New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

# District Comprehensive Improvement Plan (DCIP)

| District | Superintendent |
|---|---|
| **Utica City School District** | Dr. Kathleen Davis |

## 2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

| | |
|---|---|
| 1 | Improved academic performance including 3-8 State Testing, Regents Scores, and graduation rate by providing quality researched based effective instruction and interventions. |
| 2 | Increased emphasis on the social-emotional needs of students through a tiered system of intervention and support. |
| 3 | Continuation of encouraging parental involvement by providing multiple opportunities and resources throughout the school year for student academic and social/emotional support. |

# PRIORITY 1

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2023-24?** | Improved academic performance including 3-8 State Testing, Regents Scores, and graduation rate by providing quality researched based effective instruction and interventions. |
| **Why is this a Priority?**<br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this Priority fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right Priority to pursue?*<br>● *How does this fit into other Priorities and the District's long-term plans?*<br>● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*<br>● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | The UCSD's vision statement states that "students will attain the knowledge, skills, and character necessary to become productive members of society." By being academically successful and obtaining a high school diploma, students overcome a barrier to adulthood and provide them greater opportunities for employment or post secondary education. In order for students to be successful at the high school level, a cohesive guaranteed and viable curriculum based on research based effective strategies across grade levels and building increases the probability of success. This year, NYS is removing the 50% safety net for Regents credit toward the required graduation requirements. All general students must receive a minimum score of 65% (SWD 55%) to meet their graduation requirements. Students in grade 11 and 12 will have met all or some requirements using the safety net. However, students in grade 9 and 10 will need to meet most if not all of their requirements without the safety net.<br><br>Student interviews revealed a need for a more deliberate and formal discussion on grade promotion and graduation requirements. Students were able to articulate post-graduation plans but were less certain about the process to get to graduation. The SCEP commitments of all Utica Schools include an emphasis on improved literacy and academic performance across all grade levels and content areas. Literacy skills – reading, writing, speaking and listening – provide the backbone for all learning, and promote college and career readiness.<br><br>This priority serves as the culminating goal of all students while using priorities 2 and 3 to support this goal through the value of SEL and student/family connections.<br><br>UCSD believes all students can learn and achieve.<br><br>Our current ATSI school has a priority of improving instruction to increase academic scores through improving AIS instruction through the use of data analysis to identify priority standards, the use of research-based strategies and providing coaching support to teachers. AIS instruction is provided to our level 1 and 2 students. This instruction provides additional support and strategies for students to |

| | become proficient in ELA, Math, and other state mandated assessment. |
|---|---|

## Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? What will implementation look like in our district? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Building level data teams | Review COGNOS reporting system and relevant SIRS reports.<br><br>School leaders and counselors utilize universal graduation checklists. Maintain a regular review schedule for progress monitoring and course completion. Meet weekly to monitor students' progress.<br><br>Building Facilitators attend grade level/content area meetings to facilitate data protocol, review prioritized curriculum, address entrance/exit criteria and literacy skills, and review engagement strategies, such as scaffolding, that address needs of all students.<br><br>Adjust Master schedule to link students with targeted interventions. Develop intervention plans for at risk students, including MLLs/ELLs and all subgroups.<br>Provide credit recovery programming to those students in need. | School Leader reestablishes the importance of using the "total cohort" report to track students. School leaders and counselors set meeting schedules to facilitate the graduation candidacy monitoring process.<br><br>The District may need to secure substitute teachers for team meetings during the school day or provide compensation for meetings/trainings outside the school day.<br><br>Building Facilitators will need time to plan sessions with grade level/content area teams. |
| Benchmark assessments and implementation of S-28 policy | At the secondary level, quarterly benchmark exams will be given in all courses as per the Utica City School District Board approved secondary grading policies. Test results and an item analysis will occur to determine areas of need remediation or reteaching.  Students performing at level 1 and 2 will be targeted for additional support that may include AIS, tier 1 or 2 classroom strategies, or extended learning time. | Copies of all pacing guides and assessments need to be shared with all instructional providers for each grade level, course, etc.<br><br>Teachers will need time to evaluate assessment results and create curriculum adjustments based on the results |

