New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Troy City School District	John Carmello

2024-25 Summary of Priorities

In the space below, input the three to five District priorities for 2024-25 identified in this plan.

1	**We prioritize meeting the social-emotional developmental health needs of students and families.**
2	**We prioritize instruction, intervention and support to meet the demonstrated needs of students.**
3	**We prioritize improving equity in opportunities and outcomes for all students.**
4	
5	

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2024-25?	We prioritize meeting the social-emotional, developmental health needs of students and families.
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	We rely on a district mission and vision that include the provision of a **strong social foundation**. While this provision is coupled with a solid academic foundation designed to help all students to graduate ready for college, a career, and a future of their choice, we know that these aspirations become unlikely if students are not **socially and emotionally healthy and well**. To ensure that all students are able to achieve their fullest potential, the district continues to focus intensely on supporting the social-emotional well being of students and families. As we head into the 2024-2025 school year, we are focused on district-wide improvements, with special attention paid to our two elementary schools that have been designated as TSI Schools. Our DCIP priorities are based on current district needs and, in large part, on the themes that emerged in the "Envision-Analyze-Listen Activities" portion of the School Comprehensive Education Planning process. These include, but are not limited to ***Social Emotional Learning and Safety***, *Instructional Strategies that Work and Equity in Opportunities and Outcomes for All*. The progress monitoring data and outcome data included in the 2023-2024 DCIP show that meeting the social-emotional developmental health needs of students and families remains a significant area of need. Of the eleven indicators for this priority (which draw from survey data, referral data, suspension data and attendance data), we were successful at meeting six out of eleven of our targets, just over half. This shows that some of our strategies are working, but that mental health in general continues to present significant challenges for our students and families.

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?
Implementation of the District's "Stronger Connections Grant Program" for the 2024-2025 School Year	The Stronger Connections Grant will be used to increase adult mentoring of students at risk across a variety of areas - academic, behavior, attendance and social-emotional needs.	District grant funds to support the small group and one on one mentoring of all students within the district who are deemed at risk using a variety of indicators.
Continuation of the District's Student Mental Health Grant for the 2024-2025 School Year	The Student Mental Health Grant will be used to continue to expand access for families to the following mental health support providers: Dr. Malone's Office, the Start Center and St. Peter's Health Partners (to name a few).	District grant funds to support expanded access to Dr. Malone, representatives from the State Center and health providers from St. Peter's Health.
Embedded professional support for classroom management	Beginning in September, embedded professional development on best practices for classroom management will be provided to include tiered levels of behavioral support for students from the class to the small group to the individual student. This support will be provided in partnership with consultants (i.e. Karen Peper) as well as the instructional coaches and delivered both in classrooms and at faculty meetings throughout the year.	Substitute teachers will be needed to allow for team-based classroom management lab cycles. Funding is needed to support the embedded work of a consultant and the coaches. School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.
Embedded professional support for trauma sensitive practices in schools	Beginning in September, embedded professional development on best practices for trauma sensitive practices and de-escalation techniques in schools will be offered in partnership with a consultant (Rebekah Magin) as well as the instructional coaches. Support needed will be determined by the Building Leadership Team (BLT) and planned at the school level throughout the year.	Funding is needed to support the embedded work of a consultant and the coaches. School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff. Use and deployment of additional mental health supports in added Social Workers, Counselors, Psychologists and Related Service Providers to assist in

		meeting students' mental health needs in more frequent small group and individual therapy sessions.
Data, Feedback, Strategy Meetings of the Code of Conduct Committee	Positive survey responses from students and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness. In that the 2024-2025 school year is not a comprehensive review year for the "Code," the district Code of Conduct Committee will meet quarterly for Data, Feedback, Strategy (DFS) meetings to progress monitor goals related to positive behavioral interventions and supports. Referral data will be reviewed by the Code of Conduct Committee on a quarterly basis, and data analysis will result in redistribution of resources to meet the demonstrated needs.	Space, time and members of the Code of Conduct Committee will be needed to ensure this task is completed.
Data analysis sessions facilitated by the Social Emotional Development and Learning (SEDL) Committee	The SEDL Committee will meet monthly to analyze progress monitoring data of students identified as at risk according to the SAEBRS, Fastbridge and/or ACES assessments.	Space, time and members of the SEDL Committee will be needed to ensure this task is completed.

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 2024-25 school year.

