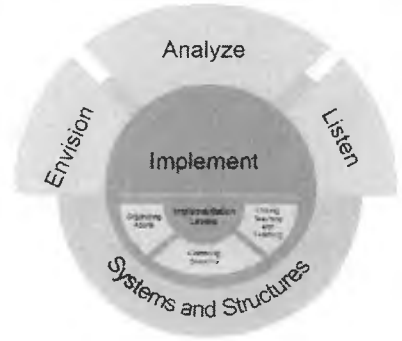




New York State
EDUCATION DEPARTMENT
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DCIP Planning Document for 2025-26 DCIP

District

William Floyd UFSD

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 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
- Decreasing the number of students being referred to special education

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 for CSI Schools:

- WFLC has 0 suspensions this year.
- The WFLC has received a “20” growth score based on the NWEA Reading and Mathematics MAP Assessment.
- 11 of the 12 grade five students at WFLC will transition to a District Middle School Program and into a less restrictive setting.
- WFLC students continue to have difficulty with NYS Assessments, particularly the constructed response sections of the exam.
- WFLC students lack the stamina to complete the NYS Assessments and need opportunities to engage with parallel task on similar platforms.
-

District:

- 3/6 elementary schools fell into the highly effective category based on growth scores on the NWEA Reading and Mathematics MAP Assessment.
- Graduation Rate: 86%
- Building referrals to special education continues to rise. In many cases, movement to more restrictive settings are being recommended from Integrated Coteaching classes. School Leaders report that observations indicate that parallel, not collaborating teaching is occurring.
- When compared with similar schools, the LEA’s ranking has dipped from being at the top to being in the middle, data analysis found the following:
 - Constructed responses have been receiving fewer points
 - Student stamina seems to impacting the ability to complete the assessment

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- Students need opportunities to prepare for online assessments

Most teachers were hired after the District moved to regional scoring and do not know how the NYS Assessments are graded or how to teach into the rubric.

Themes:

William Floyd Learning Center has obtained the maximum number of NWEA growth points for APPR accountability purposes. They surpass all other buildings in this regard. However, when looking at State Accountability Measures, they continue to lag behind. NWEA was used as the State recalibrated measures after the COVID shut down. As time has passed, a refocus on State measures are being made at WFLC as well as the other schools in the District. The LEA districtwide review of data indicates that challenges students at William Floyd Learning Center are confronted with align with issues students in non-sited buildings are facing. It will be important to address these issues districtwide to ensure that gaps in all schools close.

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 2023/24 NYSED state assessment scores continue to be below the state average. We rank 3rd or higher when compared to similar schools. It is noted that the gap is greatest in grade three and closes as in grades 4 and 5. This indicates that we still need to improve literacy and math skills in our foundational grades (K-2). Success in these areas will help meet towards communication and critical thinking, two of the four areas of focus identified in the district's vision, values and aspirations.

The William Floyd Learning Center (CSI/WFLC) is a specialized setting that educates students with social emotional needs. Although these students require specialized skills to develop self-regulation skills, their cognitive ability is on grade level. At CSI/WFLC, growth scores continue to be high on NYS 3-5 assessments, but achievements have not been sufficient when comparing these students with disabilities to general education students. The gaps in achievement indicate the need for continued work in meeting grade level standards is needed in order to provide a learning environment that maximizes the potential of all students, which is the overarching goal of the vision, values and aspirations of the district.

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?

Schools completed surveys and local needs assessments to prepare for their ESSA Schoolwide Plans. Schools are prioritizing learning how to successfully implement Science of Reading techniques in grades K-3. They are focusing on successfully navigating texts and generating constructed responses in grades 4 and 5.

The district might create opportunities for schools to collaboratively learn from one another by providing professional learning opportunities that bring educators together as a learning community.

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?

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The William Floyd Learning Center has been identified as a CSI. This building provides instruction to only students identified as Students with Disabilities. However, they are compared to typical buildings that include non-classified students. Building Stakeholders identified advocating for not being compared to buildings that are not similar in these student demographics.

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

In 2024-2025, schools piloted evidence based interventions designed by the 95% Group. These pilots have been deemed successful in providing interventions to students with gaps in their phonemic awareness and phonics development. In 2025-2026, the resources will be utilized with all students who require intervention in these areas of learning. In addition, after reviewing data a weakness in phonemic awareness instruction was identified across all schools. Heggerty will be purchased for all K/1 teachers to use as a full class evidence based instructional tool.

Pilots will begin for products from the 95% Group that focus on comprehension and oral language development.

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?

Central office staff will support identified and other schools by securing professional learning vendors who will build teacher capacity around curriculum and instruction. This will support the identified initiatives by ensuring educators have the information they need to successfully identify students' needs and execute evidence based instructional practices.

SECTION 3: ANALYZE: UNDERSTANDING LOCAL DATA

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.”¹ 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>
NWEA MAP Growth Data in Reading	K-3 growth scores fall into the highly effective range, but achievement is below grade level expectations
NYSTP Data	Compared to similar schools, William Floyd Schools District’s 3-5 ELA assessments ranked in the top 3 or better. Grades 4&5 Mathematics assessments also rank as 3 or better. Grade 3 was ranked 5 when compared to 9 similar schools.
Survey of Support Specialists and Anecdotal notes	Support staff specialists have utilized the R-TFI to reflect upon systems and practices. Feedback has indicated an understanding that updated structures needed to be developed and intervention tools needed to be identified. In the 2024/25 school year this work has begun and draft plans have been developed. Support Specialists will work with School Leaders to implement changes and modify plans as the need occurs.
Chronic Absenteeism	In the 2023/24 school year 3/6 elementary schools exceeded the district chronic absenteeism rate of 25%. Preliminary 2024/25 school year data indicates that 0/6 elementary schools exceed the district rate of 29% and 1/6 continue to exceed the 23/24 rate of 25%.

