



# District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Syracuse City School District	Jaime Alicea

## 2021-22 Summary of Priorities

In the space below, input the three to five District priorities for 2021-22 identified in this plan.

1	Engage families and communities
2	Implement culturally responsive practices
3	Recruit, develop, support & retain the most effective, diverse staff
4	Personalize learning for all students
5	Provide dynamic, rigorous curriculum and instruction

## PRIORITY I

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Engage families and communities</b> SCSD is working to ensure our families are true partners with the district in the success of their children.</p>
<p><b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>When schools, parents, families, and communities work together to support learning, students tend to earn higher grades, attend school more regularly, stay in school longer, and enroll in more rigorous programs.</p>

Priority 1

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	Family Engagement Facilitators will connect with families of Special Education students to offer advocacy and support during MDR and CSE meetings	Increase in parental input in student CSE (Committee on Special Education) and MDR (Manifestation Determination Review) meetings and other district and school decision-making bodies.	Zoom CoVideo Chats
	Office of Family Engagement 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
	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
	Office of Family Engagement staff will work with school administration and community engagement teams to modify existing engagement plans to meet current needs	Aligned training program to support staff in actively engaging family and community members.	Superintendent Parent Advisory Council meetings each month
	Office of Family Engagement staff will work with teachers, data liaisons and the Office of Shared		

Priority 1

	Accountability to compose student data for sharing with families.		
	OFE staff will distribute Parent Engagement Notebooks and transition packs to district 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 2021-22 school year.

Data Point 1: percentage of families attending and participating in student MDR and CSE meetings.

Data Point 2: percentage of schools offering quarterly academic data sharing opportunities

## PRIORITY 2

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Implement culturally responsive practices</b></p> <p>We want our students to feel that their teachers and leaders truly understand them, care about them and want them to be successful in school.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>Culturally responsive schools support historically underserved and marginalized students in eradicating bias, discrimination, and negative stereotypes they often face due to their cultural, racial, and socioeconomic identities.</p>

## 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?
Through professional development, self-assessment, and data reviews, we will increase awareness and build capacity for responsiveness to varying student and family need	CRE Professional Development modules will be created	Competencies for culturally responsive practices be used to align standardized professional development and on-going support.	Hiring of Student Support Services Coordinators
	All staff trained in Culturally Responsive Practices	Systematic removal of resources that are culturally destructive	Increase in school counseling positions to at least one per school
	Administer Climate Survey to all students, parents, and staff	Culturally Responsive Practices Training Modules be completed and implemented with all staff in all schools.	Time, contracts, and extension of service for professional development and training
	Establish audit teams to conduct curriculum audits in each content area with quarterly status reports submitted including recommendations for corrective action.	The culture in buildings is preventative and Restorative, a culture in which those practices are consistently used in response to student behavior	Resources to replace curriculum materials and develop inclusive curriculum tools
	Monitor suspension data and intervene where necessary	Competencies for culturally responsive practices be used to align standardized	

Priority 2

		professional development and on-going support.	
	Walk-throughs conducted using a CRP walk-through tool		
	Create student-led modules on race and equity that will be delivered to SCSD teachers, administrators, and support staff		
	Provide training to teachers using the modules created by students focused on black history, white privilege, and culturally responsive practices		
	Quarterly curriculum audit status reports with recommendations for corrective actions and work started to ensure that curriculum is culturally responsive.		



## 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 2021-22 school year.

Data Point 1: Decrease in-school suspension and out-of-school suspension rates for black students, Hispanic students, and students with disabilities.

