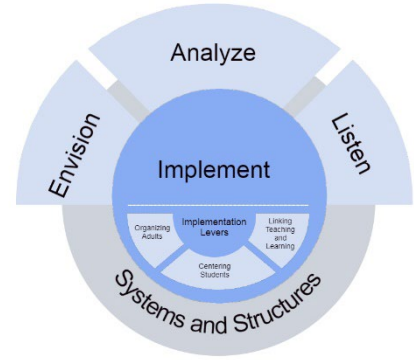




New York State  
EDUCATION DEPARTMENT

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# DCIP Planning Document for 2024-25 DCIP

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**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 2024-25 DCIP. This document is the district-level needs assessment that informs 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 2024-25 SCEP Commitments made by schools within the District that are identified for TSI/ATSI/CSI support.
- **Analyze:** Understanding Local Data
- **Analyze:** Considering the effectiveness of the 2023-24 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 2024-25 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 .....	6
Section 4: Considering What was Learned in 2023-24 (Re-Identified Districts Only).....	7
Evaluating the Success of the 2023-24 DCIP.....	7
Considering the Effectiveness of Previous Resource Decisions.....	8
Section 5: Putting it all Together.....	11
Priority 1:.....	11
Priority 2:.....	11
Priority 3:.....	11
Priority 4 (if applicable).....	<b>Error! Bookmark not defined.</b>
Priority 5 (if applicable):.....	<b>Error! Bookmark not defined.</b>
NEXT STEPS .....	12

## Section 1: Envision: 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?

More specifically recent areas of concern include:

- Student safety and mental health support
- Increasing Parent engagement to improve attendance
- Increasing the graduation rate for all students

### 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?

Specific to our CSI School:

- The WFLC has had 0 suspensions this year
- The WFLC received a 20/Highly Effective growth score based on reading and math performance

District:

- 3/6 elementary schools fell into highly effective category based on growth score in reading and math
- Graduation rate: closing the gap with subgroups; preliminary data shows our black subgroup outperformed our district and white subgroups

### 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). Although growth scores are high, achievement at the CSI/WFLC has not been sufficient when comparing these students with disabilities to general education schools.

## Section 2: LISTEN: School Commitments

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. 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 2024-25?

- **WFLC has a focus on K-2 reading and aligning their practices with the Science of Reading**
- **WFLC commits to continuous improvement in supporting the social-emotional needs of students**

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

**K-2 Reading Key strategies:** professional development, progress monitoring

**Social-Emotional strategies:** direct instruction in self-regulation strategies through SEL curriculum, create physical structures that support self-regulation strategies

3. 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)?

**K-2 Reading key strategies:**

- **Purchase of a progress monitoring tool for student use (Acadience)**
- **Providing supplies and materials in each classroom that support phonics, fluency and phonemic awareness instruction**

**Social-Emotional strategies:**

- **Equipment necessary to create spaces for students to apply and practice their self-regulatory strategies**
- **Providing supplies and materials in each classroom that support the SEL curriculum (SPOT/RULER)**

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 **People** to advance these Commitments, and, if applicable, to support improvement initiatives at other schools in the District?

**Some WFLC students come from and mainstream back into our other buildings, so aligning with the K-2 Reading commitment allows for transitions, and gets better alignment for approximately 2,000 K-2 students. In order to meet commitments identified in the SCEP, educators/ school leaders 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 2: LISTEN: SCHOOL COMMITMENTS

5. 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?

**Teachers and school leaders to look at each building's phonemic awareness, phonics and fluency in K-2 assessments, to identify:**

- 1) curriculum gaps
- 2) individual student instructional gaps for intervention
- 3) potentially identify a progress monitoring tool if current assessment data does not drill down enough

## 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 2023-24 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>
NWEA MAP reading	K-2 <i>growth scores</i> fall into the highly effective range, but achievement is below grade level expectations
NYSTP Data	Since the pandemic, item analysis and leveled scores from both NYSTP Math and ELA show wider gaps between the district and state performance.
Survey of Support Specialists and Anecdotal notes	The majority of support specialists do not believe there is district-wide consistency in how interventions are implemented and are reliant on guided reading to diagnose and prescribe services.
Chronic Absenteeism	District chronic absenteeism is 25% and 3/6 elementary schools exceed the district average. The lowest level of chronic absenteeism is in the CSI/WFLC at 15.1%

<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 2023-24 (Re-Identified Districts Only)

### Evaluating the Success of the 2023-24 DCIP

Refer to the 2023-24 DCIP to complete the information below.

