



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Syracuse Central Schools	Daniel Bowles

2021-22 Summary of Priorities

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

1	Reducing Chronic Absenteeism
2	Building a Foundation for MTSS
3	PLCs in K-4
4	Using Instructional Coaches to Support Research-Based Practices
5	Creating Trauma-Informed Classrooms

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Reducing Chronic Absenteeism</p>
<p>Why is this a priority? <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> Improving our attendance rates will allow us to reach our collective focus to provide educational experiences and opportunities to inspire students to reach their individual potential as productive citizens. ● <i>Why did this emerge as something to prioritize?</i> Students need to be in attendance in order to learn and make connections. In order to focus on the whole child, students need to be in attendance. ● <i>What makes this the right commitment to pursue?</i> Due to the pandemic and remote learning settings over the last year, both daily absences and chronic absenteeism rates have increased. ● <i>How does this fit into other commitments and the district’s long-term plans?</i> The District commits to high levels of learning for all students. Focusing on improvements in attendance will allow our schools to ensure equity by narrowing achievement gaps while focusing on students’ individual needs. ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document?</i> ○ According to the “How Learning Happens” document, relationships play a central role in a child’s development. The more students are in attendance, the more they are able to build relationships with staff and peers.

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>Identify students with history of chronic absenteeism and develop automated monthly chronic absenteeism reports</p>	<p>Create a committee of administrative, guidance, nursing and clerical staff to track student attendance on a monthly basis.</p> <p>Build personal relationships with students and families at the beginning of the year.</p> <p>Ensure that teachers are aware of students with past attendance issues.</p> <p>Use data from previous years to create a list of students that have been chronically absent.</p> <p>Develop and send attendance pledge home to families at the elementary and middle school levels with the message: "When you miss school, you miss out.</p> <p>Assign "Check-In/Check-Out" staff in each elementary and middle school building. These staff members will conduct daily check-ins using the attendance tracking form and setting daily goals with chronically absent students.</p>	<p>The Attendance Committee will meet monthly to analyze data and determine next steps.</p> <p>Use historical data to create a list of students that have been chronically absent in the past.</p> <p>Begin tracking absences within the first five weeks of school. Students with multiple absences will meet with the guidance staff and an attendance phone call will be conducted with parents/guardians to reinforce the importance of attendance and any obstacles being experienced.</p> <p>Teachers and/or aides will connect with families within the first two weeks to begin forming a relationship. The family engagement specialist will help as well.</p>	<p>Add additional attendance aides to make phone calls and track student attendance.</p> <p>Conduct family engagement and relationship-building training sessions with attendance aides.</p> <p>Attendance aides or school counselors will inform teachers of students with chronic absences.</p> <p>Promise zone, family engagement and SEL specialists will meet with students to support students impacted by personal/family issues.</p>

Priority 1

<p>Add additional extra curricular clubs, activities and intramural sports</p>	<p>Determine interest/need for clubs or activities. Enlist activity advisors to oversee students.</p>	<p>80% of students would be involved in at least one club or extra activity, etc.</p>	<p>Available designated space in school buildings</p> <p>Available club or activity advisors</p>
<p>Build a culture in each school building that makes students want to come to school.</p>	<p>Administrators greet students at the building door each morning.</p> <p>Teachers and administrators know each student by name.</p> <p>Restorative practices being utilized in each building include relationship building circles.</p> <p>Provide opportunities for staff relationship and team building activities throughout the year.</p> <p>Provide opportunities for faculty and student self-directed learning.</p> <p>Provide pictures, posters and signs in buildings and classrooms and District communications that represent the diversity of the District and include people that look like all students.</p> <p>Provide opportunities for activities beyond academics that engage and excite students and staff (e.g., pep rallies, assemblies, field trips).</p>	<p>Create a building culture survey to take place throughout the year.</p>	

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.

A decrease in chronic absenteeism across every building of between 8- 10% at mid-year and 10-12% at end of year.

Each school will have an attendance committee that meets monthly and engages parents and students.

The District will monitor attendance rates and provide reporting and other resources to assist school principals to meet above goal.

