



Building Our Future

SYRACUSE CITY SCHOOL DISTRICT
2018-2022 Strategic Plan Progress Report





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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.

OUR VISION

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

OUR PRIORITIES

- ◆ Engage families and communities
- ◆ Implement culturally responsive practices
- ◆ Recruit, develop, support and retain the most effective diverse staff
- ◆ Personalize learning for students
- ◆ Provide dynamic, rigorous curriculum and instruction



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PRIORITY 1
ENGAGE FAMILIES AND COMMUNITIES



WHAT WE MUST DO

Every school will have active family participation in districtwide and school-based decision-making bodies (e.g. SPC, SLT, Task Forces, CSE)

TARGET: 2018 STATUS: Met & Ongoing

Schools continue to provide families with opportunities to participate in their building decision-making. Parents serve as members of school SLTs (School Leadership Teams). The superintendent and central office departments consistently involve and engage with parents for shared decision-making opportunities. District-wide committees (ex. Math task force, middle school task force) include meaningful parent representation.

Every school continues to provide a representative for the Superintendent Parent Council.

This year ten schools are actively engaged in Participatory Budgeting and the High Schools have woven Participatory Budgeting into the Civics Curriculum. Last year seven schools participated and each completed a school based project of their choosing.

WHAT WE MUST DO

Every division and school will develop written plans that define action steps with customized targets for increasing engagement of their families.

TARGET: 2018 STATUS: 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 variety of topics. 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.

The CoVideo structure has been utilized by numerous departments seeking family input; including Fiscal Service, Human Resources, Transportation and Central Registration, as well as outside agencies/organizations (LeMoyne College, SU, OCHD) wishing to partner with the department to reach families

The District continues to use Balancing Act to engage the community and families in the budget process. This year a new Balancing Act model is being used to allow families and community members to prioritize Federal Stimulus spending.

WHAT WE MUST DO

All schools will conduct quarterly data (academic, behavioral, attendance) review sessions with families using district-aligned resources (e.g. PEN PALS).

TARGET: 2021 STATUS: In Progress

The initiation of COVID greatly reduced the opportunities to have MCLs, teachers and data coaches interact with families and provide student-specific data on academics.

During the months of June, July and August 2021, OFE conducted several hundred home visits to follow up with families that experienced a high number of absenteeism during the 2020-2021 school year.

OFE will begin conducting quarterly data sessions this winter. The initial session to be offered will center around school report cards. And be provided according to grade level.

The PEN tool will be used for grades K – 2 and then again for 8-9 and 10-12. The PEN book that is to be provided to 8th graders will focus on registering for school choice. The 10 – 12 grade book will focus on those things that need to be considered for graduation and beyond.

WHAT WE MUST DO

School will demonstrate community connections

TARGET: 2021 STATUS: On Track

The introduction of Program Aides in all the schools has greatly assisted in connecting with community resources. Family Engagement Facilitators (FEFs) are each assigned to two local service provider agencies. The partnership with Huntington Family Centers has yielded many opportunities to share district information with families on the west side.

The pandemic has provided unique opportunities for OFE to connect with agencies in support of the families. Food and toiletry drives were held and many of the contributions were provided by local agencies.

The OFE Facebook page has generated quite a bit of traffic and routinely provides families with information regarding local resources they may find helpful.

WHAT WE MUST DO

The district will develop an aligned training program to support staff in actively engaging family and community members.

TARGET: 2022 STATUS: 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 continues to work with the PD Director to assure that family engagement training remains a regular offering for staff PD.

WHAT WE MUST DO

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.

