LEA Name:	Syracuse City School District
BEDS Code:	421800010000

ENTER DATA INTO ALL YELLOW CELLS.

2017-2018 District Comprehensive Improvement Plan (DCIP)
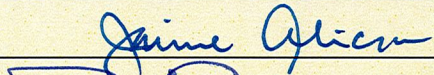
Contact Name	Timothy Moon	Title	Chief Accountability Officer
Phone	315-435-4281	Email	tmoon@scsd.us
Website for Published Plan	http://www.syracusecityschools.com/		

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

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

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

THE SIGNATURES BELOW CONFIRM APPROVAL.

Position	Signature	Print Name	Date
Superintendent	*Jaime Alicea*	Jaime Alicea	7/24/17
President, B.O.E. / Chancellor or Chancellor's Designee	*Derrick Dorsey*	Derrick Dorsey	7/24/17

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Statement of Assurances

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

| X | 1. The District Comprehensive Improvement Plan (DCIP) has been developed in consultation with parents, school staff and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plans before they are approved. |

| X | 2. The District Comprehensive Improvement Plan (DCIP) has been formally approved by the school board and will be made widely available through public means, such as posting on the Internet, distribution through the media and distribution through public agencies. |

| X | 3. The District Comprehensive Improvement Plan (DCIP) will be implemented no later than the beginning of the first day of regular student attendance. |

| X | 4. 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). |

| X | 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan. |

| X | 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. |

District Leadership Team

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

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

Meeting Date(s)	Locations(s)	Meeting Date(s)	Location(s)
March 8, 2017	Syracuse CSD Central Office	May 31, 2017	Syracuse CSD Central Office
March 30, 2017	Syracuse CSD Central Office	June 12, 2017	Syracuse CSD Central Office
April 5, 2017	Syracuse CSD Central Office	June 14, 2017	Syracuse CSD Central Office
April 13, 2017	Syracuse CSD Central Office		
May 10, 2017	Syracuse CSD Central Office		

Name	Title / Organization	Signature
Alyssa Reinhart	Senior Data Analyst/Syracuse CSD	
Amy Evans	Director of Special Education/Syracuse CSD	
Andrea Bernard	Director of Parent University	
Bob Leslie	Director of CTE/Syracuse CSD	
Chris Hodge	Administrator for Health, PE, and Athletics/Syracuse CSD	
Christopher Miller	Chief Human Resources Officer/Syracuse CSD	
Corey Williams	Data Analyst/Syracuse CSD	
Dana Corcoran	Supervisor of Science and Technology/Syracuse CSD	
Dean DeSantis	Chief Operations Offifcer/Syracuse CSD	
Dennis Robillard	Data Analyst/Syracuse CSD	
Francine Grannell	Director of Professional Development	
Jackie LeRoy	Director of ENL, World Languages, and Bilingual	
Jaime Alicea	Superintendent/Syracuse CSD	
Kate Skahen	Comptroller/Syracuse CSD	
Linda Mulvey	Chief Academic Officer/Syracuse CSD	
Luberta Crouch	Family Engagement Facilitator/Syracuse CSD	

District Leadership Team

Manami Tezuka	Supervisor of Libraries/Syracuse CSD	
Margaret Wilson	Assistant Superintendent of K-8/Elementary Schools/Syracuse CSD	
Marie Fay	Assistant Superintendent of K-8/Elementary Schools/Syracuse CSD	
Mary Lisa Wade	Family Engagement Facilitator/Syracuse CSD	
Melanie Cifonelli	Director of Mathematics/Syracuse CSD	
Melissa Evans	Director of Student Support Services/Syracuse CSD	
Mike Henesey	Administrator for Communications/Syracuse CSD	
Monique Wright-Williams	Chief of Staff/Syracuse CSD	
Nate Franz	Assistant Superintendent of Teaching and Learning/Syracuse CSD	
Nick Stamoulacatos	Director of Social Studies/Syracuse CSD	
Nicolle Haynes	Director of Culture and Climate/Syracuse CSD	
Nina Vergara	Family Engagement Facilitator/Syracuse CSD	
Patty Clark	Chief Ombuds/Student Support Services Officer/Syracuse CSD	
Rhonda Zajac	Director of English Language Arts/Syracuse CSD	
Sarah Gentile	Supervisor of Fine Arts/Syracuse CSD	
Scott Persampieri	Director of Recruitment and Selection/Syracuse CSD	
Selina Lazarus	Family Engagement Facilitator/Syracuse CSD	
Sheila Donohue	Director of Student Discipline/Syracuse CSD	
Suzanne Slack	Chief Financial Officer/Syracuse CSD	
Tim Moon	Chief Accountability Officer/Syracuse CSD	
Tony Davis	Assistant Superintendent of High Schools/Syracuse CSD	
Tracy Jackson	Supervisor of Counseling/Syracuse CSD	
Zheadric Barbra	Assistant Superintendent of Middle Schools/Syracuse CSD	

