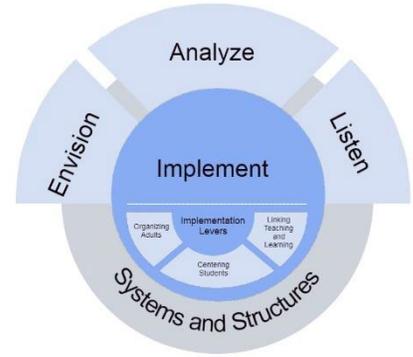




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# DCIP Planning Document for 2025-26 DCIP

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District
Troy City School District

A Message to District Leaders:

Districts have multiple options to select from when completing their 2025-26 DCIP:

**Option 1:** Identifying 3 to 5 [District-level Priorities](#).

**Option 2:** Identifying the [District-level Systems](#) for supporting its schools identified for additional support (*must have at least one identified school*)

**Option 3:** Completing a School Comprehensive Education Plan (SCEP) that will serve as the district-level plan (*only eligible for those with no identified schools or those with one identified school and identical school and district subgroup identification*).

**The District Comprehensive Improvement Plan (DCIP) Planning Document is required for districts who choose to *Option 1: Identifying 3 to 5 District-level Priorities*.** This document is the district-level needs assessment **for those with identified schools** that will inform the final plan, and similar to the [school-level needs assessment](#), the document is organized around NYSED’s core needs assessment concepts: Envision, Analyze, and Listen.

This document will involve:

- **Envision:** Reflecting on the District’s vision, values, and aspirations
- **Listen:** Reflecting on the 2025-26 SCEP Key Strategies and Evidence-Based Interventions identified by schools within the District that are identified for TSI/ATSI/CSI support.
- **Analyze:** Understanding Local Data
- **Analyze:** Considering the effectiveness of the 2024-25 DCIP (Re-identified districts only)

NYSED encourages districts to be strategic in how they address their needs and to be mindful of the number of priorities and changes they attempt to address each year. When developing your 2025-26 DCIP, consider ways the Priorities intersect so that the DCIP is aligned to support the pressing needs of the district. Rather than identifying multiple independent Priorities within the DCIP, consider ways that Priorities could be supported through a strategic approach that allows for the work being done in one area to support the work being done in another area.

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## Section 1: Envision: District's Vision, Values, and Aspirations

### 1. What is the District's vision?

The Troy City School District will provide a strong educational and social foundation to graduate all students college and career ready.

### 2. In recognition that sometimes vision statements may not be a current reflection of the District's values and aspirations, is there anything else important to know about what the District values and aspires to be that is not captured in the current vision?

In addition to the vision statement noted above, which focuses on the social-emotional health and well-being of students and a rigorous program of instruction leading to college and career readiness, the district is also continuing its deep focus on and commitment to improving equity in opportunities and outcomes for all students throughout the district.

### 3. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you have made progress** toward the vision, values, and aspirations of the District?

All of our student survey responses related to instruction and intervention have trended in a positive direction, with increasing percentages of students reporting that they believe the school curriculum is rigorous (from 52% to 63%), that they often work in partners in class (from 61% to 70%), and that classes are interesting and keep their attention (from 61% to 71%). These are all areas of focus for our district. Our most recent NYS Assessment information for ELA and Math showed gains in both subjects at one of our TSI schools and gains in Math at the other TSI school, with ELA remaining relatively flat. District-wide results in the aggregate show academic achievement that continues to rise. We have also seen evidence of growth in both TSI schools with regard to decreasing numbers of students who meet the Chronically Absent designation - dropping from 35% to 32% overall.

### 4. What themes emerged through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI support that let you know that **you still have work to be done** toward the vision, values, and aspirations of the District?

Both schools identified for TSI support still show a continued need to close achievement gaps in meeting grade level proficiency targets in ELA and Mathematics, specifically with regard to Black African American students and Students with Disabilities. Both schools included specific strategies in their SCEPs that speak to targeted differentiated instruction - giving students the tiered levels of intervention and support they need to make more than a year's progress in 2025-2026.

