District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Syracuse City School District	Anthony Q. Davis

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Increase Student Proficiency in (a) Literacy and (b) Numeracy
2	Improve Sense of Belonging for All
3	Establish a Culture of Learning and High Expectations
4	Decrease Chronic Absenteeism across Subgroups and Grade Levels

PRIORITY 1a: *Increase Student Proficiency in Literacy*

What will we prioritize to extend success in 2023-24?	Increase Student Proficiency in Literacy

Why is this a priority?
 	
 Things to potentially take into consideration when crafting this response:
 	
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
 • *How does this fit into other commitments and the District's long-term plans?*
 • *For Districts with identified schools:*
     ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
     ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Our District's strategic plan, *Building Our Future,* and the 2023-24 Bridge Plan are grounded in our core belief that "all students can learn and achieve at high levels." In order to realize this, we have committed to prioritizing literacy at all levels and for all students. Due to learning loss during COVID the needs of our students have increased significantly. Therefore, we are strengthening literacy intervention and our district-wide multi-tiered system of support. Early intervention at Tier 1 through high-quality instruction in foundational skills, high quality tasks, and consistent practices that support cognitive engagement and critical thinking will be a focus district wide.
	
	 Children who start reading at a young age develop their literacy skills early and increase their chances of academic success in school. Reading improves vocabulary, boosts self-esteem, improve concentration and memory, enhances creativity and builds critical thinking skills. Students' ability to read at grade level impacts their ability to access texts and material across content areas, allowing them to be more successful in school overall.
	
	 Grade level proficiency in literacy prepares students for all pathways they choose post-graduation. This preparation is the core work of our District.
	
	 Throughout the school improvement and SCEP development processes, across schools the importance of the teacher's knowledge of standards when delivering high quality instruction was identified as a focus area. The need for teachers to be provided with additional training and differentiated support to internalize these grade level standards and use this knowledge to plan for and implement high quality lessons at Tier 1 and Tier 2 have been identified as focus areas as well.

	In addition, through interviews and focus groups, students articulated they desire learning experiences inside positive, comfortable learning communities in which they are allowed to ask questions, have opportunities to share ideas and new perspectives. Therefore, student discourse and Culturally Responsive Sustaining (CR-S) Education practices will be included in the Tier 1 focus district-wide. The SCEP of each identified school in our District includes ELA priorities and measurable goals.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
All schools will implement identified instructional practices during Tier 1 instruction.	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.	Students will have a literacy goal for the year by the end of the first quarter. Walkthroughs will be conducted, and feedback will be provided to teachers by the end of the first quarter. Student literacy goals will be re-examined and promising practices that yield improvement will be identified. Celebration of growth and improvement in proficiency will occur at the classroom, building, and District levels. Increase in Northwest Evaluation Association (NWEA) Fall to Winter and Winter to Spring assessment results.	Use of Professional Learning Team (PLT) time for professional development (PD); and the strengthening of PLTs through training throughout the year and the Summer Summit. Administrator/Content Area Directors collaborative walkthroughs.

		Improved Regents results for high school students.	
Tier 2 intervention strategies will be utilized within classrooms.	Classroom teachers will be trained in Tier 2 reading interventions to be able to support small groups of students in need of intervention during small group instruction time.	Benchmark assessments will determine if students are making adequate growth.	All schools have general Academic Intervention Support (AIS) staff. Instructional Coaches at each school are equipped to support Tier 2 and 3 teachers.
All schools will implement Tier 3 reading intervention rooms to support students in need or intensive intervention.	Specially trained teacher and teaching assistant teams will pull students in need of Tier 3 intervention daily.	Monthly progress monitoring will indicate if students are making more than average growth each month.	Tier 3 reading rooms will exist in all schools at grades K-5, 6-8.
General AIS teachers will be trained in Tier 3 intervention models to expand the impact of this support to more students in need.	Newly trained teachers will pull students in need of Tier 3 intervention daily.	Monthly progress monitoring will indicate if students are making more than average growth each month.	Summer training for general AIS staff in each school to specialize in math or ELA, including integrating in the Summer Summit.
The District will have an external partner to conduct instructional and equity audits.	The District will generate a plan to address key areas from audit findings for the 2nd semester.	Implement plan, analyze data, and refine plan as needed. Audit findings.	Resources needed to implement plan based on audit findings. Audit focus group.
Districtwide training, learning opportunities and experiences to develop Culturally	All staff trained in the New York State CR-S Education framework. Training will include and encourage the following:	Collect feedback from students regarding their experiences in the culturally responsive sustaining classroom and school environment.	Diversity, Equity and Belonging (DEB) Leads to facilitate professional

