environments that foster citizenship and wellness for all students. In addition, the district will continue its efforts to engage families and the community as components of our system of support for all students.
	
	Students:
	
	Based on data collected during the students voice surveys during the 2021-2022 school year the following benchmarks will be a focused on:
	
	69.4% of secondary students stated my teachers ask questions that make me think.
	
	60.3% of secondary students stated my teachers involve all students in answering questions and sharing information during class.
	
	70.7% of elementary students stated that they worked with partners, or in groups in their classes.
	
	69.5% of elementary students stated that their family helped them at home with their school work.
	
	Staff:
	
	Based on data collected during the staff school performance survey conducted during the 2021-2022 school year the following benchmarks will be focused on:

63.4% of staff members responded that the district proactively reached out to students who may be having difficulties, socially, emotionally, and academically.

Families and Community:

Based on data collected during the family engagement survey conducted during the 2021-2022 school year the following benchmarks will be focused on:

57.5% of families stated that they discussed their child's curriculum with their teacher.

52.8% of families stated that they received notes, calls, or other feedback from their children's teacher.

46.6 % of families stated that they felt connected to their school.

45.9% of families stated that there were well-planned events for families and children.

Key Strategies and Resources

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?
Hold high expectations and differentiate instruction to meet all our students.	Continued implementation of Personalized Learning (PL) around specific strategies to increase student engagement in the classroom (academic and social-emotional) Track differentiated instructional practices implemented by educators	Create benchmarks to analyze professional learning throughout the 2022-2023 school year. (By the use of frontline reports, participant surveys, and observations) The use of Frontline reports to analyze the indicator on differentiated instructional practices. Implementation of the differentiation resources shared in a walkthrough, evaluation, or conversation	Staff: Personalized Learning Fellows All instructional administrators Time: Ongoing Personalized Learning for all areas Calibrate with all administrators' descriptions on differentiation. Materials: Use of Frontline Bank of resources for teachers to use for differentiation.
Build trusting relationships and safe spaces for students, staff, families, and community members.	Implement common practices to increase meaningful collaboration with all stakeholders Educate all stakeholders on the importance of their voice in regards to their learning and district matters	Strategic use of questioning to measure trust on all PLC surveys next school year Measure stakeholder participation in all district-wide events with short exit surveys.	Staff: All instructional staff Time: Ongoing discussions at ALT, district leadership curriculum council, grade, department, and building levels about the

	Staff will exercise mindful communication with all stakeholders		importance of relationship building and how trust is built. Survey, time to administer and opportunities to analyze results Materials: Sign-in sheets Stakeholder surveys
Increase awareness of available clubs, activities, and events to all stakeholders	Include student voice in creating new clubs/activities Develop short-term, interest-based activities, especially at the elementary level. Effectively communicate clubs at secondary that address various niche interests.	Presence of additional clubs and activities based on student interest Students complete interest surveys and through informal requests. Review current established clubs to determine if current options meet student interest.	Time: Time to administer a student interest survey and be available to listen to their requests Materials: Funds to support additional clubs and advisors
Prioritize impactful communication to all stakeholders	Create a schedule to include clubs/classroom activities into monthly school/district newsletters and website. Increase positive communication/student success with families Create opportunities for community members/groups to engage with students/school	Review club, sports, and event participation data periodically throughout the year (November, March, & June) Newsletters and building specific website include the schedule and availability of club and classroom activities. Utilize social media and traditional press to invite community members to district events	Time: Team and building meetings to communicate schedules and processes To update websites Discussions of types of positive communication and what is already being done.

Priority 3

		The analysis of completed family engagement forms to be used at all schools	Materials/Resources: Sign-in sheets Money to mail newsletter quarterly

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.

60% of families surveyed will agree or strongly agree with the statement: "As a parent/family member, I feel connected to our school."

60% of families surveyed will agree or strongly agree with the statement: "We have well-planned events for families and children."

Using event and club sign in sheets to track attendance throughout the year, attendance as a percentage of building population will increase.

Using attendance data from the 21-22 school year as a baseline, we will show a 5% decrease in unexcused absences, skipped classes (at secondary), chronic absenteeism and behavior referrals.

Using 2021/22 family engagement survey data, we will show a 5% increase in family engagement survey participation, which will be 800 respondents.

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	**We prioritize the development of a written, structured MTSS process that is consistently communicated and implemented across the district with common expectations and accountability.**

Why is this a priority?
 Things to potentially take into consideration when crafting this response:
 ● *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:*
    o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    o *In what ways does this support the SCEP commitments of your identified school(s)?*
	A multi-tiered system of support, (MTSS), is necessary because the current district-wide process is not consistently communicated or implemented for identifying students with specific academic and social emotional deficits and needs as well as prescribing appropriate interventions.
	
	 The district strives to provide interventions that allow all students to show growth and be successful. In order to do so, teachers need to be able to implement interventions and supports that are matched to individual student academic and social emotional needs.
	
	 This is reflected in the AECSD Strategic Plan where the school district strives to implement a high-quality, rigorous curriculum and instructional practices for all students; prepare all students for college and/or careers; and implement a framework for diversity, equity and inclusion to meet the needs of all students.
	
	 During discussions with the DCIP planning committee, it became apparent that our district needs to continue to implement an MTSS because the of following challenges from the 2021-22 school year:
	 ● Need for knowledge and understanding of district-wide MTSS process and procedures.
	