TARGET: 2022 STATUS: Met

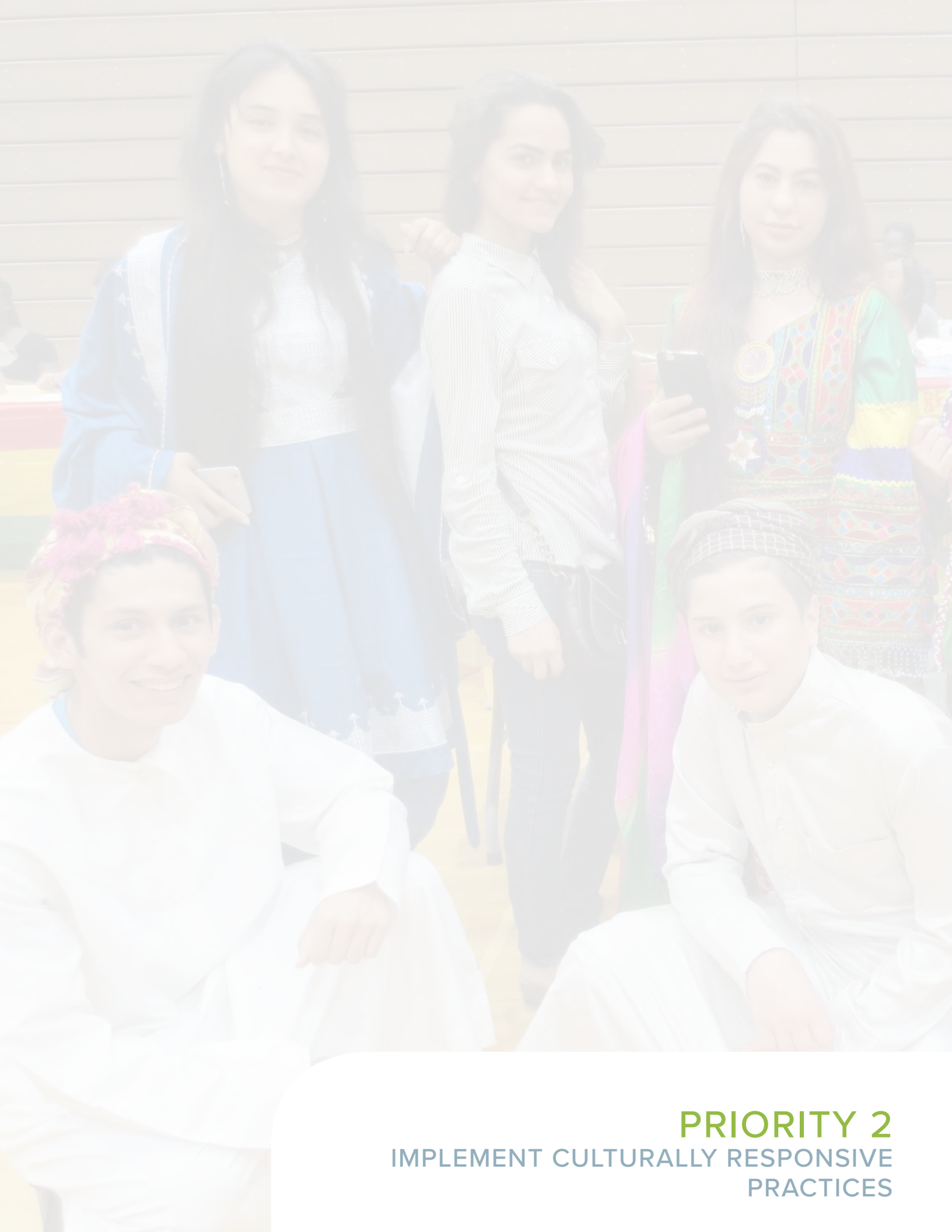
The climate survey was not administered this year; however, participation by OFE staff in previous years yielded a much better result – exceeding the anticipated 20%.

WHAT WE MUST DO

Every school building will have a designated family engagement team, designated space and resources for use by families, PTO, PTSO, PFO and community stakeholders.

TARGET: 2022 STATUS: In Progress

Due to physical plant issues, it has been and continues to be difficult to designate specified space for family engagement. As buildings are renovated, space is supposed to be identified for exclusive use by families. The introduction of the School Climate Transformation Grant should provide family space along with the necessary materials in 11 of our schools.



PRIORITY 2
IMPLEMENT CULTURALLY RESPONSIVE
PRACTICES

WHAT WE MUST DO

Develop competencies for culturally responsive practices to be used to align standardized professional development and ongoing support.