| Responsive Sustaining (CR-S) Education. | • Cultural awareness and competence
• Student agency and voice
• Fostering a welcoming and affirming environment
• Fostering belonging
• Equitable assessment and accountability measures
• Culturally Responsive Pedagogy
• Culturally responsive family engagement
• Historical context
• Equitable access to different ways of learning | Observe changes in student engagement and participation.

Teacher self-assessment- teachers can reflect on their own teaching practices and self-assess their implementation of CR-S Education.

Classroom observations to assess whether teachers are effectively implementing culturally responsive sustaining education practices.

Seek feedback from parents, families, and the community to gauge whether they perceive positive changes in the school's approach to cultural responsiveness. | learning in their respective schools.

PLTs and support networks for educators to collaborate, share experiences, and refine their CR-S Education practices.

Time for peer review and collaboration. |

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the District strives to be at the end of the 2023-24 school year.

Data Point 1: Reduce the number of students scoring Level 1 on the NYS ELA/Regents assessment by 10%.

Data Point 2: Increase the number of students proficient or above on the NYS ELA/Regents assessment by 15%.

Data Point 3: Increase the number of students making more than average growth from Fall to Winter and Winter to Spring NWEA administrations.

PRIORITY 1b: *Increase Student Proficiency in Numeracy*

Our Priority

What will we prioritize to extend success in 2023-24?	Increase Student Proficiency in Numeracy

Why is this a priority? *Things to potentially take into consideration when crafting this response:*
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the District's long-term plans?*
• *For Districts with identified schools:*
    ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
    ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Our District's strategic plan, *Building Our Future,* and the 2023-24 Bridge Plan are grounded in our core belief that "all students can learn and achieve at high levels." In order to realize this, we have committed to prioritizing numeracy at all levels and for all students. Due to learning loss during COVID the needs of our students have increased significantly. Therefore, we are strengthening math intervention and our district-wide multi-tiered system of support. Early intervention at Tier 1 through high-quality instruction in foundational skills, high quality tasks, and consistent practices that support cognitive engagement and critical thinking will be a focus district-wide.
	
	 Math is a subject that builds on itself starting in early childhood. A student who fails a sixth-grade math course has a 60% chance of dropping out prior to high school graduation (Ribner, Willoughby, Blair, & Family Life Project Key Investigators, 2017). Students must be proficient in high school mathematics to be successful in college level math and science which are crucial for all STEM vocations (Jordan, Kaplan, Ramineni & Locuniak, 2009).
	
	 Proficiency in numeracy means that students are solving math problems on grade level across content areas.
	