Students in both schools identified for TSI support still report that behavior gets in the way of learning, showing that our work still includes strengthening our social-emotional supports for students and families. Additionally, referral data is higher in one of our schools identified for TSI support, with more students violating the Code of Conduct than in the prior two years. To fully

realize our vision of graduating all students ready for post-secondary life and success, we need to focus on building positive relationships and going deeper in our work to fully implement a restorative approach that leads to meaningful behavior changes. Without it, our work becomes even more difficult. Finally, although our Multiple Measures Index points to many areas of improved academic outcomes, there are still far too many students below grade level in Reading and Math, and large percentages of students are still missing too much school. If students are not in school, they simply can't learn.

## Section 2: LISTEN: School Key Strategies and Evidence-Based Interventions

This section provides the opportunity for districts to consider what schools are indicating through their needs assessment and plan development process. To best position the district for success, NYSED strongly encourages that members of the school-level planning teams assist in developing the DCIP.

1. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools pursuing similar strategies to learn from one another?

The schools are prioritizing the following key instructional and non-instructional strategies:

- Explicit Differentiated Instruction
- Specific Targeted Instructional Feedback
- Responsive Alignment of Social Emotional Learning Practices

Schools listed professional development as a major resource needed to support their work. Professional development is offered throughout the district on an ongoing basis, targeted to meet the demonstrated needs of our faculty, staff, families and students. Coaches who serve all schools meet collaboratively twice a month to ensure that best practices are shared across the district. Leaders throughout the district (principals/directors) meet multiple times monthly to discuss SCEPS and collaborate with each other. Collaboration time is planned into teacher schedules and conference days include time for teachers at a given grade level to work together across buildings. The district also offers a host of professional development opportunities at the local level, through the BOCES, and regularly sends teams/departments to National conferences related to content, technology, curriculum and meeting the social emotional needs of students and families.

2. As part of the *Envision: Reflect and Synthesize* activity, school teams were asked “Which existing school or district requirements should we consider advocating to eliminate or seek exemption from, in order to focus more effectively on these key strategies?” What themes emerged from those conversations?

Schools advocated strongly for the transition to a new Tier One Phonics Program - UFLI, which aligns fully with the Science of Reading body of research. As a result, the district will be transitioning from using the Units of Study for Phonics as a Tier One program to using it as a Tier Two Intervention program. Beginning this upcoming year, schools throughout the district will be using UFLI as the Tier One Phonics program, Heggerty as a Tier One Phonemic Awareness program and the Units of Study for Phonics as a Tier Two Intervention program. Schools also advocated for, and received district support for, full implementation of Morphology Units, and building digital libraries that align the units with both Science and Social Studies topics.

### 3. What evidence-based interventions have schools identified for 25-26?

The evidence-based interventions schools have identified for the 2025-2026 school year include the following:

- Evidence-Based Instructional Methods - Book Studies (Explicit Instruction by Anita Archer, The Writing Strategies Book, and Reading Strategies 2.0 - Spiral and Comp. Charts Bundle by Jennifer Seravello, Visible Learning Feedback by John Hattie and Shirley Clarke, On Your Feet Guide to Visible Learning: Student-Teachers Feedback by John Hattie and Shirley Clarke)
- Ongoing Job-Embedded Professional Development - Learning Forward Conference, SEL Support by Rebekah Magin, and Restorative Practice Support by Lori Decarlo
- High-Quality Instructional Materials - UFLI, Heggerty, Morphology Units, Supplies to support explicit differentiated instruction, and Supplies to support specific targeted instructional feedback.
- Expanding Access to High Quality Out-of-School Time Programs - Community and Family Outreach Coordinator, After School High Quality Tutoring, Stronger Connections Mentors and Family Engagement Events with Character Trait Read Aloud Books

### 4. Based on the Key Strategies and Evidence-Based Interventions identified, what are the most effective ways for the District to use its central office staff to support its identified schools, and, if applicable, to support improvement initiatives at other schools in the District?

