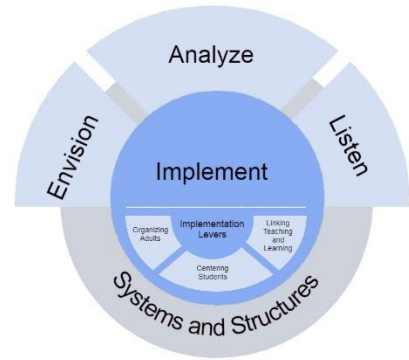




New York State  
EDUCATION DEPARTMENT  
Knowledge > Skill > Opportunity



# DCIP Planning Document for 2023-24 DCIP

---

**District**

William Floyd School District

## A Message to District Leaders:

The District Comprehensive Improvement Plan (DCIP) Planning Document is designed to help districts consider the conditions within the District that need attention when developing the 2023-24 DCIP.

The DCIP Planning Document provides the District with the opportunity to reflect on the way in which the schools within the District are organized to promote achievement. While this document is intended to serve as a foundation for the DCIP, NYSED strongly encourages districts to take a deeper look at relevant data across the District to best support the District’s ability to identify specific solutions for their unique needs. This document will involve:

- Reviewing the District’s vision, values, and aspirations
- Reviewing the 2023-24 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- Understanding Local Data
- Considering the effectiveness of the 2022-23 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 2023-24 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.

## Contents

Section 1: District’s Vision, Values, and Aspirations.....	3
Section 2: School Commitments.....	4
Section 3: Understanding Local Data.....	5
Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only).....	6
Evaluating the Success of the 2022-23 DCIP.....	6
Considering the Effectiveness of Previous Resource Decisions.....	8
Section 5: Putting it all together.....	10
Priority 1:.....	10
Priority 2:.....	10
Priority 3:.....	10
Priority 4 (if applicable).....	10
Priority 5 (if applicable):.....	11
NEXT STEPS.....	11

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

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

The William Floyd School District's vision is to maximize the potential of all students, so that they can thrive in a global community. We strive to develop well-rounded individuals with leadership qualities, with particular focus on collaboration, creativity, communication and critical thinking. Our mission will be achieved in a learner-centered, nurturing and safe environment, designed to empower students with the ability and desire to thrive as life-long learners.

### 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?

Mental health and safety have been recent areas of focus.

### 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?

The district's graduation rate has increased and it has increased across all subgroups. The district has harnessed data teams to review the performance of all subgroups, so we're no longer merely satisfied with the overall performance, but respect that we have a responsibility to ensure that **all** children have opportunities.

### 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?

Our previous NYSED state assessment scores are below the state average and this most recent year, we were not at the top of similar schools (compared with high needs, large districts). Likely due to stressors caused by the pandemic and other economic frailties, there has been a constant push to refer many students to Special Education and into more restrictive environments.

## Section 2: School Commitments

1. Review the Commitments made in the SCEP(s) for your school(s) identified for TSI/ATSI/CSI support. What themes emerge when looking at the areas that are being prioritized for 2023-24?CSI support

**Our school identified as a CSI school only serves students with disabilities. Students placed in this building struggle academically due to behavioral issues. Our CSI school has looked at data and has identified a need to address students' stamina and performance on written response to text. The team is focusing pairing SEL supports with academic intervention,**

2. Based on your review of the Resources section for each Commitment in the SCEP(s), what do you envision to be the three to six largest expenses associated with the implementation of your SCEP(s)?

- **The cost of a digital intervention/progress monitoring platform.**
- **Student and Family Engagement Activities**
- **Cost to create a student lounge which will be used as a reinforcement and socialization space.**

3. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use People to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

- **The LEA has secured consultants to provide support to teachers who are in their second year of implementation of a new reading program. These consultants will provide professional learning opportunities to our CSI identified school to help inform writing instruction. They will also provide learning experiences focused on the use of SuccessMaker, a resource identified in the SCEP plan.**
- **The LEA is working to identify AIS interventions and progress monitoring tools to use in all buildings. The LEA can use people from WFLC to provide feedback on the impact of SuccessMaker (a resource being used) to help inform whether to expand its use to other schools in the District.**
- 

4. Based on your review of the Resources section for each Commitment in the SCEP(s), what are the most effective ways for the District to use Money, Space, and Time to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

- **In order to meet commitments identified in the SCEP, educators will need to spend time analyzing data. Providing funds and time for teachers to serve on Data Teams has been identified as an effective strategy. These resources will be provided not only to our CSI school, but to schools and departments across the district.**

## Section 3: 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

When possible, consider data from the 2022-23 school year.