	 Throughout the school improvement and SCEP development processes, across schools the importance of the teacher's knowledge of standards when delivering high quality instruction was identified as a focus area. The need for teachers to be provided with additional training and differentiated support to internalize these grade level standards and use this knowledge to plan for and

	implement high quality lessons at Tier 1 and Tier 2 have been identified as focus areas as well.
	In addition, through interviews and focus groups, students articulated they desire learning experiences inside positive, comfortable learning communities in which they are allowed to ask questions, have opportunities to share ideas and new perspectives. Therefore, student discourse and Culturally Responsive Sustaining (CR-S) Education practices will be included in the Tier 1 focus district-wide.
	The SCEP of each identified school in the District includes Math priorities and measurable goals.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
All schools will implement identified instructional practices during Tier 1 instruction.	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.	Every student will have a numeracy goal for the year by the end of the first quarter. Walkthroughs will be conducted, and feedback will be provided to all teachers by the end of the first quarter. Student learning goals will be re-examined and promising practices that yield improvement will be identified. NWEA Fall to Winter and Winter to Spring assessment results. Regents results.	Use of Professional Learning Team (PLT) time for professional development (PD); and the strengthening of PLTs through training throughout the year and the Summer Summit. Administrator/Content Area Directors collaborative walkthroughs.
Tier 2 intervention strategies will be	Classroom teachers will be trained in Tier 2 math interventions to be able to support small groups of students	Benchmark assessments and unit module assessments will determine if students are making adequate growth.	All schools have general AIS staff or additional instructional time for high

utilized within classrooms.	in need of intervention during small group instruction time.		school math courses through grade 10.
All schools will implement Tier 3 math intervention rooms to support students in need or intensive intervention.	Specially trained teacher and teaching assistant teams will pull students in need of Tier 3 intervention daily.	Monthly progress monitoring will indicate if students are making more than average growth each month.	Tier 3 math rooms will exist in all schools at grades 3-5 and 6-8, and additional time for math instruction is built in through grade 10
General AIS teachers will be trained in Tier 3 intervention models to expand the impact of this support to more students in need.	Newly trained teachers will pull students in need of Tier 3 intervention daily.	Monthly progress monitoring will indicate if students are making more than average growth each month.	Summer and ongoing training for general AIS staff in each school to specialize in math or ELA.
The District will have an external partner to conduct instructional and equity audits.	The District will generate a plan to address key areas from audit findings for the 2nd semester.	Implement plan, analyze data, and refine plan as needed. Year-end audit findings.	Resources needed to schedule the audit and develop and implement plan based on audit findings. Audit focus group.
All kindergarten and first and second grade classrooms will be supported with Everyone Counts school and home kits and a Teaching Assistant.	Communications and curriculum night will support ongoing opportunities to conduct a Districtwide counting campaign with manipulatives and activities families can support at home.	Benchmark assessments will determine if students are making adequate growth.	Professional development will be offered to all K, 1 and 2 teachers and teaching assistants. Manipulative kits will be sent home with all K, 1 and 2 classes.
All Algebra I and II classes will utilize new graphing calculators.	Professional development will be offered for all Algebra I and II	Benchmark assessments and unit assessments for Algebra I will	Professional development will be offered to all Algebra I and II teachers

	teachers to utilize new graphing calculators across grades 8-12.	determine if students are making adequate growth.	and all Algebra I and II classes will have new calculators in the rooms.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Data Point 1: Reduce the number of students scoring Level 1 on the NYS Math/Regents assessment by 10%.

Data Point 2: Increase the number of students proficient or above on the NYS Math/Regents assessment by 15%.

Data Point 3: Increase the number of students making more than average growth from Fall to Winter and Winter to Spring NWEA administrations.

PRIORITY 2: *Improve Sense of Belonging for ALL (Social and Emotional Learning Experiences)*

Our Priority

What will we prioritize to extend success in 2023-24?	Improve Sense of Belonging for All (Social and Emotional Learning (SEL) Experiences)

Why is this a priority?
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Our District's strategic plan, *Building Our Future,* and the 2023-24 Bridge Plan are grounded in our core belief that "Positive, supportive cultures are created by the actions of each of us and are essential to teaching and learning."
	
	The District is committed to implementing the NYS Culturally Responsive Sustaining (CR-S) Education Framework to ensure 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.
	
	Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
	
	SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL.org).
	
