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| LEA Name: | Syracuse City School District |
| BEDS Code: | 421800010000 |

ENTER DATA INTO ALL YELLOW CELLS.

2015-2016 District Comprehensive Improvement Plan (DCIP)

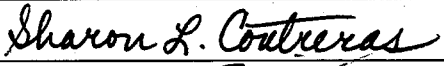

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|-----------------------------|--------------------------|--------|---------------------------|
| Contact Name: | Anthony Tolbert | Title: | Director of School Reform |
| Phone: | 315-435-4883 | Email: | Atolbert@scsd.us |
| Website for Published Plan: | www.syracusecityschools. | | |

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

Signatures confirm the respective parties certify that the DCIP addresses all of the required components of the ESEA Flexibility Waiver as detailed on page 1 of this document and understand that any significant modification of the school district's approved plan require the prior approval of the commissioner.

THE SIGNATURES BELOW CONFIRM APPROVAL.

| Position | Signature | Print Name | Date |
|---|---|-----------------------------|--------|
| Superintendent |  | Sharon L. Contreras, Ph. D. | Jul-15 |
| President, B.O.E. / Chancellor or Chancellor's Designee |  | Michelle A. Mignano | Jul-15 |

Statement of Assurances

By signing this document, the Local Education Agency certifies that:

1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved.
- NA 2. *If the school has been identified as Persistently Failing and Failing, as per Education Law 211-f,* it will form a Community Engagement Team, "which shall include community stakeholders, including but not limited to the school principal, parents and guardians, teachers, and other school staff and students." This team is charged with developing recommendations for the improvement of the school and "shall solicit input through public engagement." Further, "the team shall present its recommendations periodically to the school leadership, and, as applicable, the receiver."
3. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies.
4. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance.
5. A comprehensive systems approach will be established to recruit, develop, retain and equitably distribute effective teachers and school leaders as part of the implementation of the Annual Professional Performance Review (APPR) system required by Education law §3012-c.
6. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
7. Meaningful time for collaboration will be used to review and analyze data in order to inform and improve district policies, procedures, and instructional practices.

District Leadership Team

DISTRICT LEADERSHIP TEAM: The DCIP must be developed in consultation with parents, school staff, and others pursuant to §100.11 of Commissioner’s Regulations. Participants who are regularly involved in your district and school improvement initiatives, such as community organizations or institutes of higher education should be included. By signing below, stakeholders ascertain that, although they may not agree with all components of the plan, they have actively participated in the development and revision of the DCIP.

Instructions: List the stakeholders who participated in developing the DCIP as required by Commissioner’s Regulations §100.18. Provide dates and locations of Local Stakeholder meetings. Boxes should be added as necessary.

| Meeting Date(s) | Locations(s) | Meeting Date(s) | Location(s) |
|-----------------|--------------|-----------------|-------------|
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| Name | Title / Organization | Signature |
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District Information Sheet

| District Information Sheet | | | | | | | |
|------------------------------|-------|--------------------------|--------|----------------------|----|-------------------|----|
| District Grade Configuration | PK-12 | Total Student Enrollment | 20,328 | % Title I Population | 77 | % Attendance Rate | 92 |

| Racial/Ethnic Origin of District Student Population | | | | | | | | | | | |
|---|---|-----------------------------|----|----------------------|----|---|---|---------|----|----------------|---|
| % American Indian or Alaska Native | 1 | % Black or African American | 50 | % Hispanic or Latino | 13 | % Asian, Native Hawaiian/Other Pacific Islander | 7 | % White | 24 | % Multi-Racial | 4 |

| Overall State Accountability Status | | | | | | | | | | | |
|-------------------------------------|----|----------------------------|----|---|---|-----------------------------|----|---|----|---|----|
| Number of Focus Schools | 11 | Number of Priority Schools | 18 | Number of Local Assistance Plan Schools | 1 | Number of Schools in Status | 30 | Number of SIG 1003(a) Recipient Schools | 16 | Number of SIG 1003(g) Recipient Schools | 14 |

| Did Not Meet Adequate Yearly Progress (AYP) in ELA | | | |
|--|----------------------------------|-----|---|
| Yes | American Indian or Alaska Native | Yes | Black or African American |
| Yes | Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander |
| Yes | White | Yes | Multi-Racial |
| Yes | Students with Disabilities | Yes | Limited English Proficient |
| Yes | Economically Disadvantaged | | |

| Did Not Meet Adequate Yearly Progress (AYP) in Mathematics | | | |
|--|----------------------------------|-----|---|
| Yes | American Indian or Alaska Native | Yes | Black or African American |
| Yes | Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander |
| Yes | White | Yes | Multi-Racial |
| Yes | Students with Disabilities | Yes | Limited English Proficient |
| Yes | Economically Disadvantaged | Yes | |

