



New York State  
**EDUCATION DEPARTMENT**  
 Knowledge > Skill > Opportunity

# 2020-21 District Comprehensive Improvement Plan (DCIP)

District	Superintendent
<b>Troy City School District</b>	John Carmello

## 2020-21 Summary of Priorities

In the space below, input the five District priorities for 2020-21 identified in this plan.

1	The number of students overall and for each sub-group measured for accountability achieving proficiency on Grades 3-8 ELA and Math score will increase as follows: <ul style="list-style-type: none"> <li>• 20% of our students who score at Level 1 will improve to Levels 2, 3 and 4 the following year;</li> <li>• 20% of our students who score at Level 2 will improve to Levels 3 and 4 the following year.</li> </ul>
2	Through improved student engagement in learning, development of citizenship values and use of behavioral interventions, violations of the student Code of Conduct will decline in each school by 5%
3	The Regents diploma graduation rate from Troy High School will increase by 3%, obtaining a Regents Diploma with Distinction will increase by 5%.
4	The percentage of students who are “Chronically Absent”, as defined by NYSED, will decrease in each building and district-wide by 2 percentage points.
5	Improvement plans for all schools will include a goal related to improving equity in opportunities and outcomes for all students.

## 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. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education, should be included.

**Meeting Dates - Use the table below to identify the dates and locations of DCIP planning meetings.**

Meeting Date	Location	Meeting Date	Location
9/23/2019	SEDL at TMS	2/24/2020	Family Engagement at School 14
10/22/2019	Family Engagement at School 14	2/27/2020	CL at THS
10/24/2019	SEDL at TMS	3/9/2020	SEDL at TMS
11/18/2019	SEDL at TMS	3/24-6/16/2020	Admin Team - Virtual (Tuesdays)
11/19/2019	Family Engagement at School 14	4/21/2020	CL - Virtual
12/9/2019	SEDL at TMS	5/18/2020	SEDL - Virtual
1/8/2020	Family Engagement at School 14	6/8/2020	SEDL - Virtual
1/13/2020	CL at THS	6/25/2020	DLT - Virtual
1/27/2020	SEDL at TMS	7/7/2020	DLT - Virtual
2/10/2020	SEDL at TMS	7/16/2020	Admin - Virtual
2/10/2020	SEDL at TMS	7/30/20	DLT at School 12

### Districts with TSI Schools 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. 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" to ensure that their voices are 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 all secondary level committees. Finally, principals have conducted "town hall" style assemblies as well as small group and individual meetings with students to ensure their ideas and suggestions have been included in the development of this DCIP.

## Stakeholder Involvement Signature Page

### Stakeholder Involvement Signature Page

In the table below, list the individuals involved in the development of the DCIP, their relationship with the school, and their signatures (*add additional rows as needed*).

By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development of the DCIP.

**THIS PAGE MUST BE PRINTED AND SCANNED AND SUBMITTED WITH THE DCIP.** If the District is unable to obtain a signature from an individual, the District should write “Addendum attached” and explain why it was unable the signature of the individual. If an individual identified below has objections or concerns related to the DCIP, that team member shall note “Addendum Attached” next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

**COVID-19 UPDATE:** NYSED will reach out to Districts in mid-June to indicate if electronic signatures will be accepted for this page due to continued restrictions on travel and public gatherings.

