



# Building Our Future



Syracuse City School District  
Strategic Plan 2019 Progress Report



## OUR VISION

To prepare and inspire all of our students to innovate locally and contribute globally.

## OUR MISSION

To build, support and sustain school communities that provide all students with a high-quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy.

## CORE BELIEFS & COMMITMENTS

The Board of Education's core beliefs and commitments reflect the potential of our students; the purpose of public education; the impact of our teachers, leaders, schools and district on student achievement; and the Board of Education's duty to promote a culture of high expectations and accountability. They also set forth our commitment to act on these beliefs to achieve our vision to prepare and inspire all of our students to innovate locally and contribute globally.

## OUR PRIORITIES

Engage Families and Community

Implement Culturally Responsive Practices

Recruit, Develop, Support and Retain the Most Effective Diverse Staff

Personalize Learning for Students

Provide Dynamic, Rigorous Curriculum and Instruction



# PROGRESS

## Priority 1: Engage Families and Community

Our families are true partners with the district in the success of their children.



### What We Must Do

### Target

### Status

### Progress/Notes

Every school will have active family participation in districtwide and school-based decision-making bodies (e.g. SPC, SLT, Task Forces, CSE)	2018	On Track ●	Most schools have provided a representative for the Superintendent's Parent Council. However, a reporting from each school with documentation as to who the parents are on their SLT teams has not yet been provided. This information will be updated by the end of September annually.
Every division and school will develop written plans that define action steps with customized targets for increasing engagement of their families.	2018	In Progress ●	This has proven to be exceptionally challenging for schools to complete in light of having to prepare a number of written plans for the schools. A template has been crafted that schools will be able to utilize to more easily devise a plan for engaging families for use in 2019-2020.
All schools will conduct quarterly data (academic, behavioral, attendance) review sessions with families using district-aligned resources (e.g. PEN PALS).	2021	On Track ●	Parent University and Family Engagement Facilitators have been working with school teachers, data coaches and MCLs to provide sessions for parents using the PEN. At this time only one cohort of families have received a PEN book. This upcoming year will have two cohorts and the following year all families of students in K – 12 will have PEN books.
School will demonstrate community connections	2021	On Track ●	The introduction of Program Aides at the majority of the schools and Community School Coordinators at the other schools has been integral in the incorporation of community resources and the addition of connections in the community. One notable connection established this year was a partnership with Loretto. Reportedly up to 80% of Loretto employees have children in the Syracuse City School District. Family Engagement Facilitators have provided outreach services and educational sessions to families employed by Loretto at the Loretto facilities.
The district will develop an aligned training program to support staff in actively engaging family and community members.	2021	On Track ●	A district-wide plan is in progress and will be completed by 8/30/19. The plan will provide guidance and direction for all school staff to better understand and implement practices that will encourage and support family engagement.

## Priority 1: Engage Families and Community (Continued)

Increase participation in the climate survey annually by 10% to achieve at least 20% participation rate by 2022 to ensure a representative sample of the district.	2022	MET ✓	This year with the assistance of Program Aides, parent climate survey return rate was 27.9%, an increase from 8.5% two years ago and 16% last year. The department will continue to push for an increase of family participation as some schools had very low participation rates.
Every school building will have a designated family engagement team, designated space and resources for use by families, PTO, PTSO, PFO and community stakeholders.	2022	In Progress ●	Due to physical plant issues, it has been difficult to designate specified space for family engagement. As buildings are renovated, space is being identified for exclusive use by families.

## Priority 2: Implement Culturally Responsive Practices

Our students feel that their teachers and leaders truly understand them, care about them and want them to be successful in school.