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.
  - 2021-2022 Actual - 55.1%
  - 2022-2023 Actual - 46.7%
  - **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%
  - **2023-2024 Actual 52.2%**

- 5% decrease in the percentage of teachers who report that behavior interferes with learning.
  - 2021-2022 Actual - 46.4%
  - 2022-2023 Actual - 50.5%
  - **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%
  - **2023-2024 Actual 49.5%**
  -
- 5% decrease in the percentage of staff who report that behavior interferes with learning.
  - 2021-2022 Actual - 66.7%
  - 2022-2023 Actual - 74.4 %
  - **2023-2024 Actual 77.2%**

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

- Year to year comparison data will show fewer students who received at least one behavior referral.

- ○ 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.
  - ○ 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:
  - ○ Students at the elementary level (K-5)
  - ○ 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)**

  - ○ Students at the secondary level (6-12)
  - ○ 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

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*
Higher percentages of students, teachers and families reporting that "students use appropriate behavior throughout classroom instruction."	Survey administration in the Winter/Spring	
Fewer numbers of students receiving at least one behavioral referral.	December 31, 2024 May 30, 2025	

Fewer numbers of students receiving at least one out of school suspension.	December 31, 2024 May 30, 2025	
A lower percentage of elementary students who meet the NYS Definition for Chronically Absent	December 31, 2024 May 30, 2025	
A lower percentage of secondary students who meet the NYS Definition for Chronically Absent	December 31, 2024 May 30, 2025	
Higher percentages of students, teachers and families reporting that "students use appropriate behavior throughout classroom instruction."	Survey administration in the Winter/Spring	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2024-25?	We prioritize instruction, intervention and support to meet the demonstrated needs of students.
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	As a district, we remain committed to our core enterprise of **teaching and learning**. While we understand our role in responding to and removing barriers to student learning and success, our mission and vision are focused on providing a strong education foundation so that all students can graduate **college and career ready**. To this end, this DCIP continues to focus on **highly effective instruction, intervention and academic support** that match students' abilities, allowing them to learn and grow. As we enter the 2024-2025 school year, our focus on closing the achievement gap for all students and by subgroup continues to drive our work. We were encouraged by our review and analysis of the outcome measures of student achievement set in the 2023-2024 DCIP, in which we met seven out of ten indicators (covering standardized testing results, universal screening measures, and progress monitoring assessments). This data suggests that we are on the right track, but need to deepen our efforts and increase our frequency of progress monitoring to allow for more focused and impactful practices. We will continue to focus our resources (time, money and staffing) on the provision of co-teachers to allow for more frequent and targeted individual and small group work to expedite student learning. These are consistent with the themes that emerged in the "Envision-Analyze-Listen Activities" portion of the School Comprehensive Education Planning process for our TSI schools, including *Social Emotional Learning and Safety*, ***Instructional Strategies that Work*** and *Equity in Opportunities and Outcomes for All*. Additionally, we have expanded our ENL teaching force and increased our number of data liaisons to facilitate more frequent Data, Feedback, Strategy (DFS) meetings which will directly support improved teaching practices.

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?
Deep dive into training on "Specially Designed Instruction" and the development of a research-based "Bank of Interventions"	Facilitated by the Special Education Department, teachers will receive training on early release days and professional development days on "Specially Designed Instruction" and the development of a "Bank of Interventions."	Resources needed include the following: ● Early Release Days ● Special Education Department Members as Facilitators ● Digital Tools to capture the bank of interventions to be used by MTSS Committees and teachers throughout the district
Curriculum Review and Alignment to NY and Next Generation Standards (also preparation for Computer-based Testing in grades 3-8)	Teachers will review all curriculum maps, looking to improve cultural responsiveness and adjusting to address student needs due to gaps that persist over time. (July and August) Summer committees will revise and upload all district-based assessments to eDoctrina for Computer-based Testing practice for all students in 2024-2025 (NYS Assessments will be required in 2024-2025 in a computer-based fashion for ELA and Math in grades 4, 5, 6 and 8).	Resources needed include the following: ● Paid summer curriculum writing time for teachers, committees and coaches ● Space throughout the district for teacher teams to work during summer school ● Curriculum Leaders to facilitate curriculum review sessions - Cycle for Science, PE and Health ● Purchased materials (Phonics resources, vocabulary resources, Heggerty Phonemic Awareness Kits, Eureka Math Squared resources, additional books for classroom libraries.)
Assessment of Student Learning	Students will be assessed using a universal screener for reading and math to determine risk levels and identify skill gaps. (September).	Release time and conference day time will continue to allow grade level teacher teams to analyze student data and