Several of the district's strongest and most highly effective teachers were promoted to Instructional Coaches. These individuals, who have a proven record of success with students, are working in classrooms throughout the district every day. Professional development is delivered through embedded coaching cycles, in which coaches and staff developers work directly in classrooms with Troy's students and teachers. Curriculum Leaders and a variety of liaisons (Data, MTSS, Homeless, etc.) also work to lead efforts in their departments and/or schools to assist in the examination and progress monitoring of student data across all areas (academic, behavior and attendance). Finally, Attendance Improvement Specialists work with each school to assist families and students in removing any barriers to consistent, daily attendance at school, while teams of mental health specialists (Social Workers, Psychologists, Counselors, etc.) work to meet the social emotional needs of students and families. These resources combine to provide a network of support for the work outlined in each commitment.

### Section 3: ANALYZE: Understanding Local Data

Use the space below to include at least five local data points that the District has collected that are relevant to understanding the District. These could include:

- State-collected data from the NYSED District Report Card, such as the teacher turnover rate
- District-collected data, such as survey results
- Districtwide academic assessment data
- Student engagement/attendance data
- Student social-emotional health data

As you review your district-level data, **focus on variation in performance:** “*Understanding the sources of variation in outcomes, and responding effectively to them, lies in the heart of quality improvement.*”<sup>1</sup> Select data that identifies areas where there is **variation in outcomes** (i.e., the performance in one area is not the same as the performance in another area). This could result in looking at variation within **certain subjects** (i.e., students perform better on some standards or skills compared to others), or variation within **certain standards or skills** (i.e., some students perform better on a certain standard than other students), or variation across classrooms, grade levels, or schools, or variation across groups of students. The job of team can then be to **consider WHY those variations** exist.

When possible, consider data from the 2024-25 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide ELA benchmark data</i>	<i>Across the district, students scored the lowest in the areas of vocabulary and reading comprehension. Student growth was highest in grades 2 and 3 but dropped significantly in grade 5.</i>
SEL Data Noted Below	Although survey data shows increases in the percentages of students, teachers, staff, and families who believe that behavior interferes with learning, there are also increases in the percentage who indicate that students use appropriate behaviors throughout classroom instruction. Additionally, the number of students district-wide receiving a behavioral referral or an out of school suspension have both decreased from 23-24 to 24-25. It would seem that our behavioral data is trending in the right direction,

<sup>1</sup>Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

SECTION 3: ANALYZE: UNDERSTANDING LOCAL DATA

	<p>but we need to dig deeper into the perception data to understand what survey respondents actually mean when they say “Behavior interferes with learning.” Our District Leadership Team spoke about defining those survey items to include perhaps a frequency of disruption (i.e. 1-5 times per year, 6-10 times per year, etc.). We need to get a bit more specific when it comes to asking this question.</p>
<p>Academic Data Noted Below</p>	<p>Although every data element used during this year to assess academic progress trended in a positive direction, we still have much work to do with regard to ensuring that all students are reading, writing and doing mathematics on grade level. F and P Reading Levels showed slight gains in proficiency levels from 46.43% in 2024 to 48.33% in 2025. iReady Reading Diagnostic Assessments showed student proficiency rates growing between the first and second administration from 17% to 27%, and for Mathematics from 9% to 19%. Additionally, all survey items showed increases for students indicating that their work is challenging, they often work in partners and that classes are interesting and keep their attention. These are all encouraging indicators. However, while the vast majority of our students are making steady academic gains, they remain reading, writing and doing mathematics below grade level.</p>
<p>Equity Data Noted Below</p>	<p>Survey data included within our district-wide priority around equity was overwhelmingly positive with 23-24 to 24-25 changes in the following:</p> <ul style="list-style-type: none"> <li>● 69.7% of students now report that curricula is relevant to their interests and backgrounds (up from 57.3%)</li> <li>● 97.7% of students now report that curricula helps them learn and celebrate</li> </ul>

<sup>1</sup>Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America’s Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

various student cultures and backgrounds  
(up from 83.2%)

When it comes to the perception that staff show bias toward particular student groups, students showed a decrease in those who agreed with this, dropping from 44% to 35.4% - which is a nice drop. However, families showed a slight increase in those who agreed that staff show bias toward particular student groups - up from 34.1% to 36%. This is not good. Additionally, when we asked families if racism is a problem in our schools, only one subgroup showed an increased percentage in response to this item. Hispanic/Latino families agreed with this in percentages over time that grew from 30.35% to 41.2%. This points to an increased need to fully engage Hispanic and Latino families as true partners in the educational program for their children.