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Building a Foundation for MTSS</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p><i>How does this commitment fit into the District’s vision, values and aspirations?</i></p> <ul style="list-style-type: none"> ● With the return to school, it is imperative to form strong relationships with our students by providing them a safe and inclusive learning environment. Our district has been working toward a full MTSS model for the past several years and has made progress in many areas. <p><i>Why did this emerge as something to prioritize?</i></p> <ul style="list-style-type: none"> ● This is a continued initiative with a focus on Tier I approach for both academics and SEL. <p><i>What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> ● This places SEL on equal footing as academics. If students are not emotionally ready to learn, they will struggle with academics. With the MTSS model, both are recognized as equal and the MTSS model provides a framework for moving our District forward. <p><i>How does this fit into other commitments and the District’s long-term plans?</i></p> <ul style="list-style-type: none"> ● <i>The MTSS framework will enhance and/or initiate many components of a tiered RTI model. We will continue to build our universal screeners, data protocols, response to instruction and tiered approach.</i> <p><i>For Districts with identified schools:</i></p> <ul style="list-style-type: none"> ● <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> <ul style="list-style-type: none"> ○ “How Learning Happens” looks at the whole child with a focus on SEL. See above. ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> <ul style="list-style-type: none"> ■ <i>MTSS will support the SCEP plan by creating a framework and system of response for all areas outlined in the SACEP plan.</i>

Priority 2

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>Rollout of new Universal screening tool for grades K-8 (Fall 2021)</p>	<p>Training on the administration of the screening tool for all teachers was conducted by BOCES (Summer 2021).</p> <ul style="list-style-type: none"> • Makeup training in September 2021 <p>2-2.5 hour data meetings for all grade level teams (Fall, Winter, Spring) will be led by AIS teachers and instructional coaches.</p> <p>A “Gradual release” model with AIS teachers doing most of the testing in Fall 2021 with a shift to classroom teachers by Spring 2022 will be used.</p>	<p>We will monitor student growth in both Reading and Math composite scores. These scores are nationally normed and we can monitor as a district, school, grade, teacher and by student. All students should maintain or exceed at least a year’s growth.</p> <p>Attendance at data meetings will be recorded. Meeting agendas and minutes will be kept. Consistent messaging will be accomplished through monthly AIS team meeting collaboration</p> <p>“Gradual release” will allow us to initiate this screening tool with fidelity while at the same time modeling, training and supporting our teachers. Full Teacher administration (Fall 2022) will allow teachers to be more involved and part of the assessment and review process thus providing them ownership and vested interest.</p>	<p>Financially, this program and BOCES training is currently fully funded. Note: Budgeting will be needed for 2022-2023.</p> <p>A literacy coordinator and director of ELA will lead and monitor rollout efforts. This was already budgeted for the 2021-2022 school year.</p> <p>AIS teachers will conduct the majority of on-site training and support of teachers. They will also co-lead data meetings with the K-4 instructional coaches. <i>No cost.</i></p> <p>Grades 5-8 will need to make PLC team meeting time a priority in their schedules. <i>No cost.</i></p>

Priority 2

	<p>Fostering an ongoing, continuous improvement model will shift our mindset around “data” as a valuable tool to analyze student achievement, identify growth opportunities and ultimately drive our instruction.</p>	<p>Regular data meetings, in conjunction with team PLC meetings, will put data in the center of all planning.</p>	<p>Continual communication from administration will be vital to ensuring that everyone is receiving the same messaging and understands expectations. <i>No cost.</i></p>
<p>Initiate the BIMAS behavioral screener at grades K-12</p>	<p>Develop a timeline and process to implement training for the screening tool and establish data protocol for data analysis.</p> <p>Provide training to all teachers and ongoing support from building-based mental health staff with behavioral intervention strategies.</p> <p>Monitor patterns of student behavior by grade level/cohort to determine what specialized tiered supports might be needed. Note: Given the potential impact of isolation during Covid-19, extra socialization instruction in classrooms (Tier I), in social skills groups (Tier II) or in one-on-one counseling (Tier III) may be required.</p>	<p>The Director of SEL will work with CNYRIC BIMAS coordinator and building principals to schedule training, screening windows and counseling support availability for the screening windows, data protocol training and intervention progress monitoring training.</p> <p>The Director of SEL, in conjunction with the CNYRIC BIMAS coordinator, will create the screener timeline (Summer 2021) and develop a process for training of the Data Wise protocol to be used by PLCs/departments/staff.</p> <p>We will utilize our BIMAS Universal screening data to monitor student growth. This data will assist teachers and counseling staff with selection of behavior interventions for individual students as well as cohorts of students.</p> <p>Building principals will meet regularly with teachers, counselors, and school support teams to discuss intervention implementation and student outcomes. Staff will share informal observation data and work collaboratively to enhance student outcomes.</p>	<p>The Director of SEL will work with CNY RIC BIMAS Coordinator to set up a training schedule for all buildings. This training will focus on how teachers will complete the screener and instruct students 12 and up to complete screener.</p> <p>The Director of SEL And CNYRIC BIMAS Coordinator will also work on the logistics of implementing the screener with coordination of counseling staff. Training will be provided by CNYRIC BIMAS Coordinator for PLCS/Departments/Staff on data interpretation, design of interventions and progress monitoring. Coordination and training for school support teams will be led by CNYRIC BIMAS Coordinator.</p> <p>BIMAS screener and training costs are covered through a CoSeR with Regional BOCES.</p>

Priority 2

<p>Tier I: Pilot two K-4 Literacy programs with Fall 2022 adoption</p>	<p>Identify 2 pilot teachers from each grade (K-4) and assign them one of two pilots (Summer 2021).</p> <p>Provide training to all pilot teachers and ongoing support.</p> <p>Develop a timeline and a process to evaluate the two programs.</p> <p>Select a program and begin budgeting for training and materials (Spring 2022).</p> <p>Establish training schedule and rollout communication for Summer 2022.</p>	<p>The Director of ELA will work with building principals to identify pilot teachers based on scheduling, availability and interest.</p> <p>The District Literacy Coordinator will work with BOCES to develop training schedules and communicate with pilot teachers.</p> <p>The Director of ELA, in conjunction with the District Literacy Coordinator and ELA 2.0 Committee will adapt the implementation timeline (Summer 2021) and develop a process for shared decision making aligned to committee defined outcomes to evaluate the two programs and make a recommendation to the Director of ELA.</p> <p>The District will utilize our universal screening data to monitor student growth using the reading composite scores as well as Lexile conversions. This data will assist the ELA Committee with selection of a new literacy program.</p> <p>The Literacy Coordinator will meet regularly with pilot teachers in core-formed literacy PLC's to discuss program implementation, support staff, and student outcomes. Staff will share informal observation data as well as formative and summative assessment data.</p>	<p>The District will plan for the added cost of a K-4 ELA program/training for the 2022-2023 budget year.</p> <p>Training space/locations will need to be secured for the Summer and Fall 2022.</p> <p>Meeting space and/or Zoom will need to be scheduled for regular and ongoing pilot PLC meetings</p> <p>The District Literacy Coordinator, Director of ELA and District Literacy Leadership group will lead this District process through the ELA 2.0 committee</p> <p>Instructional coaches will provide on the job support for pilot teachers.</p>
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Priority 2

		<p>The Director of ELA and the District Literacy Coordinator will develop a training and communication plan to share and publicize the District selection. Training will be offered throughout Summer of 2022 as well as Fall 2022.</p> <p>Instructional coaches will support the rollout, the pilots and the teachers throughout the 2021-2022 school year. This will include ongoing professional development and on-site support through planning, modeling and co-teaching.</p>	
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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.

Universal screening: 100% of K-8 students will be screened on AIMS Web Plus for all three assessment windows (Fall, Winter, Spring). Three data team meetings will be held in grades K-8. Meeting agendas and minutes will be recorded and shared with building principals.

BIMAS: 100% of K-12 students will be screened on the BIMAS (Behavior Intervention Monitoring Assessment System). At the K-6 level, screenings will be conducted by teachers in the Fall and Spring. At the 7-12 level, students will complete self-screeners in Fall, Winter and Spring, and screenings will be done by teachers in the Winter. A minimum of three data team meetings will be held in every school. Consistent data protocols will be employed K-12, and meeting agendas and minutes will be shared with building principals.

New K-4 Literacy Program: We will utilize AIMS web to monitor student growth using the reading composite reports and Lexile scores across all 3 assessment windows (Fall, Winter, Spring). Data from AIMS, pilot teacher observations, locally created assessments and performance rubrics will be used to determine which literacy program will be adopted. 100% of K-4 General Education and Special Education teachers will be trained on the new literacy program by the start of school (Fall 2022).

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Professional Learning Communities (PLC) in K-4</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p><i>How does this commitment fit into the District’s vision, values and aspirations? How does this fit into other commitments and the district’s long-term plans?</i></p> <p>Our District Vision (Vision 2020) supports the continued growth of professional learning communities for teachers to “work together in teams to analyze student data, develop common assessments, and plan lessons to meet the needs of all learners”.</p> <p><i>Why did this emerge as something to prioritize?</i></p> <p>PLC’s are proven, through extensive studies and research, to be one of the best strategies to increase student performance, close learning/emotional gaps and ensure student success in college and careers. PLC’s support and help shift culture to one of collective responsibility to ensure success for all.</p> <p><i>What makes this the right commitment to pursue?</i></p> <p>This has been an ongoing District initiative and we are committed to continuing to grow this model. Prioritizing this model will build upon our past successes and continue our path forward.</p> <p><i>For Districts with identified schools:</i></p> <p><i>-In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></p> <p><i>-In what ways does this support the SCEP commitments of your identified school(s)?</i></p> <p>PLC’s shift the focus from just academics to academics <u>and</u> SEL <u>and</u> behaviors. A high functioning PLC is responsive to all three areas and creates Multi Tiered Systems of Support (MTSS) for all students. By monitoring data, PLC’s are responsive to students’ needs by ensuring every student has access to varying levels of support in Tiers I-III.</p> <p><i>Depending on the prioritization of the District goals for PLC’s. The utilization of the PLC time can directly correlate to the goals the District is setting in terms of social emotional learning, the whole child, and academic goals.</i></p>

Priority 3

PLC time should shift towards understanding ourselves as educators, the students we teach, and how to understand the individual needs of our students before we focus on the academic and curriculum based needs of the grade level.

Post-Covid understanding allows us to see the need for PLC time to address the emotional needs of our students and our staff. PLC time should focus on 'how do we' best support students and staff in their return.

Having PLC's as the backbone of the community to push forward the goals set forth during a period in time. PLC's should fluctuate in their response to what the community needs.

The "How Learning Happens" document will inform the direction and goals that we set during PLC's. Putting the mental wellbeing and relationships first in this time and cultivating these relationships before we focus on academics.

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>Shift our focus from “Team meetings” to Professional Learning Communities</p>	<p>Re-centering on Dufour’s 4 guiding questions:</p> <ol style="list-style-type: none"> 1. What is it we want our students to learn? (Essential standards & Guaranteed & Viable curriculum) 2. How will we know if each student has learned it? (Common assessments) 3. How will we respond when some students do not learn it? (Intervention) 4. How can we extend and enrich the learning for students who demonstrated proficiency? (Enrichment/extension) <p>Provide training and support to building principals regarding PLC 4 Guiding Questions.</p> <p>Re-introduce 30 minute “What I Need Now” (WINN) Intervention blocks at all grades K-4. WINN blocks focused on either ELA or Math.</p>	<p>Provide guidelines to all building BPT’s regarding PLC expectations for 2021-2022 (Summer BPT meeting 2021). Board of Education presentations will include building level PLC Goals.</p> <p>Monitor building areas of focus (ELA or Math) using AIMS Web Plus screening data (closing gaps).</p>	<p>Provide overview of expectations to BPT teams (Summer 2021).</p> <p>Provide ongoing support from MTSS Think Tank (for building leadership teams (ongoing 2021-2022).</p> <p>Provide training and support to instructional coaches in PLC process as they co-facilitate grade level PLC’s.</p>

Priority 3

<p>Instructional coaches as supports for grade level PLC teams</p>	<p>Providing training to instructional coaches around District PLC expectations and PLC process.</p> <p>Align building PLC schedules with coach schedules to ensure that each PLC team is supported, to the extent possible.</p>	<p>Meeting minutes, with attendance will be housed in Google shared drives (accountability). Instructional Coaches will meet bi-weekly to discuss PLC process/progress, plan and strategize and support each other with best practices.</p>	<p>Instructional Coaches and the Director of Elementary will need time to meet, gather feedback, plan and support the PLC process throughout the school year.</p> <p>Instructional coaches may need additional training, through Solution Tree regarding PLC's. This is a cost to the District \$780/person for training (does not include expenses).</p>
<p>Building-wide instructional schedules</p>	<p>Creating master building schedules that include 30 minute WINN blocks as well as 90 minute ELA, 60 minute Math, 20 minute recess, 40 minute specials, 30 minute lunches, rotating science lessons and Tier III pullout time. Scheduling committee and/or leadership team to provide feedback and input on schedule development.</p>	<p>All buildings should have a published instructional schedule prior to the start of the school year on September 8th.</p>	<p>Building principals will need to create a master schedule and will need time and support.</p>

Priority 3

<p>Using data to inform our instruction and support of students</p> <ul style="list-style-type: none"> ● AIMS Web plus (Math and ELA) ● BIMAS (SEL) 	<p>Using the above mentioned guiding questions, refocusing our PLC's on student outcomes in academics, SEL and behaviors.</p> <p>Creating and maintaining a District data protocol to provide teams with a process to review data, plan tiered response and support all aspects of students.</p>	<p>WINN intervention groups should demonstrate fluid groupings where students shift to areas of focus/intervention throughout the year. Teams will be able to demonstrate fluidity over the course of the school year.</p> <p>Three (3) data meetings (Fall, winter, Spring) will be in place for all teams/grades. These will ensure all teams have accountability and support and dialogue around "big picture" data from the grade level supported by AIS teachers and instructional coaches.</p>	<p>Training all K-4 AIS staff & Instructional Coaches on AIMS Web testing & BIMAS protocols and data protocols (Summer and Fall).</p> <p>Ongoing training for all teachers on data protocols and reports from AIMS Web and BIMAS.</p> <p>Blackout calendar days for data meetings (Fall, Winter, Spring).</p>
<p>Continuing initiative with behavioral supports for staff/students through Kid Talks and School Support Team (SST)</p>	<p>Protocols for SST, that have been developed over the past 3 years, will continue to be provided to buildings. Each building will set goals around this priority and continue progress with SST teams.</p>	<p>By the end of the school year, all 6 buildings will be holding regular (monthly) SST meetings. Minutes will be kept in a shared drive. SST teams will utilize the District created SST referral form.</p> <p>All PLC's will work through the Kid Talk Procedure outlined in our District MTSS Tiered protocols.</p>	<p>Professional development and support for teachers and administration.</p> <p>Bi-weekly principal meetings with the Director of Elementary will be held for continued support of SST protocols and initiative.</p>

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.

The District will monitor AIMS Web ELA and composite scores and BIMAS screening data across Fall/Winter/Spring. Trend of student growth should maintain for a year's growth or more. There is a goal of 100% student participation with AIMS web and BIMAS.

Building principals will regularly (at least monthly) review grade level PLC minutes to ensure teams are focused on the 4 guiding questions and responding to students through fluid interventions.

The District will review state testing data (Summer 2022) by building to monitor progress of student achievement in ELA or Math (as defined by building goals).

On a bi-weekly basis, instructional coach and building principal meetings will be maintained along with minutes from each meeting. Report outs will include PLC progress and ongoing monitoring of PLC initiatives to determine levels of support needed for individual schools and or teams.

Administer K-4 [PLC continuum survey](#) at the end of the year to determine goals for 2022-2023.

PRIORITY 4

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Using Instructional Coaches to Support Research-Based Practices</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p><i>How does this commitment fit into the District’s vision, values and aspirations?</i></p> <ul style="list-style-type: none"> ● With the addition of multiple instructional coaches at the elementary level, they will be on the scene to roll out an ELA pilot, support teachers on data driven response to instruction, lead PLC’s and support elementary teachers with instructional support and content support. As we move toward a Literacy program grounded in the Science of Reading, our coaches will provide on-site PD and research based instructional practices to improve student learning. <p><i>Why did this emerge as something to prioritize?</i></p> <ul style="list-style-type: none"> ● Reading proficiency in our district is below 40% K-12. This is a significant area of concern. <p><i>What makes this the right commitment to pursue?</i></p> <ul style="list-style-type: none"> ● It is imperative that every student graduate from CNS reading on grade level with comprehension. Anything less than 100% will negatively impact each student's future prospects, prosperity and success. <p><i>How does this fit into other commitments and the district’s long-term plans?</i></p> <ul style="list-style-type: none"> ● This aligns with district priorities by focusing on literacy and reading comprehension <p><i>For Districts with identified schools: In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection?</i></p> <ul style="list-style-type: none"> ● <i>Student Interviews? “How Learning Happens:” is directly related to students academic success. As we move forward with a new literacy program, we will need ensure we also keep SEL on the forefront.</i> <p><i>In what ways does this support the SCEP commitments of your identified school(s)?</i></p> <ul style="list-style-type: none"> ● <i>The Instructional Coaches will support data driven response to instruction in the core content areas of Math and ELA as outlined in the SCEP plan.</i>

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?
Train Instructional Coaches on the two literacy programs being piloted in Fall/Winter 2021 (Wit & Wisdom and CKLA) (Summer 2021)	The District Literacy Coordinator will work with representatives from Wit & Wisdom and Amplify CKLA to design summer coach training as well as ongoing job-embedded training and support across the 2021-2022 school year.	Attendance from Wit & Wisdom and CKLA training will be maintained by the District Literacy Coordinator to ensure 100% of pilot staff are trained.	Establish schedules and virtual platforms of pilot training. Budget for materials and trainings (early Summer 2021)
Train coach skill set regarding adult relationships through Cognitive Coaching training (Summer 2021)	The Director of Instructional Leadership will coordinate training through OCM BOCES around Cognitive Coaching.	The Director of Elementary and District Literacy Coordinator will monitor attendance of Cognitive Coaching training to ensure all Coaches attend the training and receive the completion documentation.	The Director of Elementary Education will coordinate budgeting and timeline of Cognitive Coaching training with the Director of Instructional Leadership .
Provide ongoing support and collaboration with the formation of a Literacy Coach PLC (monthly team meeting)	The Director of ELA and District Literacy Coordinator will schedule regular coach PLC team meetings. Agendas will be accessible to all stakeholders. Director and coordinator will attend all meetings to provide ongoing support and training.	The Director of Elementary and the District Literacy Coordinator will develop bi-weekly meeting dates for the 2021-2022 school year to coordinate instructional coach PLC's. Attendance and minutes will be maintained and supervised by the Director of ELA.	The District Literacy Coordinator will establish bi-weekly meeting dates via Zoom. Agendas will be shared with all coaches in our shared drive. <i>No cost</i>
Ensure all coaches are trained and certified as	Director of ELA and/or District Literacy Coordinator will establish a	The Director of Elementary and District Literacy Coordinator will	The Director of Elementary will budget for LETRS training.

Priority 4

<p>LETRS facilitators (by the end of 2022)</p>	<p>training timeline to ensure all coaches are LETRS certified trainers by Summer 2022.</p>	<p>ensure instructional coaches attend the LETRS training and receive completion documentation for the course facilitators.</p>	<p>LETRS training dates will be coordinated by the District Literacy Coordinator. Director will budget for LETRS training costs.</p>
<p>Plan and implement K-4 professional learning around the Science of Reading research (Grades K-4 for 2021-2022 school year)</p>	<p>The Director of ELA district Literacy Coordinator will meet monthly with coaches to share and co-plan professional learning for K-4 teachers. A focus on consistent messaging tied to scientifically researched information will be systematically provided to all K-4 staff as we build our knowledge around the Science of Reading.</p>	<p>A minimum of 6 Science of Reading PD sessions will be scheduled and delivered to all K-4 staff.</p> <p>Instructional coaches will maintain attendance logs.</p>	<p>Instructional coaches will need to acquire meeting space at buildings. Meeting dates will be communicated using building developed communication procedures. <i>No cost</i></p>
<p>Implement District data protocols at all PLC's to support data driven instruction, planning and response</p>	<p>The Director of ELA, Director of SEL and Executive Director of Data and Accountability will co-develop a data protocol to roll out to all K-4 buildings. Training will be provided to AIS teachers and instructional coaches to help support grade level PLC's around academic, behavioral and SEL data sets.</p>	<p>The Director of Elementary, Director of SEL and Executive Director of Data and Accountability will finalize 2021-2022 K-4 District data protocols by October 2021. The Director of Elementary will supervise the rollout of data protocols by providing administration, AIS teachers, coaches and teachers training of data protocols. Regular monitoring of protocols will occur within building PLC's and will be monitored by building principals.</p>	<p>The Director of Elementary and the District Literacy Coordinator will establish training dates around data protocols for AIS teachers and instructional coaches. <i>No cost</i></p>

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.

