



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Troy City School District	John Carmello

## 2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

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

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We prioritize meeting the social-emotional developmental health needs of students and families.</p>
<p><b>Why is this a priority?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District's vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district's long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The district's mission and vision 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. 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.</p> <p>To that end, the district and our identified school have established several commitments for the 2022-2023 academic year. We understand how critically important it is to maintain a welcoming and affirming environment, and for all students to feel like they are valued and belong in our schools. We have committed to strengthening connections among our students and the school community at large.</p> <p>In addition, the work outlined in Priority 1 supports the SCEP for our TSI school (Commitment #1) by focusing on engaging all students in learning through meeting their academic and social emotional needs. Using the Equity Self-Reflection document helped both the district team and members of the building leadership teams to understand the need to focus even more intensely on the explicit teaching of Second Step - the district's social-emotional, articulated curriculum in ways that are affirming to the very identities of all students. Additionally, our work will deepen in the area of Restorative Practices as a means of learning from our actions and ultimately driving down the number of incidents of disciplinary referrals and suspensions.</p>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Embedded professional support for classroom management</p>	<p>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 (Brian Mendler, Karen Peper, Melissa Macaluso and Heidi LaFleur) as well as the instructional coaches and delivered both in classrooms and at faculty meetings throughout the year.</p>	<p>Principal walkthroughs conducted throughout the year will focus on quality of classroom management. Walkthrough data will be analyzed by the school leadership team and shared with the faculty three times yearly (Fall, Winter and Spring).</p> <p>Positive survey responses from students, improved attendance rates and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness.</p>	<p>Substitute teachers will be needed to allow for team-based classroom management lab cycles.</p> <p>Funding is needed to support the embedded work of a consultant and the coaches.</p> <p>School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.</p>
<p>Embedded professional support for trauma sensitive practices in schools</p>	<p>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</p>	<p>Positive survey responses from students and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness.</p>	<p>Funding is needed to support the embedded work of a consultant and the coaches.</p> <p>School leadership teams will need time to analyze walkthrough data and</p>

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	<p>instructional coaches. Support needed will be determined by the Building Leadership Team (BLT) and planned at the school level throughout the year.</p>		<p>share findings with faculty and staff.</p> <p>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.</p>
<p>Progress Monitoring by the Code of Conduct Committee</p>	<p>In that the 2022-2023 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.</p>	<p>Positive survey responses from students and reductions in disciplinary referrals throughout the year will serve as indicators of effectiveness.</p> <p>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.</p>	<p>Space, time and members of the Code of Conduct Committee will be needed to ensure this task is completed.</p>
<p>Data analysis sessions facilitated by the Social Emotional Development and Learning (SEDL) Committee</p>	<p>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.</p>	<p>The SEDL Committee will determine each month if adjustments need to be made or additional support needs to be provided to students based on social, emotional and/or behavioral needs as evidenced in the SAEBRS, Fastbridge and/or ACES progress monitoring data.</p>	<p>Space, time and members of the SEDL Committee will be needed to ensure this task is completed.</p>
<p>Use of Second Step Curriculum</p>	<p>Teachers and support providers will deliver Second Step lessons for the</p>	<p>Positive survey responses from students and reductions in disciplinary</p>	<p>Resources needed include the following:</p>