The data below represents metrics we used to gauge the evidence of our impact (24-25 data included below with green indicating we met our target and red indicating we fell short of our target):

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### Updated Data for the 2025-2026 DCIP

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

By the end of the 2024-2025 school year, the district hopes to achieve the following survey data showing improvements:

- 5% decrease in the percentage of students who report that behavior interferes with learning.(SV 08)
  - 2020-2021 Actual - 54.5%
  - 2021-2022 Actual - 55.1%
  - 2022-2023 Actual - 46.7%
  - 2023-2024 Average - 59.55%
  - **2024-2025 Actual - 73.1%**

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- Increase in the percentage of students who report that students use appropriate behavior throughout classroom instruction.(SV S43)
  - 2021-2022 Actual - 44.9%
  - 2022-2023 Actual - 29.2%
  - 2023-2024 Average - 56%
  - **2024-2025 Actual - 49.0%**
- 5% decrease in the percentage of teachers who report that behavior interferes with learning. (SPS 08)
  - 2020-2021 Actual - 45.6%
  - 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)
  - 2021-2022 Actual - 53.6%
  - 2022-2023 Actual - 35.3%
  - 2023-2024 Average - 42.95%
  - **2024-2025 Actual - 52.3%**
  -
- 5% decrease in the percentage of staff who report that behavior interferes with learning. (SSS 08)
  - 2020-2021 Actual - 75.5%
  - 2021-2022 Actual - 66.7%
  - 2022-2023 Actual - 74.4 %
  - 2023-2024 Average - 77.75%
  - **2024-2025 Actual - 74.1%**
- 5% decrease in the percentage of families who report that behavior interferes with learning (57.5%). (FES 08)
  - 2020-2021 Actual - 57.5%
  - 2021-2022 Actual - 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.
  - 2018-2019 - 1141
  - 2021-2022 - 905 (As of May 30, 2022)

### SECTION 3: ANALYZE: UNDERSTANDING LOCAL DATA

- 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.
    - 2018-2019 - 600
    - 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:
    - 2018-2019 - 30.2% of students at the elementary level (K-5)
    - 2020-2021 - 46.2%
    - 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)**  
    - 2018-2019 - 26.7% of students at the secondary level (6-12)
    - 2020-2021 - 28.3%
    - 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)**

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## **Priority #2 - We prioritize instruction, intervention and support to meet the demonstrated needs of students.**

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.

Beginning in the 2025-2026 school year, the district will establish a new baseline for measuring ELA and Mathematics proficiency levels, rather than risk levels, using the i-Ready Diagnostic Assessments for Reading and Mathematics.

<sup>1</sup>Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

### SECTION 3: ANALYZE: UNDERSTANDING LOCAL DATA

- aReading:
  - 2020 Winter - 33.76% of students
  - 2021 Winter - 33.57% of students
  - 2022 Winter - 34.43% of students
  - 2023 Winter - 27.48% of students
  
  - 2021 Spring - 33.72% of students
  - 2022 Spring - 33.72% of students
  - 2023 Spring - 32.09% of students
  - 2024 Spring - 33.89 % of students
  
- aMath:
  - 2020 Winter - 29.19 % of students
  - 2021 Winter - 32.14% of students
  - 2022 Winter - 30.08% of students
  - 2023 Winter - 20.33% of students
  
  - 2021 Spring - 29.48% of students
  - 2022 Spring - 30.91% of students
  - 2023 Spring - 29.31% of students
  - 2024 Spring - 26.90% of students
  
- 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 and Math Testlet data will show an increase in the percentage of students in grades 3-8 who are proficient in ELA and Math. In that the district is moving to iReady Diagnostic Assessments to measure ELA and Mathematics proficiency, the testlet data below is offered for information purposes only.