	The District solicits feedback from relevant parties around SEL. The Panorama Social-Emotional Learning (SEL) Questionnaire measures student mindsets,

behaviors, and attitudes that might be related to success in school and beyond the classroom. In addition, the District consistently measures climate and culture using a Climate survey. These surveys are for students, staff and families. The results have informed our decision to make SEL a priority and to improve a sense of belonging for all. Additionally, the SCEP of each identified school contains an SEL priority and measurable goal.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Launch focused campaign to prioritize "sense of belonging for all".	Update and execute District survey. Analyze survey results. Provide professional development informed by survey results. Convene task force to develop recommendations for sustainable practices.	Implement year-end survey. Compare results to initial survey data.	The District has provided survey licenses to all buildings. The District established a scheduled time for survey administration. The District will provide time/resources for professional development,

			including the Summer Summit. The District will allocate time to analyze survey results and develop recommendations.
All Schools in K-8 will implement Second-STEP resources to build stronger communities and support including, equitable learning. High Schools will be provided SEL resources through Overcoming Obstacles to support SEL at the 9-12 level.	This entails ensuring that all grades in the District will utilize consistent practices, language and support.	Evidence that this strategy will make a difference will be in the responses to student climate surveys from the fall administration to the spring. Also, there will be a reduction in discipline referrals.	The District has provided licenses to all K-5 and K-8 buildings to ensure that teachers and support staff have access to lessons and resources. In addition, training is made available for all teachers and other staff to attend. High schools will build time into the daily schedule for SEL support.
Training for Second Step and Overcoming Obstacles implementation will be provided throughout the year.	To support robust implementation of SEL resources, a calendar of training will be made available throughout the year that will consist of both in-person and asynchronous training modules.	Differentiated use of social-emotional learning instructional models for groups of students based on strengths, preferences, interests, and needs.	Teacher and Leader choice professional development sessions including options during the Summer Summit.
Installation of calming corners in all classrooms.	Allocating materials to all schools to establish calming corners starting in September.	Evidence of use of calming corners as a de-escalation strategy.	Impact Coach support for maximizing resources to support SEL.
Student Intervention Teams (SIT) will analyze and address behavior, attendance,	Regularly schedule and host SIT meetings to review individual students, develop plans of support,	Student, staff and family reports of progress will indicate success; fewer disciplinary incidents and improved attendance.	Multi-Tiered System of Support (MTSS) institute was held this summer to

and grade data to determine support plans for students as needed.	and monitor for impact and improvement.		provide training to staff on SIT protocols. All schools have social workers, counselors, school psychologists and family program aides.
Refine/Review focus on strengthening students' personal, social, and academic efficacy through restorative practices.	Continue partnership with The Restorative Center Develop/update on-going restorative training to groups of relevant parties. Continue and enhance purpose of the advisory group that will create and implement a Districtwide strategy around restorative practices. Establish and disseminate a common language around restorative practice.	Scheduled advisory board meetings Establish and conduct focus groups. The Restorative Center contract deliverables	A Director of Restorative Discipline has been hired to lead the District's focus on restorative processes. Contracted partnership with The Restorative Center to support in the work. Allocate time and resources for Advisory Board meetings. Allocate time and resources for focus groups.
The District's commitment to diversity, equity and	Activities and learning opportunities for staff and students will be structured throughout the school year.	Morale and discipline data will improve, as determined by data and surveys.	A Diversity, Equity, and Belonging (DEB) Department has been created to support this

belonging will continue to be prioritized.			work and each school has a designated DEB liaison.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Data Point 1: Ensure at least 70% of relevant parties complete a sense of belonging survey.

Data Point 2: Improve positive responses from beginning of year to end of year by at least 10%.

Data Point 3: Reduce number of disciplinary incidents and out-of-school suspensions by five percentage points.