| Did Not Meet Adequate Yearly Progress (AYP) in Science | | | |
|--|----------------------------------|-----|---|
| NA | American Indian or Alaska Native | Yes | Black or African American |
| Yes | Hispanic or Latino | Yes | Asian or Native Hawaiian/Other Pacific Islander |
| Yes | White | Yes | Multi-Racial |
| Yes | Students with Disabilities | Yes | Limited English Proficient |
| Yes | Economically Disadvantaged | | |

| Did Not Meet Adequate Yearly Progress (AYP) for Effective Annual Measurable Objective | |
|---|----------------------------|
| NA | Limited English Proficient |

DCIP Plan Overview

In this section, the district must describe the development of the plan, the degree to which the previous school year's DCIP was successfully implemented, overall improvement mission or guiding principles at the core of the strategy for executing the mission/guiding principles, the key design elements of the DCIP, and other unique characteristics of the plan (if any), and provide evidence of the district's capacity to effectively oversee and manage the improvement plan.

The DCIP must be made widely available through public means, such as posting on the Internet, by the district. The Overview will serve as the at-a-glance summary of how the district will use various funding sources to improve student achievement. A complete overview will address the following:

1. Rate the degree to which the District achieved the goals identified in the previous year's District Comprehensive Improvement Plan (Mark with an "X").

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|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of goals were achieved.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of goals were achieved.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of goals were achieved.) |
| <input type="checkbox"/> | Major Degree (At least 90% of goals were achieved.) |

2. Rate the degree to which the District successfully implemented the activities identified in the previous year's DCIP (Mark with an "X").

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> | Limited Degree (Fewer than 20% of activities were carried out.) |
| <input checked="" type="checkbox"/> | Partial Degree (Fewer than 50% of activities were carried out.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of activities were carried out.) |
| <input type="checkbox"/> | Major Degree (At least 90% of activities were carried out.) |

3. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan impacted academic achievement targets for identified subgroups (Mark with an "X").

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| <input type="checkbox"/> | Limited Degree (No identified subgroups improved achievement.) |
| <input checked="" type="checkbox"/> | Partial Degree (Some of the identified subgroups improved achievement.) |
| <input type="checkbox"/> | Moderate Degree (A majority of identified subgroups improved achievement.) |
| <input type="checkbox"/> | Major Degree (All identified subgroups improved achievement.) |

4. Rate the degree to which the activities identified in the previous year's DCIP increased Parent Engagement (Mark with an "X").

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| <input type="checkbox"/> | Limited Degree (There was no increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Partial Degree (There was a minor increase in the level of Parent Engagement.) |
| <input checked="" type="checkbox"/> | Moderate Degree (There was modest increase in the level of Parent Engagement.) |
| <input type="checkbox"/> | Major Degree (There was a significant increase in the level of Parent Engagement.) |

5. Rate the degree to which the activities identified in the previous year's District Comprehensive Improvement Plan received the funding necessary to achieve the corresponding goals (Mark with an "X").

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| <input type="checkbox"/> | Limited Degree (Fewer than 20% of planned activities were funded.) |
| <input type="checkbox"/> | Partial Degree (Fewer than 50% of planned activities were funded.) |
| <input type="checkbox"/> | Moderate Degree (At least 50% of planned activities were funded.) |
| <input checked="" type="checkbox"/> | Major Degree (At least 90% of planned activities were funded.) |

6. Identify in which Tenet the district made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

7. Identify in which Tenet identified schools made the most growth during the previous year (Mark with an "X").

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health
- Tenet 6: Family and Community Engagement

In reflecting on the PREVIOUS YEAR'S PLAN:

- Describe the most significant positive impact(s) that resulted from the previous year's plan (may include such examples as specific changes in adult behavior and/or measurable changes in student outcomes).

The most significant positive impact that resulted from the previous year's plan was the building level staff response to minor student behavior. Due in part to the implementation of the Code of Conduct, Character & Support, the number of office discipline referrals (ODRs) decreased dramatically for level 1 infractions from the previous year. This has resulted in increased time/opportunities to learn.

- Describe all mid-course corrections to the previous year's plan in response to data review and needed adjustment. Include details of current impact and expectations for sustainability moving forward.

SIG Progress Monitoring- to foster more consistency and ensure data quality, the district structured the data and reports for analysis and submission to NYSED

High School Data Analysis- to strategize around and focus energy on graduation rates, the district employed UPD's School Stat process when it appeared that there was limited data from which to analyze and strategize.