- Reading Testlet Data:
  - May 2021 - 52.5% of students
  - May 2022 - 56.9% of students
  - May 2023 - 68.0% of students
  - **May 2024 - 77% of students**

### SECTION 3: ANALYZE: UNDERSTANDING LOCAL DATA

- 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)
  - May 2023 - 69.73% of students (E&S), 36.11% of students (E)
  - **May 2024 - 63% of students (E&S), 20% of students (E)**

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

- F & P Proficiency (using the F & P conversion, bottom of score point 3 for January)
  - Winter 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 2024-2025 school year, the district hopes to achieve the following survey data showing improvements:

- Increase the percentage of students who report that “Our school curriculum (work) is challenging.” (SV C06)
  - 2020-2021 - 48.9%
  - 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)
  - 2020-2021 31.4%
  - 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)
  - 2020-2021 Actual - 45.6%
  - 2021-2022 Actual - 39.4%
  - 2022-2023 Actual - 37.0%
  - 2023-2024 Average - 51.25%
  - **2024-2025 Actual - 60.8%**

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**Priority #3 - We prioritize improving equity in opportunities and outcomes for all students.**

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)
  - 2020-2021 Actual - 53.3%
  - 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)
  - 2020-2021 Actual - 48.7%
  - 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)
  - 2020-2021 Actual - 29.9%
  - 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)
  - 2020-2021 Actual - 38.4%
  - 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%**

<sup>1</sup>Byrk, Anthony S., Louis M.Gomez, Alicia Grunow, and Paul G. Le Mahieu, *Learning to Improve: How America's Schools Can Get Better at Getting Better*. Cambridge, MA: Harvard Education Press, 2015

## Section 4: ANALYZE: Considering What was Learned in 2024-25 (Re-Identified Districts Only)

## Evaluating the Success of the 2024-25 DCIP

Refer to the 2024-25 DCIP to complete the information below.

Priority 1 in 2024-25 DCIP: We prioritize meeting the social-emotional developmental health needs of students and families.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? Yes, partially. The district met 50% of the end-of-year outcomes for this priority.
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
While the district did improve in five out of ten outcomes for this priority, meeting the social-emotional developmental health needs of students and families continues to present as some of our most important work and greatest need. Our data shows that teachers reported an increased percentage for those who agree that students use appropriate behavior throughout classroom instruction. While many still report that behavior does interfere with learning, we have seen significant decreases at the district level in the numbers of students who received a behavioral referral and/or who were suspended at least one time out of school. Finally, we saw positive results in reducing the number of students who met the chronically absent definition at the elementary level. And, although our chronic absenteeism rates are improving at the elementary level, there are still far too many students missing school, especially at the secondary level.

Priority 2 in 2024-25 DCIP: We prioritize instruction, intervention and support to meet the demonstrated needs of students.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? Yes. Since we did not continue with aReading and aMath or the testlets during this academic year, the district met success in all six of the criteria included for 2024-2025 within this priority.
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

Priority 3 in 2024-25 DCIP: We prioritize improving equity in opportunities and outcomes for all students.

Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?  
Mostly. The district met 75% of the end-of-year outcomes for this priority.

If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

While outcomes for this priority were mostly positive, we did see nice gains in the percentage of teachers and staff who report that “Students say the curricula work is relevant to their interests and background” and that “Students say the curricula work helps them to learn and celebrate various student cultures and backgrounds.” This is likely due in part to the extensive efforts made to incorporate more culturally responsive teaching and learning practices throughout our classrooms in Troy. Clear areas of focus for us continue to be reducing the number of families who say that staff show bias toward particular student groups and/or the percentage of Hispanic/Latino families who report that racism is a problem in our schools. These data point to the necessity to do more family outreach with a particular focus on our Hispanic/Latino families moving forward.

Priority 4 in 2024-25 DCIP (if applicable):

Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?

If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.

Factors

Priority 5 in 2024-25 DCIP (if applicable):
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority?
If the identified success criteria were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
<b>Factors</b>

After reviewing your success in achieving the 2024-25 DCIP Priorities, what lessons have you learned that can be incorporated into your 2025-26 DCIP?

The following lesson can be incorporated into the 2025-2026 DCIP:

- Given the commitment to equity and the need to continue to improve in Reading and Mathematics instruction, the DCIP will include additional training on Differentiated Instruction, Providing High Quality Actionable Feedback to students, and a careful focus on developing interventions that meet the demonstrated academic needs of students, particularly our Black African American students and Students with Disabilities. Part of this focus will include another revision to the required district-wide assessments and provision of tiered levels of support and intervention for all students. Finally, we will incorporate specific family engagement activities to include families as full partners, with a particular focus on Hispanic/Latino families.