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	explicit teaching of the social emotional curriculum. This curriculum helps students with both executive functioning skills as well as self-regulation strategies.	referrals throughout the year will serve as indicators of effectiveness.  Referral data will be reviewed on a monthly basis at the building level, and	<ul style="list-style-type: none"> <li>Teachers and support providers time to deliver lessons</li> </ul>
Alignment of the Multi-Tiered Systems of Supports (MTSS) Processes throughout all schools in the district	<p>Assistant Director of Grants, Academic Programs and Accountability will work with MTSS liaisons, Data liaisons and Instructional Coaches.</p> <p>Professional development will be provided on the MMI, including all district required assessment systems (Frontline, eDoctrina, Fastbridge, etc.).</p> <p>Professional development on best practices related to implementing Multi-Tiered Systems of Support as provided by our higher education partnership with the State University of New York at Albany.</p>	<p>Articulated systems in place for the consistent use of the Multiple Measures Indexing System (which includes Frontline) to identify local tiering of students (Intensive, Strategic and Enrichment).</p> <p>Established MTSS processes at the school level that consistently support teachers in designing tiered support for students (from whole class, to small group, to 1:1 targeted sessions with students).</p> <p>Data liaisons functioning in the same way in each of our schools and consistently contributing to increased student achievement, behavior and attendance.</p>	<p>Resources needed include the following:</p> <ul style="list-style-type: none"> <li>Assistant Director of Grants, Academic Programs and Accountability, MTSS Liaisons, Coaches and Data Liaisons time to meet as teams and participate in professional development.</li> <li>Funding to support new training on Frontline, eDoctrina and the district's Multiple Measures Indexing System.</li> <li>Partnership with the State University of New York at Albany.</li> </ul>
Professional Development and Book Study on "Next Level Teaching: Empowering Students and	Members of the full administrative council will participate in a book study on "Next Level Teaching". Professional development sessions on early release days and Superintendent's Conference	Principal walkthroughs conducted throughout the year will focus on quality of classroom management. Walkthrough data will be analyzed by the school leadership team and shared with the faculty three times yearly (Fall,	Funding will be needed to support the contractual services of Jonathan Alsheimer and the purchase of his book for the entire administrative

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Transforming Culture” by Jonathan Alsheimer	Days will be offered throughout the year to supplement our reading. The goal is to transform school culture by focusing on engaging teaching and learning.	Winter and Spring).	council.
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

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

By the end of the 2022-2023 school year, the district hopes to achieve the following:

- Survey data showing the improvements below (2020-2021 and 2021-2022 data in parenthesis):
  - 5% decrease in the percentage of students who report that behavior interferes with learning (54.5%).
    - **2021-2022 Actual - 55.1%**
    - **2021-2022 Students use appropriate behavior throughout classroom instruction. 44.9%**
  - 5% decrease in the percentage of teachers who report that behavior interferes with learning (45.6%).
    - **2021-2022 Actual - 46.4%**
    - **2021-2022 Students use appropriate behavior throughout classroom instruction. 53.6%**
  - 5% decrease in the percentage of staff who report that behavior interferes with learning (75.5%).
    - **2021-2022 Actual - 66.7%**
  - 5% decrease in the percentage of families who report that behavior interferes with learning (57.5%).
    - **2021-2022 Actual - 62.7%**
- 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)**
- Year to year comparison data will show fewer students who received at least one out of school suspension.
  - 2018-2019 - 600

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- **2021-2022 - 491 (As of May 30, 2022)**
- 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%
  - 2020-2021 - 46.2% of students at the elementary level (K-5)
  - **2021-2022 - 50.0% (As of May 30, 2022)**
- 2018-2019 - 26.7%
- 2020-2021 - 28.3% of students at the secondary level (6-12)
- **2021-2022 - 37.2% (As of May 30, 2022)**



## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We prioritize instruction, intervention and support to meet the demonstrated needs of students.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>As a district, our core enterprise continues to be 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 focuses on highly effective instruction, intervention and academic support that match students’ abilities, allowing them to learn and grow.</p> <p>While we believe the pandemic is behind us, students continue to be impacted by the devastating effects of loss of instruction. In that gaps in learning vary considerably as a result of students’ unique situations and experiences during both the 2020-2021 and 2021-2022 school years, we have focused our resources (time, money and staffing) on the provision of more frequent and targeted individual and small group work to expedite student learning.</p> <p>This work supports our identified school in achieving it’s Commitment #3 which targets the performance of the sub-group for which they are identified: “through rigorous instruction, scores for students with disabilities will continue to increase on both <u>growth</u> and <u>achievement</u> measures on all district and building level assessments.</p>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Curriculum Review and Alignment to NY and Next Generation Standards</p>	<p>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)</p> <p>Summer committee will revise reports cards to align to the Next Generation Standards for ELA and Math</p>	<p>Classroom libraries will have more diverse materials so that they provide windows, mirrors and sliding glass doors for students.</p> <p>Faculty and staff will be using supplemental resources to support increased needs in the explicit teaching of Phonemic Awareness.</p> <p>Student survey data will show improved outcomes regarding rigor, cultural relevance and engagement.</p>	<p>Resources needed include the following:</p> <ul style="list-style-type: none"> <li>● Paid summer curriculum writing time for teachers</li> <li>● Space throughout the district for teacher teams to work during summer school</li> <li>● Curriculum Leaders to facilitate curriculum review sessions</li> <li>● Purchased materials (Heggerty Phonemic Awareness Kits,</li> </ul>