In developing the CURRENT YEAR'S plan:

- List the highlights of the initiatives described in the current DCIP.

Deeper engagement of school leaders in fiscal planning based on student need

Implementation of structures for district level and school based progress monitoring- School Stat and Roadmaps & Theories of Action

- List the identified needs in the district that will be targeted for improvement in this plan.

Progress monitoring and accountability

Engaging students in a rigorous and intellectually challenging learning environment

- State the mission or guiding principles of the district and describe the relationship between the mission or guiding principles and the identified needs of the district.

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 compete in a global economy.

In order for the district to prepare students for college, careers and beyond, we must engage all students regularly at the highest levels and provide structures and supports for schools so that they (and the district) know how they are doing and may make necessary adjustments along the way.

- List the student academic achievement targets for the identified subgroups in the current plan.

To Be Determined

- Describe how organizational structures will drive strategic implementation of the mission/guiding principles.

The Superintendent, her cabinet and senior leadership will continue to meet weekly to review data and make decisions around the operations of and communications with the district community. The chiefs will continue to direct their respective staff relative to the aforementioned meetings, as well as their own weekly planning & debrief meetings.

- List anticipated barriers that may impact the ability to accomplish the mission or guiding principles and how those barriers will be addressed.

School leaders and staff not fully understanding the connection between the roadmaps and SCEPS or SIG plans- ongoing communications and cognitive training are necessary; Confusion with Receivership, Phase-in/Phase-out, Out-of-Time, and SIG status, timelines, and implementation- seek continued technical assistance from NYSED and provide turnkey training for school leaders.

- Describe the professional development opportunities that will be provided to teachers and school leaders and the rationale for each opportunity.

Teachers: Saturday Academies & Extended Time PD four times during the year- sessions for teacher types focused on job-specific responsibilities; Job-Embedded PD- with school leaders and instructional coaches, site-based but aligned with district priorities

School Leaders: Saturday Academies (see above); Leadership Academies- monthly focused on best practices and performance management; SUPES Academies- quarterly for new and aspiring leaders; APPR Calibration Sessions- for continuing certification and to ensure consistency for instructional observations; Job-Embedded Coaching- one-to-one guidance, technical assistance and support for identified school leaders

- List all methods of dialogue that district leaders will implement to strengthen relationships with school staff and the community.

Board of Education (BOE) Meetings & BOE Work Sessions- monthly; Community engagement sessions; Book studies; Code of Conduct forums; Robo-calls; electronic communications & intranet; newsletters; Use of translators (five major languages)

For Districts with Priority Schools: Whole School Reform Model

Please note: Priority Schools that are subsequently identified as Failing or Persistently Failing as per Education Law 211-f may have additional requirements to fulfill for the 2015-16 school year. The Department will require that districts with such schools complete an addendum to the SCEP for each school that includes the following: rigorous performance metrics and goals that are in addition to those listed in the leading indicators section; a list of the Community Engagement Team members and the Team's recommendations; and any changes made to the plan by the Superintendent Receiver, including addition of activities supporting the conversion of the school into a community school.

1. Provide an overview of the district's overall plan and approach to district and school redesign and its desired impact on the targeted all-school group or sub-groups. In this overview, describe how the school redesign is connected to the larger district strategy and approach. In addition, provide the proposed school's vision, mission, key partnership organizations, key design elements of the educational program, other unique characteristics of the program, if any, and discussion of the district/partner(s) capacity to effectively support and oversee the proposed school.

2. The district must demonstrate that it has the capacity to plan for, implement, and monitor school-level redesign efforts, including the provision of adequate resources and related support in order to effectively support the site-based launch, governance, and implementation of the proposed school. The district must also demonstrate a critical and honest assessment of structural/systems gaps and needs, as well as student achievement gaps and needs.

A. Student Population and Needs. Using statistics and descriptive language, describe the population of students that the LEA serves and any specific unique needs by sub-group such as students with disabilities, English language learners, and students from households that are eligible for free or reduced lunch. Identify the school student population, including sub-groups, to be served by the school-redesign, and describe any unique needs of these populations. In addition, describe the policies for students who choose to enroll or exit the newly designed school.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school, the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school, based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and gaps needs to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use. Additionally, identify areas which can be strengthened through the key partnerships proposed in this grant application.

C. District Systems and Structures to Monitor and Support Implementation. Describe the structures or other processes to be used to support and monitor implementation of school-level redesign efforts. Describe how the district will ensure that the identified school will receive ongoing, intensive support from the district or designated external partner organization(s). Describe how the district will monitor the implementation of the selected intervention at the identified school and how the district will know that planned interventions and strategies are working. Specifically, please describe how the district will provide for review of data related to implementation benchmarks and measurable annual goals. Discuss the frequency, type, and extent of monitoring activities and who will be responsible.