What We Must Do

Target

Status

Progress/Notes

<p><b>Develop competencies for culturally responsive practices to be used to align standardized professional development and ongoing support.</b></p> <p><b>Competencies:</b></p> <ol style="list-style-type: none"> <li>1. Racial Self-Awareness</li> <li>2. Awareness of the world-views of culturally Diverse staff, students, and families</li> <li>3. Creating a Welcoming and Affirming Environment</li> <li>4. Fostering High Expectations and Rigorous Instruction</li> <li>5. Identifying Inclusive Curriculum and Assessment</li> <li>6. Engaging in Ongoing Professional Learning</li> </ol>	2019	On Track ●	<p>October 2018 through May 2019: Meetings held with various stakeholders (students, parents, teachers, social workers, psychologists, counselors, coaches, TAs, building administrators, CO Administrators, PARs, and IEs). Six Competencies have been identified based on the NYS Culturally Responsive Sustaining Practices, which is grounded in the work of Gloria Ladson-Billings and other scholars. The first two are competencies to be developed in all stakeholders. The next two are competencies to be developed in students, staff, and leaders. The last two are competencies to be developed in staff and leaders. Vehicles for professional development and continuous support have also been suggested:</p> <ul style="list-style-type: none"> <li>• New Educators Orientation</li> <li>• Leadership Academy</li> <li>• EWA Embedded Professional Development</li> <li>• PLC Embedded Professional Development</li> <li>• Performance Matters Options</li> <li>• Webinars</li> <li>• Coach Academy</li> <li>• Embedded into Social Studies, English Language Arts, Health, Home and Careers</li> </ul>
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## Priority 2: Implement Culturally Responsive Practices (Continued)

Complete a curriculum, district policy and practice audit for cultural relevance and implement corrective actions.	2019	On Track ●	A curriculum audit was completed as a collaborative effort between T&L and OSSS. Results of the ELA audit showed room for growth in the cultural relevance of the ELA curriculum. Next steps are being identified. A Districtwide walkthrough is in the process of development. Items from the TAC-D classroom walkthrough tool are being utilized for the SCSD tool.
Integrate in the district professional development plan activities that explicitly celebrate our diverse population and incorporate opportunities for community discussions and learning around cultural responsiveness.	2020	On Track ●	Rather than being presented as its own competency, cultural responsiveness is being integrated into all PD sessions across all areas. Unique CRE trainings are being limited to the 5 day TAC-D Institute.
All staff will have received standardized, baseline Culturally Responsive Education (CRE) professional development from which schools and staff can personalize their support.	2020	On Track ●	District and building-level coaches received the 5 day TAC-D CRE series and will serve as leaders within buildings. A cross-divisional group of 8 CO staff was trained as co-facilitators to expand the number of individuals receiving the institute.
Increase from baseline results, positive climate survey results reported by students, staff and families.	2020	On Track ●	Response rates for the parent survey increased significantly for the current year. Parents more favorable perceptions on questions across nearly every domain. Students reported positive changes in their relationships with adults in their schools and in school safety.
<p>Decrease in-school suspension and out-of-school suspension rates for:</p> <p><b><u>Black students</u></b> From 18% in 2016-17 to less than 10% in 2022.</p> <p><b><u>Hispanic students</u></b> From 12% in 2016-17 to less than 10% in 2022.</p> <p><b><u>Students with disabilities</u></b> From 14.5% in 2016-17 to less than 10% in 2022.</p>	2022	On Track ●	Reductions in OSS continued in 2018-19. Suspension rates were: 13.1% for Black students, 8.2% for Hispanic students, and 12% for students with disabilities.


## Priority 2: Implement Culturally Responsive Practices (Continued)

<p><b>Decrease referral rates for:</b></p> <p><b><u>Black students</u></b> From 25% in 2016-17 to less than 10% in 2022</p> <p><b><u>Hispanic students</u></b> From 18% in 2016-17 to less than 10% in 2022.</p> <p><b><u>Students with disabilities</u></b> From 21% in 2016-17 to less than 10% in 2022.</p>	2022	On Track ●	Referral rates had a slight uptick in the 2018-19 school year. The referral rate was 27.2% for Black students, 19.6% for Hispanic students, and 24.9% for students with disabilities. Long-term targets are still achievable with a focus on restorative practices.
<p><b>Decrease the chronic student absenteeism rate for each accountability subgroup by at least 10% with the ultimate goal of reducing disproportionality among subgroups.</b></p>	2022	On Track ●	Rates of satisfactory attendance were 48% for Am. Indian/AK Native, 81% for Asian, 64% for Black, 49% for Hispanic, 59% for Multiracial, and 64% for White students.