District-level Data Reviewed	What We Noticed When Reviewing this Data
<i>Example: Districtwide student survey data</i>	<i>44% of students agreed that they do not feel challenged in class</i>
Graduation Rate	Overall, there has been an increase in the cohort graduation rate—the increase includes subgroups although gaps still exist.
Referral to Special Education Data	There is an increase in referral rates from families and teachers to classify students—and the referrals are disproportionate based on subgroups.
NYSTP Data	Since the pandemic, item analysis from both NYSTP Math and ELA show wider gaps between the district and state performance.
Suspension Rates	Although there has been a slight decrease of Superintendent’s Hearings and suspensions, the number of physical altercations is unacceptably high.
Curriculum	Although teachers believe the new curriculum materials in Math & ELA are valuable, a survey showed that they feel they need more professional learning opportunities to use them with confidence.

## Section 4: Considering What was Learned in 2022-23 (Re-Identified Districts Only)

### Evaluating the Success of the 2022-23 DCIP

Refer to the 2022-23 DCIP to complete the information below.

Priority 1 in 2022-23 DCIP: <b>Cultural Responsiveness/Social Emotional Learning</b>
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? <b>YES</b>
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
<b>Although some data items were met, there is still more work to be done in this area.</b>

Priority 2 in 2022-23 DCIP: <b>Data Analysis</b>
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? <b>YES</b>
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors
<b>Although some data items were met, there is still more work to be done in this area.</b>

Priority 3 in 2022-23 DCIP: <b>Professional Learning</b>
Was the District able to achieve the End-of-Year Outcomes identified for this Priority? <b>YES</b>
If the identified outcomes were not achieved, in the space below, identify factors that may have contributed to the District not achieving these outcomes.
Factors

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

**Although some items in the plan were met, there is still more work to be done in this area.**

After reviewing your success in achieving the 2022-23 DCIP Priorities, what lessons have you learned that can be incorporated into your 2023-24 DCIP? **We have a good overview of data and needs, but now we need to create measurable student-specific interventions and follow a PDSA cycle.**

### Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2022-23 Title 1 1003(a) District-level Improvement Funds.

#1 Recipient/Use of District Improvement Funds: Stipends for teachers to serve as Data Team Members

What was your goal in directing funds in this manner? The goal was to continue building our capacity of analyzing data to plan interventions and review impact.

SECTION 4: CONSIDERING WHAT WAS LEARNED IN 2022-23

Have you met this goal? How do you know? Yes, the participants have a novice understanding of reviewing data, looking at gaps in item analysis and discussing curricular change.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Principals and teachers look beyond building/class scores, and identify how different groups perform in relation to each other. They then review their curricular materials to ensure cultural responsiveness. The culture is shifting away from a deficit/defensive model, and is moving more towards growth mindset.

#2 Recipient/Use of District Improvement Funds: Resources for mental staff and families to support social-emotional learning.

What was your goal in directing funds in this manner? Staff would have resources to reference and use with students with consistent approaches to the SEL Framework. Parents would use the read aloud materials for parenting support, and to know where additional references were located in the community beyond the scope of school.

Have you met this goal? How do you know? Yes, there was a reduction in the number of students who were suspended, and a reduction in the number of Superintendent’s Hearings.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? The district recognizes that removing students from school is not the solution to change behaviors. By allowing students to remain in school, counseling opportunities are afforded that can generate reflective change in behavior.

#3 Recipient/Use of District Improvement Funds: N/A

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 2023-24 DCIP? We have moved the needle, but are not where we want to be. We need to drill down deeper and develop more expertise with relation to finding researched based solutions based on our data analysis. To do this, we need to find more assessments that measure growth over short periods and better document interventions as a practice—not as a provider.



## Section 5: Putting it all together

Review your responses to sections 1, 2, 3, and 4 to identify 3 to 5 Priorities for the 2022-23 DCIP. Identify the Priorities below and indicate how those Priorities support the themes that emerged in the previous sections.

### Priority 1:

What will the District prioritize to extend success in 2023-24?

Social Emotional Learning/Cultural Responsiveness

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 CSI support (Section 1, Questions 3-4)
- X Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)

### Priority 2:

What will the District prioritize to extend success in 2023-24?

Data Driven Decision Making

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 Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)

### Priority 3:

What will the District prioritize to extend success in 2023-24?

Professional Learning

This Priority helps support (indicate all that apply)

- 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 Commitments made by our school(s) identified for TSI/ATSI/CSI support (Section 2, Question 1)
- X What was learned from our review of recent data (Section 3)

## NEXT STEPS

You have now completed the DCIP planning document. When developing your 2023-24 DCIP, please take into consideration your reflection on the District's vision, values, and aspirations, the Commitments selected by the school(s) in your district that are identified for TSI/ATSI/CSI support, and what the District learned from the past school year to determine the best strategies to pursue. The Priorities identified in this document should correspond with the Priorities in your DCIP.

## SECTION 5: 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. In addition to the sample DCIPs available, Districts may want to incorporate some of the resources available to schools as they explore their values and aspirations, assess systems and structures, analyze data, and identify goals, benchmarks and strategies.

**Please submit this document to [dcip@nysed.gov](mailto:dcip@nysed.gov) when you submit your 2023-24 DCIP.**