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			new Core Math program - Eureka Math Squared, additional books for classroom libraries.
Assessment of Student Learning	<p>Students will be assessed using the universal screener (Fastbridge) for reading and math to determine risk levels and identify skill gaps. (September)</p> <p>Students will be assessed using interim assessments (testlets) 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).</p>	<p>Faculty and staff will use time on the opening conference days and the <b>monthly</b> Data, Feedback, Strategy (DFS) meetings to analyze student assessment information and to identify and monitor instructional and curricular needs.</p> <p>Teachers will develop “Next Steps for Instruction” which will be implemented prior to the next meeting. Progress monitoring will show whether there is evidence of impact for students and whether or not they are progressing in Reading levels (A-Z). Instructional coaches will support this cyclical improvement cycle by facilitating DFS meetings, collaboratively planning with teachers and modeling instruction through embedded coaching cycles.</p>	<p>Release time on the first Wednesday of the month will continue to allow grade level teacher teams to analyze student data and strategize about necessary instructional responses.</p> <p>Instructional coaches in each school will support teachers in planning “Next Steps for Instruction” as data is examined by teams.</p>
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 Teachers	Principal walkthroughs conducted throughout the year will focus on frequency and quality of individual and small group conferring sessions in Reading, Writing and Phonics instruction. Walkthrough data will be	Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Teachers College Staff Developers.

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	College 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.	analyzed by the school leadership team and shared with the faculty three times yearly (Fall, Winter and Spring).  Gains in student achievement will be noted in progress monitoring data for Reading, Writing and Phonics.	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 2 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.	Principal walkthroughs conducted throughout the year will show more frequent and improved individual and small group conferring sessions in Mathematics instruction.  Gains in student achievement will be measured in progress monitoring tools for mathematical fluency and concepts.	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 (Fall and Spring).	Stakeholders will respond specifically to survey items that align to areas shown as needing improvement (student engagement, collaboration and academic rigor). This data will be reviewed by the Building Leadership Team and disseminated to faculty and staff in a subsequent faculty meeting.	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

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

- 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**
  
- 2021 Spring - 33.72% of students
- **2022 Spring - 33.72% of students**

aMath:

- 2020 Winter - 29.19 % of students
- **2021 Winter - 32.14% of students**
  
- 2021 Spring - 29.48% of students
- **2022 Spring - 30.91% of students**

- 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**

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- 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)
- Troy CSD Reading data (F&P levels) will show an increase in the number of students reading at or above grade level.
  - Winter 2021 - 711 (59%)
  - Winter 2022 - 813 (64%)
- Survey data will show increases to the baseline percentages noted below:
  - 2020-2021 - 48.9% of students reported that “Our school curriculum (work) is challenging.”
  - **2021-2022 Actual - 44.5%**
  - 2020-2021 - 31.4% of students reported that “In class, we often work with partners or in groups.”
  - **2021-2022 Actual 42.0%**
  - 2020-2021 - 45.6% of students reported that “Classes are interesting and keep my attention.”
  - **2021-2022 Actual - 39.4%**