## Priority 3: Recruit, Develop, Support and Retain the Most Effective, Diverse Staff

Our staff is comprised of the most talented and effective people, reflecting our amazing diverse community. Our employees are cared for, valued and respected, and in turn care for, value and respect our students and their families.



 What We Must Do	Target	Status	Progress/Notes
<p><b>By September 2018, educate all employees on our district's core values, culture and high expectations, and measure efficacy of the effort based on surveys.</b></p>	2018	In Progress ●	<p>We held a district-wide convening at the SRC Arena at OCC. There was no specific follow-up coordinated as a district. Signage and other materials were provided to schools and work sites. The 2019-20 Convening can be leveraged to further emphasize priorities with a survey to all staff following the event. Additional effort will be emphasized at New Educator Orientation (NEO) and with new hire orientations for other staff. At NEO, educators will be expected to develop deliverables connected to each priority of the strategic plan. This work needs to be ongoing versus a one-time event at orientation. Effort to assess work on strategic plan by departments and schools would be of value.</p>

### Priority 3: Recruit, Develop, Support and Retain the Most Effective, Diverse Staff (Continued)

Provide and expand professional learning opportunities for all employee groups in leadership development and other job-related training.	2020	In Progress ●	Professional learning opportunities have been implemented to support teaching assistants to become teachers and for teachers to become initial school leaders. A program will begin to support current vice principals in becoming principals. Beyond focusing on support and development for teachers and leaders a gap exists for other staff. Limited time and attention exist to train beyond teachers and school building leaders. The district has much work to do to ensure buy-in and cross-functional effort on this goal, as a result the district is off track to meeting this goal by 2020. This goal should be moved to 2022.
Implement an aligned, customized, sequential professional development plan with hybrid and virtual learning opportunities afforded to and required for all staff.	2020	In Progress ●	The district has implemented a SafeSchools platform to assist staff with personalized, virtual training for safety, behavioral expectations and job specific training. Some discussion has taken place to consider opportunities to provide sequential, targeted and personalized professional development for teachers, but nothing specific has been implemented. The district is off track to meet this goal by 2020. This goal should be moved to 2022.
Expand and define internal leadership career ladders and advancement opportunities for all staff.	2020	In Progress ●	Internal career ladder opportunities were defined, developed and launched for teachers (e.g., Coaches, MCLs, TLCs, AIS teachers). Career ladder preparation for staff to become building leaders has been developed through SALA, SULF, BOFPI to ensure school leadership. Additional effort needs to focus on other staff. The district is off track to meet this goal by 2020. This goal should be moved to 2022.
Implement mechanisms to assess and improve staff morale to ensure all employees feel cared for, valued and respected while defining and reinforcing the district's commitment to excellence, cultural responsiveness and high expectations.	2020	On Track ●	The district acknowledges that effort needs to be placed on improving staff morale, which in and of itself is a positive. The district has launched an SCSD Cares effort to ensure focus on employees feeling cared for, valued and respected. Wellness Champions will be implemented at each school and work site to ensure employee wellness and care is intentional at the work site for staff. Schools and worksites need to develop intentional site plans to assess and implement actions to improve school climate and culture.
Ensure an annual personalized plan for growth for every employee that connects practice to impact, and affords varied tiers of support and professional development.	2021	On Track ●	Where staff have not had an evaluation system, one has been developed. A growth setting process for all staff needs to be developed to ensure alignment. Current evaluation systems would need to be modified to realize this goal. This will become part of the negotiations process as we work with respective union leadership.