District Information Sheet

District Information Sheet							
District Grade Configuration	PK-12	Total Student Enrollment	21,434	% Title I Population	65.6	% Attendance Rate	

Racial/Ethnic Origin of District Student Population									
% American Indian or Alaska Native	1.1	% Black or African American	49.6	% Hispanic or Latino	131.	% Asian, Native Hawaiian/Other Pacific Islander	8.2	% White	22.4
% Multi-Racial	5.8								

Overall State Accountability Status							
Number of Focus Schools	12	Number of Priority Schools	11	Number of Local Assistance Plan Schools	3 (2016-17)	Number of Schools in Accountability Status	25
Number of Title I SIG 1003(a) Recipient Schools		Number of Title I SIG 1003(g) Recipient Schools					

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

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

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

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

DCIP Plan Overview

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

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

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

	Limited Degree (Fewer than 20% of goals were achieved.)
	Partial Degree (Fewer than 50% of goals were achieved.)
x	Moderate Degree (At least 50% of goals were achieved.)
	Major Degree (At least 90% of goals were achieved.)

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

	Limited Degree (Fewer than 20% of activities were carried out.)
	Partial Degree (Fewer than 50% of activities were carried out.)
x	Moderate Degree (At least 50% of activities were carried out.)
	Major Degree (At least 90% of activities were carried out.)

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

	Limited Degree (No identified subgroups improved achievement.)
	Partial Degree (Some of the identified subgroups improved achievement.)
x	Moderate Degree (A majority of identified subgroups improved achievement.)
	Major Degree (All identified subgroups improved achievement.)

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

	Limited Degree (There was no increase in the level of Parent Engagement.)
	Partial Degree (There was a minor increase in the level of Parent Engagement.)
x	Moderate Degree (There was modest increase in the level of Parent Engagement.)
	Major Degree (There was a significant increase in the level of Parent Engagement.)

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

	Limited Degree (Fewer than 20% of planned activities were funded.)
	Partial Degree (Fewer than 50% of planned activities were funded.)
x	Moderate Degree (At least 50% of planned activities were funded.)
	Major Degree (At least 90% of planned activities were funded.)

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

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

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

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

In reflecting on the **PREVIOUS YEAR'S** **PLAN:**

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

The quarterly School Stat process resulted in increased data awareness among school leaders. In conjunction with the School Stat process, the work of the district data coaches with their respective schools brought about an increased understanding and use of data at the school-level.

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

Tenet teams met at various points during the year to review their respective components of the plan to progress monitor and make adjustments accordingly. Moving forward, the district anticipates maintaining the tenet team protocol during the 2017-18 school year.

In developing the **CURRENT YEAR'S** **plan:**

• **List the highlights of the improvement initiatives described in the current DCIP.**

Continuing to build data literacy capacity among school leaders and teachers towards informing decisions and instructional programming;

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

Professional Development supports for school leaders; improved recognition and understanding of quality family engagement; curriculum maps that detail the district's vision for learning; teacher resources to support personalized learning

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

The mission of the district is to build, support and sustain school communities that provide all students with a high quality education that prepares them to graduate as responsible, active citizens ready for success in college and careers and prepared to compete in a global economy. Each of the needs identified in the 2017-18 DCIP is distinctly connected to the district's mission.

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

ELA Grades 3-8: 11% Proficiency; Math Grades 3-8: 12% Proficiency; STAR Assessment Average Student Growth: 50.0%; 4 Year June Graduation Rates: 64.7%; Regents (Varied)

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

The district has five divisions led by chiefs: Teaching & Learning, Shared Accountability, Operations, Human Resources, Fiscal Services; an additional Chief Ombuds works alongside to ensure resolution to concerns and issues brought to the district's attention. The Superintendent's Office and the Division of Teaching & Learning are the primaries for determining the strategies and initiatives for use in the district. All other divisions are organized to support the Superintendent's Office and Division of Teaching & Learning. Weekly Senior Leadership Meetings, weekly Chiefs meetings and weekly 1:1 meetings between the Superintendent and each chief allow for planning via information sharing, discussions, and decision making around strategic initiatives.