COMPETENCIES:

- Racial Self-Awareness
- Awareness of the world-views of culturally Diverse staff, students, and families
- Creating a Welcoming and Affirming Environment
- Fostering High Expectations and Rigorous Instruction
- Identifying Inclusive Curriculum and Assessment
- Engaging in Ongoing Professional Learning

TARGET: 2019 STATUS: Met

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:

- ◆ 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

Lead Teachers, along with district Impact Coaches, support CRE strategies in professional development sessions, resources that are shared across schools, and Impact Coaching cycles each week.

WHAT WE MUST DO

Complete a curriculum, district policy and practice audit for cultural relevance and implement corrective actions.

TARGET: 2019 STATUS: Met

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.

WHAT WE MUST DO

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.

TARGET: 2020 STATUS: On Track

Rather than being presented as its own competency, book studies focused on the text White Fragility, 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 17 school-specific communities into the 2021-22 school year.

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). Administrators from all schools report that their staff attended.

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.

School Team Institute Summer 2021 offered Antiracism Module as a mandatory professional development opportunity for all STI Participants. Building administrators have been encouraged to implement this module of professional development during their Building PD times in opening of schools.

Some schools are demonstrating model practices through using the text Cultivating Genius (G. Muhammad) to develop actionable steps in incorporating cultural responsiveness into instructional practices, as well as prioritizing school-wide staff circles with discussion focused on antiracism, cultural responsiveness, and equity in education. These models will be offered as best practice to other schools, and implementation will be supported by the Office of Student Support.

An additional 7 school communities and departments are engaging as a staff in CRE work, with a focus on the following texts: Biased, The Person You Mean To Be, or content modeled after the TAC-D NYU work.

WHAT WE MUST DO

All staff will have received standardized, baseline

Culturally Responsive Education (CRE) professional development from which schools and staff can personalize their support.

TARGET: 2020 STATUS: On Track

A student group (SCORE) is leading a series of three sessions (African American History, White Privilege, Implicit Bias) between December and May of the 2020-21 school year for staff in all buildings.

School Team Institute Summer 2021 intentionally used an equity-focused lens throughout the series. An Antiracism Module was a mandatory professional development opportunity for all STI Participants. These participants are expected to turnkey the session content during Building PD times in the opening of schools before school year 2021-22.

Impact Coaches support teachers through impact coaching cycles, infusing CRE strategies

as part of the coaching. All school and district leaders have been invited to engage in a year-long webinar series from Hill Pedagogies focused on Culturally and Historically Responsive Education. This seven-part series also includes connections to ten leaders engaged in executive equity coaching. All school and district leaders have also received the book, Cultivating Genius, focused on culturally and historically responsive education.

WHAT WE MUST DO

Increase from baseline results, positive climate survey results reported by students, staff and families.

TARGET: 2020 STATUS: Met

The School Climate Transformation Grant Team has been working specifically with seven schools to support implementation of initiatives based upon the school climate survey data from prior years. Support is available district-wide as a Tier 1 universal opportunity upon request.

The annual climate survey was conducted in June for the 2020-2021 School Year. By design, the surveys included fewer and different items from prior years.

The district performed well when compared to a national sample, in the areas of: teacher-student relationships and sense of belonging.

Response rates lagged for the SY2021 Climate Survey, particularly for Students. With more planning time and collaboration across departments, we anticipate the number of returned surveys to return to pre-pandemic levels.



Due to a change in platform and survey items, it was difficult to directly compare positive responses to prior years for SY2021, this will be possible for SY2022.

- ◆ instruction model after a prolonged period of remote and hybrid instruction, and
- ◆ an increase in social and emotional needs that impede students' ability to self-regulate.

Suspension Rates for the 2020-21 School Year are in the table in the right column:

Race/ Ethnicity	OSS Suspension Rates	ISS Suspension Rates
A	0.0%	0.0%
B	0.5%	0.3%
H	0.4%	0.3%
I	0.5%	0.5%
M	0.6%	0.1%
P	0.0%	0.0%
W	0.3%	0.1%

IEP	OSS Referral Rate	ISS Referral Rate
SWD	0.7%	0.2%

WHAT WE MUST DO

Decrease in-school suspension and out-of-school suspension rates for:

Black students

From 18% in 2016-17 to less than 10% in 2022.

