New York State EDUCATION DEPARTMENT
Knowledge › Skill › Opportunity

District Comprehensive Improvement Plan (DCIP)

District	Superintendent
Syracuse City School District	Anthony Q. Davis

2022-23 Summary of Priorities

In the space below, input the three to five District priorities for 2022-23 identified in this plan.

1	Reduce chronic absenteeism across subgroups and grade levels
2	Increase English Language Arts (ELA) achievement across subgroups and grade levels
3	Increase math achievement across subgroups and grade levels
4	Enhance student social and emotional well-being across subgroups and grade levels

PRIORITY 1

Our Priority

What will we prioritize to extend success in 2022-23?	Reduce 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.

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.	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

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.	See Parents bringing PEN notebooks to meetings and filling out sections to track their child's performance indicators, attendance etc…	PEN Notebooks
Every SCSD school will develop and engage a school-based attendance team.	Schools will identify cross-functional teams to student attendance trends and engage students and families in need of support with resources.	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.	School-based attendance teams will be identified and supported with extension of service funds Added an Attendance Coordinator and established formal attendance team at each school with roles and responsibilities outlned
SCSD will employ a districtwide attendance coordinator to support school attendance teams in systems and processes to improve attendance, as well as analyze data trends.	This position will support cross-functional school-based teams with research and practice-based strategies and will report district trends.	School-based attendance teams will demonstrate a reduction in the most chronic absenteeism rates and will show proactive reduction in other absenteeism categories. Parents and guardians will understand the impact of attendance on achievement.	A full-time district attendance coordinator will be hired in the Office of Family Engagement to lead the work of the attendance teams and ensure alignment of the districtwide initiative

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 2022-23 school year.

Data Point 1: percentage of students improving regular daily attendance in school

Data Point 2: percentage of schools reducing chronic absenteeism rates

PRIORITY 2

Our Priority

What will we prioritize to extend success in 2022-23?	Increase English Language Arts (ELA) achievement across all subgroups

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 start reading at a young age develop their literacy skills pretty 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 on grade level impacts their ability to access texts and material across content areas, allowing them to be more successful in school overall.

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 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, and 9-12
Tier 2 intervention strategies will be utilized within classrooms and by general AIS staff to support students in need of urgent intervention	General AIS staff 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 AIS staff Instructional Coaches at each school are equipped to support tier 2 and 3 teachers
Districtwide training and opportunities to implement culturally responsive and inclusive materials will be continued	All staff trained in Culturally Responsive Practices. Targeted efforts to seek instructional candidates who mirror our student population.	Competencies for culturally responsive practices be used to align standardized professional development and on-going support.	Professional development will be offered to all staff Curriculum Audits ensuring that culturally appropriate texts and materials are in classrooms and in digital content

	Establish audit teams to conduct curriculum audits in each content area with annual 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
	Walk-throughs conducted using a CRP walk-through tool.		

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 2022-23 school year.

Data Point 1: percentage of students performing at levels 1, 2, 3, and 4

Data point 2: percentage of students making more than average growth in specified periods of time

PRIORITY 3

Our Priority

What will we prioritize to extend success in 2022-23?	Increase math achievement across all subgroups

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)?*
	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).

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 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 K-5 and 6-8, and additional time for math instruction is built in through grade 10
Tier 2 intervention strategies will be utilized within classrooms and by general AIS staff to support students in need of urgent intervention	General AIS staff will be trained in Tier 2 math 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 AIS staff or additional instructional time for high school math courses through grade 10
All kindergarten and first 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 and 1 teachers and teaching assistants, manipulative kits will be sent home with all K and 1 classes
All Algebra I classes will utilize new graphing calculators	Professional development will be offered for all Algebra I teachers to	Benchmark assessments will determine if students are making adequate growth.	Professional development will be offered to all Algebra I teachers and all

	utilize new graphing calculators across grades 8-12.		Algebra I classes will have new calculators in 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 2022-23 school year.

Data Point 1: percentage of students performing at levels 1, 2, 3, and 4

Data point 2: percentage of students making more than average growth in specified periods of time

PRIORITY 4

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

Our Priority

What will we prioritize to extend success in 2022-23?	Implement SEL to create equitable learning conditions in grades K-12

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)?*
	The district is committed to implementing a Culturally Responsive Sustaining Education Framework. 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 various stakeholders 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.

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 in K-8 will implement Second-STEP resources to building stronger communities and support including, equitable learning

HS 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 supports. | 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 teacher and support staff have access to lessons and resources. In addition, training is made available for all teachers and other staff to attend |
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 PD sessions
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 will analyze and	Regularly schedule and host SIT meetings to review individual	Student, staff and family reports of progress will indicate success; fewer	All schools have social workers, counselors,

Priority 4

address behavior, attendance, and grade data to determine support plans for students as needed	students, develop plans of support, and monitor for impact and improvement.	disciplinary incidents and improved attendance.	school psychologists and family program aides

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 2022-23 school year.

Data Point 1: increased students' favorable sense of belonging and connection to adults at school.

Data point 2: percentage of disciplinary incidents and responses in schools

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	Interim Superintendent	
Monique Wright-Williams	Chief of Staff	
Mayra Ortiz	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	

Our Team's Process

Pamela Odom	Executive Director of Secondary Schools	
Tara Jennings	Assistant Executive Director of Secondary Schools	
Melissa Evans	Executive Director of Elementary and PreK-8 Schools	
Robert DiFlorio	Executive Director of Elementary Schools	
Manami Tezuka	Director of Professional Development	
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	
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
Kenneth Baxter	Principal	Nottingham High School
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.		
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.		
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
08/19/2021	Virtual Meeting
11/16/2021	Virtual Meeting
12/07/2021	Virtual Meeting
12/14/2021	Virtual Meeting
01/18/2022	Virtual Meeting
03/15/2022	Virtual Meeting
03/16/2022	Virtual Meeting
04/19/2022	Virtual Meeting
04/20/2022	Virtual Meeting
05/17/2022	Virtual Meeting
05/31/2022	Virtual Meeting
06/15/2022	Virtual Meeting

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?

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 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 Hybrid/Remote Instructional Model that is being developed, as well as remote learning structures and routines.

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, 2022, 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).