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

Receivership- Decisions around the status of Receivership schools for 2017-18 could impact the approach and attention to our nine Receivership schools. With this group of schools, we believe that our attention and support can be greater and more focused; Planning to Plan and the Need to Develop Multiple Plans- Different planning templates along with different due dates sometimes causes a disconnect between these plans and could impact the implementation, monitoring and evaluation of such plans

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

Multiple opportunities and structures will be utilized across the district to continually improve upon meeting the needs of educators and school leaders. Professional Learning in SCSD will provide opportunities for various educator types to engage in turnaround strategies, research-based practices and/or focused, district/division initiatives aligned to the SCSD 2017-2018 PD Strands (Standards & Content, Core 4 & Pedagogy, Culturally Responsive Education Learning Environment & Relationships, Diverse Learner Needs, and Community & Family Engagement.)1. Superintendent Conference Days throughout 2017-2018; 2. Summer Professional Development: ongoing starting June 26, 2017 – August 29, 2017; 3. Summer Summit – a three-day convening focused on Personalizing Learning for SCSD Educators and Building Culturally Relevant Schools: August 21st, 22nd & 23rd from 8:30 am - 1:30 pm; 4. Three Saturday Academy Sessions throughout 2017-2018; 5. PLCs will occur over the school year to allow for site based professional development based on school needs and progress monitoring data; 6. Leadership Academies will be offered in October, November, December, January, February, March, June & August to provide school and district leaders the opportunity to take deeper dives into progress monitoring data across DTSDE tenets 2-6 and their links with the SCSD district/division priorities. Furthermore, these sessions will allow for calibration sessions differentiated by school cohort, increased reciprocal communications around district and school status and collaborative development of next steps; 7. Monthly Instructional Coach Academy & Multi-Classroom Leader sessions will take place to allow for district and teacher leaders to engage in professional development centered on prioritized skills and competencies required of all instructional staff. Furthermore, such sessions will provide opportunities to progress monitor the status if these skills and competencies and to make necessary adjustments; 8. Quarterly Student Support Staff sessions will be aimed at ensuring that support staff types understand 1) the professional responsibilities required of such staff, 2) the partnerships and collaboration with external entities that is necessary for engagement and support, and 3) the protocols, procedures and rules of engagement that are to be developed, implemented and monitored in order to best meet the social-emotional developmental health needs of tier 1-3 students; 9. New Teacher Orientation, New Teacher Induction and the Mentoring NYS Mentor Teacher Internship Program (MTIP) is provided to support initial and ongoing growth of new/newly hired educators in SCSD.

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

Let's Talk; Superintendent's Parent Advisory Council; Superintendent's Teacher Advisory Council; Superintendent's Student Cabinet

• List all the ways in which the current plan will be made widely available to the public.

District website; highlight in district newsletter

For Districts with Priority Schools: Whole School Reform Model

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

Implementation of research-based practices across all schools and programs; school choice; DTSDE school review process; community collaboration and partnership; deepening engagement and empowerment of parents and families

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

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

Nineteen percent (19%) of Syracuse City School District students are students with disabiities while seventeen percent (17%) of the student population qualify for English language services. Furthermore, seventy-seven percent (77%) of SCSD students come from economically disadvantaged homes.

B. District Systems and Structural Needs. Describe the district's approach to turning around the underperforming school(s), the theory of action guiding district efforts and the key district strategies. Describe the district's core challenges and issues related to turning around the school(s), based on data and the district's assessment of its current systems, structures, and policies for supporting underperforming schools. Identify and describe current systems and structural strengths, and weaknesses related to providing school-level site-based governance, human capital pipelines and development, education and instructional programs, school-level, site-based fiscal autonomy and management, and facilities acquisition and use.

The district has adhered dutifully to the federal requirements and state regulations for school turnaround. After the 2015-16 school year, the district has reorganized staff to provide site based support differently. Additionally, it has also instituted planning, the identification of metrics and SMART goals, and school review processes for all schools and programs, regardless of status or designation. Finally, the district is looking to expand its school choice opportunities across the city.