Hispanic students

From 12% in 2016-17 to less than 10% in 2022.

Students with disabilities

From 14.5% in 2016-17 to less than 10% in 2022.

TARGET: 2022 STATUS: Off Track

Suspension rates for Black Students and Students with Disabilities are on-pace to exceed the target of 10% for SY2022. In contrast to SY2021 where rates of discipline were artificially low, we are observing artificially high rates of discipline in the current school year. Higher incidences of referrals and suspensions can be attributed to a number of factors including:

- ◆ chronic stress and trauma experienced by both students and staff members during the pandemic,
- ◆ high rates of staff and student absences leading to a lack of consistency of routines and structure,
- ◆ the re-entry of students to a fully in-person

WHAT WE MUST DO

Decrease referral rates for:

Black students

From 25% in 2016-17 to less than 10% in 2022

Hispanic students

From 18% in 2016-17 to less than 10% in 2022.

Students with disabilities

From 21% in 2016-17 to less than 10% in 2022.

TARGET: 2022 STATUS: Off Track

Similar to suspension rates, referral rates were artificially low for the 2020-21 school year.

Referral Rates for the 2020-21 School Year are in the table below:

Race/ Ethnicity	Referral Rates
A	0.2%
B	2.0%
H	1.4%
I	1.4%
M	1.8%
P	0.0%
W	1.2%

SWD Referral Rate
2.1%

WHAT WE MUST DO

Decrease the chronic student absenteeism rate for each accountability subgroup by at least 10% with the ultimate goal of reducing disproportionality among subgroups.

TARGET: 2022 STATUS: On Track

SY 2021-2022 rates of satisfactory attendance are currently 33% for Am. Indian/AK Native, 60% for Asian, 42% for Black, 33% for Hispanic, 38% for Multiracial, and 46% for White students.

Higher chronic absenteeism rates were expected and can be attributed to quarantine, sickness, inadequate access to technology/ internet and the difficulty building relationships

with school staff during the remote and hybrid instruction period of the past 18 months.

To combat chronic absenteeism during the 2020-21SY, seven buildings developed Impact Teams, specific data review processes, and strategies for engagement. The Impact Teams were used as a proof-of-concept and targeted students with the highest rates of absenteeism. More than 60% of students selected by Impact Teams showed improved attendance as a result of the interventions, with an average increase in attendance rate of approximately 20% when comparing the periods before and after the interventions. The Impact Teams will be expanding to all schools for the 2021-22 School Year.

Currently during the 2021-22 school year, Impact Teams have been established at all schools and are focused on the most chronically absent students in schools. Building Administrators have identified their staff members that are most effective doing outreach work and willing to work outside of the normal school day. The number of hours for Impact Team work were allocated based upon the number of severely chronically absent students within a given building. Ten hours are allocated per week for each caseload of 35 students. There are currently ninety-one staff members working to address severe chronic absenteeism at this time. Data shows that up to 80% of students on Impact Team rosters have demonstrated increased attendance since the beginning of the intervention.

HERO initiative has been offered to several buildings to support Universal/tier 1 attendance interventions. This is a positive reinforcer system for attendance.



PRIORITY 3
RECRUIT, DEVELOP, SUPPORT AND RETAIN
THE MOST EFFECTIVE, DIVERSE STAFF



WHAT WE MUST DO

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.

TARGET: 2018 STATUS: Met & Ongoing

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.

- ◆ To continue to inform and educate all employees on the SCSD core values, culture and high expectations, the Office of Human Resources prepared a Districtwide Employee Handbook to be shared with all employees and posted on the website and Intranet in the Winter 2022. This will be included in our SafeSchools platform for new hires.

In December 2021, an anonymous employee survey was conducted to assess the climate and culture of ALL SCSD employees.

WHAT WE MUST DO

Provide and expand professional learning opportunities for all employee groups in leadership development and

other job-related training.

TARGET: 2020 STATUS: On Track

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.

Shared planning is underway with the OHR and Manami Tezuka at the Professional Development Center to plan professional development for all employees beginning in the 2021-2022 school year.