Stakeholder Name	Role	Signature
<b>Tarek Abdallah</b>	Applications Engineer	
<b>Diane Allen</b>	Instructional Coach	
<b>Maxine Brisport</b>	School Psychologist & District Family Engagement Coordinator	
<b>John Carmello</b>	Superintendent of Schools	
<b>Jim Canfield</b>	Principal	
<b>Karen Cloutier</b>	Principal	
<b>Seth Cohen</b>	Teacher / Science CL	
<b>Juli Currey</b>	Coordinator of Grants	
<b>Jennifer Demarco</b>	Rtl Coordinator	
<b>Sabina Dinardo</b>	Dean of Students	
<b>Virginia DonVito-MacPhee</b>	Principal	
<b>Donna Fitzgerald</b>	Director of Pupil Services	
<b>Tracy Ford</b>	Principal	
<b>Judi Gawinski</b>	ELA CL	
<b>Adam Hotaling</b>	Asst. Superintendent for Business	
<b>Theresa Kaniff</b>	Parent	
<b>Nicole MacNeil</b>	Math CL	
<b>Joe Mariano</b>	Principal	
<b>Kristen Miaski</b>	Director of Human Resources	
<b>Amy Prabhakaran</b>	Asst. Director of Pupil Services	
<b>Erin Sheevers</b>	Director of Technology	
<b>Genevieve Stinson</b>	Teacher / Parent	
<b>Bill Strang</b>	Teacher / Parent	
<b>Natelege Turner-Hassell</b>	Principal	
<b>Robert Wallen</b>	Teacher, APPR Curriculum Leader	
<b>Ann Apicella</b>	Board of Education Member	
<b>Donna Watson</b>	Asst. Superintendent for Curriculum & Instruction	

Priority 1

Priority 1

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>The district will prioritize efforts to improve student achievement on ELA and Mathematics assessments in grade 3 through 8.</b>
<b>Why will this be prioritized?</b>	<b>These core academic areas are prioritized in that students experienced an interruption in their learning in Spring of 2020. Additionally, these areas represent the grade levels with the largest percentages of students who are not meeting grade level proficiency targets.</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
Teachers will implement more rigorous literacy instructional strategies that grow readers, writers and thinkers.	September through June	
Teachers will implement more rigorous mathematical instructional strategies that grow students' in what they know and can do mathematically.	September through June	
Teachers will integrate technology in ways that move up the SAMR model, moving from substitution, to augmentation, to modification to redefinition of teaching and learning.	September through June	
Students will use technology to demonstrate their acquisition of and demonstration of their learning in ways that demonstrate higher rigor and engagement.	September through June	
<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Percentages of students scoring at intensive and strategic levels in ELA and Math according to the district Multiple Measures Indicator (MMI) will decrease by 5%	ELA, Strategic (32%) and Intensive (47%) and Math, Strategic (31%) and Intensive (47%)	ELA, Strategic (29%) and Intensive (45%) and Math, Strategic (29%) and Intensive (45%)
	End of Year 2020 (optional)	End of Year 2021
		ELA, Strategic (27%) and Intensive (42%) and Math, Strategic (26%) and Intensive (42%)
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021

Priority 1

Percentages of students reporting that their learning is engaging will improve by 5%.	41% of students agree that their classes are interesting and keep their attention.	43% of students will agree that their classes are interesting and keep their attention.
	End of Year 2020 (optional)	End of Year 2021
		46% of students will agree that their classes are interesting and keep their attention.