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

Senior Leadership Meetings (including Weekly Data Reports)- The Superintendent will continue to utlize weekly meetings with the district's Senior Leadership group to identify the status and next steps for identified schools. The weekly data report provided by the Office of Shared Accountability will continue to be used to review various data points for all schools and this report will transition to a dashboard for more efficient and effective access; Division of Teaching & Learning School Visits- Small teams will continue to be scheduled to visit schools and observe instruction and processes to determine trends, strengths and areas in need of improvement. Follow up will continue at Senior Leadership and Teaching & Learning Tactical meetings; DTSDE School Reviews- The district uses the school review process to not only help determine the status of its schools, but also to identify trends across the district and groups of schools, as well as inform improvement plans. Data is also examined to help determine short and long term measures that may be necessary to accelerate improvement; Receivership Process (including Quarterly Reports)- The quarterly reports from 2016-17 were very informing and as such will be used again to determine status, make necessary adjustments and identify additional needs and focus areas. Additionally, the process' requirement to determine set metrics for monitoring will be utilized for other groups of schools, as well.

Common Leading Indicators Worksheet

D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal. For each leading indicator, enter a "Y" into the cell for each applicable SOP for which that indicator will be used.	Tenet 1	Tenet 2	Tenet 3	Tenet 4	Tenet 5	Tenet 6
Student Growth Percentile for Low-Income Students						
Student Average Daily Attendance					x	
Student Drop-Out Rate						
Student Credit Accruals (HS Students)						
Student Completion of Advanced Coursework						
Student Suspension Rate (Short-Term / Long-Term)					x	
Student Discipline Referrals		x			x	
Student Truancy Rate						
Student Performance on January Regents Exams						
Student Participation in ELT Opportunities						
Minutes of Expanded Learning Time (ELT) Offered						
Teacher Average Daily Attendance Rate	x					
Teachers Rated as "Effective" and "Highly Effective"	x		x	x		
Teacher Attendance at Professional Development	x		x	x		
Parent Attendance at Workshops						x
Parent Participation in District/School Surveys						x
Classroom Walkthrough Data			x	x		x
DTSDE School Review Results/Reports		x	x	x	x	

Tenet 1: District Leadership and Capacity

Tenet 1: District Leadership and Capacity	SOP 1.1 The district has a comprehensive approach for recruiting, evaluating, and sustaining, high quality personnel that affords schools the ability to ensure success by addressing the needs of their community.
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assistance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	The district continues to struggle to fill all vacancies with highly qualified personnel. Furthermore, the ethnicity and race breakdown of staff is not representative of the community at large.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district will maintain high quality teaching staff for identified vacancies at an 80% success rate as demonstrated by staff continuance data in June. Of those vacancies filled, the district will increase it's ethnic diversity by 5%.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Weekly Vacancy list, Performance Matters Observation/Evaluation Data, Stakeholder Surveys.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Sep-17	May-18	Observer/Evaluator Calibration Sessions- School-based administrators, PAR consultants, Peer Observers and Teaching & Learning Administrators will participate in quarterly, ninety minute (extended day) calibration sessions facilitated by the Director of PD, the Chief Human Resource Officer and external partners from Insight Education Group and Performance Matters. The impact of such sessions is provide high leverage feedback to staff across all schools and programs in a manner that helps support, as well as determines matches between the district and the teaching staff.
Sep-17	Jun-18	Implementation of Stakeholder Surveys (Assurance of Discontinuance)- Schedule, administer and compile perceptions and school climate data for student, teacher, school leader and parent surveys at least annually.
Oct-17	May-18	Attendance to Recruitment Fairs-District and School based staff to attend such sessions.
Jul-17	Jun-18	Utilize Urban Teacher Program to increase diversity opportunities
Jul-17	Jun-18	Provide feedback to the "grow your own" teacher development CTE program.