<p>Priority 1 in 2023-24 DCIP: <b>The district will prioritize social-emotional learning and cultural responsiveness to engage our students and families.</b></p>
<p>Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? <i>YES! We were able to provide the professional learning activities to 100% of our staff, we created a school calendar that reflected the cultures within our community and our practices shifted away from the cultures of the staff and are more aligned with the practices and cultures within our community.</i></p>
<p>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.</p>
<p>Factors</p>

<p>Priority 2 in 2023-24 DCIP: <b>The district will prioritize data-driven decision making.</b></p>
<p>Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? <i>Partially- At the end of the school year the following will occurred: - There was an increase in student growth in both ELA/Math based on NWEA MAP. There was an increase in students in high growth/high achievement and high growth/low achievement quadrants. Overall, leadership and teaching staff found value in the professional learning opportunities around NWEA reports.</i></p>
<p>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.</p>
<p>Factors</p>
<ul style="list-style-type: none"> <li>- At the time of this draft, we do not yet have state assessment results to see if the gap analysis showed improvement</li> </ul>
<ul style="list-style-type: none"> <li>- We were not able to effectively measure interventions without more granular data. This will be a goal for 24-25.</li> </ul>

SECTION 4: ANALYZE: CONSIDERING WHAT WAS LEARNED IN 2023-24


Priority 3 in 2023-24 DCIP: **The district will prioritize professional learning to continue to grow our expertise in literacy and mathematics interventions.**

Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? No

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

- The NWEA MAP data did not sufficiently diagnose reading skills within the 5 areas of literacy with enough drill-down.
- Despite student growth, there was still a push to service students outside of the classroom.
- The district was unable to provide evidence that the outside intervention changed student learning that would warrant removal from the classroom

After reviewing your success in achieving the 2023-24 DCIP Priorities, what lessons have you learned that can be incorporated into your 2024-25 DCIP?

*The district has made great progress towards using data to understand where students are at, and there is a recognition that there are gaps in performance based on subgroups. However, we recognize that our assessments are not granular enough for the diagnostic and prescriptive analysis needed to inform intervention. Additionally, we see that attendance/engagement may be a factor in how students perform, rather than reading disabilities. We are questioning if the services are treating the symptom, rather than the root cause.*

Considering the Effectiveness of Previous Resource Decisions

Identify the top three areas where the District directed its 2023-24 Title 1 1003(a) District-level Improvement Funds.

**#1 Recipient/Use of District Improvement Funds: Professional Salaries**

What was your goal in directing funds in this manner?



SECTION 4: ANALYZE: CONSIDERING WHAT WAS LEARNED IN 2023-24

Priority 2 focuses on data driven decision making and Priority 3 includes measuring the effectiveness of interventions that happen inside and outside of the classroom. The district data teams will use after school meeting time to identify the highest leverage data points to inform intervention decisions in terms of establishing tiers 1, 2 & 3 interventions, and look at the effectiveness of progress monitoring programs to evaluate our current interventions. Teams will be established in 5 buildings.  
**50 teachers x 10 hours x \$52.04**

Have you met this goal? How do you know? The district partially met this goal. Teams were established and followed a protocol for examining data. As a result, the district's NWEA/MAP reading and math growth scores increased. The growth score for student performance increased and we now have 50% of our elementary schools growing in the highly effective range. *This is an increase of 200%:*

William Floyd Learning Center 20/highly effective

John S. Hobart Elementary 19/highly effective

Moriches Elementary 18/highly effective

Tangier Smith 17/effective

William Floyd Elementary 17/effective

Nathaniel Woodhull Elementary 16/effective

Although overall improvement in student growth occurred, there was limited data in our current assessments to inform outside interventions. More work needs to continue in this area.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Small group instruction around students' needs happens regularly in the general classroom, and teachers are able to plan instruction around the NWEA/MAP benchmark results.