| | All classroom teachers at the secondary level will implement policy S-28 which provides students with the opportunity to retake certain tests in order to show academic improvement. Students K-8 Students in grades K-8 will complete 3 diagnostic iReady assessments in ELA and Math. Test results and an item analysis will occur to determine areas of need remediation or reteaching.  Students performing at level 1 and 2 will be targeted for additional support that may include AIS, tier 1 or 2 classroom strategies, or extended learning time. Curriculum programs for K-2 and 3-5 have 3 Benchmark Assessments | |
|---|---|---|
| Implementation of new ELA program K-6 | During the 2022-2023 school year, the school district convened a curriculum committee to study and select a new ELA curriculum series for grades K-6. District level curriculum teams have met and reviewed the new curriculum series over the summer of 2023. Curriculum teams have worked to make any necessary modifications to the unit assessments. Teachers will receive ongoing training on the new series prior to and during the fall.  Building principals will ensure the new ELA series is followed with fidelity. Academic Intervention Service Specialists will provide ongoing support for teachers in each building. Review and alignment of data and curriculum will be continuous throughout the implementation process. | Payment for teachers who are working outside of their normal work schedule. |
| K-6 Math curriculum review | American Institute of Research(AIR) will conduct a comprehensive k-6 Math curriculum review that will include scope and sequence, administration and teacher interviews, focus groups, and classroom observations of each K-6 teacher.  Findings from the report will create next steps for math curriculum and instruction decisions | Consultant services will need to be paid for. Teachers and administrators will need time to interview and review report findings. Substitutes may be need for interviews and focus groups |
| New pre-K curriculum and assessment program | All universal Pre-k classrooms will be using Teaching Strategies Gold and Creative Curriculum. Teachers and teacher assistants will complete training in these programs to begin on Sept. 7th. Support will be given to the community based organizations to monitor and assist with the roll out of these new initiatives. | Resources purchased from our UPL grant will be used to fund these programs and support. |

| | | |
|---|---|---|
| Provide professional development of best teaching practices. | The Utica Teacher Center (TC) will provide professional development based on survey results identifying most needed support.<br><br>Program reviews from participants on FrontLine Professional Growth. TC Director will analyze participant feedback and attendance of offered professional development. | The TC grant provides materials needed for professional development. District will need to continue to collaborate with TC and maintain FrontLine Professional Growth. |
| Development of new CTE pathways and curriculum K-12 | K-8 teachers will begin building capacity for CTE instruction and value through introduction workshops.<br><br>K-6 Students will participate in STEAM student of the week program.<br><br>Teachers in 7-8 will develop a new middle school CTE curriculum for introduction in September 2024.<br><br>New grade 9-12 CTE pathways will be developed to fit in a new wing attached to the high school. Current pathways will be realigned to meet current standards. | STEAM kits will be purchased for elementary schools.<br><br>Teachers will need to be paid for professional development for CTE training during the summer and after school.<br><br>Teacher will need to be paid for new curriculum development |
| Instructional and Data Analysis Coaching | Hire retired effective/highly effective Math, ELA and Science teacher to provide coaching support to our TSI school | The district will need to money for teacher salaries for this. |
| Conduct the ENL and ELL Graduation self-evals/protocol | The district will conduct the NYSED provided protocols for evaluation of ENL programs and its effect on graduation rate. | Money will be allocated for ENL teachers for the review time. |

## Measuring Success

### END OF THE YEAR

**What will success look like for this Priority at the end of the year?**

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

ELA i-Ready Diagnostic 3: 45% of students are on or above grade level.  85% of students meet their growth goal.  15% of students meeting their stretch goal

Math i-Ready Diagnostic 3: 41% of students are on or above grade level. 85% of students meet their growth goal.  15% of students meeting their stretch goal

Total 2020, 2021, 2022 4-year Cohorts to show 80% on track to graduate.