Tenet 2: School Leader Practices and Decisions

A. Statement of Practice Addressed:	SOP 2.1 - The district works collaboratively with the school to provide opportunities and supports for the school leader to create, develop and nurture a school environment that is responsive to the needs of the entire school community.
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assistance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Currently, roughly half of school leadership positions, including principals and vice principals, are held by non-tenured school leaders. These leaders have varied levels of leadership and school turnaround knowledge, experience and skill to leverage in service to meet the needs of school communities. Our schools have significant challenges including low levels of student proficiency and graduation rates, especially in sub-groups of students. Currently, the majority of our schools are identified as "focus" (12 schools) or "priority" (11 schools). Two schools are designated "local assistance plans" and seven schools are in "good standing". To move our district forward, our school leaders need to be able to collaboratively establish, articulate, and follow-through on a vision; engage and effectively communicate with all stakeholders; and engage in culturally relevant practice. Given that our leaders are at different levels of experience and skills, we need to be able to provide differentiated, target support and development.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	Through the school review process, 100% of schools will move to the next stage on Tenet 2 of the DTSDE rubric in the area of communication. By the last School Stat session, 100% of school improvement goals will be SMART, based on data, and aligned to their vision and priority areas. Additionally, each school will see a 20% reduction in disproportionality in behavior, attendance, and grade indices. To address the need of differentiated support, at least 50% of Leadership Academy sessions will be targeted to specific leader's needs.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Progress towards meetings these goals will be monitored through attendance at Leadership Academy and other professional development activities, number of targeted sessions at each Leadership Academy, responses on school Climate surveys, usage of communication structures (School Messenger, Twitter, Facebook, print, e-mail.), school goals and action plans presented at each School Stat session, and monthly monitoring of disproportionality data.

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
30-Aug	22-Jun	Five principals will participate in targeted year-long training and support through the Turn Around School Leader Program. These leaders will gain knowledge and experience in creating visions and school action plans, as well as working with data through the development of a turn around school leader completeness in themselves and their leadership team.
1-Oct	31-Oct	Monthly Principal Cohort Meetings: Assistant Superintendents will hold monthly Cohort Meetings with principals of schools they supervise. Agendas are developed that support district and school initiatives. Leaders have an opportunity to share effective practices that are resulting in positive outcomes for students and schools. The intended impact is to grow effective strategies to scale, ensure progress monitoring toward established district and school goals, and identify potential future targeted professional development that is needed. Data around disproportionality, communication, and progress towards school and district goals serve as the basis for group discussion and progress monitoring.
3-Oct	5-Oct	Leadership Academy: All school leaders (principals and VPs/interns) will partipate in 7 full-day Leadership Academies throughout the 2017-2018 school year. Teaching and Learning departments, Assistant Superintendents, and the Educator Effectiveness Department of Talent Management are responsible for planning and implementing the Institute. Through both common and differentiated training sessions, leaders will gain knowledge and skills relative to culturally relevant education and practice, data-driven decision making, restorative practices, parent engagement and communication strategies (among other areas).
31-Oct	2-Nov	Leadership Academy
1-Nov	30-Nov	Monthly Cohort Meeting
15-Nov	17-Nov	School Stat: Office of Shared Accountabilty (OSA) analysts will work with schools to create data reports to align with their visions and priorities, with focuses on engagement and culturally relevant practicve; OSA data coaches will work with building leaders and school leadership teams to create SMART goals, action plans, and progress monitoring structures; building leaders will present their data analysis and plans with their cohorts at School Stat and discuss challenges, celebrations, and next steps; through collaboration and practice, building leaders will increase their ability to develop school improvement plans that are based on data, continually improved through the data inquiry cycle, and a shared support structure
28-Nov	30-Nov	Leadership Academy
1-Dec	31-Dec	Monthly Cohort Meeting
1-Jan	31-Jan	Monthly Cohort Meeting
16-Jan	18-Jan	Leadership Academy
1-Feb	28-Feb	Monthly Cohort Meeting
6-Feb	8-Feb	School Stat
13-Feb	15-Feb	Leadership Academy
1-Mar	31-Mar	Monthly Cohort Meeting
20-Mar	22-Mar	Leadership Academy
1-Apr	30-Apr	Monthly Cohort Meeting
1-May	31-May	Monthly Cohort Meeting
8-May	10-May	School Stat
TBD - May	TBD - May	Leadership Academy
1-Jun	30-Jun	Monthly Cohort Meeting
25-Jun	26-Jun	Leadership Summit
1-Jul	3-Jul	School Stat

Tenet 3: Curriculum Development and Support

A. Statement of Practice Addressed:	**SOP 3.1 - The district works collaboratively with the school(s) to ensure CCLS curriculum that provide 21st Century and College and Career Readiness skills in all content areas and provides fiscal and human resources for implementation.**
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assitance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	Currently the district lacks a coherent and common understanding across grades and content areas of what is expected of students to know and be able to do. While skilled in their own areas, content experts have their own expectations and strategies, which are difficult to align based on different content-specific language (e.g. - "standard" means something different in ELA vs Social Studies). It is also unclear how 21st century KSA progress vertically across grade levels. The district needs to create a shared vision of the PK-12 knowledge, skills, and competencies that we want student to have. Furthermore, we need to articulate content and 21st century KSA both horizontally across content areas, and vertically across grade levels.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable,	Our goal is to first define our common expectations of the knowledge, skills, and competencies we want students to have (the district vision for learning) by 1/2018. By 6/2018, we will create curriculum maps that detail these knowledge, skills, and competencies horizontally across 100% of the content areas, and vertically, across grades K-12.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	% of grade levels and content areas mapped, monitored on a monthly basis

