



Building Our Future



Syracuse City School District
Strategic Plan 2020 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
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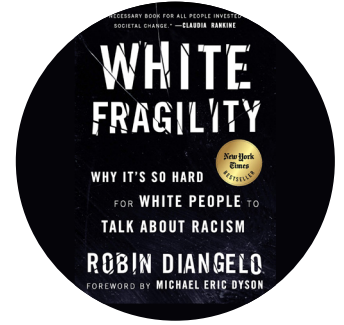
Every school will have active family participation in districtwide and school-based decision-making bodies (e.g. SPC, SLT, Task Forces, CSE)	2018	Met & Ongoing ●	Schools continue to provide families with opportunities to participate in their building decision-making and the superintendent and central office departments consistently involve and engage with parents for shared decision-making opportunities. Every school continues to provide a representative for the Superintendent Parent Council.
Every division and school will develop written plans that define action steps with customized targets for increasing engagement of their families.	2018	Met & Ongoing ●	The Office of Family Engagement successfully worked with each school building to develop an annual plan for the engaging of families. A template was developed and schools continue to utilize the structure in planning out their goals. While COVID has presented great challenges to other areas of education, it has greatly improved our ability to engage with families. OFE has utilized a format entitled 'CoVideo Chats' to share information and get feedback from families on a number of items. The rate of family participation in building and district-wide opportunities for information sharing has increased tenfold since the pandemic as OFE identified new, simpler, more convenient ways for families to connect with schools.
All schools will conduct quarterly data (academic, behavioral, attendance) review sessions with families using district-aligned resources (e.g. PEN PALS).	2021	In Progress ●	The initiation of COVID has greatly reduced the opportunities to have MCLs, teachers and data coaches interact with families and provide data on academics. Behavioral data is demonstrably less due to far fewer students being present in the school setting and a minute amount of students receiving discipline via virtual learning. Attendance data sharing is also very difficult as we continue to embark upon the best measures for securing student attendance. We continue to investigate ways to integrate the PEN PALS model in the absence of the PEN book (families did not receive them this year due to budgetary issues surrounding COVID). The department continues to investigate strategies for the sharing of academic data that can be uniformly distributed to all levels.

Priority 1: Engage Families and Community (Continued)

School will demonstrate community connections	2021	On Track 	The introduction of Program Aides in some of the schools has greatly assisted in connecting community resources. Family Engagement Facilitators (FEFs) are also charged with connecting with local community service areas. These two connections have provided schools with additional community connections. The pandemic has provided unique opportunities for OFE to connect with agencies in support of the families. Food and toiletry drives have been held and many of the contributions were provided by local agencies. The OFE FaceBook page has generated quite a bit of traffic and provides families with information regarding local resources they may find helpful.
The district will develop an aligned training program to support staff in actively engaging family and community members.	2021	On Track 	Every year the training program must be revisited and modified as appropriate. FEFs have provided training to staff on engaging families through a variety of means. The department will work with the PD Director to assure that family engagement training remains a regular offering for staff PD.
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 	Last year with the assistance of Program Aides, parent climate survey return rate was 27.9%, an increase from 8.5% three years ago and 16% two years ago..Due to the pandemic it is unclear if a survey will be administered during this school year
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>Develop competencies for culturally responsive practices to be used to align standardized professional development and ongoing support. Competencies:</p> <ol style="list-style-type: none"> 1. Racial Self-Awareness 2. Awareness of the world-views of culturally Diverse staff, students, and families 3. Creating a Welcoming and Affirming Environment 4. Fostering High Expectations and Rigorous Instruction 5. Identifying Inclusive Curriculum and Assessment 6. Engaging in Ongoing Professional Learning 	<p>2019</p>	<p>Met</p> <p>✓</p>	<p>October 2018 through May 2019:</p> <p>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"> • New Educators Orientation • Leadership Academy • EWA Embedded Professional Development • PLC Embedded Professional Development • Performance Matters Options • Webinars • Coach Academy • Embedded into Social Studies, English Language Arts, Health, Home and Careers <p>All demonstration teachers participate in biweekly CRE+SEL training to infuse in their video lessons, which are turnkeyed and shared with teachers across the district each week on Wednesdays</p>
<p>Complete a curriculum, district policy and practice audit for cultural relevance and implement corrective actions.</p>	<p>2019</p>	<p>Met</p> <p>✓</p>	<p>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.</p>

