



DCIP Planning Document for 2025-26 DCIP

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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**](https://www.nysed.gov/sites/default/files/programs/accountability/2025-26-dcip-district-priorities-template.docx).

**Option 2:** Identifying the [District-level **Systems**](https://www.nysed.gov/sites/default/files/programs/accountability/2025-26-dcip-district-level-systems-template.docx) 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](https://www.nysed.gov/accountability/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

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| 1. What is the District’s vision?
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| 1. 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?
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| 1. 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?
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| 1. 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?
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# 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.

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| 1. What Key Strategies are the schools prioritizing? How might the district create opportunities for schools pursuing similar strategies to learn from one another?
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| 1. 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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| 1. What evidence-based interventions have schools identified for 25-26?
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| 1. 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?
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# 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.

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| District-level Data Reviewed | What We Noticed When Reviewing this Data |
| *Example: Districtwide ELA benchmark data* | *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.* |
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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.

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| Priority 1 in 2024-25 DCIP: |
| 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 |
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| Priority 2 in 2024-25 DCIP: |
| 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 |
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| Priority 3 in 2024-25 DCIP: |
| 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 |
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| 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 |
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| 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.  |
| Factors |
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| 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.

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| **#1 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? |
| **#2 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? |
| **#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? |

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

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

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| 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?
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| 1. 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?
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# 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:

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| What will the District prioritize to extend success in 2025-26?  |   |

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:

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| What will the District prioritize to extend success in 2025-26?  |   |

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:

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| What will the District prioritize to extend success in 2025-26?  |  |   |

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 4 (if applicable)

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| What will the District prioritize to extend success in 2025-26?  |   |

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):

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| What will the District prioritize to extend success in 2025-26?  |   |

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.**