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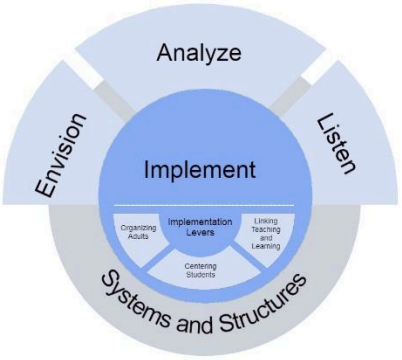

DCIP Planning Document for 2024-25 DCIP

District
Troy City School District

A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the district that need attention when developing the 2024-25 DCIP. This document is the district-level needs assessment that informs the final plan, and similar to the school-level needs assessment, the document is organized around NYSED's core needs assessment concepts: Envision, Analyze, and Listen.

This document will involve:

- **Envision:** Reflecting on the District's vision, values, and aspirations
- **Listen**: Reflecting on the 2024-25 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- **Analyze**: Understanding Local Data
- **Analyze:** Considering the effectiveness of the 2023-24 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2024-25 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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Section 1: Envision: District's Vision, Values, and Aspirations

1. What is the District's vision?

The Troy City School District will provide a strong educational and social foundation to graduate all students college and career ready.

2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

In addition to the vision statement noted above which focuses on the social-emotional health and well-being of students and a rigorous program of instruction leading to college and career readiness, the district is also continuing its deep focus on and commitment to improving equity in opportunities and outcomes for all students throughout the district.

3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

Students report that they believe the curricula is relevant to their backgrounds and interests, that the curricula celebrates various cultures and that their classroom work is characterized by collaborative and partner work - all areas of focus for our district. Our most recent State Assessment information revealed yet another gain district wide in both ELA and Mathematics. We also know we have made progress toward the vision, values and aspirations of the district by the increased percentages of students scoring in the expected and aggressive growth ranges on academic measures and the decrease in the number of students meeting the definition of Chronically Absent in our TSI schools (reducing from 36% to 28% and 45% to 42% respectively).

4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Students in our schools identified for TSI support still report that behavior does interfere with learning, showing that our work still includes strengthening our social-emotional supports for students and families. Additionally, some families in our TSI schools are reporting that they do not feel a strong connection to other families in our school community. To fully realize our vision of graduating all students ready for post-secondary life and success, we need to work harder at finding ways of engaging all families as true partners in the educational process of their children. Without it, our work becomes even more difficult. Finally, although our Multiple Measures Index points to many areas of improved academic outcomes, there are still far too many students below grade level in Reading and Math, and large percentages of students are still missing too much school. If students are not in school, they simply can't learn.

Section 2: LISTEN: School Commitments

This section provides the opportunity for districts to consider what schools are indicating through their needs assessment and plan development process. To best position the district for success, NYSED strongly encourages that members of the school-level planning teams assist in developing the DCIP.

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2024-25?

The themes that emerged in both schools identified for TSI support include the following: Social Emotional Learning and Safety (including improving student behavior and reducing chronic absenteeism), Instructional Strategies that are High Impact and Gap-Closing and Equity in Opportunities and Outcomes for All. These themes emerged again and again throughout the schools' plans, with several indicators identified to allow for progress to be monitored and success evaluated throughout the year for all students and the subgroup Black African American students specifically.

2. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools to pursue similar strategies to learn from one another?

The schools are prioritizing the following key strategies:

- Instructional Coaching (embedded cycles of PD)
- Utilizing High Impact, Gap-Closing Instructional Strategies
- Tutoring
- Social Emotional Learning Lessons
- Restorative Practices
- Professional Development
- Mentoring to Improve Outcomes (including Attendance)
- Family Engagement

Professional development is offered throughout the district on an ongoing basis, targeted to meet the demonstrated needs of our faculty, staff, families and students. Coaches who serve all schools meet collaboratively twice a month to ensure that best practices are shared across the district. Leaders throughout the district (principals/directors) meet multiple times monthly to discuss SCEPS and collaborate with each other. Collaboration time is planned into teacher schedules and conference days include time for teachers at a given grade level to work together across buildings. The district also offers a host of professional development opportunities at the local level, through the BOCES, and regularly sends teams/departments to National conferences related to content, technology and/or curriculum.