5

80% of students performing proficient on Algebra 1, Global History 2, US History, ELA, Living Environment, and Earth Science Regents exam (5 exams needed for graduation requirement-only 1 of the science required)

## THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year.  What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
|---|---|---|
| Data Meeting will occur on a regular basis-School Leaders, Building Facilitators, teachers will meet initially in late August and will hold subsequent meetings at least each month. Agendas, meeting objectives, attendance, and evaluations will be recorded. | Ongoing-review of minutes<br><br>K-8:  iReady ELA and Math 85% of students making appropriate progress towards their growth goal and 15% of students towards their stretch goal<br><br>Secondary: 75% meeting proficient on benchmark exams | |
| American Institute for Research report on district Math k-6 curriculum- AIR will provide a comprehensive report.  Based on report findings, the district will take action to improve instruction | Report reviewed in November<br><br>Next steps and phase 2 established in December<br><br>Phase 2 implemented in January | |
| Determination of new secondary CTE pathways | October | |
| Elementary ELA-Positive qualitative feedback from teachers.  Interview data will be collected by AIS facilitators | October, January, April, June | |
| ENL and ELL Graduation self-evals/protocol results | Survey results will be finalized and review by Spring | |

# PRIORITY 2

## Our Priority

| What will we prioritize to extend success in 2023-24? | Increased emphasis on the social-emotional needs of students through a tiered system of intervention and support. |
|---|---|
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this Priority fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right Priority to pursue?*<br>● *How does this fit into other Priorities and the District's long-term plans?*<br>● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*<br>● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | As reported by school Districts across the state, Utica City School District has also seen an increase in the social-emotional needs of students, ranging from attendance concerns to behavioral challenges, all of which impact student learning. The District recognizes the importance of seeing the child as a whole and that poor mental health can have a detrimental effect on student achievement. The District agrees with state recommendations for the inclusion of a social-emotional learning program and mental health supports provided through a MTSS framework and is committed to addressing this important area of need. This priority supports the District's vision of helping students to "attain the knowledge, skills, and character necessary to become productive members of society."<br><br>All stakeholders agree that without focus on student social-emotional well-being, all other priorities including improved academic performance and student/family engagement will struggle to meet optimal success. Additionally, all buildings have identified improved mental health of students as a prioritized commitment for the 2023-24 school year. |

## Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? What will implementation look like in our district? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Establish partnerships with community agencies to provide increased support for students in school. | Contract with ICAN, Safe Schools Mohawk Valley, HMJ Consulting, Hillside Work Scholarship Connection, On Point for College, ARC and Young Scholars for social-emotional, behavioral, attendance, academic, and graduation supports and programming. | Contracts for the 2023-24 school year will be funded through ARP ESSER II monies in the amount of $10 million. Alternate funding sources are needed to continue programs past June 2024. |