Priority 1

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Sept 2020	Sept 2020	Teachers will review all updated curriculum maps with all faculty and staff (pacing and skills adjusted to address student needs due to COVID closure).
Aug 2020	Aug 2020	The district will purchase additional materials to support the Lucy Calkins Units of Study and Phonics Program (with a particular emphasis on phonemic awareness support).
Aug 2020	Jan 2021	The district will provide Targeted professional development on effectively integrating technology to increase academic rigor and student engagement.
Sept 2020	Oct 2020	Students will be assessed using the universal screener (Fastbridge) for reading and math to determine risk levels and identify skill gaps
Sept 2020	Jan 2021	The district will transition from two district interim assessments to three testlets (first two testlets will be administered by January to identify and monitor instructional and curricular needs - building and district level ERDs will be used to norm scoring of testlets, review student work and create action plans based on student performance).
July 2020	Jan 2021	Professional development will be offered by Columbia University - Teachers College Reading and Writing Program (TCRWP) and extended by the district Rtl Coordinator and ELA Curriculum Leader with monthly follow up trainings.
July 2020	Jan 2021	Embedded support for implementation of the reading, writing, and phonics units of study in all elementary buildings will be provided by Teachers College Staff Developers.
Sept 2020	Sept 2020	The district will create and begin using a district wide walk-through tool that focuses on instruction (rigor, student collaboration, student grouping, discussion and questioning), provides feedback to faculty and staff, and identifies “model classrooms” that have procedures and practices that can be shared at the district level
Aug 2020	Jan 2021	Through the use of the district’s technology coaches, Summer Tech Camp, and building technology liaisons, teachers will unpack and integrate the new k-12 digital computer science and digital fluency standards in all content areas at each grade level.
Aug 2020	Jan 2021	The district will utilize the Questar Special Education Specialist for embedded instructional support around instructional needs of students with Individualized Education Programs (IEPs) focusing on specially designed instruction, differentiation/scaffolded supports of Lucy Calkins, and use of progress monitoring tools.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan 2021	June 2021	The district will administer winter and spring assessments(Fastbridge) for reading and math to determine risk level, identify skill gaps and monitor progress.
Jan 2021	April 2021	The district will transition from two district interim assessments to three testlets (third testlet will be administered by March to monitor instructional and curricular needs - building and district level ERDs will be used to norm

Priority 1

		scoring of testlets, review student work and create action plans based on student performance).
Jan 2021	June 2021	Professional development will be offered by Columbia University - Teachers College Reading and Writing Program (TCRWP) and extended by the district Rtl Coordinator and ELA Curriculum Leader with monthly follow up trainings.
Jan 2021	June 2021	Embedded support for implementation of the reading, writing, and phonics units of study in all elementary buildings provided by Teachers College Staff Developers
Jan 2021	June 2021	Continue use of district wide walk-through tool - focus on instruction (rigor, student collaboration, student grouping, discussion and questioning). Use walk-through data to shape professional development offerings
Jan 2021	June 2021	Secondary student focus group for reflection on learning environments and meeting needs of students - identify areas of need (engagement, collaboration, rigor, etc.)
Jan 2021	June 2021	Use of Questar Special Education Specialist for embedded instructional support around instructional needs of students with Individualized Education Programs (IEPs) focusing on specially designed instruction, differentiation/scaffolded supports of Lucy Calkins, use of progress monitoring tools,
Jan 2021	June 2021	Targeted professional development on effectively integrating technology - tech coaches, tech camp, building tech liaisons unpack and begin to integrate the new k-12 digital computer science and digital fluency standards

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Curriculum maps and pacing guides need updating.	Create teams with representatives from different buildings and grade levels to ensure essential skills are covered and blended learning resources are included in curriculum maps.	July and August
Design and delivery of all instruction needs to be more differentiated	Provide intensive professional development and support from technology coaches and building technology liaisons for effective instruction for all students, especially those committing to remote learning. Support teachers with effective technology integration in all practices so that a state mandated closure can have a smooth transition for continuity of learning.	August 2020 to June 2021

Priority 2

Priority 2

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>The district will prioritize efforts to reduce violations of the Code of Conduct.</b>
<b>Why will this be prioritized?</b>	<b>Survey data continues to show that many students and staff believe student behavior interferes with learning.</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

**Qualitative Improvement: Structures, Practices and Behaviors**

What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
Improved relationship building with students and use of restorative practices in an effort to reduce student suspensions from school.	September through June
Teachers utilizing more Tier I behavioral interventions in the classrooms.	September through June
Leaders and teachers practicing more trauma-sensitive approaches in our work.	September through June
Students utilizing strategies acquired through Second Step - the district's social emotional developmental health curriculum	September through June

**Quantitative Improvement: Outcomes**

What data would you use to determine this is successful?

Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
% of faculty/staff and students who agree that student behavior does not interfere with learning will increase.	29.4% Faculty/Staff, 39.8% Students	32% Faculty/Staff, 43% Students
	End of Year 2020 (optional)	End of Year 2021
		34% of Faculty/Staff, 45% Students
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
% of students who are suspended out of school, including out of district students	11%	10%
	End of Year 2020 (optional)	End of Year 2021
		9%



Priority 2

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Oct 2020	Jan 2021	The district will provide professional development on best practices in Classroom Management, to include tiered levels of behavioral support for students from the class to the small group to the individual student.
Sept 2020	Sept 2020	The district will create a walk-through tool, focusing on managing student behavior and ensuring a classroom environment that supports learning. The tool will also be used to provide feedback to faculty and staff, identify “model classrooms” that have procedures and practices that will be shared on a district level for replication.
Oct 2020	Oct 2020	Students will be assessed using a universal screener (SAEBRS, Fastbridge and/or ACES) to identify student at risk levels for social, emotional and/or behavioral needs.
Sept 2020	Jan 2021	The Code of Conduct Committee will conduct a comprehensive review of the “Code” to ensure that it represents high expectations for adult-student relationships, student behavior and use of restorative practices as appropriate to support actual changes in students’ behavior.
Aug 2020	Jan 2021	As part of the district mentoring program, new teachers will participate in additional training focused on building relationships with students, creating positive classroom environments and expert classroom management practices. Teachers will also participate in a book study using Brian Mendler’s books.
Oct 2020	Jan 2021	The district will continue to provide on-going training/support to all leaders, faculty and staff on the development and implementation of Functional Behavior Assessments and Behavior Intervention Plans through the use of a District Behavioral Consultant, Dr. Karen Peper.
Sept 2020	Jan 2021	The SEDL Committee will meet monthly to analyze data to identify areas where additional tiered interventions and supports are needed.
Oct 2020	Jan 2021	The district will continue its partnership with Rebekah Magin of Prana Mani to provide professional development on trauma-sensitive approaches to or work and de-escalation strategies that have proven effective.
Sept 2020	Jan 2021	The middle school will monitor, evaluate and improve the alternative to suspension program, known as APT.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan 2021	June 2021	The district will continue use of the walk-through tool, focusing on managing student behavior and ensuring a classroom environment that supports learning. The tool will also be used to provide feedback to faculty and staff, identify “model classrooms” that have procedures and practices that will be shared on a district level for replication.
Jan 2021	June 2021	The district will continue to provide professional development on best practices in Classroom Management, to include tiered levels of behavioral support for students from the class to the small group to the individual student.
Jan 2021	June 2021	The district will continue to provide on-going training/support to all leaders, faculty and staff on the development and implementation of Functional

Priority 2

		Behavior Assessments and Behavior Intervention Plans through the use of a District Behavioral Consultant, Dr. Karen Peper.
Jan 2021	June 2021	The SEDL Committee will examine the progress monitoring data of students identified as at risk according to the ACES assessment. Feedback will be provided to building leaders and student support teams with regard to any adjustments or additional supports available.
Jan 2021	Jan 2021	The Director of Pupil Personnel Services and Assistant Director for Pupil Personnel Services will review mid-year data on discipline and behavior on students with significant behavioral needs to ensure that adequate support continues to be provided and ensure a tiered intervention model is in place.
Jan 2021	June 2021	The SEDL Committee will meet monthly analyze data to identify areas where additional tiered interventions and supports are needed
Jan 2021	June 2021	The district will continue its partnership with Rebekah Magin of Prana Mani to provide professional development on trauma-sensitive approaches to work and de-escalation strategies that have proven effective.
Jan 2021	June 2021	Continued Therapeutic Crisis Intervention provided by district trainers. Review of De-escalation Strategies
Jan 2021	June 2021	The middle school will continue to monitor, evaluate and improve the alternative to suspension program, known as APT.
Jan 2021	June 2021	Students will be assessed using a universal screener (SAEBRS, Fastbridge and/or ACES) to identify student at risk levels for social, emotional and/or behavioral needs.
Jan 2021	June 2021	The Code of Conduct Committee will conduct a comprehensive review of the "Code" to ensure that it represents high expectations for adult-student relationships, student behavior and use of restorative practices as appropriate to support actual changes in students' behavior.
Jan 2021	June 2021	As part of the district mentoring program, new teachers will participate in additional training focused on building relationships with students, creating positive classroom environments and expert classroom management practices. Teachers will also participate in a book study using Brian Mendler's books.