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

To further support the academic success of students, the instructional coaches have been increased across the district. Having two to three instructional coaches per school allows each coach to specialize in either a particular grade level band or content area (ELA/Math) serving both general education and special education. The additional instructional coaches in our schools allow for more frequent embedded coaching cycles with less time between intensive coaching sessions that provide direct and explicit feedback to teachers.

Another large expenditure continues to be found in the area of professional development. Specifically, the district has six affiliate schools with the Mossflower Reading and Writing Project. This partnership provides for ten days of embedded professional development in each of the schools in our district, with an intense focus in our schools identified for TSI support. Mossflower embedded staff developers work with all teachers in the school in a variety of methods (peer coaching, modeling, observing, co-teaching and lesson plan study sessions - to name of few). A similar approach is also used for Eureka Math Squared - the

District's Core Mathematics Curriculum with staff developers pushing into classes to ensure that all students have access to rigorous, grade level curricula. Although these represent the main focus of professional development, the district also supports a wide array of participation at local, state, national and even international conferences designed to help us better meet the needs of the students and families we serve.

A third anticipated expense is found in the Attendance Improvement Specialist positions created for each school. Our data continues to show the need to invest heavily in more professional development on restorative practices as alternatives to suspension, training for all liaisons (Data, MTSS, Homeless, etc.) on how to run consistent data reports to allow for more frequent progress monitoring and continued development of the newly expanded Attendance Improvement Specialists to remove as many barriers to student attendance and success as possible.

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

Several of the district's strongest and most highly effective teachers were promoted to Instructional Coaches. These individuals, who have a proven record of success with students, are working in classrooms throughout the district every day. Professional development is delivered through embedded coaching cycles, in which coaches and staff developers work directly in classrooms with Troy's students and teachers. Curriculum Leaders and a variety of liaisons (Data, MTSS, Homeless, etc.) also work to lead efforts in their departments and/or schools to assist in the examination and progress monitoring of student data across all areas (academic, behavior and attendance). Finally, Attendance Improvement Specialists work with each school to assist families and students in removing any barriers to consistent, daily attendance at school, while teams of mental health specialists (Social Workers, Psychologists, Counselors, etc.) work to meet the social emotional needs of students and families. These resources combine to provide a network of support for the work outlined in each commitment.

5. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

We believe that the most effective way for the district to use money, space and time is through the use of the building leaders, coaches and teacher leaders Building the capacity of our leaders and teachers to lead school reform efforts in their own school, in their own department and in their own classrooms is proving to be the best way to sustain these efforts over time. Training data liaisons to run basic reports three times a year will continue to serve as a great foundation for data, feedback, strategy (DFS) sessions in each of our schools. Attendance improvement specialists (now building specific) will continue to work to proactively partner with the whole families of Tier III students meeting the definition of Chronically Absent. Home visits, using the district vehicles purchased specifically to bring children to school and partnering with the mental health support team in our TSI schools and others will help us to ensure that students get to school ready and able to learn. Finally, the district will continue to offer a combination of two early release days and multiple conference days next year as a way to provide the time for faculty and staff to analyze all types of outcome data - academic, behavior and attendance so that interventions may be used to close all gaps that exist across grade levels and subgroup status. Finally, the district has secured an additional mental health grant to provide resources at the building and district level to further support the commitments outlined by Building Leadership Teams in all SCEPs and in the DCIP.