¹Byrk, 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>NWEA MAP Fluency Data in Phonemic Awareness and Phonics Development</p>	<p>During the pilot of this assessment platform, we noticed that a large number of first and second graders were identified as needing intervention in the area of phonemic awareness and grade level phonics skills.</p>
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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.

<p>Priority 1 in 2024-25 DCIP: The district will prioritize professional learning around the Science of Reading to continue to build our expertise in literacy.</p>
<p>Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? Partially</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>Professional Learning focused on the Science of Reading was executed in May. All K-3 teachers, all elementary administrators and all Reading Interventionists have participated in at least one learning experience. Additional professional learning is needed to unpack each of the pillars of literacy. Delays in funding and the inability to secure consultants impacted the ability to begin this work early in the year. As a result, work in the classroom was not executed in time to yield the target data of Teacher Observations.</p>
<p>Additional professional learning, including coaching, will be needed to guide teachers in developing and executing lessons that align with the Science of Reading.</p>
<p>Student data has moved towards targets set in the 2024-2025, but have not been fully met. Additional professional learning and coaching will support the attainment of these goals.</p>

<p>Priority 2 in 2024-25 DCIP: The district will prioritize data-driven decision making.</p>
<p>Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? Partially</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>The LEA worked with consultants who provided protocols for reviewing data. Data teams have implemented these tools to focus discussions and ensure data analysis is targeted.</p>

¹Byrk, 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

Data work has identified the fact that NWEA Growth Data and NYS 3-5 exams provide valuable screening information, but do not help drill down to student needs. During the 2024/25 school year, the district has worked to find diagnostic data collection tools that will provide more targeted data that helps identify best ways to differentiate and intervene.
Although the introduction of diagnostic data has led to improvements that moves us towards meeting the 2024/25 DCIP goals, the set targets were not met.

Priority 3 in 2024-25 DCIP: The district will prioritize cultural responsiveness to elevate our students’ potential.
Was the District able to achieve the End-of-Year Success Criteria identified for this Priority? Partially
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
As the demographics of the district change, there needs to be continued work to help teachers build cultural competence so they better understand how acquiring a new language and poverty impacts literacy. An increased number of students are being placed in Integrated Co Teaching Classrooms (ICT) and this is being used as a pathway to a special education placement. Observations indicate that instruction in these settings have become less integrated and differentiated and has moved away from scaffolded instruction and towards remediation. Non classified students are being referred to special education as opposed to moving students with disabilities to less restrictive settings. It has been noted that teaching teams have not received professional learning to help them understand best practices in differentiation and co-teaching.
Although the district made gains in this area, (increased participation in parent engagement events and use of protocols to focus decision making on data, there continues to be a gap between teacher belief that they can through evidence based instruction impact performance for all learners.

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

¹Byrk. 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

Priority 5 in 2024-25 DCIP (if applicable): N/A
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

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?

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.

#1 Recipient/Use of District Improvement Funds: Professional Salaries- all funds went toward salary to examine data
What was your goal in directing funds in this manner? Priority 2 focused on data driven decision making. The district utilized funds to allow building level teams to analyze data outside of the contractual day. Data team members unpacked data and identified needed shifts in instructional practice and interventions for Tiers 1, 2, and 3 instruction. This information was used to provide classroom teachers with
Have you met this goal? How do you know? This goal has been met. District leaders and outside consultants attended several data meetings in each building. A protocol was used to monitor the meeting created by the consultant, based on district responses the Reading Tiered Fidelity Inventory (R-TFI) was used to provide teams with targeted feedback that helped them target their conversations on student performance and need.

¹Byrk. 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

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

Focused conversations about data have moved from global data points to targeted ones. The Data Teams have helped facilitate this change by supporting their colleagues as they unpack the new data points and teach them how to utilize protocols to remain focused on how to differentiate instruction so it meets the needs of learners.

#2 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?

#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 2025-26 DCIP? We have learned that the data points we had been using were too global and did not drill down to help identify specific student needs. We have identified new assessments that are diagnostic in nature. In 2025-26, we will need to strengthen our understanding of what these assessments measure and how to effectively analyze them. We will also need to learn how this information aligns with the Science of Reading and Pillars of Literacy,

¹Byrk. 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 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?

Resources needed for the 2024/26 school year will focus on professional learning. The district will set a goal to train all classroom teachers by offering professional learning experiences multiple times during the school day which will ensure all members are trained.

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?

Educators at the CSI School/WFLC will participate in all district professional learning experiences. In addition to this work, funds provided directly to the school will include professional learning targeted on evidence-based instruction, including coaching, will be provided to educators in this school.

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:

What will the District prioritize to extend success in 2025-26?	The district will prioritize professional learning around the Science of Reading to continue our expertise in literacy.
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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 2:

What will the District prioritize to extend success in 2025-26?	The district will prioritize data-driven decision making.
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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 3:

What will the District prioritize to extend success in 2025-26?	The district will prioritize cultural responsiveness to elevate our students' potential. A pilot will be done in Integrated Co-Teaching Classrooms where a focus on the impact can be measured to understand the impact of this work.
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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)

¹Byrk, 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 6: PUTTING IT ALL TOGETHER

- 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)

What will the District prioritize to extend success in 2025-26?	N/A
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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):

What will the District prioritize to extend success in 2025-26?	N/A
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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.

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 when you submit your 2025-26 DCIP.

¹Byrk, 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