New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Elmira City School District	Hillary Austin

2023-24 Summary of Priorities

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

1	**The district commits and aspires to foster learner-centered classrooms which incorporate impactful learning experiences to ensure all students thrive and contribute in meaningful ways.**
2	**The district and schools will continue delivering and receiving ongoing professional learning opportunities to address diversity, equity, and inclusive practices through curriculum, instruction, and assessment as outlined in the BOE (Board of Elections) DEI (Diversity, Equity, and Inclusion) (Diversity, Equity, and Inclusion) Policy.**
3	**All adults from different settings within the district will make a concerted effort to connect with students by recognizing that relationships are the foundation to helping students learn, grow, feel valued, and are included in the school community.**

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2023-24?	The district commits and aspires to foster learner-centered classrooms which incorporate impactful learning experiences to ensure all students thrive and contribute in meaningful ways.
Why is this a Priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the district's vision, values, and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP (School Comprehensive Educational Plan) Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	Student learning is at the center of what the district and the schools commit to and aspire to do. Creating meaningful experiences for students, centered on learning in and outside of the classroom, is something the district highly values. The district, in cooperation with community organizations, makes a concerted effort to afford our students impactful learning experiences. This emerged as a priority as new research about teaching and learning continues to be published at a heightened level. As district leaders, school leaders, and teachers learn more about what has an impact on student learning, we are obligated to provide learning experiences where students thrive. Through classroom observations it was evident that shifting the paradigm to a learner-centered classroom is of the utmost importance. All students must have student agency, a sense of belonging, and to be engaged in learning that is meaningful and relevant to them. It is our responsibility to meet the individual needs of our students when they are in our schools and to do our best to meet their needs when they are not in school. The district's three priorities sync with one another. Learner-centered classrooms, recognizing diversity, equity, inclusion, and bias and relationships are essential for students to flourish and meet their true potential. The student interviews were very insightful and only reinforced this priority as being the right one to pursue. • "Less about test taking and more about learning." • "Kids will struggle to pay attention if you do not have interesting things to say."

- "Pressure about grades is difficult to deal with. Do more interactive lessons and classes that are more interesting."
- "Getting things in by the deadline is hard and puts pressure on us. I have so many other things to do in my other classes."

The identified schools have recognized the necessity to acknowledge and shift to a learner-centered paradigm. School leaders and teachers alike have pinpointed that creating and implementing impactful learning experiences for students has not been occurring at the level they should be. School and teacher leaders have identified areas for growth in all aspects of learning settings. These include relationships, classroom management, student engagement, and relevance to their lives.

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?
Adopting and implementing the 2022 Danielson Framework for Teaching	This strategy requires professional learning opportunities to be available to school leaders and teachers. Implementation will occur during classroom instruction, during announced and unannounced observations, and will include look-fors during informal walk throughs.	Scheduled time for professional learning for school leaders and teachers. Money for teacher stipends for attendance at professional learning sessions. Materials and resources for school leaders and teachers to have available for them to continue to learn about the FFT (Framework for Teaching).
Shifting to a Learner-Centered Paradigm	This strategy entails professional learning opportunities for school leaders and teachers. They will utilize the Evolving Education: Shifting to a Learner-Centered Paradigm Book. They will explore and reflect on the following questions to redesign their practices.	Scheduled time for professional learning for school leaders and teachers. Money for teacher stipends for attendance at professional learning sessions. Materials and resources to include books and outside consultants.

	• *What are our aspirations for our learners?* • *How might we create the most impactful learning experiences?* • *How might we create the enabling conditions to shift to a learner-centered paradigm?*	
Informal classroom learning walks	This strategy involves school leaders to create a learning walk tool which will collect data on classroom instruction and how it is transitioning to a learner-centered paradigm. The tool will collect quantitative and qualitative data. Quantitative data will be shared with the whole school and qualitative data will be shared individually to teachers. A process with expectations and coordination will be created to allow classroom teachers to visit one another's classrooms so teachers can learn from one another.	Designated, uninterrupted time for district and school leaders to conduct informal learning walks.
Blended Learning	This strategy entails professional learning opportunities for school leaders and teachers. They will utilize the book: The Complete Guide to Blended Learning: Activating Agency, Differentiation, Community, and Inquiry for Students by Dr. Catlin R. Tucker. A cohort of 25 leaders and teachers (1 Fall cohort-1 Spring cohort) will complete the pd sessions titled: Supercharge Your Classroom with Blended Learning instructed by Dr. Catlin Tucker. Staff will report out at scheduled building pd sessions and present during the March Conference Day. They will explore and reflect on the following questions to redesign their practices. • *The WHY Behind Blended Learning & UDL (Universal Design for Learning)* • *Teachers as "Architects" of Learning Experiences* • *Design learning experiences with blended learning models including*	Scheduled time for professional learning for school leaders and teachers. Money for teacher stipends for attendance at professional learning sessions. Materials and resources to include books and outside consultants.