Section 3: ANALYZE: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

As you review your district-level data, **focus on variation in performance: "***Understanding the sources of variation in outcomes, and responding effectively to them, lies in the heart of quality improvement.***"**[1] Select data that identifies areas where there is **variation in outcomes** (i.e., the performance in one area is not the same as the performance in another area). This could result in looking at variation within **certain subjects** (i.e., students perform better on some standards or skills compared to others), or variation within **certain standards or skills** (i.e., some students perform better on a certain standard than other students), or variation across classrooms, grade levels, or schools, or variation across groups of students. The job of team can then be to **consider WHY those variations** exist.

When possible, consider data from the 2023-24 school year.

The data below represents the metrics we continue to use to gauge the evidence of our impact (22-23 data included below with green indicating we met our target and red indicating we fell short of our target):

Priority #1 - We prioritize meeting the social-emotional developmental health needs of students and families.

By the end of the 2024-2025 school year, the district hopes to achieve the following survey data showing improvements:

- 5% decrease in the percentage of students who report that behavior interferes with learning.
  - 2020-2021 Actual - 54.5%
  - 2021-2022 Actual - 55.1%
  - 2022-2023 Actual - 46.7%
  - **Run 1 - 2023-2024 Actual 49.2%**
  - **Run 2 - 2023-2024 Actual 69.9%**

- Increase in the percentage of students who report that students use appropriate behavior throughout classroom instruction.
  - 2021-2022 Actual - 44.9%
  - 2022-2023 Actual - 29.2%
  - **Run 1 - 2023-2024 Actual 29.9%**
  - **Run 2 - 2023-2024 Actual 52.2%**

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

- 5% decrease in the percentage of teachers who report that behavior interferes with learning.
    - 2020-2021 Actual - 45.6%
    - 2021-2022 Actual - 46.4%
    - 2022-2023 Actual - 50.5%
    - **Run 1 - 2023-2024 Actual 50.0%**
    - **Run 2 - 2023-2024 Actual 77.2%**

- Increase in the percentage of teachers who report that students use appropriate behavior throughout classroom instruction.
    - 2021-2022 Actual - 53.6%
    - 2022-2023 Actual - 35.3%
    - **Run 1 - 2023-2024 Actual 36.4%**
    - **Run 2 - 2023-2024 Actual 49.5**
    -
- 5% decrease in the percentage of staff who report that behavior interferes with learning.
    - 2020-2021 Actual - 75.5%
    - 2021-2022 Actual - 66.7%
    - 2022-2023 Actual - 74.4 %
    - **Run 1 - 2023-2024 Actual 78.3%**
    - **Run 2 - 2023-2024 Actual 77.2%**

- 5% decrease in the percentage of families who report that behavior interferes with learning (57.5%).
    - 2020-2021 Actual - 57.5%
    - 2021-2022 Actual - 62.7%
    - 2022-2023 Actual - 57.8%
    - **Run 1 - 2023-2024 Actual 54.2%**
    - **Run 2 - 2023-2024 Actual 66.7%**

- Year to year comparison data will show fewer students who received at least one behavior referral.
    - 2018-2019 - 1141
    - 2021-2022 - 905 (As of May 30, 2022)
    - 2022-2023 Actual 1264 (As of May 30, 2023)
    - **2023-2024 Actual 993 (As of 5/21/24)**

- Year to year comparison data will show fewer students who received at least one out of school suspension.
    - 2018-2019 - 600
    - 2021-2022 - 491 (As of May 30, 2022)
    - 2022-2023 Actual 521 (As of May 30, 2023)
    - **2023-2024 Actual 442 (As of 5/21/24)**

- Year to year comparison data will show dramatically fewer students who meet the NYSED definition of “Chronically Absent”. Baseline data from 2020-2021 is below:
    - 2018-2019 - 30.2% of students at the elementary level (K-5)
    - 2020-2021 - 46.2%

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

- 2021-2022 - 50.0% (As of May 30, 2022)
- 2022-2023 Actual 41.5% (As of May 30, 2023)
- **2023-2024 Actual 35.52% (As of 5/21/24)**

- 2018-2019 - 26.7% of students at the secondary level (6-12)
- 2020-2021 - 28.3%
- 2021-2022 - 37.2% (As of May 30, 2022)
- 2022-2023 Actual 31.6% (As of May 30, 2023)
- **2023-2024 Actual 32.9% (As of 5/21/24)**

***We are adding Families who believe students use appropriate behavior - 68.4% in 22/23 to 81.1% in 23/24**

Priority #2 - We prioritize instruction, intervention and support to meet the demonstrated needs of students.