	 ● Existing documentation was not fully completed and/or was not utilized consistently. It needs revision and district-wide consensus in order to be effective.
	 ● Inconsistent implementation of MTSS process across buildings.

Key Strategies and Resources

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?
Establish a district-wide MTSS Plan	Committee of district administrators, building administrators, Response to Intervention facilitators, and instructional coaches to determine the set MTSS procedure and process (August 2022) Review current MTSS referral form and data tracking form for adjustments and consensus for use District-wide used reflection tool to show adjustments in level of tiered support for individual students	Completed by committee: Hard copy and digital form to be shared with all district instructional staff Completed by teachers: Student profile sheets MTSS referral form MTSS data tracking form Data collected to reflect student progress in tiers of support or identification of student with disability	Materials: Meeting date Best Practices at Tier 1 (2, and 3), Gregory, Kaufeldt, Mattos Current RtI presentations, documents, and referral forms
Communicate the MTSS Plan to all	Asst. Superintendent of Curriculum & Instruction presents MTSS Plan to district (October 21, 2022)	Exit ticket responses in regards to current knowledge of the MTSS process and questions instructional staff	Staff: Asst. Superintendent of Curriculum & Instruction

district instructional staff			
Regular scheduled MTSS meetings	Elementary & Junior High: Regularly scheduled MTSS meeting weekly for each grade level Schedule of meetings and coverage in each building (if needed) will be published (Sept.). Deadlines for submission of referral paperwork and required data in advance of meeting dates will be included. High School: Regularly scheduled MTSS meeting monthly	Team meeting agenda and notes for each grade level or team (RtI Facilitator) Student MTSS completed referral forms (Teacher) Team meeting agenda and notes for each grade level or team (Assistant Principal)	Materials: Master schedule determined by building principal Meeting agenda and minutes template Staff: Principal Assistant Principal meeting schedule RtI faciliator
Create a district-wide MTSS Shared Drive	Assistant Superintendent of Curriculum & Instruction will load the MTSS Plan and all documents (August 2022)	Google Shared Drive accessible by all instructional staff	Staff: Assistant Superintendent of Curriculum & Instruction Materials: MTSS Plan MTSS Documents Google Drive
Tri-annual meetings of RTI facilitators and coaches	RtI facilitators, building leadership and instructional coaches will meet 3 times a year (November, February & May)	Agendas and minutes	Staff: RtI facilitators Building principals Instructional coaches Materials: Schedule during school day

Priority 4

Communicate MTSS system to parents	Create simple document to help relay information to families during presentation on parent-teacher conference days and to post on our school district website. The document will include an overview of MTSS specific to academics, behavior and social emotional needs.	Document shared with parents at Open House, parent-teacher conference days, and opening school day packet	Materials: Document sign in sheet

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.

Documentation of a clearly defined plan that includes process, procedures, timeline, and documents that reflect individual student plans so all teachers will effectively implement the MTSS Plan with support from the RTI facilitators; instructional coaches; student support teams; and building and district administration.

Meeting agendas and minutes reflect the MTSS process is being followed with fidelity at each building. (in google file)

Student growth in the areas of academic and social emotional learning as evidenced by student profile sheets.

We will see an increase in the percentage of core and above core students in the development of early literacy skills as evidenced by a 10 percent increase for students in grades K-6 and their performance on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) screening tool from the Spring 2022 to Spring 2023. (51% in 2022)

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 (if applicable)
Amy Mahunik	Assistant Superintendent of Curriculum & Instruction	District
Brandi Wicks	Assistant Principal	High School
Melissa Picciano	Instructional Coach	Owasco
Justin Herrling	Teacher	High School
George Whipple	Social Worker	High School
Renee Burgess	Executive Director of Diversity, Equity, Inclusion, and Instruction	District
David Oliver	Principal	Junior High School
Kim Doan	Teacher	High School

Our Team's Process

Laura Falzarano	Instructional Coach	Seward
Shannon Dunbar	Executive Director of Instructional Technology	District
Sarah Passarello	Principal	Genesee
Casey Carey-Dixon	Social Worker	Casey Park
Babette Valentine	Executive Director of Special Education	District
Michelle Kolceski	Director of Early Learning/Coordinator of ENL Services	District
Sarah Dautrich	Teacher	High School
Noel Romeo	Parent	District
Christine Siddall	Teacher	Herman
Melanie Maher	Graduation Coach	High School
Joseph Sheppard	Teacher	Junior High School High School

Meeting Dates

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

Meeting Date	Location
6/28/2022	Conference Room-District Office
6/30/2022	Conference Room-District Office
7/12/2022	Final Review and Feedback Session- Administrative Retreat

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 were surveyed using the School Performance Scan and participated in the development of the DCIP attending the meetings of the DCIP team.
Parents with children from each identified subgroup	Parents were surveyed using the Family Engagement Survey and participated in the development of the DCIP attending the meetings of the DCIP team.

Secondary Schools: Students from each identified subgroup	Students were surveyed using the Student Voice survey at the Junior High and High School. Students were also interviewed in focus groups at the Junior High School.

Submission Assurances

Directions

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

1. X The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.

2. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. X The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

5. X A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).

6. X Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by 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).