PRIORITY 3: *Establish a Culture of Learning and High Expectations*

Our Priority

What will we prioritize to extend success in 2023-24?	Establish a Culture of Learning and High Expectations

Why is this a priority?
 Things to potentially take into consideration when crafting this response:
 • *How does this commitment fit into the District's vision, values and aspirations?*
 • *Why did this emerge as something to prioritize?*
 • *What makes this the right commitment to pursue?*
 • *How does this fit into other commitments and the district's long-term plans?*
 • *For Districts with identified schools:*
      o *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
      o *In what ways does this support the SCEP commitments of your identified school(s)?*
	Our District's strategic plan, *Building Our Future,* and the 2023-24 Bridge Plan are grounded in our core belief that "all students can learn and achieve at high levels." 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. We strive for an all-inclusive learning culture.
	
	 A learning culture is a mindset, a set of practices, values, and policies within an organization that facilitates the continuous improvement of students and staff. High expectations are believing that anyone can be successful. A culture of learning and high expectations must be shared by all relevant parties throughout the community.
	
	 Students articulated they desire learning experiences inside positive, comfortable learning communities in which they are allowed to ask questions, have opportunities to share ideas and new perspectives. We have prioritized defining our culture of learning and high expectations to further support the success of all students as they define and work toward their future pathways.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Develop a districtwide plan to create, communicate, and implement common expectations around a culture of learning and high expectations.	Create a Taskforce to present and explore the definition of lifelong learning and high expectations, from different relevant parties' perspectives. Cascades the definition throughout the organization through professional development, board updates, superintendent councils, and community forums (internal and external), and through marketing opportunities. Ensure community wide collaboration/messaging to deliver expectations. Convene building-level SLTs, students, teachers, and other relevant parties in the development of goals. Engage a city-wide Professional Learning Team (PLT) to identify where expectations could be higher	Survey results. Increase in number of students attending college and pursuing careers. Increase in overall grade point average (GPA). Increase in NWEA Fall to Winter and Winter to Spring assessment results. Each school will display in their building the District definition of a culture of learning and high expectations.	The District will allocate time for Taskforce members to convene. The District will allocate necessary resources to promote the focus on high expectations based on recommendations from the PLT. The District will produce materials highlighting the District's common definition of a culture of learning and high expectations for each school to display in their building.

	and develop strategies for improving them.		

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Data Point 1: Based on feedback from relevant parties a common definition for a culture of learning and high expectations can be articulated.

Data Point 2: 100% of schools will showcase materials highlighting the District's common definition of a culture of learning and high expectations.

PRIORITY 4: *Decrease Chronic Absenteeism across Subgroups and Grade Levels*

Our Priority

What will we prioritize to extend success in 2023-24?	Decrease Chronic Absenteeism across Subgroups and Grade Levels

Why is this a priority?
 	
Things to potentially take into consideration when crafting this response:
• *How does this commitment fit into the District's vision, values and aspirations?*
• *Why did this emerge as something to prioritize?*
• *What makes this the right commitment to pursue?*
• *How does this fit into other commitments and the district's long-term plans?*
• *For Districts with identified schools:*
   ○ *In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?*
   ○ *In what ways does this support the SCEP commitments of your identified school(s)?*
	Children who are chronically absent in preschool, kindergarten and first grade are much less likely to read at grade level by third grade. Students who cannot read at grade level by the end of third grade are four times more likely than proficient readers to drop out of high school.
	
	An incidence of chronic absenteeism in even a single year between 8th and 12th grade was associated with a seven-fold increase in the likelihood of dropping out (USDE, CRDC). Prior to the pandemic SCSD struggled with chronic absenteeism, and like most districts, the interruption of COVID-19 on schooling has exacerbated the issue. All SCSD schools are committed to reengaging youth and their families regarding the importance of regular daily attendance in school to accelerate post-pandemic achievement.
	
	Student interviews helped us to recognize the need to strengthen our Districtwide protocols for communicating with families about attendance, which is reflected in our strategies for this priority. They also highlighted the need to create and monitor systems where the expectations and intended outcomes for students are more clearly defined, so that students are able to continue to receive the tiered attendance supports they need to be successful.
	