Priority 2: Implement Culturally Responsive Practices (Continued)

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 ●	<p>Rather than being presented as its own competency, book studies focused on the text <u>White Fragility</u>, have been offered to all SCSD Staff and Community Members. Small group dialogue related to the text took place at least once weekly for three different sessions (Summer 1, Summer 2 and Fall) which focused on anti-racism and self-awareness. Book studies will continue for 8 school-specific communities, as well as the Department of Safety Staff.</p> <p>A student group, Student Coalition on Race and Equity, (SCORE), is leading a series of three sessions (African American History, White Privilege, and Implicit Bias) which all staff will be required to attend between December and May of the 2020-2021 school year.</p> <p>Book studies are being offered to all schools and staff using the books, White Fragility, How to Be An Anti-racist, The Person You Mean to Be, and others.</p> <p>All demonstration teachers participate in biweekly CRE+SEL training to infuse in their video lessons, which are turnkeyed and shared with teachers across the district each week on Wednesdays</p>
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 ●	<p>A student group (SCORE) is leading a series of three sessions (African American History, White Privilege, Implicit Bias) which all staff will be required to attend between December and May of the 2020-21 school year. After taking these sessions staff will be able to choose to participate in other opportunities to deepen their understanding in CRE through Book Studies and a CRE+SEL Learning Series.</p>
Increase from baseline results, positive climate survey results reported by students, staff and families.	2020	On Track ●	

<p>Decrease in-school suspension and out-of-school suspension rates for:</p> <p><u>Black students</u> From 18% in 2016-17 to less than 10% in 2022.</p> <p><u>Hispanic students</u> From 12% in 2016-17 to less than 10% in 2022.</p> <p><u>Students with disabilities</u> From 14.5% in 2016-17 to less than 10% in 2022.</p>	2022	<p>On Track</p> <p>●</p>	<p>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.</p> <p>OSS Rates for the 2019-20 School Year below:</p> <table><thead><tr><th>Race/ Ethnicity</th><th>OSS Suspension Rates</th><th>ISS Suspension Rates</th></tr></thead><tbody><tr><td>A</td><td>0.6%</td><td>0.5%</td></tr><tr><td>B</td><td>8.8%</td><td>7.9%</td></tr><tr><td>H</td><td>5.2%</td><td>4.6%</td></tr><tr><td>I</td><td>8.2%</td><td>3.6%</td></tr><tr><td>M</td><td>6.8%</td><td>6.3%</td></tr><tr><td>P</td><td>0.0%</td><td>3.0%</td></tr><tr><td>W</td><td>3.5%</td><td>3.3%</td></tr></tbody></table> <table><thead><tr><th>IEP</th><th>OSS Referral Rate</th><th>ISS Referral Rate</th></tr></thead><tbody><tr><td></td><td>7.9%</td><td>6.3%</td></tr></tbody></table>	Race/ Ethnicity	OSS Suspension Rates	ISS Suspension Rates	A	0.6%	0.5%	B	8.8%	7.9%	H	5.2%	4.6%	I	8.2%	3.6%	M	6.8%	6.3%	P	0.0%	3.0%	W	3.5%	3.3%	IEP	OSS Referral Rate	ISS Referral Rate		7.9%	6.3%
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<p>Decrease referral rates for:</p> <p><u>Black students</u> From 25% in 2016-17 to less than 10% in 2022</p> <p><u>Hispanic students</u> From 18% in 2016-17 to less than 10% in 2022.</p> <p><u>Students with disabilities</u> From 21% in 2016-17 to less than 10% in 2022.</p>	2022	<p>On Track</p> <p>●</p>	<p>Referral rates had a slight up-tick 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> <p>Referral rates for the 2019-2020 school year are below:</p> <table><thead><tr><th>Race/ Ethnicity</th><th>Referral Rate</th></tr></thead><tbody><tr><td>A</td><td>2.0%</td></tr><tr><td>B</td><td>18.8%</td></tr><tr><td>H</td><td>11.7%</td></tr><tr><td>I</td><td>15.0%</td></tr><tr><td>M</td><td>16.9%</td></tr><tr><td>P</td><td>3.0%</td></tr><tr><td>W</td><td>9.2%</td></tr></tbody></table> <table><thead><tr><th>IEP Referral Rate</th></tr></thead><tbody><tr><td>14.1%</td></tr></tbody></table>	Race/ Ethnicity	Referral Rate	A	2.0%	B	18.8%	H	11.7%	I	15.0%	M	16.9%	P	3.0%	W	9.2%	IEP Referral Rate	14.1%												
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<p>Decrease the chronic student absenteeism rate for each accountability subgroup by at least 10% with the ultimate goal of reducing disproportionality among subgroups.</p>	2022	<p>On Track</p> <p>●</p>	<p>SY 2019-2020 rates of satisfactory attendance were 59% for Am. Indian/AK Native, 82.5% for Asian, 67% for Black, 52.6% for Hispanic, 63% for Multiracial, and 64.5% for White students.</p> <p>SY 2018-2019 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.</p>																														

