New York State
EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Troy City School District	John Carmello

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

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

Our Priority

What will we prioritize to extend success in 2023-24?	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?* ● *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 2023-2024 school year, we no longer have any schools required to submit a SCEP as part of the NYSED accountability system. We do, however, have one remaining school identified as a CSI support school, and it is currently in Receivership. Our DCIP priorities are based on current district needs and, in large part, on the themes that emerged in the "Receivership Continuation Plan" including ***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 2022-2023 DCIP show that meeting the social-emotional developmental health needs of students and families remains our most significant area of need. Of the ten indicators for this priority (which draw from survey data, referral data, suspension data and attendance data), we were successful at meeting four out of ten of our targets, just under 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?

Expansion of the District's Student Mental Health Grant for the 2023-2024 School Year	Beginning in September, the Student Mental Health Grant will be used to expand access to 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 form 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 (Brian Mendler, Karen Peper, Melissa Macaluso and Heidy LaFleur) 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.
Comprehensive Review by the Code of Conduct Committee	The 2023-2024 school year is a comprehensive review year for the "Code." The Code of Conduct Committee will meet quarterly for the purposes of revising the Code to ensure that more restorative practices are utilized and to analyze all discipline data for the purposes of improving student outcomes and chances for success.	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.
Use of Second Step	Teachers and support providers will	Resources needed include

Curriculum and/or a Supplemental Resource for Bullying Prevention	deliver Second Step lessons for the explicit teaching of the social emotional curriculum. This curriculum helps students with both executive functioning skills as well as self-regulation strategies.	the following: ● Teachers and support providers time to deliver lessons
Alignment of the Multi-Tiered Systems of Supports (MTSS) Processes throughout all schools in the district and training for all liaisons to support standard district report generation at multiple points throughout the year	Assistant Director of Grants, Academic Programs and Accountability will work with MTSS liaisons, Data liaisons and Instructional Coaches. Professional development will be provided on the MMI, including all district required assessment systems (Frontline, eDoctrina, Fastbridge, etc.). 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. Training for all Data Liaisons, Coaches and MTSS Liaisons for generating standardized district reports for academics, behavior and attendance at various points throughout the year.	Resources needed include the following: ● Assistant Director of Grants, Academic Programs and Accountability, MTSS Liaisons, Coaches and Data Liaisons time to meet as teams and participate in professional development. ● Funding to support new training on Frontline, eDoctrina and the district's Multiple Measures Indexing System. ● Partnership with the State University of New York at Albany.
Professional Development and Book Study on "Leveling Up" by Ryan Leak	Members of the full administrative council will participate in a book study on "Leveling Up". Professional development sessions on early release days and Superintendent's Conference Days will be offered throughout the year to supplement our reading. The goal is to transform school culture by focusing on the ways that we can level up our entire organization.	Funding will be needed to support the purchase of the book and participation in the Model Schools conference for the entire administrative council.

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 2023-24 school year.

Priority 1

By the end of the 2023-2024 school year, the district hopes to achieve the following improvements (prior years shown):

- Increase in the percentage of <u>students</u> who report that students use appropriate behavior throughout classroom instruction.
    - 2021-2022 Actual - 44.9%
    - 2022-2023 Actual - 29.2%

- Increase in the percentage of <u>teachers</u> who report that students use appropriate behavior throughout classroom instruction.
    - 2021-2022 Actual - 53.6%
    - 2022-2023 Actual - 35.3%

- Increase in the percentage of <u>families</u> who report that students use appropriate behavior throughout classroom instruction.
    - 2021-2022 Actual - 70.2%
    - 2022-2023 Actual - 70.1%

- 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 - 1264 (As of May 30, 2023)

- 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 - 521 (As of May 30, 2023)

- 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 - 41.5% (As of May 30, 2023)

    - Students at the secondary level (6-12)
    - 2021-2022 - 37.2% (As of May 30, 2022)
    - 2022-2023 - 31.6% (As of May 30, 2023)

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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 Fall, Winter and Spring	
Fewer numbers of students receiving at least one behavioral referral.	December 31, 2023 May 30, 2024	
Fewer numbers of students receiving at least one out of school suspension.	December 31, 2023 May 30, 2024	
A lower percentage of elementary students who meet the NYS Definition for Chronically Absent	December 31, 2023 May 30, 2024	
A lower percentage of secondary students who meet the NYS Definition for Chronically Absent	December 31, 2023 May 30, 2024	

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2023-24?	We prioritize instruction, intervention and supports 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?* ● *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 2023-2024 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 outcomes measures of student achievement set in the 2022-2023 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 "Receivership Continuation Plan" 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. Finally, our student survey data continues to demonstrate a significant need in making learning more rigorous, interesting and engaging for all students.