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

Need	Strategy to Address	When
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Need to quickly gauge the social emotional developmental health needs of students as a result of COVID-19 (i.e. negative	Conference days at the beginning of the year will be extended to include time for leaders, faculty and student support teams to reach out to all students and families to begin the important work of building strong	September 2020

Priority 2

impacts to families, loss of jobs, food insecurity, etc.)	relationships with students and understanding how to best respond with supports.	
Time for social emotional support	In addition to the efforts noted above, the initial days of school will include time to focus on the social emotional needs of students to ensure that we can remove barriers to learning, provide support and prepare students for the academic challenges ahead.	Early September 2020

Priority 3

Priority 3

What will the District prioritize to extend success in 2020-21?	The district will prioritize efforts to improve graduation rates and graduation with advanced designation rates.
Why will this be prioritized?	This area is prioritized in that students experienced an interruption in their learning in Spring of 2020. We will focus on ensuring that in spite of the interruption, students will still meet all requirements for graduation.

**Measuring Success:** *What will the District look to as evidence of this being successful?*

Qualitative Improvement: Structures, Practices and Behaviors	
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?
More frequent progress monitoring of students identified as “at risk” of not meeting graduation requirements.	September through June
Better use of tiered levels of intervention to target students at risk based upon academic, behavior and attendance data.	September through June
More opportunities for students to engage in career-related experiences and job opportunities.	September through June
Increased academic rigor and opportunities for acceleration at the middle level.	September through June

Quantitative Improvement: Outcomes	
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What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):  Districtwide graduation rate including out of district students	Middle of Year 2020	Middle of Year 2021
	83.98%	85%
	End of Year 2020 (optional)	End of Year 2021
		87%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 3

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Sept 2020	Jan 2021	Student support team, in collaboration with high school guidance counselors, will meet more frequently to progress monitor students identified as “at risk” of not meeting the graduation requirements. Particular attention will be paid to students who received credit for Regents courses that transitioned to a virtual format in the Spring due to COVID-19. Staff will continue to utilize the graduation maps and early warning indicators in eSchool Data.
Sept 2020	Jan 2021	College and Career Liaisons will provide support to all students, especially those at risk, to provide college and career counselling and develop college and career plans with students. They will also work to arrange more opportunities for job shadowing, guest speakers from surrounding industries and internship opportunities for Troy students.
Sept 2020	Jan 2021	The district will continue to offer the “Equine Assisted Learning Program” to at risk students at the middle and high school levels. The curriculum will include life skills, character education, barn/stable and classroom activities, vocational development and horsemanship skills. All students will be engaged in unmounted equine activities. This will help focus the efforts in social emotional learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills
Sept 2020	Jan 2021	The high school faculty and staff will participate in professional development to improve research-based proven strategies for reducing chronic absenteeism, improving technology integration and practicing trauma-sensitive approaches in their work.
Aug 2020	Jan 2021	Technology coaches and liaisons will work with faculty and staff to effectively integrate technology in order to prepare students for college and careers. Faculty and staff will work to identify where their technology skills fall on the SAMR model and work to improve their practices to get to redefinition of teaching and learning.
Sept 2020	Jan 2021	The TMS building leadership team will work to identify ways to increase academic rigor at the middle school level with greater opportunities for acceleration open to all students.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan 2021	June 2021	College and Career Liaisons will provide support to all students, especially those at risk, to provide college and career counselling and develop college and career plans with students. They will also work to arrange more opportunities for job shadowing, guest speakers from surrounding industries and internship opportunities for Troy students.
Jan 2021	June 2021	The district will continue to offer the “Equine Assisted Learning Program” to at risk students at the middle and high school levels. The curriculum will include life skills, character education, barn/stable and classroom activities, vocational development and horsemanship skills. All students will be engaged in unmounted equine activities. This will help focus the efforts in social emotional