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

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.

2018 Ongoing



In 2018, all staff were informed of the district's core values, goals, and expectations during the opening of school convocation held at the SRC arena. Since that time, the Office of Human Resources is continuing to educate and inform new hires and current staff on the district-wide values, culture and high expectations.

All trainings offered by the OHR (evaluation, mentoring, coaching, and new educator orientation) now includes connections to the Strategic Plan as well as activities on culturally responsive practices as they relate to each topic.

During the COVID 19 crisis, employees were provided CDC guidance, updates and expectations, as well as scenario based examples regarding the District's expectations during the global pandemic. For example, virtual meeting norms.

During NEO and onboarding orientations, employees receive training and guidance on SCSD BOE policies, procedures and a review of the Strategic Plan presented to all newly hired employees.

Board Policies and Procedures are shared on an annual basis via the District's Administrative Bulletins and all staff emails.

The OHR is developing a Districtwide Handbook (to be distributed in fall 2021) to reinforce culture, core values and expectations to all District staff.

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

<p>Provide and expand professional learning opportunities for all employee groups in leadership development and other job-related training.</p>	<p>2020</p>	<p>In Progress</p> <p>●</p>	<p>Professional learning opportunities have been implemented or expanded to support all employee groups in expanding their learning, leadership opportunities or job-embedded training.</p> <p>Since 2019, Syracuse Urban Leadership Fellows (SULF) program has continued to flourish. After starting with 12 teachers working to develop their leadership skills through the program, we now have added a second cohort bringing our total to 22. In addition, the District has been able to leverage NY State Grant Funds to provide a more robust experience for our future leaders.</p> <p>During the 2019-202 school year, the OHR met with all Union Leaders to identify professional learning needs.</p> <p>The OHR worked with the PD Center, Special Programs, OSA and Teaching & Learning to develop an online evaluation plans for all employees - Units 5, 6, 7, 8 (Other than TAs), 9, 11 and 12.</p> <p>The Unit 10 Professional Development has expanded to now include partnership connections with area hospitals and doctors, nursing programs and colleges/universities.</p> <p>The Office of Human Resources continues to work with staff and administrators one-on-one to address specific circumstances where staff have not aligned their professional standards with District priorities, to grow our employees and empower them to provide greater services to our students, families, and community.</p>
<p>Implement an aligned, customized, sequential professional development plan with hybrid and virtual learning opportunities afforded to and required for all staff.</p>	<p>2020</p>	<p>In Progress</p> <p>●</p>	<p>Virtual and hybrid PD were fast tracked in the 2020-21 school year. Zoom to Microsoft Teams; Seesaw, Canvass and a myriad of other teaching platforms were launched Districtwide.</p> <p>Staff were required to adapt and change to the virtual learning due to the virtual work world as a result of the pandemic.</p> <p>All district staff were provided opportunities to improve Microsoft Office skills, at their own pace, utilizing Office 365 videos.</p> <p>Online SafeSchools video trainings were assigned to all staff. We have a record number of staff members, at all levels of the District, receiving virtual professional development. The number of videos completed in the first 4 months of the 2020-21 school year were 31,817; compared to 37,833 completed in the entire 2019-20 school year.</p>