Personalized support for teachers and leaders is an approach to professional learning developed in partnership with the STA and SAAS to offer personalized and relevant coaching and PD opportunities to educators throughout the district this year. The impact and executive coaching cycles allow individuals to establish goals and receive targeted coaching in 6-8 week cycles.

WHAT WE MUST DO

Implement an aligned, customized, sequential

professional development plan with hybrid and virtual learning opportunities afforded to and required for all staff.

TARGET: 2020 STATUS: 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.

- ◆ The Office of Human Resources is working on developing a new employee mentoring program for certain positions in CSEA Unit 9.
- ◆ The Office of Human Resources requested a Computer Applications Trainer position in the 2022-2023 budget to provide training on the District's software and digital platforms.

WHAT WE MUST DO

Expand and define internal leadership career ladders and advancement opportunities for all staff.

TARGET: 2020 STATUS: In Progress

Internal career ladder opportunities were defined, developed and launched for teachers (e.g., Coaches, 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 established a Teaching Assistant Apprenticeship for Unit 8 members for those who seek to obtain their 2-year degree from OCC by utilizing the career ladder to become teachers, nurses, etc. 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 2022-2023.

Through a grant with NYSDOE, and the District has intentionally recruited diverse teachers to become building leaders by obtaining their CAS from Syracuse University.

Human Resources is recommending career ladder opportunities in unit contract negotiations. The recent settlement of unit 3 added career ladder and ongoing education for administrators and support staff.

WHAT WE MUST DO

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.

TARGET: 2020 STATUS: 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.

In the 2021-2022 school year, the Wellness Committee is building upon our work in 2020-2021 with joint staff-student initiatives. We are working with our community partners to highlight various aspects of wellness.

- ◆ In January 2022 reminder communication was shared with staff from the Office of Human Resources to alert employees about the Excellus BCBS Telemedicine through MDLive, which allows employees to access doctors and mental health providers 24/7 from the comfort of their home.
- ◆ In October 2020, the Wellness Committee conducted an Employee Emotional Wellbeing Survey to gauge the mental health of employees. Based on the results

of the survey, the Wellness Committee launched a Behavioral Health Awareness Campaign in March and April of 2021 which highlighted the various tools available to staff and their family members who may need assistance in their personal lives or with mental health issues. A post survey was conducted which showed improvement in the areas of staff stress levels, coping skills and other key indicators.

- ◆ In June 2021, the Office of Human Resources sponsored mandatory training for building leaders. In partnership with Guidance Resources, our Employee Assistance Program, District leaders participated in “Mental Health Awareness Training for Leadership” which provided tools and techniques for leaders to increase their awareness of and how to address employee mental health issues that are impacting an employee’s work.
- ◆ The Wellness Committee continues to support the Wellness Champions in each building with offering and promoting events to increase staff wellness and morale.
- ◆ In December 2021, the Superintendent provided staff with 1.5 additional holiday days for mental wellbeing in response to the reported stress levels that staff were feeling.
- ◆ The Office of Human Resources has reorganized the HR team so that each employee has a dedicated HR staff member who they can build a relationship with throughout their career in the District (Feb 5).

SCSD has created eight (8) Affinity Groups for all staff to become a part of. These groups are ethnically or like-minded aligned to support our staff and allow them to network and build their peer/co-worker/social group. This will help with retaining some of our new and diverse staff.

WHAT WE MUST DO

Ensure an annual personalized plan for growth for every employee that connects practice to impact, and affords varied tiers of support and professional development.

TARGET: 2021 STATUS: On Track



A template for personalized growth plans has been developed with the input from leaders from all unions. During the 2021-2022 we will pilot this growth plan with Units 1, 2, 3, 8, 9, and 11 for roles that currently do not have goal setting as part of their evaluation process. Feedback will be sought to improve the process and to apply to other roles.

The Office of Human Resources will be holding focus groups during the Spring of 2022 to further develop this plan and to identify district structures and resources that need to be in place guaranteed by the district to ensure that each unit will be able to successfully implement growth plans across all departments.

WHAT WE MUST DO

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.

TARGET: 2022 STATUS: On Track

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 Oswego and with NYU to create teacher residency programs in the SCSD.