Priority 3

		learning, including interventions that build resilience, self-control, empathy, persistence, and other social and behavioral skills
Jan 2021	June 2021	Technology coaches and liaisons will work with faculty and staff to effectively integrate technology in order to prepare students for college and careers. Faculty and staff will work to identify where their technology skills fall on the SAMR model and work to improve their practices to get to redefinition of teaching and learning.
Jan 2021	June 2021	Student support team, in collaboration with high school guidance counselors, will meet more frequently to progress monitor students identified as “at risk” of not meeting the graduation requirements. Particular attention will be paid to students who received credit for Regents courses that transitioned to a virtual format in the Spring due to COVID-19. Staff will continue to utilize the graduation maps and early warning indicators in eSchool Data.
Jan 2021	June 2021	The high school faculty and staff will participate in professional development to improve research-based proven strategies for reducing chronic absenteeism, improving technology integration and practicing trauma-sensitive approaches in their work.
Jan 2021	June 2021	The TMS building leadership team will continue to work to identify ways to increase academic rigor at the middle school level with greater opportunities for acceleration open to all students.

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year’s missed content is covered in Fall.</i>	<i>August</i>
Ensure that all students have mastery of Regents coursework content and skills.	With the removal of Regents examinations in Spring of 2020, the district will work to modify curriculum maps at the high school level to ensure that students can demonstrate knowledge and skills of all essential content.	September and October 2020
Continued support for technology integration	Given the multiple models of learning that are available in Troy in 20-21, and the possibility that all students in Troy will switch to online learning in the event of a spike in cases, continued professional development on the use of learning management systems (i.e. Google and SeeSaw) will continue to be a major focus.	August 2020 through June 2021

Priority 4

Priority 4

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>The district will prioritize efforts to reduce the percentage of students who meet the criteria for “Chronically Absent” as determined by the New York State Education Department.</b>
<b>Why will this be prioritized?</b>	<b>This area is prioritized in that it is critically important for students to attend school daily, either in person or remotely, to minimize any loss as a result of the closure of school in Spring 2020. It is also an indicator for which at least one subgroup in three of our schools received a Level 1 indicator.</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
The district attendance committee will identify and share attendance improvement strategies that are working within the district.	September - November	
Building attendance committees will identify students at risk of chronic absenteeism based upon last year’s attendance data.	September	
Building attendance committees will work with faculty and staff to develop individual plans to improve attendance for specific students.	September through June	
The district will expand opportunities for students to access instruction and complete work remotely so that they do not fall behind academically.	September through June	
<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
% of students districtwide who meet the criteria for chronically absent	27.89%	26.89%
	End of Year 2020 (optional)	End of Year 2021
		25.89%
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
	End of Year 2020 (optional)	End of Year 2021