## Priority 3: Recruit, Develop, Support and Retain the Most Effective, Diverse Staff (Continued)

<p><b>Refine our practices to recruit employees who are representative of the diversity of our district, utilizing a multi-pronged approach that results in increases to staff diversity through new hiring and internal promotion.</b></p>	<p><b>2022</b></p>	<p><b>On Track</b></p> <p>●</p>	<p>Several practices have been implemented to refine recruitment practices. Pipeline partnerships have been established with colleges and universities, including at HBCUs and with effort toward recruiting teachers of color. Program partnerships have been expanded at SU and with NYU to create teacher residency programs in the SCSD. We are sending more people, from different roles to recruit at colleges. We utilized the student college tour to HBCUs to serve as a recruitment event for future teachers by sending a recruiter to meet with college students and staff. A CTE program for urban teacher preparation was implemented at Corcoran High School, with feeder clubs at several of our middle schools. We have held job fairs in district to recruit teachers and staff. In the fall of 2019 we will implement a new teacher career/application site to ease efficiency for applicants and the organization. We are redesigning our careers website to be more user friendly, informative and intuitive. We have developed a commercial to recruit on the web and through social media.</p>
<p><b>Ensure more of our best teachers and leaders serve in our schools of greatest need.</b></p>	<p><b>2022</b></p>	<p><b>On Track</b></p> <p>●</p>	<p>We developed an MOU and series of incentives to attract and recruit teachers from other district schools and from outside the district to work at STEAM at Dr. King, STEM at Blodgett and Brighton Academy. The transfer process was leveraged to ensure that the best teachers were placed at our schools of greatest need and teachers with whom there are concerns were prevented from placement at our schools with greatest need. We defined our schools of greatest need: STEAM at Dr. King, Brighton Academy, Syracuse STEM at Blodgett, Clary, McKinley-Brighton and Lincoln. This ensured we were thoughtful about resource allocation and human capital initiatives. Prioritized hiring was afforded these schools and additional supports are provided to the schools' leaders. We need to better define who our greatest teachers are and how we find them fit.</p>
<p><b>Increase teachers hired through recruitment pipelines by 25% and establish relationships with eight key colleges and universities locally, regionally and nationally.</b></p>	<p><b>2022</b></p>	<p><b>On Track</b></p> <p>●</p>	<p>We have established pipelines with 4 colleges: Claflin, SU, NYU, SUNY Oswego. We are working to develop stronger connections with SUNY Cortland, Utica, Empire State, LeMoyne, South Carolina State, Benedict College, and TBD.</p>



## Priority 4: Personalize Learning for Students

Our students set and monitor meaningful and ambitious goals and achieve them through learning experiences that leverage their strengths, needs, interests and cultures.



What We Must Do

Target

Status

Progress/Notes

SCSD will have a common understanding and corresponding approach to personalized learning.	2019	On Track ●	Currently, the district has put in place several structures and opportunities for staff to learn about personalized learning and observe implementation of PL practices. District Learning Walks have been established, and over 200 classrooms have been observed in these walks. An online PL Resource Hub has been established where teachers from all schools are able to upload the PL work they are engaged in, with differentiated strategy paths that support every area of the Core Four components of PL, at every grade level. Professional development is offered throughout the school year, and through the SyraFuse Fellows Program, all schools except for ITC will have a current or former Fuse Fellow. In the fall of 2019, all teachers will complete a self-assessment using the CoreFour rubric and will set a PL Smart Goal to achieve in their classroom.
100% of teachers will leverage personalized learning strategies that will help students achieve their goals.	2019	Modified ●	To date, all schools have been supported in implementation of PL across classrooms, through the collaboration and support of partner Ed Elements. Waves 1, 2, and 3 of schools have begun implementation. Transition of staff in schools closing and opening and yearly attrition of staff prompt varied professional development efforts to ensure all staff hired are trained in PL strategies for use in the classroom. A tool to assess use of strategies across all SCSD schools, subjects, and grade levels is in development, and a process by which the district can assess use of PL strategies in each classroom must be created and systematized. As all teachers complete the self-assessment rubric in goal 1, a plan for ensuring 100% of all teachers move forward implementing PL strategies can be designed in response to the findings of the assessment. This goal should be moved to 2020-21 for accurate measurement and reporting, to coincide more appropriately with the individual student profiles in goal 3.