	The SCEP of each identified school in the District includes chronic absenteeism priorities and measurable goals.

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
SCSD will increase and diversify communication and engagement strategies with families about the importance of attendance.	Family Engagement Facilitators will connect with families to determine topics in need of information and support.	Increase in parental input in District and school decision-making bodies.	In-person Community Chats.

Superintendent-led Community Conversations. |
| | Office of Family Engagement (OFE) staff will work with school staff to identify family members interested in serving on school-based and District-wide decision-making bodies. | Development and/or modification of school family engagement plans. | Increase staffing to 1.0 program aide per school.

Added an Attendance Coordinator and established formal attendance teams in each school. |
| | Training program will be developed and provided to SCSD staff on successful family engagement strategies. | Quarterly academic data sharing between school and student families which leads to the families' understanding of where their child is, should be, and how they might help at home. | School supply donation and distribution.

Academic data will be included in PEN Notebooks. |
| | Office of Family Engagement staff will work with school administration and community engagement teams | Aligned training program to support staff in actively engaging family and community members. | Superintendent Parent Advisory Council meetings each month. |

	to modify existing engagement plans to meet current school community needs.		
	Office of Family Engagement staff will work with teachers, data liaisons and the Office of Shared Accountability to compose student data for sharing with families.	Development of the reports / documents that will be utilized Districtwide for data sharing to ensure understanding of how to read the data and turn it into action steps aligned to improving student success.	Printed data materials and guides that identify strategies to improve each student's achievement.
	OFE staff will distribute Parent Engagement Notebooks and transition packs to District families.	Parents bring PEN notebooks to meetings and fill out sections to track their child's performance indicators and attendance.	PEN Notebooks
Every SCSD school will develop and engage a school-based attendance team.	District level internal audit/review of current attendance protocols and identify necessary adjustments, and create, implement and monitor plan. Schools will identify cross-functional teams to address student attendance trends and engage students and families in need of support with resources.	Internal protocols are revised and training for staff on relevant revisions is provided. Subgroups with the highest rates of chronic absenteeism will show improved attendance in school. Monitor student attendance with families by using the PEN Notebook to ensure that parents and guardians understand the impact of absenteeism and how fast a few days add up.	Professional development on any protocol revisions / updates. School-based attendance teams will be identified and supported with the extension of service funds. Added an Attendance Coordinator and established formal attendance team at each school with roles and responsibilities outlined.
SCSD will employ a Districtwide attendance coordinator to support school attendance	This position will support cross-functional school-based teams with research and practice-based strategies and will report District trends.	Schools will demonstrate a reduction in chronic absenteeism and will show reduction in other absenteeism categories.	A full-time District attendance coordinator will be hired in the Office of Family Engagement to lead the work of the

teams in systems and processes to improve attendance, as well as analyze data trends.	Coordinator will pilot various attendance initiatives and will analyze impact on attendance and will scale up successful practices, as well as explain why some pilots are not having an impact.	Parents and guardians will understand the impact of attendance on achievement.	attendance teams and ensure alignment of the Districtwide initiative. The addition and utilization of District vehicles for attendance purposes as part of the tiered supports for students and families.

Measuring Success

What will success look like for this Priority, and how will the District know if success has been achieved?

Provide quantitative data and/or qualitative descriptions of where the District strives to be at the end of the 2023-24 school year.

Data Point 1: Decrease the number of students who are chronically absent by ten percentage points, from 52% (2022-23) to 42% (2023-24).

Data Point 2: Decrease average days absent for all students by 15%, from 25.73 days (2022-23) to 21.87 days (2023-24).

Stakeholder Participation

Background

The DCIP must be developed in consultation with parents, school staff, and others in accordance with §100.11 of Commissioner's Regulations.