By the end of the 2024-2025 school year, the district hopes to achieve the following:
Winter and Spring universal screening (Fastbridge - aReading and aMath) data will show a decrease in the percentage of students in grades 3-8 that fall in the High Risk category.

- aReading:
  - 2020 Winter - 33.76% of students
  - 2021 Winter - 33.57% of students
  - 2022 Winter - 34.43% of students
  - **2023 Winter - 27.48% of students**

  - 2021 Spring - 33.72% of students
  - 2022 Spring - 33.72% of students
  - 2023 Spring - 32.09% of students
  - **2024 Spring - 33.89 % of students**

- aMath:
  - 2020 Winter - 29.19 % of students
  - 2021 Winter - 32.14% of students
  - 2022 Winter - 30.08% of students
  - **2023 Winter - 20.33% of students**

  - 2021 Spring - 29.48% of students
  - 2022 Spring - 30.91% of students
  - 2023 Spring - 29.31% of students
  - **2024 Spring - 26.90% of students**

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

Troy CSD Reading and Math Testlet data will show an increase in the percentage of students in grades 3-8 who are proficient in ELA and Math.

- Reading Testlet Data:
  - May 2021 - 52.5% of students
  - May 2022 - 56.9% of students
  - May 2023 - 68.0% of students
  - **May 2024 - 77% of students**

- Math Testlet Data:
  - May 2021 - 42.4% of students (E&S), 21.76% of students (E)
  - May 2022 - 41.8% of students (E&S), 21.94% of students (E)
  - May 2023 - 69.73% of students (E&S), 36.11% of students (E)
  - **May 2024 - 63% of students (E&S), 20% of students (E)**

Troy CSD Reading data (F&P levels) will show an increase in the number of students reading at or above grade level.

- F & P Proficiency (using the F & P conversion, bottom of score point 3 for January)
  - Winter 2021 - 612 (41.80%)
  - WInter 2022 - 610 (47.96%)
  - Winter 2023 - 674 (48.32%)
  - **Winter 2024 - 539 (46.43%)**

By the end of the 2024-2025 school year, the district hopes to achieve the following survey data showing improvements:

- Increase the percentage of students who report that “Our school curriculum (work) is challenging.”
  - 2020-2021 - 48.9%
  - 2021-2022 Actual - 44.5%
  - **2022-2023 Actual - 34.4%**
  - **Run 1 - 2023-2024 Actual 35.3%**
  - **Run 2 - 2023-2024 Actual 68.6%**

- Increase in the percentage of students who report that “In class, we often work with partners or in groups.”
  - 2020-2021 31.4%
  - 2021-2022 Actual - 42.0%
  - 2022-2023 Actual - 44.5%
  - **Run 1 - 2023-2024 Actual 46.2%**
  - **Run 2 - 2023-2024 Actual 76.0%**

- Increase in the percentage of students who report that “Classes are interesting and keep my attention.”
  - 2020-2021 Actual - 45.6%
  - 2021-2022 Actual - 39.4%

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

- 2022-2023 Actual - 37.0%
- **Run 1 - 2023-2024 Actual 40.1%**
- **Run 2 2023-2024 Actual 62.4%**

Priority #3 - We prioritize improving equity in opportunities and outcomes for all students.

Evidence of impact for each Equity Improvement Cycle established by all schools and departments will be evidenced in the progress monitoring of all building and department-level metrics.