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 committee will revise report cards to align to the Next Generation Standards for ELA and Math and to upload all district assessments to eDoctrina for Computer-based Testing practices for all students in 2023-2024 (NYS Assessments begin CBT for grades 5 and 8).	Resources needed include the following: ● Paid summer curriculum writing time for teachers ● Space throughout the district for teacher teams to work during summer school ● Curriculum Leaders to facilitate curriculum review sessions ● Purchased materials (Heggerty Phonemic Awareness Kits, new Core Math program - Eureka Math Squared, additional books for classroom libraries.
Assessment of Student Learning	Students will be assessed using the universal screener (Fastbridge) for reading and math to determine risk levels and identify skill gaps. (September) Students will be assessed using interim assessments (testlets) in ELA and Math to monitor progress over time (October, December and February) and reading levels	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. Instructional coaches in each

	will be determined using Fountas and Pinnell (Fall, Winter and Spring).	school will support teachers in planning "Next Steps for Instruction" as data is examined by teams.
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 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.	Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Teachers College Staff Developers. 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 3 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.	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).	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 2023-24 school year.

By the end of the 2023-2024 school year, the district hopes to achieve the following:

Winter and Spring universal screening (Fastbridge - aReading and aMath) data will show a decrease in the percentage of students in grades 3-8 that fall in the High Risk category.

- aReading:
    - 2021 Winter - 33.57% of students
    - 2022 Winter - 34.43% of students

    - 2022 Spring - 33.72% of students
    - 2023 Spring - 32.09% of students

- aMath:
    - 2021 Winter - 32.14% of students
    - 2022 Winter - 30.08% of students

    - 2022 Spring - 30.91% of students
    - 2023 Spring - 29.31% 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 2022 - 56.9% of students
    - May 2023 - 68.0% 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)

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%)

By the end of the 2022-2023 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%

- 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%

- 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%

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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 aReading assessments.	Winter 2023 Spring 2024	
A lower percentage of students who fall into the high risk category on aMath assessments.	Winter 2023 Spring 2024	
An increase in the percentage of students scoring proficient on the ELA testlets.	January 30, 2024 May 30, 2024	
An increase in the percentage of students scoring proficient on the Math testlets.	January 30, 2024 May 30, 2024	
An increase in the number of students reading at or above grade level on the Fountas and Pinnell Benchmark Assessments.	Winter 2023	
Higher percentages of students reporting that "curriculum is challenging," "work is happening in partners," and "classes are interesting."	Survey administration in Fall, Winter and Spring	

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2023-24?	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?* ● *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 "Receivership Continuation Plan" including *Social Emotional Learning and Safety, Instructional Strategies that Work and* ***Equity in Opportunities and Outcomes for All***. Their team 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. Our analysis of the 2022-2023 outcome data shows tremendous gains with regard to this priority, with the district achieving seven out of eight of the indicators identified for success. 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 2022-2023 school year 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?
Acquisition 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 Laurie DiCarlo), high impact strategies for changing school culture (Alsheimer) and engaging fathers/males as school partners (Rollins and Alston)	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. 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 settings. Administration in	Funding to purchase the comprehensive survey instrument, including recommended revisions.

	the Fall, Winter and Spring.	
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.	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 2023 and monthly throughout 2023-2024).	Paid teacher time to conduct curriculum audits as summer curriculum work is performed. Funding to purchase additional culturally responsive teaching and learning materials.
Professional development in conducting effective home visits that build partnerships and improve student attendance and family engagement (Williams at NYSUT)	Training for all who work to reduce chronic absenteeism and improve student participation in school.	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 high school levels, and funding to support the training offered in house as well as training opportunities outside the district.

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 2023-24 school year.

By the end of the 2022-2023 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%

- 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%

- Decrease 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%

- Decrease 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%

- 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%
  - Black/African American
    - 2021-2022, 51.1%
    - 2022-2023, 19.5%
  - Hispanic/Latino
    - 2021-2022, 25.9%
    - 2022-2023, 29.8%
  - White
    - 2021-2022, 19.7%

■ 2022-2023, 14.2%

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 to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	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. 2023 End-of-year Equity meeting with Principal and Deputy Superintendent - metrics established in Sept. 2023	
Higher percentage of teachers who report that "students say curricula is relevant to their interests and backgrounds."	Survey administration in Fall, Winter and 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 Fall, Winter and Spring	
A lower percentage of families who report that "students say staff show bias toward particular students groups."	Survey administration in Fall, Winter and Spring	
A lower percentage of students who report that "students say staff show bias toward particular students groups."	Survey administration in Fall, Winter and Spring	
A lower percentage of families by subgroup who report that "Racism is a problem in our schools."	Survey administration in Fall, Winter and Spring	

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	
Joseph Mariano	Secondary Principal	Troy High
Tarek Abdallah	Applications Engineer	
Robert Wallen	TTA Vice President, Teacher	Carroll Hill
Nicole MacNeil	Math Curriculum Leader	
Judi Gawinski	ELA Curriculum Leader	

Lyndsey Lutz	Instructional Coach	Troy Middle
Genevieve Stinson	Elementary Teacher	School 18
Jill McClement	Middle School Teacher	Troy Middle
Thomas Dansereau	Parent	
Tysha Tyson	Parent	
Jennifer Harkin	Parent	

Meeting Dates

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

Meeting Date	Location
January 25, 2023	District Leadership Team - Virtual
March 8, 2023	District Leadership Team - Virtual
April 19, 2023	District Leadership Team - Virtual
May 24, 2023	District Leadership Team - Virtual
May 25, 2023	DCIP Webinar
June 14, 2023	District Leadership Team - Virtual
July 19, 2023	District Leadership Team - Virtual

Districts with Schools Identified for TSI/ATSI Supports 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, 2023, 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).