

# Assembling Your District Improvement Planning Team

Before writing the District Comprehensive Improvement Plan (DCIP) or identifying ways to leverage Title I, 1003 School Improvement Grant funding, district leaders must establish a diverse team responsible for designing the district-level improvement plan.

## Target District Specific Guidance

- Target Districts should ensure that the team that completes the needs assessment and writes the DCIP has the following representation:
  - Central Office representation:
    - Superintendent or designee
    - Principal Supervisors of schools identified for CSI, ATSI, or TSI
    - Representative from Curriculum and Instruction department
    - Optional: representative from the Grant Writing department
  - School-based representation:
    - Principals of schools identified for CSI, ATSI, or TSI
    - Optional: teacher leaders of schools identified for CSI, ATSI, or TSI
- All Target District teams must have at least three school-based representatives.
- A member of the DCIP team from central office is expected to participate in the SCEP Needs Assessment and Plan Development Meetings for all schools in the CSI, ATSI and TSI models.
- Districts with schools that are identified for additional support for their Students with Disabilities subgroup ONLY must have a representative that is primarily responsible for the education of that subgroup.
- Districts with schools that are identified for additional support for their English Language Learner subgroup ONLY must have a representative that is primarily responsible for the education of that subgroup.
- Meetings should be scheduled at times that minimize school-based staff from having to leave their school during the school day. Title I 1003 School Improvement Grant funds can be used to support school-based staff participation outside of the contract day. Stipends can be used to support central office participation outside of the contract day, except for the Superintendent.
- Meetings should be scheduled at times and locations accessible for team members and incorporate child-care and translation services when applicable. Title I 1003 School Improvement Grant funds can be used for this purpose.

## What Being a Team Member Entails

- The [District Needs Assessment and DCIP development process](#) outlined by NYSED requires that the district team will engage in four meetings, potentially more if necessary:
  - Meeting 1: (Central Office DCIP members only) District Consistency and Coherence Self-Assessment
  - Meeting 2: (Full team) District Survey Review and Shared Vision for Teaching and Learning
  - Meeting 3: District Equity Analysis
  - Meeting 4: DCIP Writing