An apprenticeship program with OCC has been created in order to improve the recruitment of teaching assistants and provide them with a fluid and efficient way to obtain New York State teaching certification. Currently, we are working with Syracuse University to expand our Urban Fellowship program to include diverse teacher candidates who have a bachelor's degree but wish to obtain certification.

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 potential teachers/ 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.

Most recently, we implemented a virtual recruitment event in order to attract teachers to the District. The RS staff has been a part of various virtual college recruiting fairs through Handshake and other platforms.

In the fall of 2019 we implemented a new teacher career/application site to ease efficiency for applicants and the organization. We have redesigned 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.

The Office of Human Resources is working with the County to make information about the civil service process more transparent for our staff. This will help to ensure a more diverse pool of potential candidates to fill some of our civil service roles in the District.

We have implemented the Operation Socrates Program which provides for unpaid internships for veterans of the military in hopes that they will choose a career in education. To date, one of these interns is currently working toward his teaching certification as part of the NYU residency program.

A new collaboration with Bryant and Stratton College has been created to increase the hiring of diverse nurses and clerical staff.

WHAT WE MUST DO

Ensure more of our best teachers and leaders serve in our schools of greatest need.

TARGET: 2022 STATUS: On Track

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.

Through the Ignite Grant, we were able to fund a hiring incentive for teachers working in several of our needier schools.

We are currently exploring the potential of a targeted incentive for qualified teachers in hard to fill areas.

WHAT WE MUST DO

Increase teachers hired through recruitment pipelines by 25% and establish relationships with eight key colleges and universities locally, regionally and nationally.

TARGET: 2022 STATUS: On Track

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, and Benedict College.

We are in communication with SUNY Cortland to explore a potential residency partnership that will mimic our partnerships with NYU and Oswego.

A new Teaching Assistant to Teacher diverse employee recruitment pipeline with Onondaga County Community College has been implemented for the 2021-2022 school year.



PRIORITY 4
PERSONALIZE LEARNING FOR STUDENTS

WHAT WE MUST DO

SCSD will have a common understanding and corresponding approach to personalized learning.

TARGET: 2019 STATUS: 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.

WHAT WE MUST DO

100% of teachers will leverage personalized learning strategies that will help students achieve their goals.

TARGET: 2019 STATUS: 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.

WHAT WE MUST DO

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.

TARGET: 2022 STATUS: 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 2020-21 school year for larger-scale implementation in subsequent school years. Teaching and Learning is also utilizing universal screener results to create personalized plans for digital content plans tailored to student needs.

Leveraging the new NWEA MAP assessments for reading and math, SCSD is able to use the data reports for each student to support personalized instructional plans for tiers 1 and 2. By year's end, we will include another feature of NWEA that will establish individualized learning plans for digital content based on each student's score and data report.

Tier 3 intervention goals are created using DIBELS and SOAR data for reading and math, respectively. Progress monitoring each month allows for plans to continuously be tailored to student progress and ongoing needs.

WHAT WE MUST DO

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.

TARGET: 2022 STATUS: 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 collaborated 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. These lessons will be in use for the 21-22 school year, along with personalized digital content opportunities through the new universal screener. The secondary grades utilize Second Step social-emotional lessons across all schools, which are supported by social work and counseling staff.

WHAT WE MUST DO

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.

TARGET: 2022 STATUS: On Track

The Evaluations Department 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 implementation of remote and in-person instructional models throughout the pandemic. The Office of Professional Development's personalized support for teachers and leaders plan is also being implemented in 21-22, with evaluation support from Harvard's Proving Ground initiative.

Both Ed Elements and Proving Ground's support and progress toward evaluation of personalizing support to staff is underway, with groups gathering data and conducting focus groups for feedback and analysis.



PRIORITY 5
PROVIDE DYNAMIC, RIGOROUS
CURRICULUM AND INSTRUCTION

WHAT WE MUST DO

Develop action plans for leveraging all content areas.

TARGET: 2019 STATUS: Met

- ◆ 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”

WHAT WE MUST DO

By September 2019, all content areas will develop common benchmark assessments for all grades.