## Priority 4: Personalize Learning for Students (Continued)

Every student will have an individual profile that includes short-term (annual) goals and long-term goals related to cognitive skills, content area skills, and social and emotional skills, and takes into account background.	2022	On Track ●	SCSD uses a variety of assessment tools to better understand the strengths, preferences, interests, and needs of each student in order to better differentiate and support instruction for every child. The district is in the process of training all schools to implement a survey to inform the social and emotional skills of each student to supplement the academic data collected in each subject area. The Teaching and Learning Department and Office of Student Support Services are collaborating to craft potential templates for individual learning profiles that can be used to support staff in schools to establish goals for each student and individual learning plans to address those goals, as well as assist families in understanding their children's growth goals. Individual profiles and learning plans are being piloted in the 2019-20 school year at the two new progressive program academies and will be revised for larger-scale implementation in subsequent school years.
Student surveys will include questions about the value of individual goals in helping students achieve their hopes and dreams, and will demonstrate increases in positive responses each year.	2022	On Track ●	SCSD is planning to utilize a survey via Panorama in 2019-20 to collect more personalized and nuanced student-level data about social emotional skills and strengths. Leveraging the structure of this survey tool, the district will be able to select questions or craft new questions to learn more about individual goal-setting and increased positive responses and growth toward goal achievement annually. The Teaching and Learning Department and Office of Student Support Services are collaborating to make the most of the Panorama survey to align to this goal.
SCSD will evaluate the impact of personalized learning on student achievement as well as report on the critical ways in which personalized learning has impacted a culture of innovation.	2022	On Track ●	The newly created Evaluations Department has conducted an initial review of the impact of the district's primary contracted partner to support personalized learning. The evaluation concluded that the work to train and implement personalized learning as supported by Ed Elements has more than met current goals, including the positive impact on student achievement in Wave 1 schools. These schools have been implementing PL strategies for the longest period of time in the district thus far, and based on these evaluation results, the expectation is that Wave 2 and 3 schools will show similar achievement increases over the next 2-3 years. Additional evaluation measures to assess the impact on a culture of innovation will be drafted as the district begins the work of implementing more personalized support school by school as part of the Office of School Reform's responsiveness process and plan.

## Priority 5: Provide Dynamic, Rigorous Curriculum and Instruction

Our students achieve proficiency in all subject areas and are critical thinkers and problem solvers.



 What We Must Do	Target	Status	Progress/Notes
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Develop action plans for leveraging all content areas.	2019	On Track ●	<ul style="list-style-type: none"> <li>Mathematics, ELA and Fine Arts all convened a task force to develop three-year action plans. Plans were completed and presented to the board of education.</li> <li>Writing action plan that includes all content areas developed and preparation for implementation in 2019-20</li> <li>Each content area involved in ESSA indicators and “look fors”</li> </ul>
By September 2019, all content areas will develop common benchmark assessments for all grades.	2019	On Track ●	<ul style="list-style-type: none"> <li>Science – Developed assessments for all 6-12 science teachers; IO assessments developed for grade 4 and pushed down to grade 3 in SY 19-20</li> <li>Social Studies – Assessment developed for 4-12 grade social studies;</li> <li>Math – Updated interim assessments for all high school regents courses; ANet interim assessments for grades 2-8;</li> <li>ELA – ANet interim assessments for grades 2-8; Mid-term and final developed for grades 9-10</li> </ul>
Implement and use data from common benchmarks for all content areas across grade levels.	2020	On Track ●	<ul style="list-style-type: none"> <li>Science – Developed data cycles at middle school and high school</li> <li>Social Studies – Supervisor of social studies coordinated data analysis and action planning at middle school and high school</li> <li>Math – Three data meetings focusing on Algebra 1; interim data provided to teachers and leaders; collaborative analysis</li> <li>ANet data coaching at each building around ELA and Math assessment</li> <li>ELA – Data protocol shared with HS coached to facilitate data analysis and planning for 11th grade regents assessment</li> </ul>