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

<p>Expand and define internal leadership career ladders and advancement opportunities for all staff.</p>	<p>2020</p>	<p>In Progress</p> <p>●</p>	<p>Internal leadership opportunities and leadership career ladders, including the SALA leadership program and the leadership academies provided leadership development opportunities to all aspiring leaders. For the 2020 school year, 96% of leaders were hired internally.</p> <p>Syracuse Urban Fellows Leadership (SULF) was created to support teachers with a desire to become leaders in the SCSD.</p>
<p>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.</p>	<p>2020</p>	<p>On Track</p> <p>●</p>	<p>The District continues to place efforts on improving the staff morale in order to create an environment where all employees will feel cared for, valued and respected.</p> <p>During COVID – OHR led staff circles to provide information and listen to staff concerns. Several community agencies were part of these circles to provide guidance and resources to staff who were in need of support during the pandemic.</p> <p>During the 2019-20 school year, the Wellness Committee was founded and the Wellness Champions recruited and selected for every building. The Wellness Champions are working with building staff to create programs that are catered to the unique needs of each school. The Committee is focusing this school year on Mental Health and will release a survey to gauge the emotional wellbeing of all staff. That information will be used to craft an agenda for the remainder of the 2020-21 school year that focuses on mental wellbeing.</p> <p>On January 1, 2020, the District launched Telemedicine through our partnership with Excellus. Telemedicine offers medical and mental health assistance via phone or video. The goal is to make obtaining care easier and more readily available to staff as the service is available.</p> <p>Orientation sessions are being conducted via Zoom or Teams which allows for more personalization and smaller groups to allow time for new employees to ask questions.</p> <p>HR2U was implemented districtwide to improve support and resources directly to staff at their work site. This was expanded in 2020-21 to share direct OHR team member contact information with all staff.</p>

<p>Ensure an annual personalized plan for growth for every employee that connects practice to impact, and affords varied tiers of support and professional development.</p>	<p>2021</p>	<p>On Track</p> <p>●</p>	<p>Growth plans and goal setting is embedded in the Principal and Central Office leader evaluations. Developing personalized plans for growth are discussed during focus groups for the teacher evaluation plan for APPR. Ensuring goal setting happens with teachers, vice-principals, and teaching assistants will be first in the priority list because of their close connections to student outcomes. Next steps are to prioritize other employee groups and create a gradual plan for developing goals during 2021.</p> <p>Unit 1 virtual walkthroughs are being conducted via Whetstone to provide non-evaluative feedback and PD recommendations to staff. This new feedback is being used to improve teacher practice and provide timely feedback and professional development.</p> <p>Negotiations were suspended due to the global pandemic. Personalized growth plans will be placed back on the agenda as soon as negotiations begin with the union leadership teams. The design and implementation of this goal may need to be moved to 2021-22 school year.</p>
<p>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.</p>	<p>2022</p>	<p>On Track</p> <p>●</p>	<p>We continue to be on track to meet our goals in this area by 2022. Pipeline programs seeded beginning in 2016 are starting to bear fruit. The NYU residency program continues to provide for up to 18 residents a year, most of whom can expect to be hired into full time teaching positions. What's more, the diversity of our NYU cohorts continues to grow, as well as the number of residents being hired into hard to fill areas like special education and mathematics. We expect to hire our most diverse NYU class to date for the 2021 school year.</p> <p>The Teacher Opportunity Corps residency via SUNY Oswego while smaller than NYU has produced 12 teachers of color over the past two years and, when coupled with NYU helps form the backbone of a reliable pipeline for qualified, diverse teacher candidates.</p> <p>The SCSD's largest generator of new hires of color has been the Syracuse Urban Fellowship Program. After hiring six urban fellows during our inaugural year, the District is now supporting over 20 urban fellows with tuition at SU. The 2020-2021 hiring season saw our largest group of Urban Fellows hired to date with over 20 in this cohort alone, doubling the total size of the program in one year.</p> <p>The SCSD has launched another pipeline program aimed at recruiting diverse candidates via the military with Operation Socrates. We hope to host a small number of armed forces veterans for up to 12-week internships in SCSD schools beginning as early as this spring. Partnering with Syracuse University which has a strong presence with Veterans, we hope to turn many of them into educators by putting them through a one-year residency experience.</p>