	• Station Rotation, Flipped Classroom, and Playlist Model. • Deep Dive into Student Agency & Differentiation • Shifting Feedback and Assessment into the Classroom	

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.

Quantitative data will include:

- An increase in student daily attendance rates.
- A decrease in classroom referrals.
- An increase on student passing rates (grades 7 – 12)
- Attendance at professional learning sessions.
- The number of times teachers can visit one another's classrooms.
- Observation scores from the 2022 Danielson Framework for Teaching rubric.

Qualitative data will include:

- Feedback to teachers from informal learning walks and formal classroom observations.
- Feedback from teachers at the conclusion of professional learning sessions.
- Feedback from students on their experiences inside and outside of school that impacts them.
- Educator feedback from the 3 essential questions about shifting to a learner-centered paradigm.

THROUGHOUT THE YEAR

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)*
Attendance at the Professional Learning Sessions on the Danielson FFT.	October 2023	
Learning Walks occur weekly in all schools.	May 2023	

Feedback provided to teachers.	May 2023	
Hearing a common language among educators on shifting to a learner-centered paradigm.	March 2024	
Attendance at the Professional Learning Sessions focused on shifting to a learner-centered paradigm.	January 2024	
A decrease in student daily attendance of 10%.	June 2024	
A decrease in classroom level discipline referrals of 10%.	June 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	**The district and schools will continue delivering and receiving ongoing professional learning opportunities to address diversity, equity, and inclusive practices through curriculum, instruction, and assessment as outlined in the BOE (Board of Elections) DEI (Diversity, Equity, and Inclusion) (Diversity, Equity, and Inclusion) Policy.**
Why is this a priority? _Things to potentially take into consideration when crafting this response:_ • _How does this Priority fit into the district's vision, values, and aspirations?_ • _Why did this emerge as something to prioritize?_ • _What makes this the right Priority to pursue?_ • _How does this fit into other Priorities and the District's long-term plans?_ • _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?_ • _In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?_	The district's vision for equity is to cultivate and sustain a learning and workplace environment where all district community members thrive. We achieve this by designing an evolving educational system that aligns our practices in and out of school in ways that provide fairness, inclusion and support to students, families, district staff and the community. Our recent strategic educational equity journey demonstrates our commitment to equity that is grounded in recognizing the value of diversity while acknowledging that excellence and inclusion are interdependent. This commitment remains a priority and we are now at a point along our educational equity journey where we are clear about our vision for equity, and that is, to cultivate and sustain a learning and workplace environment where all district community members thrive. Given this, our work is focused on operationalizing tenets of diversity, equity, and inclusion into all facets of our district community. This intentional weaving of equity in all functional areas is guided by the district's Diversity, Equity, and Inclusion Policy, approved in 2022-2023 school year. This school year, there were 40+ DEI-related learning experiences. There has also been an increase in DEI-related learning happening within schools facilitated by teachers and partners. For example, our partnership with BetterLesson has expanded from Beecher Elementary to other schools (i.e., Hendy, Coburn, and Ernie Davis Academy). Instructional staff and building leaders within those schools receive 1:1 coaching from certified coaches who have a deep understanding of culturally responsive teaching and leadership practices.

As previously mentioned, this priority now fits into the district's strategic efforts to operationalize equity – though both policy and plans. We have approved our DEI policy and will soon have a DEI plan to enact that policy. These efforts ensure that our equity journey is strategic and sustainable for the long haul.

This commitment is influenced by NYSED's DEI Policy and Framework guidance, the "How Learning Happens" document, SCEP data, and the New York State Culturally Responsive-Sustaining Education Framework Roadmap. This commitment also supports SCEP commitments as schools focus on creating and sustaining welcoming and affirming learning environments while ensuring all students have access to rigorous and relevant learning opportunities. This commitment also supports calls for school leaders and teachers to enhance their culturally responsive leadership and teaching skills such as restorative and trauma-informed practices.