Data point 2: All staff receive CRE training

## PRIORITY 3

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Recruit, Develop, Support &amp; Retain the Most Effective Diverse Staff</b></p> <p>Our goal is to have a district staff is comprised of the most talented and effective people, reflecting our amazing diverse community. We want our employees to feel cared for, valued and respected, and in turn care for, value and respect our students and their families.</p>
<p><b>Why is this a priority?</b></p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>As only 16% of our instructional staff is of color, and approximately 80% of our students are of color, SCSD wants to increase diversity amongst staff that is more representative of our students. According to research, minority students often perform better on standardized tests, have improved attendance, and are suspended less frequently (which may suggest either different degrees of behavior or different treatment, or both) when they have at least one same-race teacher. (<a href="https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/">https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/</a>).</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail?</p>	<p>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.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>We will work to increase support for all staff, paying particular attention to staff of color and those representing marginalized groups, to ensure retention of diverse and effective educators.</p>	<p>Leadership Academy: All school leaders (principals and VPs/interns) will participate in 7 full-day Leadership Academies throughout the 2019-2020 school year. The Teaching and Learning Department, Student Support Services and Executive Directors are responsible for planning and implementing these academies in collaboration with all departments. Through both common and differentiated training sessions, leaders will gain knowledge and skills relative to improving the effective management of resources, ensuring greater retention (e.g., stay interviews, teacher mentoring, onboarding staff effectively, career ladders).</p>	<p>Reduction of turnover rates of certified staff across schools, achieving improved retention of instructional staff of color</p>	<p>Contracts to support coaching efforts</p>
	<p>Engagement in recruitment fairs for educators of color each quarter</p>	<p>Affinity group meetings in place to support diverse staff</p>	<p>Partnership with higher education institutions and other agencies to recruit educators of color</p>

Priority 3

	Develop culturally responsive competency-based interview questions and hiring rubrics	District Workplace Wellness Committee facilitates District wellness initiatives and activities to support and retain staff	Collaboration across collective bargaining units to establish competency-based professional development and support
	Utilization of culturally responsive competency-based interview questions and hiring rubrics will be used for all instructional and leadership screenings and interviews		School and district wellness committees
	Develop template for individualized development goals/plan		
	Conduct survey of all staff identifying development goals		
	Reach out to all instructional staff to show appreciation for their work and contributions to SCSD		
	Facilitate pipeline programs with colleges and universities to increase residency and incentive programs to recruit teachers (SUNY Oswego, New York University, Syracuse University)		
	Provide certification support and monitoring support to educators to ensure full certification, including partnering with the teachers association.		
	District will facilitate a grant program to recruit, develop and support aspiring district leaders, with an emphasis on recruiting and selecting educators of color. This is in collaboration with Syracuse University.		

Priority 3

	Facilitate teacher mentoring programs and Peer Assistance and Review to ensure educators are developed, supported and retained.		
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## 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 2021-22 school year.

Data Point 1: Increase the diversity of SCSD's instructional staff of color to at least 25%.

Data point 2: 100% of staff will have an annual personalized plan for growth for every employee that connects practice to impact and affords varied tiers of support and professional development.

## PRIORITY 4

*This section can be deleted if the District does not have a fourth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Personalize learning for all students</b> Our goal is for all students to set and monitor meaningful and ambitious goals and achieve them through learning experiences that leverage their strengths, needs, interests and cultures.</p>
<p><b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p><b>Goal setting is a cornerstone of Personalized Learning</b> Intentional, guided conversations about goal setting between students and adults is critical to students owning their learning and being active participants in their learning. Owning and actively participating in learning is a key life skill necessary to becoming successful adults.</p>

## 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?
Attending to the unique strengths, preferences, interests and needs of each educator will help build capacity of all staff through a competency-based approach	Develop schedule for PL workshops and one-to-one coaching support	Consistent utilization of at least one piece of the Core 4 of Personalized Learning Continuum	Contracts to support personalized supports for teachers and leaders to model personalization for students
Targeted supports for students will close gaps created by COVID-19 interruptions	Support PL professional learning through New Educator Orientation	Differentiated use of in-person and remote instructional models for groups of students based on strengths, preferences, interests, and needs	Teacher and Leader choice PD sessions
District Personalized Learning Team, teachers, and administrators will convene to translate work to in-person/remote environments	Facilitate in-person/remote walkthroughs by school	Evidence of regular goal-setting throughout the year	Impact Coach support for developing school use of personalized learning