| | Meet with agency staff to review expectations, protocols, workflows, and program deliverables at the start of the year, monthly, and quarterly.<br><br>Provide agency space in each building, as well as District oversight of agency staff and programs to ensure appropriate referrals and delivery of services.<br><br>Community agencies will monitor students/families progress, engagement and success and report to building teams monthly and give reports to district leadership every 3 months. | Meetings are needed for the following:<br>-September 7, 2023 with all agency workers to go over expectations and protocols for the year.<br>-Monthly meetings with program and district directors<br>-Quarterly meetings with Superintendent, district leadership and agency CEO/directors<br><br>Building work space for agency personnel needs to be identified and assigned. |
|---|---|---|
| Increase District support staff such as social workers, school counselors, parent liaisons, Bilingual academic coaches and attendance teachers. | Continue to search for and hire support staff until District quotas are met.<br><br>Provide training for new staff to allow for consistent services to students in all buildings. | Attendance of all new hires at new teacher orientation in August.<br><br>Mentors assigned to new staff.<br><br>Plan for additional trainings during monthly meetings of each support staff group. |
| Develop a collaborative, coordinated "system of care" to address student needs throughout Tiers 1, 2 and 3. | Identify which agencies, programs and services will address each tier in the MTSS framework.<br>Introduce community agencies workflow, referral process and service coordination to each building.<br>Establish guidelines for student referrals and identify student District case managers.<br><br>Monitor the effectiveness of each community agency service through school leadership feedback and student/family input. | Schedule meeting with agency and district directors to develop a uniform referral process.<br><br>Provide training to social workers and school counselors to review programs, procedures, and selection of case managers and services.<br><br>Create a feedback survey for building leaders to complete in December and June. |
| Provide staff development on 'Trauma-Sensitive Schools' through a guest speaker and universal district-wide book study. | Presentation of "Transforming Trauma: How Schools Become Healing Places" by Dave Melnick to all UTA staff on the opening Superintendent's Day conference.<br><br>UAA and UTA members participate in a district-wide book study titled "Trauma-Sensitive Schools" by Susan Craig. | Purchase 1,000 copies of "Trauma-Sensitive Schools" by Susan Craig through ESSER II funds. ESSER II monies will also fund the guest speaker.<br><br>Create book study utilizing Google classrooms.<br><br>Reserve the Stanley Theater for guest presentation and arrange for |

| | | district buses to shuttle participants.<br><br>Identify building facilitators for book study and allow 4 hours each as compensation. |
|---|---|---|
| Implement two social-emotional learning programs: *The Positivity Project* in grades K-6 and *Second Step* in grade 7. | Classroom teachers provide daily implementation of *The Positivity Project* through brief 10-15 minute lessons in grades K-6.<br><br>Health teachers incorporate *Second Step* lessons throughout the existing curriculum in 7th grade health units. | Teachers may need planning time to become familiar with programs and incorporate lessons into their daily schedules. |
| Begin a phased roll-out of restorative practices in grades K-8, including training for pilot teachers. | Elementary and middle school principals select staff to pilot the year 1 roll-out of restorative practices.<br><br>Identified teachers attend two days of training and monthly check-in meetings to assist with the implementation of restorative practices in their classrooms. | Schedule training and monthly check-in meetings. |
| Utilize building Instructional Support Teams (IST) to address student attendance and behavioral concerns. | Teachers follow established procedures for student referrals to IST.<br><br>Teams meet regularly to monitor the effectiveness of interventions and adjust supports as needed.<br><br>Students will be referred to community agencies based on needs of the student/family and the referral process for the system of care established in each school.<br><br>IST Teams will be aware what services each student is receiving through the system of care to determine if more or less services are needed. | Substitutes may need to be secured to allow for teacher attendance at IST meetings. |
| Review and revise District attendance policies and protocols with school leaders. | District Leadership meets with school leaders to review attendance policies and protocols and revise as appropriate.<br><br>School leaders review attendance policies and protocols with school staff members and monitor for consistent implementation and adherence to established protocols. | Schedule meeting with district and building leaders to review attendance policies and procedures.<br><br>Develop process for ensuring uniform adherence to established protocols. |

## Measuring Success

### END OF THE YEAR

**What will success look like for this Priority at the end of the year?**

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Building leadership 'community partners' survey demonstrates a positive impact that programming had in buildings.

When surveyed, members from any stakeholder group can articulate the fundamentals of the district's "system of care", including providers, programs, and MTSS tiers.

Evidence of restorative practices is seen  in 10% of classrooms in grades K-8.

District suspension rate does not exceed 10%.

Chronic absenteeism rate for grades K-8 does not exceed 25%.