3. A Lead Partner or Partner Consortium should have the expertise and capacity to provide comprehensive support in the areas where there has been an identified gap in district/school capacity.

A. Partner Identification and Rationale: Complete the Identified Partner Organization chart. Describe in the narrative the rationale for the selection of partner organizations in relation to meeting key district and school-level needs/gaps in capacity. Describe the relationship between the school and the partner organization(s) and how that relationship will further the redesigned school's mission and program.

B. Partner Roles and Responsibilities: Describe the lead partner/partner consortium role and responsibilities in relation to district's larger strategy and the identified school's management and proposed governance structure. Types of services may include providing technical expertise in implementing a variety of components of the school intervention models, coordinating services, providing intensive job-embedded professional development for school administrators and teachers, and implementing an equitable teacher and principal evaluation system that relies on student achievement, providing fiscal support services, and creating safe school environments that meet students' social, emotional, and health needs. Explain how, over the course of project, all collaborative activities result in the transferring of knowledge, expertise, and practices from partner(s) to LEA personnel, as well as the development of policies, tools, and resources leading to a new and sustainable capacity for the LEA on its own. Describe the means by which the district will hold the partner accountable for its performance.

C. Evidence of Partner Effectiveness. Complete the Evidence of Partner Effectiveness chart. In the chart, provide evidence that can be validated by an external source, that the partner organizations have a proven track record of success in turning around schools and improving student achievement. Evidence to be submitted might include:

- A list of schools the partner has previously managed/supported.
- Academic performance data by subgroup from the schools that the partner has managed/supported in the past three years.
- A summary of the partner's fiscal performance for the past three years.

Tenet 1: District Leadership and Capacity

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| A. Statement of Practice Addressed: | SOP 1.1 - The district has a comprehensive approach for recruiting, evaluating, and sustaining high-quality personnel that affords schools the ability to ensure success by addressing the needs of their community. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | The district has reorganized the personnel department into the Office of Talent Management. For the most part, this was based on an audit conducted by Cross & Joftus during the 2012-13 school year which indicated that the balance between recruitment, evaluation and maintenance of high quality teachers, administrators and other staff was fairly non-existent. To add to this challenge, the implementation of the four federal whole school reform models requires some degree of turnover of school leaders and building staff. Some policies and several procedures have been devised or adjusted so that a more comprehensive and interconnected, system wide approach is used. The impact of all of these efforts has not yet been identified. There is a need to determine if the approach and strategies currently in use maintaining high quality staff. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will maintain high quality teaching staff for identified vacancies at an 80% success rate as demonstrated by staff continuance data in June 2016. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Vacancy list; Teachscape Observation/Evaluation Data; Stakeholder Surveys |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Sep-15 | May-16 | Observer/Evaluator Calibration Sessions- School-based administrators, PAR consultants, Peer Observers and Teaching & Learning Administrators will participate in quarterly, ninety minute (extended day) calibration sessions facilitated by the Director of PD, the Coordinator of Talent Management and external partners from Insight Education Group and Teachscape. The impact of such sessions is provide high leverage feedback to staff across all schools and programs in a manner that helps support, as well as determines matches between the district and the teaching staff. |
| Sep-15 | Jun-16 | Implementation of Stakeholder Surveys (Assurance of Discontinuance)- Schedule, administer and compile perceptions and school climate data for student, teacher, school leader and parent surveys at least annually |
| Oct-15 | May-16 | Attendance to Recruitment Fairs- District and School based staff to attend such sessions |
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Tenet 1: District Leadership and Capacity

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| A. Statement of Practice Addressed: | SOP 1.2 - The district leadership has a comprehensive and explicit theory of action about school culture that communicates high expectations for addressing the needs of all constituents. | |
| B1. HEDI Rating: | Developing/Stage 2 | |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment | |
| B3. HEDI Rating Date: | Mar-15 | |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | Previously, a lawsuit was filed by the State Attorney General's Office against the district for multiple years of violating some student's rights to an education. As a result, the Assurance of Discontinuance was developed for which the district is accountable. During the 2014-15 school year, the <i>Code of Conduct, Character & Support (CCCS)</i> was rolled out with some degree of success, however, feedback from stakeholder forums indicated that there is still much training and development for all staff to better understand CCCS and the measures that must be taken to establish vibrant and restorative school cultures. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will build and maintain vibrant and supportive cultures in all schools and programs as measured by 75 % of students reporting that school is a positive place that allows for engaging learning. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | DASA Complaints; Progress Reports & Marking Grades; School Climate & Safety Walkthrough Information |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Aug-15 | Nov-15 | 8 Week culture plan- Convene all school based administrative teams |
| Sep-15 | Jun-16 | Use of school leader walkthrough climate tool |
| Jul-15 | Jun-16 | Training for school leaders and staff on restorative practices |
| | | Information Sessions for Families, Partners and Community |
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Tenet 1: District Leadership and Capacity