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2022-23?</b></p>	<p>We prioritize improving equity in opportunities and outcomes for all students.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>● <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>● <i>Why did this emerge as something to prioritize?</i></li> <li>● <i>What makes this the right commitment to pursue?</i></li> <li>● <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The strong educational and social foundation outlined in the district’s mission and vision focuses 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. Our equity self reflection still places us in the integrating category, we are proud of the fact that we have continued this work in meaningful and relevant ways. In addition, we have modified 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.</p> <p>Additionally, this commitment aligns fully with that of our identified school, which has incorporated all four core principles of the Framework in its SCEP. Their team has focused intensely on the role of family-school partnerships in helping to achieve greater equity. Their Commitment #2 highlights this work: “We commit to strengthening connections among our families and school community.” They also intend to capture the degree of improvement relative to reciprocal communication between home and school.</p>

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We plan to continue to build on the work we have started in the 2021-2022 school year to achieve greater levels of equity throughout our organization.



## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Equity Improvement Cycles</p>	<p>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.</p>	<p>Teams will identify a metric at the beginning of the year that will serve as the target for this work. Some of the targets from the 2020-2021 academic year include: Reduction in suspension of black male students with disabilities, reading comprehension for Hispaic students, multi-racial student graduation rate, etc. 2021-2022 targets will be established in September of 2022. The Assistant Superintendent will meet monthly with all principals/directors to monitor progress toward each equity goal, making adjustments as needed.</p>	<p>Time for the Building Leadership Teams and departments to examine areas of inequity and identify the focus of their equity improvement cycle.</p> <p>Time for the leadership team to monitor progress toward equity goals.</p>
<p>Professional Development on restorative practices (with Laurie DiCarlo), high impact strategies for changing school culture (Alzheimer) and engaging</p>	<p>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</p>	<p>Faculty, staff, leaders and Board of Education members will participate in training on how to improve excellence and equity in our schools.</p> <p>Positive survey responses from students in the following areas will</p>	<p>Funding is needed to support the embedded work of consultants.</p> <p>Time and space are needed to provide the training.</p>

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<p>fathers/males as school partners (Rollins and Alston)</p>	<p>School Partners..</p>	<p>serve as indicators of effectiveness:            *Students say the curricula is relevant to their interests and backgrounds.            *Students say the curricula helps them learn and celebrate various student cultures and backgrounds.            *Students say that staff show bias toward particular student groups.</p> <p>Positive survey responses from families in the following area will serve as an indicator of effectiveness:            Racism exists in our schools.</p>	
<p>District-wide Equity Committee</p>	<p>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.</p>	<p>Evidence of success will be a more diverse faculty, increased student diversity in advanced courses and positive student survey responses as noted in the previous strategy.</p>	<p>Time for the Equity Committee to analyze data and make recommendations to the leadership team.</p>
<p>DLT and Survey Administration</p>	<p>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 settings. Administration in the Fall of 2021 and again in Spring of 2022.</p>	<p>Surveys will be revised to include demographic information. This was a recommendation of the Equity Committee who felt that it would be helpful to be able to drill down in our responses to understand any trends that emerged from different subgroups of stakeholders. Survey results will be analyzed and shared with the leadership team so that adjustments can be made as needed.</p> <p>We will know this strategy has worked if we see more favorable survey responses related to diversity, equity</p>	<p>Funding to purchase the comprehensive survey instrument, including recommended revisions.</p>