Priority 4



Priority 4

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Sept 2020	Jan 2021	The districtwide attendance committee will meet monthly to review building/district chronic absenteeism data and make recommendations for follow up to building attendance committees highlighting best practices in improving attendance for all students.
Sept 2020	Jan 2021	The district will expand the role of the district parent engagement coordinator to better support families in getting all students to attend school daily.
Sept 2020	Jan 2021	The district will continue to participate in training on research-based strategies for improving student attendance. In addition, information will be shared with others in the school community and families.
Sept 2020	Oct 2020	The district attendance team will work together to clarify attendance letters and protocols to ensure consistency across the district
Sept 2020	Jan 2021	The district will begin examining additional possibilities for supporting truant students in the form of sweeper bus runs, and/or personnel.
Sept 2020	Jan 2021	The district will expand its use of blended learning and flipped classrooms as ways of delivering more flexible learning opportunities to students.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan 2021	June 2021	The districtwide attendance committee will meet monthly to review building/district chronic absenteeism data and make recommendations for follow up to building attendance committees highlighting best practices in improving attendance for all students.
Jan 2021	June 2021	The district will expand the role of the district parent engagement coordinator to better support families in getting all students to attend school daily.
Jan 2021	June 2021	The district will continue to participate in training on research-based strategies for improving student attendance. In addition, information will be shared with others in the school community and families.
Jan 2021	June 2021	The district attendance team will work together to clarify attendance letters and protocols to ensure consistency across the district
Jan 2021	June 2021	The district will begin examining additional possibilities for supporting truant students in the form of sweeper bus runs, and/or personnel.
Jan 2021	June 2021	The district will expand its use of blended learning and flipped classrooms as ways of delivering more flexible learning opportunities to students.

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
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Priority 4

<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Need to reach out to students in multiple ways (in-person and virtual)	The district will offer three models of learning in 20-21 for students as a result of COVID-19: an in-person model, a hybrid model and a completely remote learning model. This will allow students who are at risk to attend school daily in a way that they are comfortable with.	September 2020 - June 2021

## Priority 5

<b>What will the District prioritize to extend success in 2020-21?</b>	<b>The district will prioritize efforts to improve equity in opportunities and outcomes for all students.</b>
<b>Why will this be prioritized?</b>	<b>This area is prioritized as it reflects our critical responsibility as educational leaders. In addition, it represents a key component of the reform agenda of the New York State Board of Regents and the Troy City School District.</b>

**Measuring Success:** *What will the District look to as evidence of this being successful?*

<b>Qualitative Improvement: Structures, Practices and Behaviors</b>		
What do you want to see look different as an indicator that you are on the right track (structures, practices, or behaviors, etc.)?	When would you expect to see this in place?	
More participation in professional development related to ensuring equity in opportunity and outcomes for all students.	September through June	
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.	September through June	
The district will form an Equity Committee that will meet four times throughout the year to monitor the progress of the teams noted above in achieving their equity goals.	September through June	
Classroom libraries and instructional materials will be more culturally responsive in nature, and faculty will include more diversity to better represent the students and families we serve.	September through June	
<b>Quantitative Improvement: Outcomes</b>		
What data would you use to determine this is successful?		
Specific Data Point	Baseline	Target
Data Point 1 (required):	Middle of Year 2020	Middle of Year 2021
Number of efforts (both in-person and virtually) will increase to recruit and retain a more diverse teaching force.	3 events	4 events
	End of Year 2020 (optional)	End of Year 2021
		6 events
Data point 2 (optional):	Middle of Year 2020	Middle of Year 2021
TBD - Each school and department will identify an inequitable practice (i.e. achievement gaps, disproportionality in suspensions, access to higher level courses, etc.)		
	End of Year 2020 (optional)	End of Year 2021

Priority 5

<p>that will become the focus of an improvement cycle for the 20-21 school year. These practices will include qualitative data to measure progress toward achieving greater equity.</p>		
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Priority 5