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| A. Statement of Practice Addressed: | SOP 1.3 - The district is organized and allocates resources (financial, staff support, materials, etc.) in a way that aligns appropriate levels of support for schools based on the needs of the school community. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | Previous internal and external audits indicated the need to link budget priorities and investments with strategic goals and strategies, as well as provide tools to assist building level staff more accurately determine staffing needs based on enrollment projections and specific student needs (i.e. special education, English language learner programming, etc.). |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will allocate resources across all schools and programs based on strategic goals and initiatives, enrollment projections and student programming need with 98% proficiency as evidenced by specific linkages between resource allocation the resulting impact. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Staffing sheets; Resource allocation charting; survey results; trends in resource allocation by student need |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Sep-15 | Nov-15 | Building needs assessment survey to be developed by Finance and completed by principals |
| Apr-15 | May-16 | Survey to determine effectiveness of investments to be developed by Finance and completed by district staff |
| Sep-15 | Jun-16 | Finance will build and implement budget building tools for principals |
| Jul-15 | Jun-16 | Finance will continue to analyze previous year resource allocations by student need across different types of schools (i.e. iZone, elementary, k8, middle, high schools) to see patterns and the possible impact of such allocations. In addition, the district will integrate resource allocation information with indicators of student and building need at the beginning of the annual resource allocation process to assess where investments should be targeted. |
| Oct-15 | May-16 | The district will continue the work started by the Joint Committee on Enrollment Projections that is charged with sequencing agenda items that align with the budget calendar and developing an enrollment projection with broad based review and engagement. |
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Tenet 1: District Leadership and Capacity

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| A. Statement of Practice Addressed: | SOP 1.4 -The district has a comprehensive plan to create, deliver and monitor professional development in all pertinent areas that is adaptive and tailored to the needs of individual schools. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | In recent years, the district has identified a <i>Director of Professional Development</i> whereas previously these responsibilities were the focus for several administrators. Additionally, an audit identified the district's work in this area as a weak point. During the 2014-15 school, data from participant evaluations, observations of instructional practices, and DTSDE school review reports identify focus areas for the summer and upcoming school year. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will monitor the implementation of (3-5) practices gained from professional development sessions as evidenced by instructional observations between January and June of 2016. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Classroom Walkthrough Data; Participant Feedback on Readiness to Implement |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| | | Training (PD) around the Classroom Walkthrough Tool |
| | | Training around the Participant Feedback Document |
| | | Development of 2015-16 PD Calendar |
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Tenet 1: District Leadership and Capacity

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| A. Statement of Practice Addressed: | SOP 1.5 -The district promotes a data-driven culture by providing strategies connected to best practices that all staff members an school communities are expected to be held accountable for implementing. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | State-, district- and school-led DTSDE reviews from 2012-13 through 2014-15 indicate that the use of data to determine strategies and techniques, as well as make decisions, is disparate across the district. The lack of a comprehensive assessment system until now has contributed to the inconsistent approach to analysis of data and progress monitoring necessary to track improvements, make adjustments, and determine next steps. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will implement a comprehensive assessment system that includes school based data analysis cycles Xtimes during the school year. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Screening & Progress Monitoring Data; System Log-in Rates |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
|--|---|---|
| Aug-15 | Sep-15 | School Stat Training for School Based Staff |
| Aug-15 | Oct-15 | Data Cation & Bright Bytes Suite of Tools Training for District and School Based Staff |
| Aug-15 | Sep-15 | Achievement Network & STAR Assessment Training |
| Jul-15 | Aug-15 | Schedule School Stat Sessions |
| Oct-15 | May-15 | Conduct School Stat Sessions |
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Tenet 2: School Leader Practices and Decisions