TARGET: 2019 STATUS: Met

- ◆ 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;

- ◆ We have shifted to a new universal screener (NWEA) that will align with digital content personalized academic plans
- ◆ Claim-Evidence-Reasoning (CER) bi-weekly writing assessment are being utilized in grades 6-12
- ◆ Teaching and Learning has re-evaluated assessments to ensure that only the most needed are in place for the 2021-22 school year, and we have staggered assessment administrations so schools are not overburdened at any given time.

WHAT WE MUST DO

Implement and use data from common benchmarks for all content areas across grade levels.

TARGET: 2020 STATUS: On Track

- ◆ 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
- ◆ Common assignments and activities have been shared across schools to support consistency and analysis of progress and needs across the district.

- ◆ 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 implemented an additional aligned unit in the 2021-22-21 SY
- ◆ Additional Science coaches were funding to support the new NYSED rollout timeline of the standards, and SCSD is poised to implement the new standards as NYSED rolls them out on the adjusted timeline due to COVID interruptions.

WHAT WE MUST DO

Implement new science standards for K-12 students.

TARGET: 2022 STATUS: On Track

- ◆ Expansion of the FOSS kits to grades K-2; implementation in 2021-22
- ◆ Addition of Science Instructional Coach to support implementation

WHAT WE MUST DO

Teachers will meet at least quarterly across grade levels and content areas to refine interdisciplinary learning

TARGET: 2022 STATUS: Revised Plan

- ◆ 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 and will continue to be leveraged for 2021-22 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.
- ◆ Integrated curriculum in grades K- is being implemented in 2021-22.
- ◆ Feedback and focus groups are being conducted to gauge the success of the integrated knowledge curriculum and improvements and revisions that need to be made.
- ◆ Lead Teachers across schools and content areas from all grades meet monthly to collaborate and support integration of content as appropriate.
- ◆ NYS Seal of Civic Readiness Pilot at grades 6-12 includes interdisciplinary projects across ELA and Social Studies content areas.

WHAT WE MUST DO

ELA: Double the percentage of students reading and writing proficiently in second, third and eighth grade.

TARGET: 2022 STATUS: Modified

- ◆ 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:
 - ◆ 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.

Because of COVID disruptions, we have been unable to assess progress toward this goal with NYS assessment data in 2019-20, 2020-21, or 2021-22. Instead, we are working for individual student improvement via student goal-setting based on baseline data using the new NWEA universal screener and DIBELS and SOAR data for students in tier 3 interventions.

WHAT WE MUST DO

ELA: Nearly 90% of students will achieve overall passing rate on the ELA Regents.

TARGET: 2022 STATUS: Modified

- ◆ 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.

- ◆ As Regents exam exemptions continue, we are unable to measure this metric at this time.

WHAT WE MUST DO

ELA: Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.

TARGET: 2022 STATUS: Modified

Comparing course pass rates, Regents results (excluding exemptions) and 2016 Cohort performance:

- ◆ 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).
- ◆ Spec. Education sub-group is Off-Track.
- ◆ Because of COVID disruptions, we have been unable to assess progress toward this goal with NYS assessment data in 2019-20, 2020-21, or 2021-22.

WHAT WE MUST DO

Math: Double the percentage of students proficient in eighth-grade math as measured by New York State exam.

TARGET: 2022 STATUS: Modified

Addition of QR and AR teachers and teaching assistants at Elementary, PK8 and Middle Schools.

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%

Because of COVID disruptions, we have been unable to assess progress toward this goal with NYS assessment data in 2019-20, 2020-21, or 2021-22.

WHAT WE MUST DO

Math: Increase the number of students passing the Common Core Algebra I Regents Exam by 50%.

TARGET: 2022 STATUS: Modified

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.

Due to Regents Exam exemptions, we are unable to measure this metric as originally designed at this time.

WHAT WE MUST DO

Math: Decrease the achievement gap for all accountability subgroups of students by 50% relative to the district average.

TARGET: 2022 STATUS: Modified

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:

- ◆ 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).
- ◆ Spec. Education sub-group is Off-Track.
- ◆ Because of COVID disruptions, we have been unable to assess progress toward this goal with NYS assessment data in 2019-20, 2020-21, or 2021-22.