**Taking Action:** *What actions will the district do so that the success identified above will be realized?*

<b>August Through January</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Sept 2020	Jan 2021	The SEDL Committee will meet monthly to analyze data to identify areas where additional tiered interventions and supports are needed.
Sept 2020	Jan 2021	The district will offer professional development for teachers and leaders, <i>Reimagining Education</i> through Columbia University (or a similar program). This year round embedded professional development will focus on culturally relevant pedagogy, racial and cultural literacy, culturally responsive leadership, parent and community engagement and addressing policies related to student assignment and tracking.
Oct 2020	Jan 2021	All school building leadership teams and departments will identify an inequitable practice within their school/department that will become the focus of an equity improvement cycle for the academic year.
Sept 2020	Jan 2021	The district will convene an Equity Committee that meets four times per year to review and monitor the progress of the schools/departments in achieving their equity goals. Two meetings will take place prior to January.
Aug 2020	Jan 2021	As part of the district mentoring program, new teachers will participate in additional training focused on equity in their professional practices as they relate to planning, the classroom environment, instruction and other professional responsibilities.
Sept 2020	Jan 2021	The district will continue to provide training on understanding implicit bias with Tyrone Howard, or another educational expert in this area.
Sept 2020	Dec 2020	Survey tools will be revised to include questions related to student, faculty/staff and parent perceptions of equity and discrimination. Survey data will then be used to drive improvement efforts in this area.
<b>January Through June</b>		
<b>Start</b>	<b>End</b>	<b>Action</b>
Jan 2021	June 2021	The SEDL Committee will meet monthly to analyze data to identify areas where additional tiered interventions and supports are needed.
Jan 2021	June 2021	The district will offer professional development for teachers and leaders, <i>Reimagining Education</i> through Columbia University (or a similar program). This year round embedded professional development will focus on culturally relevant pedagogy, racial and cultural literacy, culturally responsive leadership, parent and community engagement and addressing policies related to student assignment and tracking.
Jan 2021	June 2021	All school building leadership teams and departments will identify an inequitable practice within their school/department that will become the focus of an equity improvement cycle for the academic year.
Jan 2021	June 2021	The district will convene an Equity Committee that meets four times per year to review and monitor the progress of the schools/departments in achieving their equity goals. The final two meetings will take place prior to June..
Jan 2021	June 2021	As part of the district mentoring program, new teachers will participate in additional training focused on equity in their professional practices as they relate to planning, the classroom environment, instruction and other professional responsibilities.

Priority 5

Jan 2021	June 2021	The district will continue to provide training on understanding implicit bias with Tyrone Howard, or another educational expert in this area.
Jan 2021	June 2021	Survey data will continue to be used to drive improvement efforts in this area.

**Addressing COVID-19 Related Challenges**

It is likely that extended school closure and disruptions to everyday life could create additional needs that could present challenges in achieving this Priority. In the space below, identify the closure-related needs the District has considered for this specific Priority and how the District intends to address these needs. *(add additional rows as needed)*

<b>Need</b>	<b>Strategy to Address</b>	<b>When</b>
<i>Ex: Curriculum Maps need updating</i>	<i>Convene vertical teams to ensure last year's missed content is covered in Fall.</i>	<i>August</i>
Need to address inequitable impacts of the COVID-19 on students and families.	As noted above, conference days at the beginning of the year will be extended to include time for leaders, faculty and student support teams to reach out to all students and families to begin the important work of building strong relationships with students and understanding how to best respond with supports. This is driven by the understanding that some families have been inequitably impacted by COVID-19. We will work to ensure equitable programs and services for students in need.	September 2020

## 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 As part of the root cause analysis process, the District investigated areas of low performance and resource inequities to identify strategies to address resource inequities within the District and promote improved student outcomes.
3. X The Stakeholder Involvement Signature Page will be printed, scanned, and submitted with the signatures of those that participated in the development of the DCIP.
4. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
5. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
6. 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.
7. 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).
8. 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](mailto:DCIP@nysed.gov) the following documents by July 31, 2020:

1. DCIP
2. DCIP Planning Document
3. A scanned copy of the Stakeholder Involvement Signature Page. *This requirement may change as a result of continued restrictions on travel and public gatherings. NYSED will reach out to districts in mid-June to indicate if electronic signatures will be accepted in lieu of the Stakeholder Involvement Signature Page.*

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).