## Priority 5: Provide Dynamic, Rigorous Curriculum and Instruction (Continued)

<b>Implement new science standards for K-12 students.</b>	<b>2022</b>	<b>On Track</b> ●	<ul style="list-style-type: none"> <li>• Expansion of the FOSS kits to grades 3-5</li> <li>• Addition of Science Instructional Coach to support implementation</li> <li>• Each 6-12 grade science teacher implement one unit aligned New York State Science Learning Standards in SY 18-19</li> <li>• Each 6-12 grade science teacher will implement an additional aligned unit in the 2019-20 SY</li> </ul>
<b>Teachers will meet at least quarterly across grade levels and content areas to refine interdisciplinary learning</b>	<b>2022</b>		Work not started
<b>ELA:</b> Double the percentage of students reading and writing proficiently in second, third and eighth grade.	<b>2022</b>		<ul style="list-style-type: none"> <li>• Addition of ER and IR teachers and teaching assistants at Elementary, PK8 and Middle Schools</li> <li>• Increased support and accountability around Language! Live program</li> </ul>
<b>ELA:</b> Nearly 90% of students will achieve overall passing rate on the ELA Regents.	<b>2022</b>		<ul style="list-style-type: none"> <li>• Adoption of a Language and Linguistics course to support struggling 9th graders</li> <li>• NEED DATA FROM OSA</li> </ul>
<b>ELA:</b> Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.	<b>2022</b>		<ul style="list-style-type: none"> <li>• Completed curriculum audit from cultural relevance and made adjustments to text selection</li> <li>• NEED DATA FROM OSA</li> </ul>
<b>Math:</b> Double the percentage of students proficient in eighth-grade math as measured by New York State exam.	<b>2022</b>	<b>On Track</b> ●	<ul style="list-style-type: none"> <li>• Adoption of new resources for 6-8 Grade mathematics</li> <li>• Addition of two Math Instructional Coaches at elementary and middle level</li> <li>• Addition of Math TLCs at each Elementary and K8 school. TLCs will attend district professional development and turnkey trainings at each building. They will also help teachers with data and curriculum</li> <li>• NEED DATA FROM OSA</li> </ul>
<b>Math:</b> Increase the number of students passing the Common Core Algebra I Regents Exam by 50%.	<b>2022</b>	<b>On Track</b> ●	<ul style="list-style-type: none"> <li>• Adoption of new algebra resource for Algebra</li> <li>• Adoption of new math courses to help students who need to repeat Algebra</li> <li>• Addition of Math Instructional coach at the High School Level</li> <li>• Addition of Math TLCs at each High School. TLCs will attend district professional development and turnkey trainings at each building. They will also help teachers with data and curriculum</li> <li>• NEED DATA FROM OSA</li> </ul>



<p><b>Math:</b> Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.</p>	<p><b>2022</b></p>	<ul style="list-style-type: none"> <li>• Training for special education teachers, specifically self-contained teacher, on math interventions and instructional strategies</li> <li>• MS Math teachers received professional development on serving ENL students in their content area</li> <li>• ENL coach supported MS instructional planning</li> <li>• Scaffolds for ENL students and students with disabilities provided in new curriculum for 6-8 and algebra</li> <li>• Digital content and curriculum provided in Spanish for K-5</li> </ul>
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## **Board of Education**

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## **Notice of Non-Discrimination**

The Syracuse City School District hereby advises students, parents, employees and the general public that it is committed to providing equal access to all categories of employment, programs and educational opportunities, including career and technical education opportunities, regardless of actual or perceived race, color, national origin, Native American ancestry/ethnicity, creed or religion, marital status, sex, sexual orientation, age, gender identity or expression, disability or any other legally protected category under federal, state or local law.

Inquiries regarding the District's non-discrimination policies should be directed to:

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Syracuse City



School District

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