**Considering the Effectiveness of Previous Resource Decisions**

Identify the top three areas where the District directed its 2024-25 Title 1 1003 BASIC District-level Improvement Funds.

<b>#1 Recipient/Use of District Improvement Funds: District Surveys</b>
What was your goal in directing funds in this manner? The goal of district-wide survey administration is to gather information and feedback from all stakeholders and to utilize the information gleaned to inform both district-level and building-wide strategic planning.
Have you met this goal? How do you know? Yes. The district and school utilize the longitudinal survey data to guide the school and district improvement efforts as outlined in our comprehensive planning documents. Although only identified schools are required to have a SCEP, the district

does require every one of its schools to complete the SCEP process with a committee of multiple stakeholders using data from multiple sources.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

The district requires all schools within the district to complete a SCEP, even those who are not identified. All building SCEPs and the DCIP are informed by and utilize the longitudinal data from the most recent survey administration. We have used resources to support the needs of stakeholders as they have been shared through the survey process.

## **#2 Recipient/Use of District Improvement Funds: Professional Development**

What was your goal in directing funds in this manner? The district is fully committed to providing high quality professional development and building the capacity of our teachers and leaders.

Have you met this goal? How do you know? Yes. The district has received positive feedback from teachers and leaders with regards to the impact of professional development. There have been improved teaching practices observed during walk through and formal observations.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? We have noted an increase in the frequency of small group instruction, students working in collaborative work groups or partners, and an overall increase in student engagement.

## **#3 Recipient/Use of District Improvement Funds:**

What was your goal in directing funds in this manner?

Have you met this goal? How do you know?

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure?

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2025-26 DCIP?

The following lessons can be incorporated into the 2025-2026 DCIP:

- Although fully aligned with the body of research on the Science of Reading, we believe we have found a way to strengthen our Reading instruction by adjusting our Tier One program for Phonics to include UFLI and our Tier One Phonemic Awareness Program to include Heggerty Phonemic Awareness, with the Units of Study for Phonics being utilized as more of a Tier Two Intervention Phonics resource. By supplementing our instruction with stronger morphology units, we believe we will be more effective at reaching those students who are still struggling to break the Reading code.

- More professional development is needed in the following areas: High Impact, Gap-Closing Teaching Practices, the Science of Reading, New York State Literacy Briefs, Instructional Coaching, Social Emotional Strategies, Restorative practices, Mentoring to Improve Outcomes and Family Engagement.

As noted in the previous section, our data shows that we are meeting many of the outcomes we set in the previous DCIP, underscoring the fact that we are on the right track and need to deepen and intensify our efforts. We are continuing to build the capacity of our leaders, teachers and staff to do the important work of moving the district forward.

## Section 5: Envision: Equitable Distribution of Resources (All Districts)

1. What is the district's plan to review resource allocation in the upcoming year to ensure equitable distribution based on the needs of its schools?

To further support the academic success of students, the instructional coaches have been increased across the district. Having two to three instructional coaches per school allows each coach to specialize in either a particular grade level band or content area (ELA/Math) serving both general education and special education. The additional instructional coaches in our schools allow for more frequent embedded coaching cycles with less time between intensive coaching sessions that provide direct and explicit feedback to teachers. These coaches are allocated throughout the district based explicitly on students' needs - with sessions determined by students' levels of need (Intensive, Strategic, or Enrichment) and frequency of sessions required. So, not only are the coaches working together at the district level to ensure consistency in instructional delivery across all schools, they are assigned year to year based on the needs of students in each school.

Secondly, the district provides a robust system of professional development to ensure that every school is staffed by a highly qualified leader and every classroom is led by a highly qualified teacher. The district supports six affiliate schools with the Mossflower Reading and Writing Project. This partnership provides for ten days of embedded professional development in each of the schools in our district, with an intense focus in our schools identified for TSI support. Mossflower embedded staff developers work with all teachers in the school in a variety of methods (peer coaching, modeling, observing, co-teaching and lesson plan study sessions - to name of few). A similar approach is also used for Eureka Math Squared - the District's Core Mathematics Curriculum with staff developers pushing into classes to ensure that all students have access to rigorous, grade level curricula. Although these represent the main focus of professional development, the district also supports a wide array of participation at local, state, national and even international conferences designed to help us better meet the needs of the students and families we serve.