By the end of the 2024-2025 school year, the district hopes to achieve the following survey data showing improvements:

- Increase in the percentage of teachers who report that “Students say the curricula (work) is relevant to their interests and background.”
  - 2020-2021 Actual - 53.3%
  - 2021-2022 Actual - 51.2%
  - 2022-2023 Actual 51.5%
  - **Run 1 - 2023-2024 Actual 46.9%**
  - **Run 2 - 2023-2024 Actual 67.7%**

- Increase in the percentage of staff who report that “Students say the curricula (work) helps them learn and celebrate various student cultures and backgrounds.”
  - 2020-2021 Actual - 48.7%
  - 2021-2022 Actual - 54.5%
  - 2022-2023 Actual - 58.1%
  - **Run 1 - 2023-2024 Actual 75.5%**
  - **Run 2 - 2023-2024 Actual 90.9%**

- Increase in the percentage of families who report that “Students say that staff show bias toward particular student groups.”
  - 2020-2021 Actual - 29.9%
  - 2021-2022 Actual - 36.1%
  - 2022-2023 Actual - 24.5%
  - **Run 1 - 2023-2024 Actual 25.7%**
  - **Run 2 - 2023-2024 Actual 37.1%**

- Increase in the percentage of students who report that “Students say that staff show bias toward particular student groups.”
  - 2020-2021 Actual - 38.4%
  - 2021-2022 Actual - 40.3%
  - 2022-2023 Actual - 29.6%
  - **Run 1 - 2023-2024 Actual 31.1%**
  - **Run 2 - 2023-2024 Actual 39.7%**

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

- Decrease the percentage of families, by subgroup, who report that “Racism is a problem in our schools.”
    - All Families
        - 2021-2022, 27.2%
        - 2022-2023, 18.3%
        - **Run 1 - 2023-2024 Actual 17.8%**
        - **Run 2 - 20223-2024 Actual 30%**
    - Black/African American
        - 2021-2022, 51.1%
        - 2022-2023, 19.5%
        - **Run 1 - 2023-2024 Actual 26.5%**
        - **Run 2 - 2023-2024 Actual 43.6%**
    - Hispanic/Latino
        - 2021-2022, 25.9%
        - 2022-2023, 29.8%
        - **Run 1 - 2023-2024 Actual - 25.0%**
        - **Run 2 - 2023-2024 Actual 35.7%**
    - White
        - 2021-2022, 19.7%
        - 2022-2023, 14.2%
        - **Run 1 - 2023-2024 Actual 12.6%**
        - **Run 2 - 2023-2024 Actual 23.8%**

What we learned by reviewing this data is that we met 58% of the targets set in the 2023-2024 DCIP for our district and note the following:

- We need to point out that we revised the response options between Run 1 and Run 2 on our surveys to eliminate choices that include vague language like “somewhat or likely.” The new options are essentially, Agree, Disagree or Not Applicable. This seemed to result in lower percentages but more certainty in how stakeholders are responding. We have decided to include Run 2 in our analysis, which will also serve as a new baseline moving forward, since we are maintaining the Agree, Disagree or Not Applicable options only.
- We have seen steady gains in our outcomes around instruction meeting 7 out of 10 data points, or 70%, showing improved academic outcomes over time.
- We have some contradictory data with regard to student behavior and learning, noting that we still have work to do in this area;
- In terms of meeting the social emotional developmental health needs of students and families in general, we improved in 6 out of 11 of the data points we selected, or 55%. This area continues to present as an area in need of attention.
- The area of greatest discrepancy fell in the Equity category, where some families and students reported in increasing numbers that bias and racism exist in our schools. At the same time, we saw nice gains in the culturally responsive items with faculty and staff noting that students say the curricula is relevant to their interests and backgrounds and that the curricula helps them learn and celebrate various cultures and backgrounds. The district recognizes the need for additional work in this very important area.

[1]Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

Section 4: ANALYZE: Considering What was Learned in 2023-24 (Re-Identified Districts Only)

Evaluating the Success of the 2023-24 DCIP

Refer to the 2023-24 DCIP to complete the information below.