Priority 4

District Personalized Learning Team and pilot schools will craft and model online goal-setting structures	Conduct feedback support for virtual learning videos	Implementation of individualized learning plans for students	Training for development and monitoring of individual learning plans
	Prioritize competencies of grade levels to support goal-setting processes/templates		
	Survey schools and classrooms for goal-setting procedures currently in use and data being used to set goals		
	Analyze progress monitoring data and formative assessment data for progress toward goals (individual, classroom, grade level, school)		
	Develop structure for ILP creation, progress monitoring, and reflection process		

## 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 2021-22 school year.

Data Point 1: 100% of teachers will leverage personalized learning strategies that will help students achieve their goals.

Data point 2: 100% of schools will use a form of goal-setting for students.

## PRIORITY 5

*This section can be deleted if the District does not have a fifth priority.*

### Our Priority

<p><b>What will we prioritize to extend success in 2021-22?</b></p>	<p><b>Provide dynamic, rigorous curriculum and instruction</b> Our goal is for all students to achieve proficiency in all subject areas and are critical thinkers and problem solvers.</p>
<p><b>Why is this a priority?</b> <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the District’s vision, values and aspirations?</i></li> <li>• <i>Why did this emerge as something to prioritize?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the district’s long-term plans?</i></li> <li>• <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> <li>○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li> <li>○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i></li> </ul> </li> </ul>	<p>The 2018 districtwide NYS Math assessment proficiency rate for grades 3-8 is 13.5% (69.5% Level 1, 17.0% Level 2, 9.6% Level 3, and 3.9% Level 4).</p> <p>The 2018 districtwide NYS ELA assessment proficiency rate for grades 3-8 is 15.4% (60% Level 1, 24.6% Level 2, 11.3% Level 3, and 4.1% Level 4).</p> <p>The 2016 cohort graduation rate for SCSD is 70.4%.</p>

## 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?
Re-pacing scope and sequence of Tier 1 curriculum at all grade levels	Select digital contents, LMS and tech tools, and library databases and resources for consistent use across schools	Consistent implementation of in-person and remote instructional models will be implemented at all grade levels	Staffing for all of the Tier 3 intervention rooms
Integration of content and literacy to create additional time for mathematics	Revise Curriculum Maps for 2021-22	Implementation of virtual walkthrough data showing improvement in in-person and remote instruction and achievement data	Training for Tiers 1, 2, and 3 curriculum
Exposure to Tiers 1 and 2 for all students	Create PD/training modules for delivering online PD to all teachers, teaching assistants, and administrators on selected contents, tools, and resources/databases	Students engage in in-person/remote learning that builds resilience and academic mindset for each student	Extension of service and collaboration to re-pace scope and sequence by grade level
Implementation of intensive Tier 3 math and reading intervention models at targeted grade levels	Administer NWEA MAP Growth assessments and LASLinks assessments and identify needs	Use competency-based practices for developmental transition from stages of childhood to adult, tying assessment to social induction (e.g., a student's readiness to be fully functioning member of a broader community as an individual capable of participating in a pluralistic society on terms that are as humanizing as they are humanistic). Rites of passage models not only focus on academic competences (such as	Partnering with committees to determine competencies and appropriate adjustments to personalizing supports

Priority 5

		work skills), but also social intelligences such as the development of care and compassion.	
	Deliver PD/training modules for all relevant staff		Monitoring tools (assessment, protocols, databases, etc.) to ensure success of Tier 3 interventions
	Conduct monthly in-person/remote walkthroughs		
	Analyze in-person/remote walkthrough data monthly and identify trends		
	Deliver tiered support to staff and schools based on walkthrough findings and achievement data		
	Conduct L2RPT cohort review meetings by high school		
	Explicitly highlight and embed SEL curriculum within academic content areas		
	Implement Quantitative Reasoning, Algebraic Reasoning, Early Reading, Intensive Reading, and Operational Reading Rooms in all schools		

## 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 2021-22 school year.

Data Point 1: SCSD will reduce the number of students scoring Level 1 on the NYS ELA and Math assessments by ten (10) percentage points.