		strategize about necessary instructional responses.
	Students will be assessed using interim assessments in ELA and Math to monitor progress over time (October, December and February) and reading levels will be determined using Fountas and Pinnell (Fall, Winter and Spring). iReady wll be expanded and the district assessment calendar reviewed and revised to ensure efficiency in assessments given and interventions provided.	Instructional coaches in each school will support teachers in planning "Next Steps for Instruction" as data is examined by teams. Time for leaders to review and revise the district assessment calendar to ensure we are receiving the most helpful information on students in a time sensitive fashion.
Embedded professional support for individual and small group conferring sessions in ELA	Beginning in September, embedded professional development for the implementation of the reading, writing, and phonics units of study in all elementary and middle schools will be provided by the Mossflower staff developers. (2X monthly in each school K-8, throughout the year). Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily. Extensive focus and incorporation of all of the Science of Reading training into Reading instruction.	Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Moss Flower Staff Developers. Funds to support district participation in and training of staff on The Science of Reading (i.e. SUNY New Paltz Micro-credential) School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.
Embedded professional development for individual and small group conferring sessions in Math	Continued embedded professional development for Year 4 of the implementation of Eureka Math Squared will be provided by Great Minds and the District Curriculum Leader for Mathematics. Embedded support will occur monthly throughout the year. Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily. Support will also continue for Illustrative Math at TMS.	Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Staff Developers from Great Minds and district personnel.
Student surveys and focus groups	Surveys will be administered to students, families, faculty and staff to gain perceptions of the learning environments and the extent to which they are meeting students needs (Winter/Spring).	District surveys will need to be purchased again this year and administered to groups of students, families, faculty and staff.

		Building leadership teams will need time to review the survey results and share findings with the larger school community.

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 2024-25 school year.

By the end of the 2024-2025 school year, the district hopes to achieve the following:
Winter and Spring universal screening data (we may switch from Fastbridge to iReady, but will ensure that categories of risk remain constant) will show a decrease in the percentage of students in grades 3-8 that fall in the High Risk category.

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

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

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

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

Academic Data (either testlets or iReady) will show an increase in the percentage of students in grades 3-8 who are proficient in ELA and Math.

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

- Math Testlet Data:
  - 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 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."
  - 2021-2022 Actual - 44.5%
  - 2022-2023 Actual - 34.4%
  - **2023-2024 Actual 68.6%**

- Increase in the percentage of students who report that "In class, we often work with partners or in groups."
  - 2021-2022 Actual - 42.0%
  - 2022-2023 Actual - 44.5%
  - **2023-2024 Actual 76.0%**

- Increase in the percentage of students who report that "Classes are interesting and keep my attention."
  - 2021-2022 Actual - 39.4%
  - 2022-2023 Actual - 37.0%
  - **2023-2024 Actual 62.4%**

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)
A lower percentage of students who fall into the high risk category on Reading assessments (May be aReading or iReady)	Winter 2024 Spring 2025	
A lower percentage of students who fall into the high risk category on Math assessments (May be aMath or iReady)	Winter 2024 Spring 2025	
An increase in the percentage of students scoring proficient on an ELA assessment (either a testlet or iReady)	January 30, 2025 May 30, 2025	
An increase in the percentage of students scoring proficient on a Math assessment (either a testlet or iReady)	January 30, 2025 May 30, 2025	
An increase in the number of students reading at or above grade level on the Fountas and Pinnell Benchmark Assessments.	Winter 2024	
Higher percentages of students reporting that "curriculum is challenging," "work is happening in partners," and "classes are interesting."	Survey administration in the Winter/Spring	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2024-25?	We prioritize improving equity in opportunities and outcomes for all students.
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	As previously noted, the strong educational and social foundation outlined in the district's mission and vision focus on ensuring that ALL students graduate college and career ready. Part of this work, which has become a critical component of our district-wide strategic planning, is guided by the NYSED **Culturally Responsive-Sustaining Education Framework** and its four core principles: welcoming and affirming environment, high expectations and rigorous instruction, inclusive curriculum and ongoing professional learning and support. We have worked hard to capture real data measuring the extent to which our system is more equitable at the end of each year. We have continued to modify our survey tools and instruments to capture even more specific information about how families, students, faculty and staff feel (perception data) about a number of important areas related to inequities, racism, bias, and policing in schools to name a few. The **district equity committee** has dug into this data in an effort to support improvements to the baseline measures included in the section below. Additionally, this commitment aligns with the themes that emerged in the "Envision-Analyze-Listen Activities" portion of the School Comprehensive Education Planning process for our TSI schools, including *Social Emotional Learning and Safety, Instructional Strategies that Work and **Equity in Opportunities and Outcomes for All***. Their teams has focused intensely on the role of family-school partnerships in helping to achieve greater equity - working with the New York State United Teachers to facilitate training for all faculty and staff regarding home visits, reciprocal communication, families as full partners and strengthening the home-school connection as well as working with a professional consultant (Lori DiCarlo) to fully implement restorative practices throughout our schools. Our analysis of the 2023-2024 outcome data shows some gains with regard to this priority, with the district achieving two out of five of the indicators identified for success, or 40%. This work continues to remain an important part of the district plan as it