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| A. Statement of Practice Addressed: | SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | For the past three years, monthly leadership academies, monthly divisional (i.e. elementary, middle, etc.) meetings with executive directors, quarterly observation/evaluation calibration sessions, and annual leadership institutes/summits have been used primarily to engage school leaders in best practices and district wide expectations. Additionally, the district has engaged aspiring leaders (i.e. vice principals, administrative interns, etc.) every two months in the nationally renowned SUPES Academy. From these sessions, it is clear that school leaders in Syracuse reflect a continuum of knowledge and skills about the leadership work necessary for the development of vibrant and responsive school communities. Therefore, the district needs to continue differentiating leadership development opportunities, create and implement a fair and consistent accountability system, and identify |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will quarterly implement UPD's school stat process to monitor progress regarding the Vibrant and Restorative School Cultures domain identified in the roadmaps and theories of action as evidenced by session agendas and follow up minutes. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | School Leader participation in: - school stat sessions; leadership academies; leadership summits; touchpoint sessions |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Aug-15 | Sep-15 | Provide training in school stat |
| Jul-15 | Aug-15 | Schedule school stat sessions and logistics for 2015-16 |
| Jul-15 | Aug-15 | Identify metrics and tools to be used for progress monitoring of school stat |
| | | Prepare for school stat sessions |
| | | Conduct school stat sessions |
| | | Evaluate each set of school stat sessions |
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Tenet 3: Curriculum Development and Support

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| A. Statement of Practice Addressed: | SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | Since the Regents Reform Agenda was released, the district has considered how it would approach the development and implementation of CCLS aligned curricula. Initially, an effort was made to internally create such, however ended up doing so for ELA and utilizing the mathematics modules from engageNY. Furthermore, not all schools across the district utilize these curricular resources for a variety of reasons, including School Improvement Grant (SIG) agreements. The degree to which teachers, prek-12 and regardless of the subjects they teach, understand the intent of CCLS is variable. This is evidenced from school reviews, observation/evaluations, and lesson plan reviews. The district must help all teachers understand what is needed in curriculum (and plans) that best prepares students beyond the time they are in our classrooms and schools. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will support all schools so that teachers implement a strong college, career and citizenship core curricular program as evidenced by 85% proficiency of school/classroom alignment of lesson plans to district curriculum and pacing. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Classroom Walkthroughs Data; Interim Assessment Data (ELA and mathematics); Screening & Progress Monitoring Data |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Jul-15 | Aug-15 | Refine classroom walkthrough tool |
| Aug-15 | Sep-15 | Communicate with stakeholders regarding the puprose and use of the classroom walkthrough tool |
| Aug-15 | Aug-15 | Provide updated calibration training for observations- lesson plan data collection and review |
| Sep-15 | May-16 | Conduct walkthroughs using the lesson plan data collection tool |
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Tenet 4: Teacher Practices and Decisions

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| A. Statement of Practice Addressed: | SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement. |
| B1. HEDI Rating: | Developing/Stage 2 |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment |
| B3. HEDI Rating Date: | Mar-15 |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | Student achievement results, observation/evaluations, school reviews, and SIG monitoring visits all indicate that there is inconsistency across the district with the implementation of best instructional practices. While there has been targeted professional development for various teacher types, the link between these opportunities and their actual implementation continues to be developed; furthermore, the district continues to design an accountability structure to ensure that such best practices are implemented. |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will monitor the teachers (and leaders) frequent use of data from district assessment systems for determining targeted instruction. |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Interim Assessment Data; Classroom Walkthroughs Data; |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Jul-15 | Aug-15 | Develop interim assessment schedule |
| Jun-15 | Sep-15 | Communicate assessment framework |
| Oct-15 | May-16 | Implement assessment schedule |
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Tenet 5: Student Social and Emotional Developmental Health

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| A. Statement of Practice Addressed: | SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health. | |
| B1. HEDI Rating: | Developing/Stage 2 | |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment | |
| B3. HEDI Rating Date: | Mar-15 | |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | Due to the Assurance of Discontinuance and audits of student discipline practices, a Code of Conduct, Character & Support focused on restorative justice was developed prior to and implemented during the 2014-15 school year. Training was provided for school based leaders and instructional staff prior to the start of the school year, during Opening Days, and into February 2015. Simultaneously, the district implemented Educator's Handbook, an electronic student discipline referral system after many years of the traditional paper-filled process. District staff continued to work with external partners, including Say Yes to Education and the Promise Zone to ensure understanding of the collaborative approach, as well as alignment necessary for meeting the social emotional developmental health needs of all students. The district needs to continue developing a staff, students/families and | |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will build and maintain vibrant and supportive cultures in all schools and programs as measured by 75% of students reporting that school is a positive place that allows for engaging learning. | |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | DASA Complaints; Progress Reports & Marking Grades; School Climate & Safety Walkthrough Information | |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Aug-15 | Nov-15 | Eight Week Culture Plan |
| Aug-15 | Jun-16 | Use of School Leader Walkthrough Tool |
| Jul-15 | Jun-16 | Training for school leaders and school based staff on the implementation of restorative justice practices |
| Aug-15 | Jun-16 | Information sessionsfor students/families, external partners and the community |
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Tenet 6: Family and Community Engagement