Priority 1 in 2023-24 DCIP:
We prioritize meeting the social-emotional developmental health needs of students and families.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
Yes, partially. The district met 55% of the end-of-year outcomes for this priority.
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
While the district did improve in six out of eleven outcomes for this priority, meeting the social-emotional developmental health needs of students and families continues to present as some of our most important work and greatest need. Our data shows that students, families and teachers all reported increased percentages for those who agree that students use appropriate behavior throughout classroom instruction. While many still report that behavior does interfere with learning, we have seen significant decreases in the numbers of students who received a behavioral referral and/or who were suspended at least one time out of school. Finally, we saw positive results in reducing the number of students who met the chronically absent definition at the elementary level. And, although our chronic absenteeism rates are improving at the elementary level, there are still far too many students missing school, especially at the secondary level where the chronically absent percentage has grown.

Priority 2 in 2023-24 DCIP:
We prioritize instruction, intervention and support to meet the demonstrated needs of students.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
Yes, mostly. The district met 70% of the end-of-year outcomes for this priority.
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
The district hit the majority of outcomes for this priority, providing instruction, intervention and support to meet the demonstrated needs of students. Through the district's Multiple Measures Index System, we learned that all of the academic indicators for ELA and Math were met with the exception of the Spring 2024 aReading assessment, Winter 2024 F & P, and May 2024 Math Testlet data. Additionally, all survey items for this priority were met, with students stating that the curricula is rigorous, interesting & engaging and often characterized by partner work - all areas of focus for us last year. Through discussions with principals and the District Leadership Team, we feel that our district could benefit from modifying our district-wide assessments to expand our use of i-Ready so that intervention can be more targeted to meet the needs of individual students in a more timely fashion.

Priority 3 in 2023-24 DCIP:
We prioritize improving equity in opportunities and outcomes for all students.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
Partially. The district met 40% of the end-of-year outcomes for this priority.
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
While outcomes for this priority were mixed, we did see nice gains in the percentage of teachers and staff who report that “Students say the curricula work is relevant to their interests and background” and that “Students say the curricula work helps them to learn and celebrate various student cultures and backgrounds.” This is likely due in part to the extensive efforts made to incorporate more culturally responsive teaching and learning practices throughout our classrooms in Troy. Clear areas of focus for us continue to be reducing the number of students and families who say that staff show bias toward particular student groups and/or who report that racism is a problem in our schools. These are areas in which we saw gains earlier in the year as compared to last year, but as a result of reducing the number of survey responses to just Agree, Disagree or N/A - the forced options resulted in more respondents choosing Agree. These percentages will serve as a new baseline for this important work moving forward.

Priority 4 in 2023-24 DCIP (if applicable):
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 5 in 2023-24 DCIP (if applicable):
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

After reviewing your success in achieving the 2023-24 DCIP Priorities, what lessons have you learned that can be incorporated into your 2024-25 DCIP?

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2023-24 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: District Surveys
What was your goal in directing funds in this manner? The goal of district-wide survey administration is to gather information and feedback from all stakeholders and to use that information to inform district-level and building-wide strategic planning.
Have you met this goal? How do you know? Yes. Although not required by SED, the district does require every school (including LSI schools) to complete a comprehensive SCEP process resulting in a SCEP plan that is shared with the entire school community. All SCEPs, and this year's DCIP have been informed by and utilized the longitudinal data from the 2023-2024 survey administrations. These plans are the guiding improvement documents for leaders and staff.
What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Survey data has been used to drive planning at the district and building levels. leading to improvement initiatives that include teacher professional development and student programming (particularly with regard to interventions and support).
#2 Recipient/Use of District Improvement Funds: Data Cafe
What was your goal in directing funds in this manner? The goal of the data cafes were to allow for the review and analysis of survey data by building leadership teams and the district leadership team. Much of the data included in this planning document resulted from a Spring district-side data cafe.
Have you met this goal? How do you know? Yes. We continue to review and analyze growth over time by using the longitudinal data for all surveys administered in Troy.
What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? The areas that emerged in the district cafe as areas in need of improvement have formed the basis for comprehensive school and district planning. The professional development offered to teachers and the

specific program changes and offerings made to students will be different as a result of the needs that emerged from the surveys.