Team Members

Use the space below to identify the members of the DCIP team, their role (e.g. principal, teacher, parent), and, when applicable, the school the individual represents.

Name	Role	School (if applicable)
Anthony Q. Davis	Superintendent	
Monique Wright-Williams	Chief Community Engagement Officer	
Pamela Odom	Deputy Superintendent	
Scott Persampieri	Chief Human Resources Officer	
Timothy Moon	Chief Accountability Officer	
Robert DiFlorio	Chief Operations Officer	
Mike Puntschenko	Chief Finance Officer	
Laura Kelley	Chief Student Support Services Officer	

Our Team's Process

Britt Britton	Chief Academic Officer	
Melissa Evans	Deputy Chief of School Leadership	
Eric Thomas	Deputy Chief of School Reform	
Irastina Reid	Assistant Superintendent of Special Education	
Tara Jennings	Assistant Superintendent of Secondary Schools	
Manami Tezuka	Supervising Director of Professional Development	
Bruno Primerano	Supervising Director of Career and Technical Education	
Lyda Ragonese	Supervising Director of ENL, World Language, and Bilingual Education	
Rhonda Zajac	Director of ELA	
Melanie Cifonelli	Director of Mathematics	

Our Team's Process

Richard Richardson III	Director of Restorative Discipline	
Reba Hodge	Director of Diversity, Equity, and Belonging	
Ann Sherwood	Coordinator of Tier 3 Intervention	
Lessie Williams	Principal	Bellevue Elementary School
James Nieves	Principal	Seymour Dual Language Academy
Dan Straub	Principal	Corcoran High School
John Devendorf	Principal	Roberts PreK-8 School
Lisa Costanzo	Principal	Clary Middle School
The Superintendent Student Cabinet meets every other month to propose solutions to challenges students face in SCSD and the City of Syracuse. Student input and feedback on remote learning have been integrated into the development of SCSD's In-person/Remote Instructional Model that is being developed, as well as remote learning structures and routines.		

Meeting Dates

Use the table below to identify the dates and locations of DCIP planning meetings.

Meeting Date	Location
08/19/2022	Boys & Girls Club
08/20/2022	True Vine COGIC
08/29/2022	PEACE
09/13/2022	Victory Temple Fellowship Church
09/19/2022	STEAM at Dr. King Elementary School
10/04/2022	Huntington Family Center
10/13/2022	Southwest Community Center
10/18/2022	Central Office
11/03/2022	Refugee and Immigrants Self-Empowerment
11/06/2022	Central Office
11/17/2022	Islamic Society of Central New York Mosque
12/09/2022	Interfaith Works
01/03/2023	Evangelical Church of God
01/17/2023	Central Office
03/15/2023	Virtual Meeting
03/21/2023	Central Office
04/19/2023	Virtual Meeting

04/18/2023	Central Office
05/08/2023	Virtual Meeting
05/16/2023	Central Office
06/13/2023	Virtual Meeting
Weeks of August 28 & September 4	Central Office, PDC, Virtual Meetings

Districts with TSI Schools Only

Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated.

Stakeholder group	How the perspectives of this group have been incorporated into the DCIP?
Secondary Schools: Students from each identified subgroup	The Superintendent Student Cabinet meets every other month to propose solutions to challenges students face in SCSD and the City of Syracuse.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

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 plan before it is approved.

2. ☒ The DCIP will be implemented no later than the beginning of the first day of regular student attendance.

3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

4. ☒ The DCIP will be made widely available through public means, such as posting on the Internet, distribution through the media, and distribution through public agencies.

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) and §3012(d).

6. ☒ Meaningful time for collaboration will be used to review and analyze data in order to inform and improve District policies, procedures, and instructional practices.

Submission Instructions

All Districts: Submit to DCIP@nysed.gov by July 30, 2023, the following documents:

1. DCIP Planning Document
2. DCIP

The final plan must be approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee).