



# District Comprehensive Improvement Plan (DCIP)

## *District-Level Priorities*

District	Superintendent
Troy City School District	John Carmello

### 2025-26 Summary of Priorities

In the space below, input the **three to five** District Priorities for 2025-26 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 2025-26?</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></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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <i>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?</i></li> <li>● <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>We rely on a district mission and vision that include the provision of a <b><u>strong social foundation</u></b>. 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 <b><u>socially and emotionally healthy and well</u></b>. 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>As we head into the 2025-2026 school year, we are focused on district-wide improvements, with special attention paid to our two elementary schools that have been designated as TSI Schools. Our DCIP priorities are based on current district needs and, in large part, on the themes that emerged in the “Envision-Analyze-Listen Activities” portion of the School Comprehensive Education Planning process. These include, but are not limited to <b><u>Social Emotional Learning and Safety</u></b>, <i>Instructional Strategies that Work and Equity in Opportunities and Outcomes for All</i>.</p> <p>The progress monitoring data and outcome data included in the 2024-2025 DCIP show that meeting the social-emotional developmental health needs of students and families remains a 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 five out of ten of our targets, so exactly 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.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>

Priority 1

<p>Implementation of the District's "Stronger Connections Grant Program" for the 2025-2026 School Year</p>	<p>The Stronger Connections Grant will be used to increase adult mentoring of students at risk across a variety of areas - academic, behavior, attendance and social-emotional needs. This grant remains in place for one more year.</p>	<p>District grant funds to support the small group and one on one mentoring of all students within the district who are deemed at risk using a variety of indicators.</p>
<p>Continuation of the District's Student Mental Health Grant for the 2025-2026 School Year</p>	<p>The Student Mental Health Grant will be used to continue to expand access for families to the following mental health support providers: Dr. Malone's Office, the Start Center and St. Peter's Health Partners (to name a few). This grant remains in place for two more years.</p>	<p>District grant funds to support expanded access to Dr. Malone, representatives from the Start Center and health providers from St. Peter's Health.</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 (i.e. Karen Peper) as well as the instructional coaches and delivered both in classrooms and at faculty meetings throughout the year.</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 instructional coaches. Support needed will be determined by the Building Leadership Team (BLT) and planned at the school level throughout the year.</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>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>Comprehensive Review by the Code of Conduct Committee</p>	<p>The 2025-2026 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</p>	<p>Space, time and members of the Code of Conduct Committee will be needed to ensure this task is completed.</p>

Priority 1

	practices are utilized and to analyze all discipline data for the purposes of improving student outcomes and chances for success.	
Data analysis sessions facilitated at the school level, supported by the Social Emotional Development and Learning (SEDL) Committee as needed	DFS meetings will take place quarterly at the building level. The SEDL Committee will serve as a resource as needed to support the work in schools.	Space, time and building/district level personnel will be needed to ensure this task is completed.

## Measuring Success

### END OF THE YEAR

#### What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

By the end of the 2025-2026 school year, the district hopes to achieve improvements as noted in the trend data below:

- Decrease in the percentage of students who report that behavior interferes with learning.(SV 08)
  - 2021-2022 Actual - 55.1%
  - 2022-2023 Actual - 46.7%
  - 2023-2024 Average - 59.55%
  - **2024-2025 Actual - 73.1%**
- Increase in the percentage of students who report that students use appropriate behavior throughout classroom instruction.(SV S43)
  - 2022-2023 Actual - 29.2%
  - 2023-2024 Average - 56%
  - **2024-2025 Actual - 49.0%**
- Decrease in the percentage of teachers who report that behavior interferes with learning. (SPS 08)
  - 2021-2022 Actual - 46.4%
  - 2022-2023 Actual - 50.5%
  - 2023-2024 Average - 63.6%
  - **2024-2025 Actual - 77.5%**
- Increase in the percentage of teachers who report that students use appropriate behavior throughout classroom instruction. (SPS S69)
  - 2022-2023 Actual - 35.3%
  - 2023-2024 Average - 42.95%

## Priority 1

- **2024-2025 Actual - 52.3%**
- Decrease in the percentage of staff who report that behavior interferes with learning. (SSS 08)
  - 2021-2022 Actual - 66.7%
  - 2022-2023 Actual - 74.4 %
  - 2023-2024 Average - 77.75%
  - **2024-2025 Actual - 74.1%**
- Decrease in the percentage of families who report that behavior interferes with learning (57.5%). (FES 08)
  - 2021-2022 Actual 2- 62.7%
  - 2022-2023 Actual - 57.8%
  - 2023-2024 Average 60.45%
  - **2024-2025 Actual - 65.8%**
- Year to year comparison data will show fewer students who received at least one behavior referral.
  - 2021-2022 - 905 (As of May 30, 2022)
  - 2022-2023 Actual 1264 (As of May 30, 2023)
  - 2023-2024 Actual 993 (As of 5/21/24)
  - **2024-2025 Actual 860 (As of 5/19/25)**
- Year to year comparison data will show fewer students who received at least one out of school suspension.
  - 2021-2022 - 491 (As of May 30, 2022)
  - 2022-2023 Actual 521 (As of May 30, 2023)
  - 2023-2024 Actual 442 (As of 5/21/24)
  - **2024-2025 Actual 390 (As of 5/19/25)**
- 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:
  - 2021-2022 - 50.0% (As of May 30, 2022)
  - 2022-2023 Actual 41.5% (As of May 30, 2023)
  - 2023-2024 Actual 35.52% (As of 5/21/24)
  - **2024-2025 Actual 32.52% (As of May 19, 2025)**
  
  - 2021-2022 - 37.2% (As of May 30, 2022)
  - 2022-2023 Actual 31.6% (As of May 30, 2023)
  - **2023-2024 Actual 32.9% (As of 5/21/24)**
  - **2024-2025 Actual 30.16% (As of May 19, 2025)**

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year

Priority 1

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

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
Higher percentages of students, teachers and families reporting that “students use appropriate behavior throughout classroom instruction.”	Survey administration in Spring	
Fewer numbers of students receiving at least one behavioral referral.	December 31, 2025 May 30, 2026	
Fewer numbers of students receiving at least one out of school suspension.	December 31, 2025 May 30, 2026	
A lower percentage of elementary students who meet the NYS Definition for Chronically Absent	December 31, 2025 May 30, 2026	
A lower percentage of secondary students who meet the NYS Definition for Chronically Absent	December 31, 2025 May 30, 2026	

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <i>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?</i></li> <li>● <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>As a district, we remain committed to our core enterprise of <b><u>teaching and learning</u></b>. 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 <b><u>college and career ready</u></b>. To this end, this DCIP continues to focus on <b><u>highly effective instruction, intervention and academic support</u></b> that match students’ abilities, allowing them to learn and grow.</p> <p>As we enter the 2025-2026 school year, our focus on closing the achievement gap for all students and by subgroup continues to drive our work. We were encouraged by our review and analysis of the outcome measures of student achievement set in the 2024-2025 DCIP, in which we met all of our indicators (covering standardized testing results, universal screening measures, and progress monitoring assessments). This data suggests that we are on the right track, but our numbers still show the need to deepen our efforts and increase our frequency of progress monitoring to allow for more focused and impactful practices.</p> <p>We will continue to focus our resources (time, money and staffing) on the provision of co-teachers to allow for more frequent and targeted individual and small group work to expedite student learning. These are consistent with the themes that emerged in the “Envision-Analyze-Listen Activities” portion of the School Comprehensive Education Planning process for our TSI schools, including <i>Social Emotional Learning and Safety</i>, <b><u>Instructional Strategies that Work</u></b> and <i>Equity in Opportunities and Outcomes for All</i>.</p> <p>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.</p>

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
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Priority 2

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?
<p>Deep dive into training on “Specially Designed Instruction” and a deep dive into training on the use of a research-based “Bank of Interventions”</p>	<p>Facilitated by the Special Education Department, teachers will receive training on early release days and professional development days on “Specially Designed Instruction” and use of the “Bank of Interventions.”</p>	<p>Resources needed include the following:</p> <ul style="list-style-type: none"> <li>● Special Education Department Members as Facilitators</li> <li>● Digital Tools to capture the bank of interventions to be used by MTSS Committees and teachers throughout the district</li> </ul>
<p>Curriculum Review and Alignment to NY and Next Generation Standards (also preparation for Computer-based Testing in grades 3-8)</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 committees will review and align curriculum to the Next Gen Learning Standards as per the Troy CSD Curriculum Management System (four-year cycle)</p>	<p>Resources needed include the following:</p> <ul style="list-style-type: none"> <li>● Paid summer curriculum writing time for teachers, committees and coaches</li> <li>● Space throughout the district for teacher teams to work during summer school</li> <li>● Curriculum Leaders to facilitate curriculum review sessions - Cycle for Science, PE and Health</li> <li>● Purchased materials (Phonics resources, vocabulary resources, Heggerty Phonemic Awareness Kits, Eureka Math Squared resources, additional books for classroom libraries.)</li> </ul>
<p>Assessment of Student Learning</p>	<p>Students will be assessed using a universal screener for reading and math to determine risk levels and identify skill gaps. (September).</p> <p>Students will be assessed using interim assessments in ELA and Math to monitor progress over time (October, December and February) and reading levels will be determined using Fountas and Pinnell</p>	<p>Team time and conference day time 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</p>

Priority 2

	<p>(Fall, Winter and Spring).</p> <p>iReady will be expanded and the district assessment calendar reviewed and revised to ensure efficiency in assessments given and interventions provided.</p>	<p>planning “Next Steps for Instruction” as data is examined by teams.</p> <p>Time for leaders to review and revise the district assessment calendar to ensure we are receiving the most helpful information on students in a time sensitive fashion.</p>
<p>Training on new Core Phonics and Phonemic Awareness Programs (UFli, Heggerty)</p> <p>Embedded professional support for individual and small group conferring sessions in ELA</p>	<p>Beginning in Summer 2025, extensive training on the Science of Reading with institutes on UFli and Heggerty as our new Core Phonics and Phonemic Awareness programs. Instructional coaches will be used to continue training on incorporating these programs into our Reading and Writing workshop models.</p> <p>Beginning in September, embedded professional development for the implementation of the reading, writing, and phonics (now a Tier II program used for intervention) units of study in all elementary and middle schools will be provided by the Mossflower staff developers. (2X monthly in each school K-8, throughout the year). Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily. Extensive focus and incorporation of all of the Science of Reading training into Reading instruction.</p>	<p>Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Moss Flower Staff Developers.</p> <p>Funds to support district participation in and training of staff on The Science of Reading (i.e. SUNY New Paltz Micro-credential)</p> <p>School leadership teams will need time to analyze walkthrough data and share findings with faculty and staff.</p>
<p>Embedded professional development for individual and small group conferring sessions in Math</p>	<p>Continued embedded professional development for Year 5 of the implementation of Eureka Math Squared will be provided by Great Minds and the District Curriculum Leader for Mathematics. Embedded support will occur monthly throughout the year. Lab cycles will be used so that teachers may observe, model and co-plan for expert instruction daily. Support will also continue for Illustrative Math at TMS.</p>	<p>Substitute teachers will be needed to allow for team-based instructional coaching cycles with the Staff Developers from Great Minds and district personnel.</p>

## 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 2025-26 school year.

During the 2024-2025 school year, the district replaced the aReading and aMath outcome measures with the iReady Diagnostic Assessments. As such, we offer the data below for information purposes only to allow us to gauge progress over time with regard to students in the high risk category.

- aReading:
  - 2021 Winter - 33.57% of students
  - 2022 Winter - 34.43% of students
  - 2023 Winter - 27.48% of students
  
  - 2022 Spring - 33.72% of students
  - 2023 Spring - 32.09% of students
  - 2024 Spring - 33.89 % of students
  
- aMath:
  - 2021 Winter - 32.14% of students
  - 2022 Winter - 30.08% of students
  - 2023 Winter - 20.33% of students
  
  - 2022 Spring - 30.91% of students
  - 2023 Spring - 29.31% of students
  - 2024 Spring - 26.90% of students

Beginning in the 2025-2026 school year, the district will work from a new baseline for measuring ELA and Mathematics proficiency levels, rather than risk levels, using the i-Ready Diagnostic Assessments for Reading and Mathematics. The district strives to achieve improved results in the trend data outlined below:

- iReady Reading:
  - 2025 Diagnostic #1 Assessment - 17%
  - 2025 Diagnostic #2 Assessment - 27%
  
- iReady Math:
  - 2025 Diagnostic #1 Assessment - 9%
  - 2025 Diagnostic #2 Assessment - 19%

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

Priority 2

- F & P Proficiency (using the F & P conversion, bottom of score point 3 for January)
  - Winter 2021 - 612 (41.80%)
  - Winter 2022 - 610 (47.96%)
  - Winter 2023 - 674 (48.32%)
  - Winter 2024 - 539 (46.43%)
  - **Winter 2025 - 778 (48.33%)**

By the end of the 2025-2026 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.” (SV C06)
  - 2021-2022 Actual - 44.5%
  - 2022-2023 Actual - 34.4%
  - 2023-2024 Average - 51.95%
  - **2024-2025 Actual - 62.8%**
- Increase in the percentage of students who report that “In class, we often work with partners or in groups.” (SV T18)
  - 2021-2022 Actual - 42.0%
  - 2022-2023 Actual - 44.5%
  - 2023-2024 Average - 61.1%
  - **2024-2025 Actual 70.2%**
- Increase in the percentage of students who report that “Classes are interesting and keep my attention.” (SV T23)
  - 2021-2022 Actual - 39.4%
  - 2022-2023 Actual - 37.0%
  - 2023-2024 Average - 51.25%
  - **2024-2025 Actual - 60.8%**

**THROUGHOUT THE YEAR**

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year to know that we are on track to meet the end -of-the-year success criteria listed above? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

Priority 2

An increase in the percentage of students scoring proficient on an ELA assessment (iReady)	January 30, 2026 May 30, 2026	
An increase in the percentage of students scoring proficient on a Math assessment (iReady)	January 30, 2026 May 30, 2026	
An increase in the number of students reading at or above grade level on the Fountas and Pinnell Benchmark Assessments.	Winter 2025	
Higher percentages of students reporting that “curriculum is challenging,” “work is happening in partners,” and “classes are interesting.”	Survey administration in Spring	

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <i>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?</i></li> <li>● <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	<p>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 <b><u>Culturally Responsive-Sustaining Education Framework</u></b> 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 <b><u>district equity committee</u></b> has dug into this data in an effort to support improvements to the baseline measures included in the section below.</p> <p>Additionally, this commitment aligns with the themes that emerged in the “Envision-Analyze-Listen Activities” portion of the School Comprehensive Education Planning process for our TSI schools, including <i>Social Emotional Learning and Safety, Instructional Strategies that Work and <b><u>Equity in Opportunities and Outcomes for All</u></b></i>. Their teams has focused intensely on the role of family-school partnerships in helping to achieve greater equity - working with the New York State United Teachers to facilitate training for all faculty and staff regarding home visits, reciprocal communication, families as full partners and strengthening the home-school connection as well as working with a professional consultant (Lori DiCarlo) to fully implement restorative practices throughout our schools.</p> <p>Our analysis of the 2024-2025 outcome data shows some gains with regard to this priority, with the district achieving six out of eight of the indicators identified for success, or 75%. 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</p>

Priority 3

work we have started in the 2023-24 and 2024-25 school years to achieve **greater levels of equity** throughout our organization.

## Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Implementation of Bullying Prevention Supplemental Materials	The SEDL Committee will examine and select bully prevention training materials to supplement the district Social-Emotional Curriculum, Second Step.	Implementation of Bullying Prevention Supplemental Materials
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.	Equity Improvement Cycles
Professional Development on restorative practices (with Lori DeCarlo), high impact strategies for changing school culture and engaging families as true partners (Karen Mapp) in the educational process	Professional development sessions will be offered in person this year. This year's sessions will build upon the previous year and go deeper into the following three areas related to Equity: Restorative Practices, Next Level Teaching (to transform culture) and Engaging Fathers/Males as School Partners.	Professional Development on restorative practices (with Lori DeCarlo), high impact strategies for changing school culture and engaging families as true partners (Karen Mapp) in the educational process
District-wide Equity Committee	The District-wide Equity Committee will meet four times throughout the year for the purpose of monitoring progress as it relates to improved equity in outcomes.	District-wide Equity Committee
DLT and Survey Administration	The District Leadership Team will meet four 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. There will be one survey administration this year.	DLT and Survey Administration
Implementation of Bullying Prevention Supplemental Materials	The SEDL Committee will examine and select bully prevention training materials to supplement the district Social-Emotional Curriculum, Second Step.	Implementation of Bullying Prevention Supplemental Materials

## 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 2025-26 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.

By the end of the 2025-2026 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.”(SPS 10)
  - 2021-2022 Actual - 51.2%
  - 2022-2023 Actual - 51.5%
  - 2023-2024 Average - 57.3%
  - **2024-2025 Actual - 69.7%**
- Increase in the percentage of staff who report that “Students say the curricula (work) helps them learn and celebrate various student cultures and backgrounds.” (SSS 09)
  - 2021-2022 Actual - 54.5%
  - 2022-2023 Actual - 58.1%
  - 2023-2024 Average - 83.2%
  - **2024-2025 Actual - 97.7%**
- Decrease in the percentage of families who report that “Students say that staff show bias toward particular student groups.” (FES 12)
  - 2021-2022 Actual - 36.1%
  - 2022-2023 Actual - 24.5%
  - 2023-2024 Average - 34.1%
  - **2024-2025 Actual - 36%**
- Decrease in the percentage of students who report that “Students say that staff show bias toward particular student groups.” (SV 12)
  - 2021-2022 Actual - 40.3%
  - 2022-2023 Actual - 29.6%
  - 2023-2024 Average - 44%
  - **2024-2025 Actual - 35.4%**
- Decrease the percentage of families, by subgroup, who report that “Racism is a problem in our schools.” (FES 13)
  - All Families
    - 2021-2022, 27.2%

- 2022-2023, 18.3%
  - 2023-2024, Average 23.99%
  - **2024-2025, Actual 21%**
- Black/African American
  - 2021-2022, 51.1%
  - 2022-2023, 19.5%
  - 2023-2024, Average 35.05%
  - **2024-2025, Actual 26.8%**
- Hispanic/Latino
  - 2021-2022, 25.9%
  - 2022-2023, 29.8%
  - 2023-2024, Average, 30.35%
  - **2024-2025, Actual 41.2%**
- White
  - 2021-2022, 19.7%
  - 2022-2023, 14.2%
  - 2023-2024, Average 18.2%
  - **2024-2025, Actual 18.2%**

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

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>
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. 2025  End-of-year Equity meeting with Principal and Deputy Superintendent - metrics established in Sept. 2025	
Higher percentage of teachers who report that “students say curricula is relevant to their interests and backgrounds.”	Survey administration in Spring	

Priority 3

Higher percentage of staff who report that “students say the curricula helps them learn and celebrate various student cultures and backgrounds.”	Survey administration in Spring	
A lower percentage of families who report that “students say staff show bias toward particular students groups.”	Survey administration in Spring	
A lower percentage of students who report that “students say staff show bias toward particular student groups.”	Survey administration in Spring	

## PRIORITY 4

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

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <i>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?</i></li> <li>● <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

### END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **know that we are on track to meet the end-of-the-year success criteria listed above** ? Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>

## PRIORITY 5

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

### Our Priority

<p><b>What will we prioritize to extend success in 2025-26?</b></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 Priority 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 Priority to pursue?</i></li> <li>● <i>How does this fit into other Priorities and the District’s long-term plans?</i></li> </ul> <p><i>Districts with schools identified for TSI, ATSI, or CSI should also consider:</i></p> <ul style="list-style-type: none"> <li>● <i>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?</i></li> <li>● <i>In what ways does this support the SCEP Key Strategies of your school(s) identified for TSI/ATSI/CSI supports?</i></li> </ul>	

### Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## Measuring Success

### END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2025-26 school year.

### THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look for during the year **know that we are on track to meet the end -of-the -year success criteria listed above?** Consider both implementation milestones and improved outcomes.

Success Criteria (What data will we review and what improvements do we hope to see when reviewing that data throughout the year if we are on track to achieve our end-of-year success criteria?)	When would we want to achieve this success criteria if we are on track?	<b>What we ended up seeing</b> <i>(complete after the date listed in the preceding column)</i>

## 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	District
Dr. Donna Watson	Deputy Superintendent	District
Adam Hotaling	Assistant Superintendent for Business	District
Juli Currey	Director of Grants Academic Programs & Accountability	District
Summer Logrippo	Assistant Director of Grants Academic Programs & Accountability	District
Donna Fitzgerald	Director of PPS	District
Samantha Brewer	Assistant Director of PPS	District
Karen Cloutier	Principal	School 14
Sabina Dinardo	Principal	Carroll Hill School
Tracy Ford	Principal	School 16
Virginia DonVito-MacPhee	Principal	School 18
James Canfield	Principal	Troy Community School
Joshua Monk	Principal	Troy High School
Tarek Abdallah	Systems Engineer	District
Robert Wallen	PE Teacher and Troy Teacher Association VP	Carroll Hill School
Nicole MacNeil	Math Curriculum Leader	District
Erin O'Malley	ELA Curriculum Leader	District
Theresa Kaniff	Parent	

### Our Team's Process

Tysha Tyson-Laboy	Parent	
Jennifer Harkin	Parent	
Thomas Dansereau	Parent	
Matthew Flowers	Parent	
Ann Apicella	School Board Member	

## Meeting Dates

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

Meeting Date	Location
August 28, 2024	District Office - Administrative Council - DCIP Planning
March 25, 2025	District Office - Administrative Council - DCIP Planning
April 10, 2025	Virtual - Parent Advisory Meeting
May 14, 2025	District Office - District Leadership Team Meeting- DCIP Planning
May 19, 2025	District Office - Principals and Directors Meeting - DCIP Planning
June 3, 2025	District Office - DCIP Planning
June 5, 2025	District Office - District Leadership Team Meeting- DCIP Planning and Parent Meeting

## Districts with Schools Identified for TSI/ATSI Support Only

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

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

## Stakeholder Participation

	<p>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 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. 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 posted on the district's website and easily accessible when navigating the website.
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](mailto:DCIP@nysed.gov) by July 1, 2025, 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).