#3 Recipient/Use of District Improvement Funds: Professional Development

What was your goal in directing funds in this manner?
The district maintains an insatiable desire to improve the teaching and learning happening in our schools. We believe one of the best investments we can make is found in developing the capacity of our leaders and teachers to be responsive to the needs of the students and families we serve.

Have you met this goal? How do you know?
Yes. We have received very positive feedback from teachers and leaders regarding the relevance and impact of professional development. We have also seen an increase in test scores across multiple grade levels, as well as increases in students' positive responses on the following survey items:

- "In class, we often work with partners or groups"
- "Classes are interesting and keeps me engaged"

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

Coaching cycles, more small group instruction, and increased student engagement are all positive outcomes of this expenditure.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2024-25 DCIP?

The following lessons can be incorporated into the 2024-2025 DCIP:

- The timeline for survey administration needs to be revised to ensure that each administration is generating adequate participation from all stakeholders that result in statistically significant sample sizes. As a result of inconsistent responses, and lack of responses due to survey fatigue, we are recommending that the survey be reduced to one administration next year. Furthermore, the district leadership team is recommending that we continue with just three possible responses - Agree, Disagree and Not Applicable. These options will give us more certainty with regard to how participants are actually responding.
- More professional development is needed in the following areas: High Impact, Gap-Closing Teaching Practices, Instructional Coaching, Social Emotional Strategies, Restorative practices, Mentoring to Improve Outcomes and Family Engagement.
- Given the commitment to equity and the need to continue to improve in Reading and Mathematics instruction, the DCIP will include additional training on the Science of Reading, ways to enhance our Core Instruction in ELA and Math, and a careful focus on developing interventions that meet the demonstrated academic needs of students, particularly our Black African American students. Part of this focus will include a revision of the required district-wide assessments and provision of tiered levels of support and intervention for all students.

As noted in the previous section, our data shows that we are meeting many of the outcomes we set in the previous DCIP, underscoring the fact that we are on the right track and need to deepen and intensify our efforts. We are continuing to build the capacity of our leaders, teachers and staff to do the important work of moving the district forward.

Section 5: Putting it all Together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2023-24 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

Priority 1:

What will the District prioritize to extend success in 2024-25?	**We prioritize meeting the social-emotional developmental health needs of students and families.**

This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- X Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2023-24 (Section 4)

Priority 2:

What will the District prioritize to extend success in 2024-25?	**We prioritize instruction, intervention and supports to meet the demonstrated needs of students.**

This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- X Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2023-24 (Section 4)

Priority 3:

What will the District prioritize to extend success in 2024-25?	**We prioritize improving equity in opportunities and outcomes for all students.**

This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- X Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2023-24 (Section 4)

Priority 4 (if applicable)

What will the District prioritize to extend success in 2024-25?	

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)
- ☐ What was learned in 2023-24 (Section 4)

Priority 5 (if applicable):

What will the District prioritize to extend success in 2024-25?	

This Priority helps support (indicate all that apply)

- ☐ The District's Vision (Section 1, Question 1)
- ☐ The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- ☐ Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- ☐ Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- ☐ What was learned from our review of recent data (Section 3)
- ☐ What was learned in 2023-24 (Section 4)

NEXT STEPS

You have now completed the DCIP planning document. When developing your 2024-25 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

Districts may find it helpful to refer to the Improvement Planning materials available at: https://www.nysed.gov/accountability/improvement-planning when writing their plans. Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, analyze data, and identify goals, benchmarks and strategies.

Please submit this document to dcip@nysed.gov when you submit your 2024-25 DCIP.