



**SYRACUSE
CITY SCHOOL
DISTRICT**

Bridge Strategic Plan – 2023-24

November 27, 2023



SCSD Proposed Project Timeline



2023-24 Priorities

Improve sense of belonging for all

A sense of belonging means that every individual feels accepted, respected, included and supported.

When individuals feel they belong they are more energized, motivated, spend more time on task, and choose to be in environments that challenge them and help them grow.

Increase student proficiency in literacy and numeracy

Proficiency in literacy and numeracy means that students are reading, writing, listening, speaking, and solving math problems on grade level across content areas.

Grade level proficiency in literacy and numeracy prepares students for any pathway they choose post graduation. This preparation is the core work of school districts.

Establish a culture of learning and high expectations

A learning culture is a mindset, a set of practices, values, and policies within an organization that facilitate the continuous improvement of students and staff. High expectations are believing that anyone can be successful.

Students perform better when they are expected to do so. We disrupt historical inequities when we have high expectations for all students, including historically marginalized populations. A culture of learning and high expectations must be shared by all relevant parties throughout the community.

Improve Sense of Belonging for All

What

A sense of belonging means that every individual feels accepted, respected, included and supported.

Why

When individuals feel they belong they are more energized, motivated, spend more time on task, and choose to be in environments that challenge them and help them grow.

Goal

Ensure at least 70% of relevant parties complete a sense of belonging survey. Improve positive responses from beginning of year to end of year of at least 10%.

Key Milestones

Quarter 1: Update and launch the survey and develop a focused campaign that communicates the important role the survey plays in relevant parties' sense of belonging.

Quarter 2: Analyze survey results and develop turnkey professional learning for site based leaders to review results with their staff. Identify 3 concrete actions at district offices and at each school that will positively impact relevant parties' sense of belonging.

Quarter 3: Convene a task force of internal and external relevant parties to develop recommendations for sustainable practices to improve sense of belonging.

Quarter 4: Launch year-end survey, compare results to initial round, and convene principal supervisors and principals to examine results, compare to task force recommendations, and develop common practices for accountability and support related to improving sense of belonging.

Increase Student Proficiency in Literacy and Numeracy

What

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Why

Grade level proficiency in literacy and numeracy prepares students for any pathway they choose post graduation. This preparation is the core work of school districts.

Goal

Decrease the number of students performing at the lowest level by 10% in literacy and numeracy. Simultaneously, increase the number of students proficient or above by 15%.

Key Milestones

Quarter 1: Implement a district wide expectation that every student will have a literacy and numeracy goal for the year by the end of the first quarter.

Quarter 2: Provide focused professional development on 3 core instructional practices to be used in Tier 1 instruction throughout the organization: 1) High-quality instruction in foundational skills at each grade span (K-5, 6-8, 9-12); 2) High-quality tasks incorporated into lessons; 3) Critical thinking using student discourse through accountable talk.

Quarter 3: Professional Learning Teams (PLTs) will institute a common process for re-examining student learning goals in literacy and numeracy and identifying at least one promising practice that is improving learning.

Quarter 4: Site based leadership teams update school improvement plans to reflect strategies that worked with a focus on scaling effective strategies.

Establish a culture of learning and high expectations

What

A learning culture is a mindset, a set of practices, values, and policies within an organization that facilitate the continuous improvement of students and staff. High expectations are believing that anyone can be successful.

Why

Students perform better when they are expected to do so. We disrupt historical inequities when we have high expectations for all students, including historically marginalized populations. A culture of learning and high expectations must be shared by all relevant parties throughout the community.

Goal

Everyone can articulate a common definition for a culture of learning and high expectations.

Key Milestones

Quarter 1: Create a Taskforce to present and explore the definition of lifelong learning and high expectations, from different relevant parties' perspectives.

Quarter 2: Cascades the definition throughout the organization through professional development, board updates, superintendent councils, and community forums (internal and external), and through marketing opportunities.

Quarter 3: Ensure community wide collaboration/messaging to deliver expectations. Convene SLT, students, teachers, and other relevant parties in the development of goals.

Quarter 4: Engage a city-wide Professional Learning Team (PLT) to identify where expectations could be higher and develop strategies for improving them.

Workplan Snapshot

Provide focused professional development on 3 core instructional practices to be used in Tier 1 instruction throughout the organization: 1) High-quality instruction in foundational skills at each grade span (K-5, 6-8, 9-12); 2) High-quality tasks incorporated into lessons; 3) Critical thinking using student discourse through accountable talk.	Q2	12 Weeks	List Specific Tasks