Finally, the district supports all of its schools in providing embedded coaching on Social Emotional Learning strategies that work. Professional consultants provide support and run training sessions throughout the year to meet the demonstrated SEL needs of students and families. The district has also purchased a van for each school and supported Attendance Improvement Specialist positions created to assist each school in removing barriers to student attendance one student and family at a time. Our data continues to show the need to invest heavily in more professional development on restorative practices as alternatives to suspension and training for all liaisons (Data, MTSS, Homeless, etc.).

2. What is the district's plan in the upcoming year to ensure that students in schools identified for CSI/ATSI/TSI have at least as much access to strong teachers as their peers in schools identified for LSI?

## SECTION 5: ENVISION: EQUITABLE DISTRIBUTION OF RESOURCES

As noted above, the district relies on Instructional Coaches and strong collaborative work with Curriculum Leaders and Building Principals to ensure access to rigorous, high quality programs and services throughout the district. In addition, both TSI schools in our district have access to additional funding to support building committees, initiatives and whole faculty training to enhance their work even further.

## Section 6: Putting it all Together

**Review your responses to sections 1, 2, 3, 4, and 5** to identify 3 to 5 Priorities for the 2025-26 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

## Priority 1:

<b>What will the District prioritize to extend success in 2025-26?</b>	<b>We prioritize meeting the social-emotional developmental health needs of students and families.</b>
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This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- X Key Strategies made by school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X Evidence-Based Interventions identified by school(s) (Section 2, Question 3)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2024-25 (Section 4)
- X Equitable Distribution of Resources (Section 5)

## Priority 2:

<b>What will the District prioritize to extend success in 2025-26?</b>	<b>We prioritize instruction, intervention and supports to meet the demonstrated needs of students.</b>
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This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- X Key Strategies made by school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X Evidence-Based Interventions identified by school(s) (Section 2, Question 3)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2024-25 (Section 4)
- X Equitable Distribution of Resources (Section 5)

## Priority 3:

<b>What will the District prioritize to extend success in 2025-26?</b>	<b>We prioritize improving equity in opportunities and outcomes for all students.</b>
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This Priority helps support (indicate all that apply)

- X The District's Vision (Section 1, Question 1)
- X The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- X Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)

SECTION 6: PUTTING IT ALL TOGETHER

- X Key Strategies made by school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X Evidence-Based Interventions identified by school(s) (Section 2, Question 3)
- X What was learned from our review of recent data (Section 3)
- X What was learned in 2024-25 (Section 4)
- X Equitable Distribution of Resources (Section 5)

Priority 4 (if applicable)

<b>What will the District prioritize to extend success in 2025-26?</b>	
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Key Strategies made by school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- Evidence-Based Interventions identified by school(s) (Section 2, Question 3)
- What was learned from our review of recent data (Section 3)
- What was learned in 2024-25 (Section 4)
- Equitable Distribution of Resources (Section 5)

Priority 5 (if applicable):

<b>What will the District prioritize to extend success in 2025-26?</b>	
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This Priority helps support (indicate all that apply)

- The District's Vision (Section 1, Question 1)
- The District's Values and Aspirations not captured through Vision (Section 1, Question 2)
- Themes from the Envision-Analyze-Listen activities (Section 1, Questions 3-4)
- Key Strategies made by school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- Evidence-Based Interventions identified by school(s) (Section 2, Question 3)
- What was learned from our review of recent data (Section 3)
- What was learned in 2024-25 (Section 4)
- Equitable Distribution of Resources (Section 5)

**NEXT STEPS**

You have now completed the DCIP planning document. When developing your 2025-26 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Key Strategies and Evidence-Based Interventions selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and lessons from the past school year, and the equitable distribution of resources to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

## SECTION 6: PUTTING IT ALL TOGETHER

Districts may find it helpful to refer to the Improvement Planning materials available at: <https://www.nysed.gov/accountability/improvement-planning> when writing their plans. Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, analyze data, and identify goals, benchmarks and strategies.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2025-26 DCIP.**