(continued)			The District will work with a Recruitment & Retention Support coach to strategically improve and continue to develop our recruitment plan that will continue to improve the hiring of diverse and highly qualified staff. The District has successfully implemented a new career/application site to ease the process of applying for positions in the District and has recently completed a total facelift of our recruitment and selection pages on the District website.
Ensure more of our best teachers and leaders serve in our schools of greatest need.	2022	On Track ●	Much progress has been made in this area by the OHR, chiefly some tweaks to our transfer, opt out, and hiring processes to ensure that our receivership or highest need schools have the best chance of adding staff that are highly qualified and effective. Many teachers hired via our residency programs, particularly those from NYU, will wind up serving in some of our highest need buildings. While we are on track to meet this goal by 2022, this will need to be an ongoing effort to ensure we continue to ensure that our neediest schools have every opportunity to improve.
Increase teachers hired through recruitment pipelines by 25% and establish relationships with eight key colleges and universities locally, regionally and nationally.	2022	On Track, Ongoing ●	During the 2020-2021 school year, 30% of our hires were teachers of color. The percentage has continued to grow each year from a low of 19% during the 2016-2017 school year to the present high of 30%. While impressive growth we still have more to do to meet our target of 25% growth in this area. Our work to establish stronger connections with SUNY Cortland, Utica, Empire State, LeMoyne and others continues. This will be an ongoing effort.

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	Met ✓	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	Met in 2020 ✓	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. PL strategies are infused in every week's professional development session and demonstration lessons to ensure ongoing support for this work. This goal was 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 implemented training for 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 collaborate to use 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 were piloted in the 2019-20 school year at the two new progressive program academies and were revised over the summer 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 utilized a survey via Panorama in 2019-20 and in the fall of 2020 to collect more personalized and nuanced student-level data about social emotional skills and strengths. Leveraging the structure of this survey tool, the district selects questions and crafts 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, creating daily demonstration lessons that support social-emotional learning competencies for grades K-5 for use on Seesaw and WCNY.
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 coming years. Additional evaluation measures to assess the impact on a culture of innovation are being 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, along with the development of hybrid and remote instructional models throughout the pandemic.

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


Develop action plans for leveraging all content areas.	2019	Met ✓	<ul style="list-style-type: none"> 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. Writing action plan that includes all content areas developed and preparation for implementation in 2019-20 Each content area involved in ESSA indicators and "look fors"
By September 2019, all content areas will develop common benchmark assessments for all grades.	2019	Met ✓	<ul style="list-style-type: none"> 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 Social Studies – Assessment developed for 4-12 grade social studies; Math – Updated interim assessments for all high school regents courses; ANet interim assessments for grades 2-8; ELA – ANet interim assessments for grades 2-8; Mid-term and final developed for grades 9-10
Implement and use data from common benchmarks for all content areas across grade levels.	2020	On Track ●	<ul style="list-style-type: none"> Science – Developed data cycles at middle school and high school Social Studies – Supervisor of social studies coordinated data analysis and action planning at middle school and high school Math – Three data meetings focusing on Algebra 1; interim data provided to teachers and leaders; collaborative analysis Monthly Sprint Plan initiative cycles implemented to measure progress and impact of specific academic initiatives, including writing, reading intervention, grades 4 and 8 math-science-technology interventions, and ENL support ELA – Data protocol shared with HS coached to facilitate data analysis and planning for 11th grade Regents assessment