Data point 2: SCSD will increase 4-year graduation rates by five (5) percentage points.

## 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 <i>(if applicable)</i>
Jaime Alicea	Superintendent	
Monique Wright-Williams	Chief of Staff	
Patricia Clark	Chief Ombuds Officer	
Lisa Wade	Chief Human Resources Officer	
Dean DeSantis	Chief Operations Officer	
Timothy Moon	Chief Accountability Officer	
Suzanne Slack	Chief Finance Officer	
Laura Kelley	Chief Academic Officer	
Pamela Odom	Executive Director of Secondary Schools	

### Our Team's Process

Melissa Evans	Executive Director of Elementary and PreK-8 Schools	
Robert DiFlorio	Executive Director of Elementary Schools	
Manami Tezuka	Director of Professional Development	
Mayra Ortiz	Director of Student Support Services	
Jackie LeRoy	Director of ENL, World Language, and Bilingual Education	
Irastina Reid	Director of Special Education	
Rhonda Zajac	Director of ELA	
Melanie Cifonelli	Director of Mathematics	
Lynelle Francis	Principal	Bellevue Elementary School
James Nieves	Principal	Seymour Dual Language Academy
Tara Jennings	Principal	Corcoran High School
John Devendorf	Principal	Roberts PreK-8 School



### Our Team's Process

Kenneth Baxter	Principal	Nottingham High School
<p>The Superintendent Teacher Advisory Council is engaged throughout the school year to provide feedback on district initiatives, engage in problem-solving to support district achievement goals, and offer input into reform efforts throughout the district. The work of this group is incorporated into the priorities and action steps of the DCIP, as well as guidance for student assessment, policies, and professional development.</p>		
<p>The Superintendent Parent Advisory Council meets monthly to discuss district accountability, academic and social-emotional programming, and proactive problem-solving within each school. Feedback from this group is used to inform the DCIP on a regular basis, and specific input regarding families as facilitators of hybrid/remote learning has been used to craft professional development, guide District resource selection, and inform more consistent service delivery across schools.</p>		
<p>The Superintendent Student Cabinet meets bi-monthly 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.</p>		

## Stakeholder Participation

### Meeting Dates

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

Meeting Date	Location
September 29, 2020	Virtual Meeting
October 29, 2020	Virtual Meeting
November 4, 2020	Virtual Meeting
December 16, 2020	Virtual Meeting
January 12, 2021	Virtual Meeting
February 9, 2021	Virtual Meeting
February 24, 2021	Virtual Meeting
March 3, 2021	Virtual Meeting
March 9, 2021	Virtual Meeting
March 16, 2021	Virtual Meeting
March 17, 2021	Virtual Meeting
March 18, 2021	Virtual Meeting
April 27, 2021	Virtual Meeting
June 8, 2021	Virtual Meeting

### Districts with TSI Schools Only

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

## Stakeholder Participation

<b>Stakeholder group</b>	<b>How the perspectives of this group have been incorporated into the DCIP?</b>
Teachers responsible for teaching each identified subgroup	The Superintendent Teacher Advisory Council is engaged throughout the school year to provide feedback on district initiatives, engage in problem-solving to support district achievement goals, and offer input into reform efforts throughout the district. The work of this group is incorporated into the priorities and action steps of the DCIP, as well as guidance for student assessment, policies, and professional development.
Parents with children from each identified subgroup	The Superintendent Parent Advisory Council meets monthly to discuss district accountability, academic and social-emotional programming, and proactive problem-solving within each school. Feedback from this group is used to inform the DCIP on a regular basis, and specific input regarding families as facilitators of hybrid/remote learning has been used to craft professional development, guide District resource selection, and inform more consistent service delivery across schools.
Secondary Schools: Students from each identified subgroup	The Superintendent Student Cabinet meets monthly 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 Hybrid/Remote Instructional Model that is being developed, as well as remote learning structures and routines.

## Submission Assurances

### 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](mailto:DCIP@nysed.gov) by July 30, 2021, 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).