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		and inclusion.	
College and Career Counseling for All	College and Career Liaisons will provide support to all students, especially those at risk, to provide college and career counseling and develop college and career plans with students. They will also arrange more opportunities for job shadowing, guest speakers from surrounding industries and internship opportunities for Troy students.	<p>This strategy has emerged from the work of many groups. However, families have been among those asking for an increased focus on making sure that students have access to both college and careers, depending upon their personal choice.</p> <p>We will know if this strategy is effective if more students are participating in visits to colleges and industry partners, and through the development of college and career plans.</p>	Time for the College and Career Transition liaisons to identify students' areas of interest, arrange for both college visits and experiential learning through industry partners.
Curriculum Audit	Curriculum Leaders will use monthly departmental meeting times and conference day times to conduct a curriculum audit to ensure that multiple perspectives are represented in our units of study. We will continue to add culturally responsive materials to our teaching resources (Summer 2021 and monthly throughout 2021-2022)	Evidence of success will be a more diverse faculty, increased student diversity in advanced courses and positive student survey responses as noted in the previous strategy.	<p>Paid teacher time to conduct curriculum audits as summer curriculum work is performed.</p> <p>Funding to purchase additional culturally responsive teaching and learning materials.</p>
Professional development in conducting effective home visits that build partnerships and improve student attendance and family engagement (Williams	Training for all who work to reduce chronic absenteeism and improve student participation in school.	Success will be evident in increased frequency of home visits, increased family involvement at school and community events, and survey responses that show an increase in parents' perception related to communication, outreach and feeling valued.	Use of the increased resources related to improving attendance: Attendance committees at the school and district level, three attendance improvement specialists at the elementary, middle and

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at NYSUT)			high school levels, and funding to support the training offered in house as well as training opportunities outside the district..
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## Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

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.

- Survey data will show increases to the baseline percentages noted below:
  - 2020-2021 - 53.3% of faculty reported that “Students say the curricula (work) is relevant to their interests and background.”
  - **2021-2022 Actual 51.2%**
  
  - 2020-2021 - 48.7% of staff reported that “Students say the curricula (work) helps them learn and celebrate various student cultures and backgrounds.”
  - **2021-2022 Actual 54.5%**
  
  - 2020-2021 - 29.9% of families reported that “Students say that staff show bias toward particular student groups.”
  - **2021-2022 Actual 36.1%**
  
  - 2020-2021 - 38.4% of students reported that “Students say that staff show bias toward particular student groups.”
  - **2021-2022 Actual 40.3%**
  
  - **2021-2022 - Families, by subgroup, reporting that “Racism is a problem in our schools”**
    - All Families - 27.2%
    - Black/African American - 51.1%
    - Hispanic/Latino - 25.9%
    - White - 19.7%

## 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 <i>(if applicable)</i>
John Carmello	Superintendent	
Donna Watson	Asst. Superintendent for Curriculum and Instruction	
Adam Hotaling	Asst. Superintendent for Business	
Juli 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	Asst. Director of Pupil Services	
Matthew Flowers	Board Member	
Ann Apicella	Board Member	
Sabina Dinardo	Elementary Principal	Carroll Hill School
Karen Cloutier	Elementary Principal	School 14
Tracy Ford	Elementary Principal	School 16

Our Team's Process

James Canfield	Building Administrator	
Virginia DonVito-MacPhee	Elementary Principal	School 18
Tarek Abdallah	District Data	
Joseph Mariano	Secondary Principal	Troy High School
Nicole MacNeil	Math Curriculum Leader	
Judi Gawinski	ELA Curriculum Leader	
Jill McClement	Teacher	
Genevieve Stinson	Elementary Teacher	School 18
Bob Wallen	Elementary Teacher / TTA Union Vice President	Carroll Hill School
Jennifer Harkin	Parent	
Tysha Tyson	Parent	
Thomas Dansereau	Parent	
Jennifer Rondeau	Parent	

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
5/18/22 District Leadership Team	Virtual
5/31/22 District Leadership Team	Virtual
7/6/22 District Leadership Team	Virtual
7/21/22 DCIP Planning Meeting	District Office

### Districts with TSI Schools Only

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

Stakeholder group	How have the perspectives of this group been incorporated into 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



### Stakeholder Participation

	<p>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.</p>
Secondary Schools: Students from each identified subgroup	<p>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!</p>

## Submission Assurances

### Submission Assurances

#### Directions

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

1.  The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4.  The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.
5.  A comprehensive systems approach will be established to recruit, develop, retain, and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education Law §3012(c) and §3012(d).
6.  Meaningful time for collaboration will be used to review and analyze data 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) by August 1, 2022, 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).