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

Implement new science standards for K-12 students.	2022	On Track 	<ul style="list-style-type: none"> • Expansion of the FOSS kits to grades 3-5 • Addition of Science Instructional Coach to support implementation • Each 6-12 grade science teacher implement one unit aligned New York State Science Learning Standards in SY 19-20 • Each 6-12 grade science teacher will implement an additional aligned unit in the 2020-21 SY
Teachers will meet at least quarterly across grade levels and content areas to refine interdisciplinary learning	2022	Revised Plan 	<ul style="list-style-type: none"> • Work not started-shifted due to pandemic response • Implemented AFT interdisciplinary capstone projects for grades K-12 for online summer program • Demonstration lessons were created for 2020-21 to allow for consistent access to rigorous resources across grade levels and schools, with teachers convening weekly to participate in professional development and planning time together. • District teams and school-based teams meet weekly to engage in PD and plan
ELA: Double the percentage of students reading and writing proficiently in second, third and eighth grade.	2022	In Progress, Ongoing 	<ul style="list-style-type: none"> • Addition of ER and IR teachers and teaching assistants at Elementary, PK8 and Middle Schools • Increased support and accountability around Language! Live program • STAR Results between Spring 2017 and Winter 2020 Show: <ul style="list-style-type: none"> » At 2nd grade, we have seen a 10% increase in proficiency. » At 3rd grade, we have seen a 75% increase in proficiency. » At 8th grade, we have seen a 26% increase in proficiency.
ELA: Nearly 90% of students will achieve overall passing rate on the ELA Regents.	2022	On Track 	<ul style="list-style-type: none"> • Adoption of a Language and Linguistics course to support struggling 9th graders • Due to Regents Exam exemptions we are unable to measure this metric as originally designed at this time. Passing rates in ELA courses at the HS level that lead to the Regents exam remained flat during 2020. This would indicate that the performance on the Regents exam would likely have reflected data similar to our baseline year. With the Regents exemption, 91% of our students were able to either pass the Regents or take advantage of the exemption

ELA: Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.	2022	In Progress, Ongoing ●	<ul style="list-style-type: none"> Completed curriculum audit from cultural relevance and made adjustments to text selection Comparing course pass rates, Regents results (excluding exemptions) and 2016 Cohort performance: <ul style="list-style-type: none"> » Black Student sub-group achievement continues to improve and is On-Track. » Hispanic Student sub-group is On-Track. » Econ. Disadvantaged sub-group achievement is On-Track. » ELL Student sub-group is Off Track. (former ELLS continue to out-perform district averages) » Special Education sub-group is Off-Track.
Math: Double the percentage of students proficient in eighth-grade math as measured by New York State exam.	2022	On Track ●	<ul style="list-style-type: none"> Adoption of new resources for 6-8 Grade mathematics Comparing STAR data from last winter (2020) to historical spring baseline results: , Reduction of disproportionality in Black student sub-group from -13% to -2%. Reduction of disproportionality in Econ. Dis. sub-group from -22% to -9% Reduction of disproportionality in Hispanic sub-group from -7% to -5% Reduction of disproportionality in SWD sub-group from -21% to -13% Reduction of disproportionality in ELL sub-group from -19% to -11%
Math: Increase the number of students passing the Common Core Algebra I Regents Exam by 50%.	2022	On Track ●	<ul style="list-style-type: none"> Adoption of new algebra resource for Algebra I and II Adoption of new math courses to help students who need to repeat Algebra Due to Regents Exam exemptions we are unable to measure this metric as originally designed at this time. Passing rates in Algebra courses at the HS level that lead to the Regents exam increased by 25% during 2020. This would indicate that the performance on the Regents exam would likely have reflected a significant increase in successfully passing the Algebra Regents. With the Regents exemption, 61% of our students were able to either pass the Regents or take advantage of the exemption a 19% pt increase over our baseline performance.

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

<p>Math: Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.</p>	2022	<p>In Progress, Ongoing</p> 	<ul style="list-style-type: none"> • Training for special education teachers, specifically self-contained teacher, on math interventions and instructional strategies • MS Math teachers received professional development on serving ENL students in their content area • ENL coach supported MS instructional planning • Scaffolds for ENL students and students with disabilities provided in new curriculum for 6-8 and algebra • Digital content and curriculum provided in Spanish for K-5 • Comparing course pass rates, regents results (excluding exemptions) and 2016 Cohort performance: <ul style="list-style-type: none"> » Black Student sub-group achievement is reflective of the district average and is On-Track. » Hispanic Student sub-group is On-Track. » Econ. Disadvantaged sub-group achievement is On-Track. » ELL Student sub-group is Off Track. (former ELLS continue to out-perform district averages) » Special Education sub-group is Off-Track.
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