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-17	Aug-17	The Office of Teaching and Learning will Identify gaps that exist between our current state and our future state
Jul-17	Aug-17	The Office of Teaching and Learning will prioritize learning standards and academic objectives in every content area
Aug-17	Jun-18	The Office of Teaching and Learning will map out one grade level horizontally
Nov-17	Jun-18	The Office of Teaching and Learning will map out one skill vertically
Jan-18	Mar-18	The Office of Teaching and Learning will develop a process for posting and cataloging standards-aligned curriculum guides, lesson plans, instructional materials, and other relevant documents
Jul-17	Jun-18	The Office of Teaching and Learning will engage in ongoing communication and engagement with stakeholders

Tenet 4: Teacher Practices and Decisions

A. Statement of Practice Addressed:	SOP 4.1 - The district works collaboratively with the school to provide opportunities and supports for teachers to develop strategies and practices and addresses effective planning and account for student data, needs, goals, and levels of engagement.
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assistance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	While the district has continued to expand the myriad of resources and tools that are available for teachers to personalize and adapt content to individual student needs, it has become more difficult for teachers to evaluate which resources work best for which students, as well as the best practices for using them. The district needs to work collaboratively with schools to identify the strengths and weaknesses of all of our resources, evaluate which have impacts on student outcomes under what circumstances, and process/practices to tailor, modify and adapt instructional materials to each students' strengths, needs, interests and cultures.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district will work collaboratively with schools to create a curated collection of digital resources for our personalized learning initiative, to create a "menu" of tools, with recommendations on target student groups or skills, best practices for use, and an effectiveness rating. By the end of the 2017-2018 school year, we aim to have 100% of currently identified resources catalogued in this manner.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	% of personalized learning resources cataloged

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-17	Jun-18	The Office of Teaching and Learning will catalog the inventory of district and school-level content and resources
Jul-17	Sep-17	The Office of Teaching and Learning will review best practices in content/resources and resource portfolio management
Jul-17	Jun-17	The Office of Teaching and Learning will identify needs and curate content appropriately
Sep-17	Jun-17	The Office of Teaching and Learning will maintain a resource portfolio of web-based tools with links to instructional strategies
Sep-17	Jun-17	The Office of Teaching and Learning and Office of Shared Accountability will evaluate the effectiveness of the district's digital resources
Jul-17	Jun-17	The Office of Teaching and Learning will develop common protocols and practices that support the district's vision of personalized learning and Board of Education approved resources

Tenet 5: Student Social and Emotional Developmental Health

A. Statement of Practice Addressed:	SOP 5.1 - The district creates policy and works collaboratively with the school to provide opportunities and resources that positively support students' social and emotional developmental health.
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assistance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent	The primary need for SCSD in the 2017-18 school year is to ensure high-quality, culturally responsive Tier 1 supports in all buildings. The district has established strong practices in supporting students in Tier 2 and 3 interventions over the past several years, but the Tier 1 universal supports are inconsistently implemented, leading to a higher number of students that are referred to Tier 2 and 3 interventions.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	80% of schools in Syracuse City School District will meet 80% of their preventative strategies goals (defined in leading indicators).
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	Student Suspension Rate (Short-Term / Long-Term) Student Discipline Referrals Student Truancy Rate (Chronic Absenteeism) Student Performance on January Regents Exams Suspension Disproportionality for Black and IEP Students Suspension Recidivism School-based PSP Goals