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| A. Statement of Practice Addressed: | SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families. | |
| B1. HEDI Rating: | Developing/Stage 2 | |
| B2. HEDI Rating Source: | DTSDE District Self-Assessment | |
| B3. HEDI Rating Date: | Mar-15 | |

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| C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data. | The strategic plan calls for several initiatives aimed at fully engaging families and the community in their district understanding that this is a critical path to success. There is evidence that some of these initiatives are underway in accordance with the suggested timelines and are having the intended impact (i.e. implementation of new Code of Conduct, Character & Support) on the district. Others are not yet implemented (i.e. annual scorecard) and may give an impression that they are not priorities for enagaing families and the community in monitoring progress for the district. The district needs to continue to engage families and the community in collectively determining needs and such and must improve its communications with all regarding its status and progress relative to the strategic plan. | |
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| D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely. | The district will utilize at least three methods of communicating its progress on prioritized strategic initiatives in five different languages by December 31, 2015. | |
| D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. | Stakeholder School Climate Survey Results; DTSDE School Review Reports | |

| E1. Start Date: Identify the projected start date for each activity. | E2. End Date: Identify the projected end date for each activity. | E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell. |
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| Jul-15 | Sep-15 | Determine the communication methods to be used; seek input from families and the community |
| Jul-15 | Aug-15 | Identify dates and venues |
| Aug-15 | Nov-15 | Schedule and administer stakeholder school climate surveys and fall semester DTSDE district-led school reviews |
| Sep-15 | Jun-16 | Utilize a system for communicating progress with families and the community |
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Focus District Set-Asides

| Parent Engagement Set-Aside Calculation Based on Federal Funding | | | |
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| Fund Source | Allocation | Parent Engagement Set-Aside -- Required Percentage | Mandated Set-Aside |
| Title I, Part A | \$13,009,815 | 1% | \$130,098 |

| Improvement Set-Aside Calculation Based on Federal Funding | | | |
|--|---------------------|---|--|
| Fund Source | Allocation | Improvement Set-Aside - Required Percentage | Mandated Set-Aside (Equivalent Amount) |
| Title I, Part A | \$13,009,815 | 15% | \$1,951,472 |
| Title II, Part A | \$2,110,249 | 15% | \$316,537 |
| Title III, Part A LEP (allocation listed only if required) | | 15% | \$0 |
| Total Federal Allocation Subject to Set-Aside | \$15,120,064 | 15% | \$2,268,010 |

| Funding Sources Used to Meet Required Set-Aside for Improvement | |
|---|---------------------|
| Fund Source | Budgeted Amount |
| Title I, Part A | \$7,200,000 |
| Title II, Part A | \$1,000,000 |
| Title III, Part A LEP | |
| Title VI REAP | |
| School Improvement Section 1003(a) - SIG A | \$525,000 |
| School Improvement Section 1003(g) - SIG G | \$9,000,000 |
| School Innovation Fund | |
| Local / General Funds | \$3,500,000 |
| ELT Grant | \$3,000,000 |
| Other Grants | \$750,000 |
| Total Funding Reserved for Improvement | \$24,975,000 |

The Improvement Reserve Has Been Met.

| Required Activity | The District certifies that this activity will be completed with fidelity in 2015-16. (Indicate "YES" or "NO") | Anticipated Cost of Implementation (District + School Costs) | Will School Improvement Section 1003(a) Funds be Used to Pay for this Activity? (Indicate "YES" or "NO") | If 1003(a) Funds WILL NOT be used, please identify the alternate fund source(s). SEE cells B16 - B25 |
|---|--|--|--|--|
| Participate in DTSDE Trainings | Yes | \$25,000 | Yes | |
| Conduct DTSDE reviews, including administration of required annual surveys | Yes | \$525,000 | Yes | |
| Develop high-quality DCIP and SCEP plans | Yes | \$60,000 | No | Title IIA, SIG (g) |
| Review the qualifications of Priority and Focus School Leaders | Yes | \$25,000 | No | General Fund |
| Submit quarterly leading indicators report to NYSED | Yes | NA | No | General Fund |
| Evaluate the fidelity of program implementation | Yes | NA | No | General Fund |
| Provide Public School Choice to students in Priority and Focus Schools | Yes | NA | No | Title I |
| Offer 200 hours of Extended Learning Time to students in each Priority School | Yes | \$13,000,000 | No | GF, Title I, SIG (g), ELT |
| TOTAL | | \$13,635,000 | | |