	aligns to both the district goals established by the Board of Education and those established by the Board of Regents for all of New York State schools. We plan to continue to build on the work we have started in the 2022-23 and 2023-24 school years to achieve **greater levels of equity** throughout our organization.

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?
Implementation of Bullying Prevention Supplemental Materials	The SEDL Committee will examine and select bully prevention training materials to supplement the district Social-Emotional Curriculum, Second Step.	Funding is needed to support the purchase of supplemental materials to raise awareness among students and staff about bullying prevention and to empower all stakeholders to help eradicate it. Additional resources in the form of time and people will be needed to achieve this.
Equity Improvement Cycles	Building leadership teams and district departments will identify an inequitable practice within their area that will become the focus of a year-long equity improvement cycle.	Time for the Building Leadership Teams and departments to examine areas of inequity and identify the focus of their equity improvement cycle. Time for the leadership team to monitor progress toward equity goals.
Professional Development on restorative practices (with Lori DiCarlo), high impact strategies for changing school culture and engaging families as true partners (Karen Mapp) in the educational process	Professional development sessions will be offered in person this year. This year's sessions will build upon the previous year and go deeper into the following three areas related to Equity: Restorative Practices, Next Level Teaching (to transform culture) and Engaging Fathers/Males as School Partners..	Funding is needed to support the embedded work of consultants. Funding to support participation of team members at the Harvard Summer Institute with Karen Mapp. Time and space are needed to provide the training.
District-wide Equity Committee	The District-wide Equity Committee will meet six times throughout the year for the purpose of monitoring progress as it relates to improved equity in outcomes.	Time for the Equity Committee to analyze data and make recommendations to the leadership team.
DLT and Survey Administration	The District Leadership Team will meet six times throughout the year for the purpose of monitoring progress as it relates to the DCIP. Surveys will be administered to students, families, faculty and staff gauging perceptions across a variety of	Funding to purchase the comprehensive survey instrument, including recommended revisions.

	settings. There will be one survey administration this year.	

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 2024-25 school year.

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."
  - 2021-2022 Actual - 51.2%
  - 2022-2023 Actual 51.5%
  - **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."
  - 2021-2022 Actual - 54.5%
  - 2022-2023 Actual - 58.1%
  - **2023-2024 Actual 90.9%**

- Increase in the percentage of families who report that "Students say that staff show bias toward particular student groups."
  - 2021-2022 Actual - 36.1%
  - 2022-2023 Actual - 24.5%
  - **2023-2024 Actual 37.1%**

- Increase in the percentage of students who report that "Students say that staff show bias toward particular student groups."
  - 2021-2022 Actual - 40.3%
  - 2022-2023 Actual - 29.6%
  - **2023-2024 Actual 39.7%**

- 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%
    - **20223-2024 Actual 30%**
  - Black/African American
    - 2021-2022, 51.1%
    - 2022-2023, 19.5%
    - **2023-2024 Actual 43.6%**

- ○ Hispanic/Latino
  - ■ 2021-2022, 25.9%
  - ■ 2022-2023, 29.8%
  - ■ **2023-2024 Actual 35.7%**
- ○ White
  - ■ 2021-2022, 19.7%
  - ■ 2022-2023, 14.2%
  - ■ **2023-2024 Actual 23.8%**

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing *(complete after the date listed in the preceding column)*
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.	Mid-year Equity Meeting with Principal and Deputy Superintendent - metrics established in Sept. 2024 End-of-year Equity meeting with Principal and Deputy Superintendent - metrics established in Sept. 2024	
Higher percentage of teachers who report that "students say curricula is relevant to their interests and backgrounds."	Survey administration in Winter/Spring	
Higher percentage of staff who report that "students say the curricula helps them learn and celebrate various student cultures and backgrounds."	Survey administration in Winter/Spring	
A lower percentage of families who report that "students say staff show bias toward particular students groups."	Survey administration in Winter/Spring	
A lower percentage of students who report that "students say staff show bias toward particular students groups."	Survey administration in Winter/Spring	

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2024-25?	
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* *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?*	

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?