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Jul-17	Aug-17	Each school leadership team, with support from Assistant Superintendents and the Director of School Culture and Climate will develop their preventative strategies plan (PSPs) for SY2018
Jul-17	Aug-17	Schools will establish their school-based preventative strategies plan goals
Aug-17	Aug-17	Grade-level superintendents and the Director of School Culture and Climate will review and offer feedback on PSPs, school leadership teams will revise PSPs accordingly
Aug-17	Jun-18	District-Level Professional development around PSPs and Tier 1 supporst is held by the Office of Student Support Services and the Grade-level superintendents, this will happen ongoing throughout the school year, at Principal Leadership Academies as well as ad hoc for schools that are needed
Aug-17	Jun-18	School-based professional development on PSP goals and Tier 1 supports, will be conducted by School Leadership teams four times a year on Superintendent's conference days (at the beginning of the year, then after quarters 1-3).
Sep-17	Jun-18	Students receive information on both the staff and student policies/procedures outlined in the PSP
Sep-17	Jun-18	School principals execute their preventative strategiegs plans with fidelity; grade-level assistant superintendents hold principals accountable for quality execution.
Sep-17	Oct-17	OSSS visits each building for a review of PSP implementation, these visits will be led by the Chief Student Support Officer and will be attended by the director of school culture and climate, the director of student support as well as representatives from team academics, these will occur quarterly in priority buildings, and less frequently in lower-need buildings
Oct-17	Oct-17	School-based data dashboards are created by the Office of Shared Accountability - training will also be given for School Leadership Teams on how to use the dashboards
Nov-17	Jun-18	Quarterly Data Sessions led by a crossfunctional team will review PSP and Tier 1 information and schools will create quarterly action plans around that data, which will be monitored during the OSSS team visits. The principals will be responsible for executing this action plan and the grade-level assistant superintendent is responsible for holding buildings accountable.
Jun-18	Jun-18	End-of-year closeout conversation with the Office of Student Support Services, grade-level superintendents, and principals.

Tenet 6: Family and Community Engagement

A. Statement of Practice Addressed:	SOP 6.1 - The district has a comprehensive family and community engagement strategic plan that states the expectations around creating and sustaining a welcoming environment for families, reciprocal communication, and establishing partnerships with community organizations and families.
B1. Most Recent DTSDE Review Date:	June 13-15, 2017
B2. DTSDE Review Type:	District Technical Assistance Review pilot

C1. Needs Statement: Create a clear and concise statement that addresses the primary need(s) to be addressed. Be sure to incorporate feedback from the most recent DTSDE review and other applicable data.	DTSDE district-led reviews, school written DTSDE self-reflections, and district climate survey results demonstrate that there is not a clear, district-wide understanding of quality and substantive family engagement and the difference between family involvement and family engagement. There is not a univeral understanding among district staff, both school-based and non-schoool-based, about what family engagement entails and what family engagement looks like.. There is similarly not a clear, district-wide understanding on how to make families feel a part of their student's school and an advocate for supports for their student . Finally, there is not a common tool that can be used district-wide to facilitate family engagement.

D1. SMART Goal: Create a goal that directly addresses the Needs Statement. The goal should be written as Specific, Measurable, Ambitious, Results-oriented, and Timely.	The district will foster an environment where family engagement is fully understood and integrated into the fabric of the district and where families are engaged in the language that they best understand. This environment will be developed by: 1) By the end of the 2017-18 school year, a Parent Engagement Notebook (PEN) will be developed and implemented on a pilot basis with 10% of district families and 2) By the end of the 2017-18 school year, all district administrators will be provided and all district staff will be offered professional development focused on quality family engagement and identifying and utilizing strategies, tools, and approaches that will result in substantive family engagement.
D2. Leading Indicator(s): Identify the specific indicators that will be used to monitor progress toward the goal.	1) Development, dissemination, and utilization of PEN by families as evidenced by quarterly feedback surveys and monthly meeting reports. 2) Attendance at Leadershp Academies and at family engagement professional development initiatives