Below are reflections students provided during their interviews:

- "It is difficult, and some kids act out because they are stressed out."
- "Sometimes our mental health takes more of a role in our lives, and we cannot focus on schoolwork."
- "The counselors and all support groups. We need to feel heard, and we deal with a lot of anxiety and depression."
- "A lot of us have responsibilities outside of school. We take care of our families. And some of us must support our families because we do not have parents who step up."
- "Do not pressure kids if it is not necessary. Some students have anxiety."
- "Need support and reassurance, checking in with me."
- "Teachers in classrooms where I am successful are not scared of their students, are comfortable, make assignments meaningful and provide real instruction."

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?

Priority 2

Develop and adopt a Diversity, Equity, and Inclusion Plan designed to enact the district's DEI Policy (Policy #3430)	DEI Education Coordinator, in collaboration with Express Equity Committee, continues reviewing and revising the DEI Plan by October 2023 Draft DEI Plan is reviewed by district and school leadership teams by November 2023 Draft DEI Plan is reviewed approved by December 2023	People • Express Equity Committee Co-Chairs (DEI Education Coordinator & Supervisor of Academic Excellence) • Express Equity Committee • Building Leadership Teams • District Leadership Team (Superintendent, Assistant Superintendents/Directors, and Board of Education) Schedule • see previous column Processes • Design Thinking; Change Management; Theory of Change • NYSED (New York State Education Department) DEI Framework and Policy Statement • NYSED CR-S Education Framework
Increase membership and capacity of Express Equity Committee to support schools along their individual equity journeys	Review current membership and identify representation gap (i.e., roles, schools, demographics, community partners) Recruit identified stakeholders by October 2023	People • Express Equity Committee Co-Chairs (DEI Education Coordinator & Supervisor of Academic Excellence) • Express Equity Committee • Building Leadership Teams Schedule • see previous column Processes • Recruitment email inclusive of highlights and membership expectations, roles, and responsibilities
Review and analyze student performance data to identify strategies to close opportunity gaps while providing recommendations to increase access to opportunity. Such	Gather data by November 2023 Plan and Facilitate "Data Walk" for Express Equity Committee by February 2023	People • Express Equity Committee Co-Chairs (DEI Education Coordinator & Supervisor of Academic Excellence) • Express Equity Committee

Priority 2

data includes graduation rates, discipline, attendance, chronic absenteeism, etc.	Charge Express Equity Committee with researching guiding practices and making recommendations by March 2023 Present recommendations to stakeholders by April 2023	• Building Leadership Teams • BOCES Schedule • see previous column Processes • Collaborate with district data team to identify relevant data
Review and implement guidance from NYSED's [Framework for Safe, Supportive, and Affirming School Environments for Transgender and Gender Expansive Students](#)	Review by October 2023 Review current practices within the district for alignment with updated guidance to determine what efforts need to be reviewed, revised, and implemented by December 2023	People • Director of Student Support Services • Express Equity Committee Co-Chairs (DEI Education Coordinator & Supervisor of Academic Excellence) • Express Equity Committee • Building Leadership Teams Schedule • see previous column Processes • Develop schedule to review practices and the updated guidance and any professional develop for building leadership teams to enact strategies/plans aligned to updated guidance
Reimagine DEI-related professional development to be ongoing rather than singular/one-off workshops while enhancing capacity of district staff (beyond DEI Education Coordinator) to lead DEI-related learning experiences grounded in care, grace, empathy, cultural humility, storytelling, and sharing guiding practices. Also expand DEI-related PD (Professional Development) to clerical, transportation,	Develop a logic model for DEI-related PD by October 2023 (DEI Education Coordinator in collaboration with others that provide PD) Review DEI-related workshops from the previous 2 school years to 1) identify buildings and roles to target and 2) collaborate with building leaders to identity custom learning pathways for their buildings	People • DEI Education Coordinator & other PD stakeholders • Express Equity Committee • Building Leadership Teams • BetterLesson Schedule • Implementation by October 2023

custodial, cafeteria, and other non-instructional staff.		
Increase ongoing professional learning experiences for non-instructional staff (e.g., school counselors, social workers, school psychologists, principals)	DEI Education Coordinator connect with non-instructional roles to learn about their professional learning interests/goals and needs by October 2023 Develop a plan of action for DEI-related PD by December 2023	People • DEI Education Coordinator & other PD stakeholders • Express Equity Committee • Building Leadership Teams • BetterLesson Schedule • Implementation by December 2023

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.

The district will have a strategic plan in place to guide its DEI-related work for the next 3-5 years, inclusive of metrics, measures of success, and personnel responsibility for assisting and leading this work (beyond the district's DEI Education Coordinator).