Chronic absenteeism rate for grades 9-12 does not exceed 35%.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year.  What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
|---|---|---|
| Mid-year 'community partners' survey indicates a favorable view towards agency services and feel that programming is having a positive impact on students as evidenced by improved attendance (90% daily attendance rate), reduced office discipline referrals (down 10% from prio, and fewer IST referrals for social-emotional concerns. | December 2023 | |
| Identified staff have gone through 2-day restorative practices training. | November 2023 | |
| Completion of book study is documented through building Google classrooms and summative activity. | December 2023 | |
| | | |

Priority 2

# PRIORITY 3

## Our Priority

| | |
|---|---|
| **What will we prioritize to extend success in 2023-24?** | We commit to continue to encourage parental involvement by providing multiple opportunities and resources throughout the school year for student academic and social/emotional support. |
| **Why is this a priority?**<br><br>*Things to potentially take into consideration when crafting this response:*<br>● *How does this Priority fit into the District's vision, values and aspirations?*<br>● *Why did this emerge as something to prioritize?*<br>● *What makes this the right Priority to pursue?*<br>● *How does this fit into other Priorities and the District's long-term plans?*<br>● *In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?*<br>● *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?* | Based on national research, parent involvement helps extend teaching outside the classroom, creates a more positive experience for children and helps children perform better when they are in school.  Our students still face challenges after coming out of the pandemic, both academically, socially and emotionally.  The UCSD is committed to all students' success by providing support and knowledge to all district families.  With a large population of refugee children and English Speakers of Other Languages within the school district, it is imperative to ensure all families are offered multiple opportunities to become a part of the school community and offered assistance/support  through our community based partners.  With the increase in parent involvement, our belief is that our chronic absenteeism will decrease, our student success rates will increase and our students' overall social/emotional needs will be met. |

## Key Strategies and Resources

| STRATEGY | METHODS | RESOURCES |
|---|---|---|
| What strategies will we pursue as part of this Priority? | What does this strategy entail? What will implementation look like in our district? | What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies? |
| Utilize weekly building Instructional Support Teams (IST), which include the parent and members of the system of care when appropriate,  to address student attendance and behavioral concerns. | Teachers follow established procedures for student referrals to IST.<br><br>Teams meet regularly to monitor the effectiveness of interventions and adjust supports as needed. | Substitutes may need to be secured to allow for teacher attendance at IST meetings. |

| | | |
|---|---|---|
| Quarterly ENL Parent Nights | District and building administrators and facilitators, along with academic coaches, will conduct quarterly ENL parent nights at the building level to inform parents of curriculum/resources/ activities and offer support for any questions. quarterly meetings will be held. | Payment for teachers' planning time and participation<br>Payment of Academic Coaches |
| Utilize our resources from our School/Community Partnerships with ICAN, Safe Schools, the Neighborhood Center, CNY Health Homes, and the Mobile Crisis Assessment Team to assist families. | Safe Schools and ICAN child support workers (staff) will be available in every school throughout the district for the 2023-2024 school year. They will provide wrap-around services to students and families and connect families to other needed services in the community such as food pantries, medical, dental and mental health programs, etc. Building level administration, guidance, or social workers can also share contact information of other agencies with parents either during a weekly IST meeting, via telephone or mail. | Substitutes may need to be secured to allow for teacher attendance at IST meetings.<br><br>Contracts for the 2023-24 school year will be funded through ARP ESSER II monies in the amount of $10 million. Alternate funding sources are needed to continue programs past June 2024. |
| Building level community events | All buildings will hold events within their schools and welcome all stakeholders to attend. Examples are: community readers, career fairs, CTE pathways and partners, STEM Student of the Week, STEAM Fairs, Celebration of Learning, student award assemblies, etc. | Payment for teachers' planning time and participation outside of the normal work day. |
| Ready For Kindergarten Program | This program will promote and establish relationships with families of very young children ages 0-5 in our community. This is to promote growth and learning for school readiness. This will provide awareness and collaboration through a family school navigator to support and work with the community based organizations in our UPK program. | This funding will come from our local district funding. |
| | | |

## Measuring Success

### END OF THE YEAR

**What will success look like for this Priority at the end of the year?**

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

District suspension rate does not exceed 10%.