E1. Start Date: Identify the projected start date for each activity.	E2. End Date: Identify the projected end date for each activity.	E3. Action Plan: Detail each action that will take place in order to achieve the identified SMART Goal. Specifically describe what each planned activity is; who will be responsible for completing each activity; who will participate in each activity; how often each activity will take place; and the intended impact of each activity. Do not combine multiple activities into a single cell; each activity should be written in its own cell.
Aug-17	Jun-18	The Office of Family Engagement will develop, implement, and pilot the PEN with 10% of district families, inclusive of all sub-groups and grade levels
Aug-17	Jun-18	Professional Development on quality family engagement and use of the PEN will be provided to school-based staff and families by the Office of Family Engagement and the Office of Professional Development
Nov-17	Jun-18	Monthly feedback sessions with pilot PEN families will be conducted by the Office of Family Engagement in order to gain information on PEN implementation
Jan-17	Jun-18	Based on the feedback sessions held with pilot PEN families, modifications and revisions will be made to the pilot PEN by the Office of Family Engagement
Aug-17	Jun-18	Professional Development on quality and substantive family engagement will be provided by the Office of Family Engagement to building adminstrators during periodic Principal and VP Leadership Academies with the intention of building adminstrators then turn-key training their building staff on these engagement strategies and approaches
Sep-17	Jun-18	The Office of Family Engagement, the Department of ENL and Bilingual Education, and the Office of Professional Development will coordinate to provide professional development to school-based staff around family engagment specific to ENL familes
Aug-17	Sep-17	Individual curricular departments will develop family engagement tools to be incorporated into the PEN
Aug-17	Jun-18	As part of fostering substantive family engagement, the Office of Family Engagement will coordinate with the Special Education Department to increase family attendance at Committee on Special Education meetings
Jan-18	Jun-18	The Office of Communications will develop a communications strategy to disseminate information district-wide on quality family engagement

Financial Allocation Plan - Improvement

Improvement Set-Aside Budget Summary		
District	**Accountability Status**	**Amount of Funds Allocated for District-Level Improvement**
Syracuse City School District	Focus District	$1,000,000

Name of Priority/Focus School	Accountability Status	Amount of Funds Allocated for School-Level Improvement
Clary Middle	Priority	$402,305
Danforth Middle	Priority	$901,673
Expeditionary Learning Middle	Good Standing	$341,645
Grant	Focus	$962,345
Lincoln	Priority	$850,987
Westside Academy at Blodgett	Priority	$957,890
Frazer	Priority	$975,789
Huntington	Good Standing	$254,769
Roberts	Focus	$456,987
Edward Smith	Focus	$497,967
HW Smith	Focus	$954,345
Bellevue	Focus	$875,765
Delaware Academy	Priority	$450,678
Franklin	Good Standing	$765,987
Hughes	Good Standing	$387,678
Salem Hyde	Good Standing	$235,765
Dr. King	Priority	$897,546
LeMoyne	Focus	$401,768
McKinley-Brighton	Priority	$567,789
Meachem	Priority	$589,786
Porter	Focus	$789,678
Seymour	Focus	$756,456
Van Duyn	Focus	$789,908
Webster	Focus	$546,000
Dr. Weeks	Priority	$1,189,789
Corcoran	Focus	$250,000
Henninger	Priority	$500,000
Nottingham	Focus	$250,000
Institute at Tech Central	Good Standing	$250,000
Public Leadership Academy	Good Standing	$50,000
Syracuse Latin	Good Standing	$50,000
Delaware Primary	Good Standing	$500,000
DISTRICT / BUILDING TOTALS		$19,651,295

Financial Allocation Plan - Parent Education

Parent Education Set-Aside Budget Summary		
Name of Priority/Focus School	**Accountability Status**	**Amount of Funds Allocated for Parent Education**
Clary Middle	Priority	**$6,000**
Danforth Middle	Priority	**$6,000**
Expeditionary Learning Middle	Good Standing	**$5,000**
Grant	Focus	**$5,500**
Lincoln	Priority	**$6,000**
Westside Academy at Blodgett	Priority	**$6,000**
Frazer	Priority	**$6,000**
Huntington	Good Standing	**$5,000**
Roberts	Focus	**$5,500**
Edward Smith	Focus	**$5,500**
HW Smith	Focus	**$5,500**
Bellevue	Focus	**$5,500**
Delaware Academy	Priority	**$6,000**
Franklin	Good Standing	**$5,000**
Hughes	Good Standing	**$5,000**
Salem Hyde	Good Standing	**$5,000**
Dr. King	Priority	**$6,000**
LeMoyne	Focus	**$5,500**
McKinley-Brighton	Priority	**$6,000**
Meachem	Priority	**$6,000**
Porter	Focus	**$5,500**
Seymour	Focus	**$5,500**
Van Duyn	Focus	**$5,500**
Webster	Focus	**$5,500**
Dr. Weeks	Priority	**$6,000**
Corcoran	Focus	**$5,500**
Henninger	Priority	**$6,000**
Nottingham	Focus	**$5,500**
Institute at Tech Central	Good Standing	**$5,000**
Public Leadership Academy	Good Standing	**$5,000**
Syracuse Latin	Good Standing	**$5,000**
Delaware Primary	Good Standing	**$5,000**
DISTRICT / BUILDING TOTALS		**$177,000**