Additional measures of success will include enhanced awareness of inequities experienced by historically underserved and marginalized students while also demonstrating capacity to disrupt biases, stereotypes, and deficit-thinking about students at the intersection of their racialized, economic, and ability status.

THROUGHOUT THE YEAR

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)
DEI Plan Implemented	December 2023	
Capacity to Lead DEI-related efforts and Membership increase within Express Equity Committee	December 2023	
Strategy in place to increase subgroups accessing rigorous and transformational learning experiences	April 2023	

Priority 2

Strategy in place to support schools in decreasing exclusionary discipline practices	May 2024	
Implementation of DEI PD Plan inclusive of a range of topics, learning targets, and measurable outcomes	December 2023	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	All adults from different settings within the district will make a concerted effort to connect with students by recognizing that relationships are the foundation to helping students learn, grow, feel valued, and are included in the school community.
Why is this a priority? *Things to potentially take into consideration when crafting this response:* • *How does this Priority fit into the district's vision, values, and aspirations?* • *Why did this emerge as something to prioritize?* • *What makes this the right Priority to pursue?* • *How does this fit into other Priorities and the District's long-term plans?* • *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?* • *In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?*	The district completed its strategic planning in December 2023. The strategic plan focused on taking input from the community to develop focus areas related to improving transitions and the student and family experience. Specifically, students experience five different school buildings and four transitions throughout their PK to 12th grade journey. The Plan identified 4 Focus Areas that highlight the importance for why the district needs to continue to make concerted efforts to connect with students, families, and the school community. Each Focus Area highlights initiatives that correspond to themes identified during community engagement. These Focus Areas are - • *Collaboration and Communication* - Communication and collaboration are priorities for students and families. • *Community Engagement* - Schools involve families and community members in unique ways resulting in individualized school expectations for students. • *Relationships* - Schools have multiple approaches to building relationships, connecting with, and caring for the whole child, across common grade level structures and throughout the district. • *Management Structures Across Schools* - School buildings operate and manage differently. Routines and structures look different from building to building. The goal for Elmira CSD is to become more targeted with systems, structures, and practices to support transitions across buildings that enable our students to realize their potential and succeed while engaging in a seamless experience that provides continuity and enables staff to collaborate meaningfully. (Aligns with the DTSDE Framework – Tenet 1.)

Priority 3

Research within the Culturally Responsive-Sustaining Education Framework (CR-S) confirms the importance of recognizing how adult interaction with children influences their outcomes. The framework aligns closely with other NYSED policies and specifically -

- *Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.*
- *Promote a relationship of trust and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.*

The CR-S is intended to "help education stakeholders create student-centered learning environments."

Creating a welcoming and affirming environment, specifically -

- Try to build strong relationships across groups, talking to and getting to know a variety of peers and their perspectives.
- Build respect and mutual understanding across the school community, including with teachers, administrators, counselors, school aides, custodial staff, lunch, and recess staff, etc.

Fostering high expectations and rigorous instruction, specifically -

- Participate, when possible, in student leadership opportunities, such as student-led workshops, peer-led discussion, and student-run school-wide initiatives.

Engaging in ongoing professional learning and support, specifically -

- Seek help and guidance, when needed, from broader support networks such as peers, family, and trusted adults.
- Continuously learn about implicit bias, with attention to identifying and challenging your own biases, and identifying and addressing implicit bias in the school community.

Priority 3

	In addition to the strategic plan, schools across the district have also created plans that address how they prioritize what matters most: relationships, connections, purpose, agency, and authentic learning.
	Why is this important? Mobility is greatest at the elementary level, trending 1.5 to 2x as much as the other levels. This may be due to the district's elementary schools resulting in a greater chance that students in grades PK-6 transfer. As a result, this demonstrates the concentrated need to standardize transitions between buildings and ensure consistent instructional practice, curriculum, assessments and building norms are used.
	As a result, the focus of strategies, methods and resources will be to amplify these efforts resulting in the expectations the Strategic Plan communicates.