Chronic absenteeism rate for grades K-8 does not exceed 25%.

Chronic absenteeism rate for grades 9-12 does not exceed 35%.

ELA i-Ready Diagnostic 3: 45% of students are on or above grade level.  85% of students meeting their growth goal. 15% of students meeting their stretch goal

Math i-Ready Diagnostic 3: 41% of students are on or above grade level. 85% of students meeting their growth goal. 15% of students meeting their stretch goal

Total 2020, 2021, 2022 4-year Cohorts to show 80% on track to graduate.

80% of students performing proficient on Algebra 1, Global History 2, US History, ELA, Living Environment, and Earth Science Regents exam (5 exams needed for graduation requirement-only 1 of the science required)

Each school building will hold 3 school events for students and their families to increase engagement.

Community Agencies partnering with UCSD will achieve identified outcomes.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year.  What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

| Success Criteria | When we would want to achieve that success criteria | **What we ended up seeing** *(complete after the date listed in the preceding column)* |
|---|---|---|
| Mid-year 'community partners' survey indicates a favorable view towards agency services and feel that programming is having a positive impact on students as evidenced by improved attendance, reduced office discipline referrals, and fewer IST referrals for social-emotional concerns. | December 2023 | |
| Mid-year parent survey indicates parents feel that the resources offered have made a | January 2024 | |

| | | |
|---|---|---|
| positive impact as evidenced by improved student attendance and academics, as well as a decrease in suspension rate. | | |
| Number of students/families each community agency is working with and identified successes (success = % of students who increased behavior, attendance and/or social emotional strengths - depending on the goal of the service). | January 2024 and June 2024 | |
| Mid year and end of year review of community agencies outcomes to district leadership.  Each agency has identified  goals for the services they will be providing to the district students/families.  They will present achievements of their goals to the district leadership mid year and end of year. | January 2024 and June 2024 | |
| | | |
| | | |

# 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) |
|---|---|---|
| Andre Paradis | Chief Accountability Officer | |
| Steven Falchi | Chief Accountability  Officer | |
| Judeanne Rockford | Director of Early Learning | |
| Pamela Smoulcey | Administrator for Special Education | |
| Trina Falchi | Director of Student Services | |
| Kenneth Szesniak | Principal | Proctor |
| Ann Marie Palladino | Principal | Donovan |
| Dominick Timpano | Principal | Kernan |
| Elizabeth Gerling | Principal | Columbus |
| Sharon Eghigian | Director ENL | |
| Mandy Mroz | Parent | |
| Anne Lansing | Safe Schools CEO-Community Partner | |
| Rachel Daughtry | College/Community Based Partners Coordinator | |

## Meeting Dates

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

| Meeting Date | Location |
|---|---|
| June 28, 2023 | Administration Office |
| July 28, 2023 | Administration Office |
| August 3, 2023 | Administration Office |
| August 8, 2023 | Administration Office |
| August 10, 2023 | Administration Office |

## Districts with Schools Identified for TSI/ATSI Supports 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 | Information was gathered through written surveys.  Furthermore, parentes from the various subgroups were included in the building SCEP teams which provided information the DCIP based on |
| Parents with children from each identified subgroup | Information was gathered through written surveys.  Furthermore, parentes from the various subgroups were included in the building SCEP teams which provided information the DCIP based on |
| Secondary Schools: Students from each identified subgroup | Information was gathered through written student surveys and in person student interviews.  For interviews, students of diverse backgrounds were identified for them.  Individual schools conducted interviews and shared their results through their SCEP plans |

# Submission Assurances

## Directions

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

1. x ☐ 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 July 31, 2023, 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).