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

What was your goal in directing funds in this manner?

Priority 1 focuses on Social Emotional Learning and Cultural Responsiveness. These funds will be allocated to pay teams of teachers in each building to hold after school/evening experiences for the families of new entrants to a building. Experiences will allow educators to build cultural capacity as they work with families and develop culturally responsive schools. Families will be provided with support to ensure they and their children are not only prepared for academic success but are also connect to a social/emotional support system.

Have you met this goal? How do you know? Yes. (1) "Welcome Ambassadors" worked with new entrants and their families to make them feel welcome and to allow us to learn about their accommodations needed for inclusivity. District practices and resources were shared, and families received a personalized in-person opportunity to meet with the principal, mental health staff and teaching teams. (2) At the end of the school year, the following occurred: - All staff members participated in a workshop around the Muslim culture and how our school/classroom practices may

SECTION 4: ANALYZE: CONSIDERING WHAT WAS LEARNED IN 2023-24

negatively impact students (ie, holding classroom celebrations during Ramadan fasting, missing instruction/tests when students are not in session on Eid(s) and how students feel isolated when materials and instruction are geared specifically to other belief systems. - The district developed an inclusive calendar that included Eid as a holiday.

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? New entrants to the school are aware and familiar with our learning tools so they can better participate in their child's education. Parents already know who the building contacts are should they need assistance. The calendar now reflects Eid as a holiday and teachers have purchased materials that are more culturally responsive.

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

What was your goal in directing funds in this manner?

Priority 2: Utilizing an NWEA consultant to prioritize reports available in decision making at both district and building level. On-site; two (2)- 180 minute sessions for up to 30 participants.

Have you met this goal? How do you know? Yes. Training was provided where teachers identified high leverage reports to inform instruction. As a result, the district's NWEA/MAP reading and math growth scores increased. The growth score for student performance increased and we now have 50% of our elementary schools growing in the highly effective range. *This is an increase of 200%:*

William Floyd Learning Center 20/highly effective

John S. Hobart Elementary 19/highly effective

Moriches Elementary 18/highly effective

Tangier Smith 17/effective

William Floyd Elementary 17/effective

Nathaniel Woodhull Elementary 16/effective

What **practices (including student practices and teacher practices)** look different in the District now as a result of this expenditure? Building administrators now know which reports to utilize and how the information drives instruction. Teachers apply their new knowledge with their classroom reports to identify strengths and weaknesses in standards/curriculum, and to more efficiently group students in small group instruction.

After considering the effectiveness of previous resource allocation decisions, what lessons have you learned that can be incorporated into your 2024-25 DCIP? We need additional data sources to progress monitor in between the NWEA benchmark assessments. This progress monitoring tool must align with the Science of Literacy areas. This will particularly influence our Tier 2 and 3 interventions. This year's work impacted classroom teachers- we now must look at pull-out interventions to measure their effectiveness.

## Section 5: Putting it all Together

**Review your responses to sections 1, 2, 3, and 4** to identify 3 to 5 Priorities for the 2023-24 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 2024-25?</b>	<b>Data Driven Decision Making – we need to continue the practice of looking at data. Now, we need to examine specific grade levels that are underperforming other grade levels in the district.</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 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)
- X What was learned in 2023-24 (Section 4)

### Priority 2:

<b>What will the District prioritize to extend success in 2024-25?</b>	<b>Progress Monitoring – we need to identify a progress monitoring tool that will align with the Science of Reading. This will serve as direction for potential Tier 2 and 3 interventions.</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 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)
- X What was learned in 2023-24 (Section 4)

### Priority 3:

<b>What will the District prioritize to extend success in 2024-25?</b>	<b>Parent Engagement (supporting academics, instruction and attendance initiatives) Providing more engagement opportunities- including (but not exclusively) workshops that impact student attendance. We will be also working towards empowering parent groups by guiding them to select topics that meet their needs.</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 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 2024-25 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.

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 2024-25 DCIP.**