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 2024-25 school year.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	**What we ended up seeing** *(complete after the date listed in the preceding column)*

PRIORITY 5

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

Our Priority

What will we prioritize to extend success in 2024-25?	
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?* *Districts with schools identified for TSI, ATSI, or CSI should also consider:* ● *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?*	

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?

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 2024-25 school year.

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 for during the year to know that we are on track to meet the end-of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements to do we hope to see when reviewing that data?)	When we would want to achieve that success criteria	What we ended up seeing (complete after the date listed in the preceding column)

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)
John Carmello	Superintendent	
Dr. Donna Watson	Deputy Superintendent	
Adam Hotaling	Assistant Superintendent for Business	
Julianna Currey	Director of Grants, Academic Programs and Accountability	
Summer Logrippo	Asst. Director of Grants, Academic Programs, and Accountability	
Donna Fitzgerald	Director of Pupil Services	
Samantha Brewer	Assistant Director of Pupil Services	
Karen Cloutier	Elementary Principal	School 14
Sabina Dinardo	Elementary Principal	Carroll Hill
Tracy Ford	Elementary Principal	School 16
Virginia DonVito-MacPhee	Elementary Principal	School 18
James Canfield	Secondary Principal	
Joshua Monk	Secondary Principal	Troy High School
Tarek Abdallah	Applications Engineer	
Robert Wallen	TTA Vice President, Teacher	Carroll Hill
Nicole MacNeil	Math Curriculum Leader	
Erin O'Malley	ELA Curriculum Leader	
Jill McClement	Middle School Teacher	Troy Middle

Theresa Kaniff	Parent	
Jennifer Rondeau	Parent	
Tysha Tyson-Laboy	Parent	
Jennifer Harkin	Parent	
Thomas Dansereau	Parent	
Ann Apicella	Board Member	

Meeting Dates

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

Meeting Date	Location
August 28, 2023	Administrative Council - DCIP Planning
February 26, 2024	SEDL Committee Meeting - DCIP Planning
March 26, 2024	District Parent Engagement Meeting
April 15, 2024	Principals and Directors Meeting - DCIP Planning
April 23, 2024	District Parent Engagement Meeting
May 20, 2024	Data Cafe
June 13, 2024	SEDL Committee Meeting - DCIP Planning

Districts with Schools Identified for TSI/ATSI Support Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Teachers responsible for teaching each identified subgroup	Teachers have participated in the development of this DCIP in a number of ways. All teachers, including those teaching all identified subgroups have been invited to participate in a district-wide survey. Teachers have also had representatives serving as active members of all district-wide and building-level committees, including the District leadership Team, charged with writing this plan.

Parents with children from each identified subgroup	Parents have participated in the development of this DCIP in a number of ways. First, all parents, including parents representing all identified subgroups have been invited to participate in a district-wide survey. Parents have also had representatives serving as active members of all district-wide and building-level committees, including the District Leadership Team, charged with writing this plan. Finally, parents have been invited to a series of "Parent Cafes" and to serve on a newly developed district-wide committee known as the "Parent Advisory Council". Members of the Council make suggestions by attending meetings and completing anonymous surveys via Google Forms with explicit recommendations for improvement. These efforts ensure that parent voices are heard and represented in the identification of priority areas.
Secondary Schools: Students from each identified subgroup	Students have participated in the development of this DCIP in a number of ways. All students, including those representing all identified subgroups have been invited to participate in a district-wide survey. Students have also had representatives serving as active members of secondary level committees. Principals have conducted "town hall" style assemblies as well as small group and individual meetings with students to ensure that their ideas and suggestions have been included in the development of this DCIP. Finally, the district administered a comprehensive interest inventory to all students in K-12 to identify their areas of interest as a means of better targeting college and career readiness activities. This is a big part of our district initiative to graduate students ready and able to make a choice about their future!

Submission Assurances

Directions

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

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

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

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

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

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

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

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 31, 2024, 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).