Financial Allocation Plan - Improvement

| Improvement Set-Aside Budget Summary | | |
|--------------------------------------|----------------------------------|--|
| District | Accountability Status | Amount of Funds Allocated for District-Level Improvement |
| Syracuse City School District | Focus District | \$1,000,000 |
| School | Accountability Status | Amount of Funds Allocated for School-Level Improvement |
| Clary | Focus | \$437,166 |
| Danforth | Priority | \$1,132,418 |
| Expeditionary Middle | Focus | \$341,633 |
| Grant | Priority | \$762,120 |
| Lincoln | Priority | \$1,305,158 |
| Westside Academy at Blodgett | Priority | \$1,231,668 |
| Frazer | Priority | \$1,223,368 |
| Huntington | Focus | \$541,966 |
| Roberts | Focus | \$483,166 |
| Edward Smith | Focus | \$497,916 |
| HW Smith | Priority | \$1,803,343 |
| Bellevue | Priority | \$1,257,918 |
| Delaware | Priority | \$534,471 |
| Franklin | Priority | \$1,214,318 |
| Hughes | Priority | \$481,056 |
| Salem Hyde | Focus | \$501,466 |
| Dr. King | Priority | \$1,233,714 |
| LeMoyne | Focus | \$501,716 |
| McKinley-Brighton | Focus | \$500,766 |
| Meachem | Focus | \$493,466 |
| Porter | Priority | \$1,156,918 |
| Seymour | Priority | \$1,191,418 |
| Van Duyn | Priority | \$1,105,918 |
| Webster | Focus | \$493,356 |
| Dr. Weeks | Priority | \$1,172,543 |
| Fowler | Priority | \$375,582 |
| Corcoran | Priority | \$500,000 |
| Henninger | Priority | \$500,000 |
| Nottingham | Priority | \$500,000 |
| Institute Tech Central | Focus | \$425,452 |
| Public Service Leadership Academy | Good Standing - New School 14-15 | \$25,000 |
| Syracuse Latin | Good Standing - New School 14-15 | \$25,000 |
| Delaware Primary | Good Standing - New School 14-15 | \$25,000 |
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| DISTRICT / BUILDING TOTALS | | \$24,975,000 |

Financial Allocation Plan - Improvement

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| Total funding the LEA has reserved for Improvement. This amount is from cell D26 on the tab titled "Focus District Set-Asides." | \$24,975,000 |
| Has the district demonstrated how ALL funds reserved for Improvement will be allocated across the district (Does Cell E43 = Cell E45)? | YES |

Financial Allocation Plan - Parent Engagement

| Parent Engagement Set-Aside Budget Summary | | |
|---|----------------------------------|--|
| School | Accountability Status | Amount of Funds Allocated for Parent Engagement |
| Clary | Focus | \$4,200 |
| Danforth | Priority | \$4,200 |
| Expeditionary Middle | Focus | \$4,200 |
| Grant | Priority | \$4,200 |
| Lincoln | Priority | \$4,200 |
| Westside Academy at Blodgett | Priority | \$4,200 |
| Frazer | Priority | \$4,200 |
| Huntington | Focus | \$4,200 |
| Roberts | Focus | \$4,200 |
| Edward Smith | Focus | \$4,200 |
| HW Smith | Priority | \$4,200 |
| Bellevue | Priority | \$4,200 |
| Delaware | Priority | \$4,200 |
| Franklin | Priority | \$4,200 |
| Hughes | Priority | \$4,200 |
| Salem Hyde | Focus | \$4,200 |
| Dr. King | Priority | \$4,200 |
| LeMoyne | Focus | \$4,200 |
| McKinley-Brighton | Focus | \$4,200 |
| Meachem | Focus | \$4,200 |
| Porter | Priority | \$4,200 |
| Seymour | Priority | \$4,200 |
| Van Duyn | Priority | \$4,200 |
| Webster | Focus | \$4,200 |
| Dr. Weeks | Priority | \$4,200 |
| Fowler | Priority | \$4,200 |
| Corcoran | Priority | \$4,200 |
| Henninger | Priority | \$4,200 |
| Nottingham | Priority | \$4,200 |
| Institute Tech Central | Focus | \$4,200 |
| Public Service Leadership Academy | Good Standing - New School 14-15 | \$1,370 |
| Syracuse Latin | Good Standing - New School 14-15 | \$1,370 |
| Delaware Primary | Good Standing - New School 14-15 | \$1,358 |
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| DISTRICT / BUILDING TOTALS | | \$130,098 |

Total Funding Reserved for Parent Engagement. This amount is from cell F5 on the tab titled "Focus District Set-Asides." \$130,098
 Has the district demonstrated how **ALL** funds budgeted for Parent Engagement will be allocated across the district (Does Cell E40 = Cell E42)? YES