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?
Streamline collaboration and communication expectations across the district.	Improving student and family understanding of building transition processes by: Expanding opportunities for our students and families to collaborate with schools. Developing a consistent celebration plan to encompass all areas and all buildings.	Schedule: 23-24 School Year Space: Schools Money: Educator Stipends Processes: Planning and Execution Individuals: District and School Administrators, Educators, and other faculty and staff
Create opportunities for students and families to provide feedback after they transition from one building to the next.	Implementing consistent processes across school buildings by: Creating transition teams at the district and building levels.	Schedule: Fall of 2024 Space: Online and in-person Money: Teacher stipends Processes: Development and administering feedback tool

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	Using surveys to gain a better understanding of what our students and families are experiencing Designing and sharing a transition calendar that includes all building transition activities and events.	Individuals: District and Schools Leadership Teams
Foster opportunities for smooth transitions between school buildings	Improving district and school relationships leading to greater sense of belonging and connection with students and families by: Building relationships through consistent, positive communication Creating a culture outside the classroom by acknowledging students in a positive manner daily. Establishing a student advisory council at every level	Schedule: September to June Space: Schools Money: Teacher stipends, materials, and resources Processes: Professional Learning Opportunities Individuals: All stakeholders
Balance autonomy with consistency across buildings and levels with unique needs	Giving schools the opportunity to balance autonomy and design consistent management structures across schools by: Creating adult-let cohorts for secondary students (grades 2-6 and 7-12) Identifying and implementing consistent management structures across schools. Establishing a peer mentoring/buddy program for students.	Schedule: September – June Space: Schools Money: Teacher stipends, materials, and resources Processes: Planning and Execution of Methods Individuals: District and School Leaders, School Leadership teams

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.
The district strives to have routines in place to collect parent/family/caregivers' feedback aligned with the DCIP and the strategic plan which addresses the transition process for students in the district. The district aspires to have students acclimated with transitions to new buildings and for students to identify adults they can go to in their

schools. The district strives to decrease the number of referrals in unstructured school settings. These may include transportation, cafeteria, hallway, recess.

THROUGHOUT THE YEAR

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)*
The yearly calendar demonstrates an expansion of opportunities for student and family engagement.	June 2024	
Yearly district-level Celebration Plan	January 2024	
Transition teams in motion at both the district and school levels – meet quarterly	November 2024	
A yearly transition calendar exists and is communicated	January 2024	
Surveys are designed and deployed to capture student and family feedback on transition process	January 2024	
Daily positive recognition program at each school.	September 2024	
Student advisory council is held at each school monthly.	February 2024	
Management structures for transition exist and implemented at each school level	June 2024	
Peer mentoring program implemented at each school level.	June 2024	

Priority 5

Stakeholder Participation

Background

The DCIP (District s Comprehensive Improvement Plan) 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)
Hillary Austin	Superintendent	District Office
Jay Hillman	Director of Educational Services	District Office
Marnie Malone	Supervisor of Academic Excellence	District Office
Dr. Joyce Carr	Supervisor of Special Education	District Office
Alicia Bubb	Supervisor of School Innovation	District Office
Derek Almy	Director of Student Services	District Office
Jarvis Marlow-McCowin	DEI (Diversity, Equity, and Inclusion) Coordinator	District Office
Beth Manwaring	Public Information Coordinator	District Office
Kelley Bacalles	Principal	T.K. Beecher Elementary
Matthew Burch	Principal	Parley Coburn Elementary
Mary Cox	Principal	Fassett Elementary
Heather Eden	Assistant Principal	Elmira High School
Tina Almy	Special Education Teacher	T.K. Beecher Elementary
Gina Beirne	Data and Curriculum Coordinator	Elmira High School
Toni Edwards	Parent	Parley Coburn Elementary
Dianna Jones	Parent	Elmira High School
Dr. Jessica Talada	Innovative Approaches to Literacy Federal Grant Coordinator	District Office
Paul Waters	Special Education Teacher	Ernie Davis Academy

El Zepp	Student	Elmira High School
Mehmet Yavuz	Student	Elmira High School
Lisa Murdie	Teacher	Elmira High School

Meeting Dates

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

Meeting Date	Location
May 8th, 2023	District Office
May 18th, 2023	Zoom
June 1st, 2023	Elmira High School
June 7th, 2023	Zoom
June 29th, 2023	District office
July 12th, 2023	District Office
July 24th, 2023	District 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 have the perspectives of this group been incorporated into DCIP?
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup	The parent survey results supported the development of the parent role in supporting their students in school. The parent survey questions were intentionally designed to identify and support gaps between the school and the home.
Secondary Schools: Students from each identified subgroup	The student survey responses are represented in the school plans. Student testimonials from the interview process drove much of the decisions to commit to aspirations for students. These survey results and interview responses were instrumental in designing the school plans and the DCIP.

Stakeholder Participation

	Schools intentionally included students in all subgroups to gather their perspective.

Submission Assurances

Directions

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

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

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

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

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

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

6. ☐ Meaningful time for collaboration will be used to review and analyze data 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).