All instructional Coaches will complete required training of Wit & Wisdom, Amplify CKLA, LETRS train the Trainer, Cognitive Coaching, Aims Web Plus and NSCSD District Data protocols.

Regular and ongoing bi-weekly coach PLC's will have a predetermined meeting schedule and attendance and minutes will be maintained in a shared drive. Minutes will reflect growth opportunities and problem-solving in support of teacher performance and student learning.

All coaches will implement Science of Reading professional learning to all 6 elementary schools on a predetermined schedule. Staff attendance will be documented and submitted to the Director of Elementary Education.

Three data meetings will be held during the 2021-2022 school year for all K-4 teams. Rollout of District data protocols will be provided to all staff and student growth and performance will be measured using Aims Web Plus Reading Composite score. A year's growth should be observed for all students.

PRIORITY 5

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

Our Priority

<p>What will we prioritize to extend success in 2021-22?</p>	<p>Creating Trauma-Informed Classrooms</p>
<p>Why is this a priority?</p> <p><i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> ● <i>How does this commitment fit into the District’s vision, values and aspirations?</i> ● <i>Why did this emerge as something to prioritize?</i> ● <i>What makes this the right commitment to pursue?</i> ● <i>How does this fit into other commitments and the district’s long-term plans?</i> ● <i>For Districts with identified schools:</i> <ul style="list-style-type: none"> ○ <i>In what ways is this influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i> ○ <i>In what ways does this support the SCEP commitments of your identified school(s)?</i> 	<p>This commitment fits into the District’s vision, values, and aspirations as it promotes a safe and supportive learning environment to foster the development of student social, emotional, and cognitive abilities.</p> <p>This emerged as something to prioritize as so many of our students, even prior to the pandemic, have come from backgrounds in which they experienced trauma and now there is a collective trauma as a result of Covid-19.</p> <p>This is the right commitment to pursue because we want to take a whole-child approach to learning, and social-emotional development for all students should be interconnected to academic learning.</p> <p>This fits into the District’s long-term plan, which involves the goal of incorporating social, emotional, and cognitive dimensions of learning working together, to promote social and emotional health and provide a safe environment for learning.</p> <p>This is influenced by the How Learning Happens document as it is an all encompassing roadmap to strengthen relationships among schools, students, and the broader community.</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>Develop school environments that foster authentic connections and relationships with students and support student mental health</p>	<p>Events that foster connection:</p> <ul style="list-style-type: none"> ● Pre-start of school year picnics, BBQ ● Meet the Teacher events, ● Orientations / tour of the school buildings <p>Every One, Every Day - building relationships campaign</p> <ul style="list-style-type: none"> ● Strategies to use to build relationships with students ● Monthly newsletter with tips and strategies <p>Implement 'Positive Greetings' at student arrival</p> <p>Administrators commit to learn the names of the students in their buildings</p>	<p>Teachers will be observed talking to students – including connecting with some of the students interviewed that shared their anxieties about returning to school to gather feedback.</p> <p>Teachers will be observed implementing positive greetings at arrival, dismissal and at the door of each classroom:</p> <ul style="list-style-type: none"> ● 2 x 10 conversations with students ● Morning/class meetings in every classroom <p>Administration of BIMAS Universal Screener K - 12 will be administered to support students' behavioral health needs.</p> <p>Implementation of Youth Development Survey grades 7-12 to</p>	<p>Time, space, and funding to cover costs associated with running induction activities.</p> <p>Training and time for screeners and surveys with time allocated for data analysis.</p> <p>County funding for ACCESS Liaisons, Promise Zone Student Engagement Specialists and School based mental health clinics.</p> <p>Collaborative work with the Suicide Prevention Center of NY has provided us the opportunity to create our Suicide Safety Protocol and our Crisis Team Protocol. Supplemental Second Step Instruction will be supported by County-sponsored</p>

Priority 5

	<p>Share and implement trauma-informed practices</p> <p>District SEL Committee Monthly staff meeting with consistent messaging from Administration on relationship building.</p>	<p>learn more about the prevention and support needs of our District.</p> <p>Addition of several mental health staff members to support the needs of our students (2 social workers at CNS, 1 additional student assistance counselor, 1 additional guidance counselor at NSJH).</p> <p>Addition of school based mental health clinic at SRE (coming late Fall, 2021).</p> <p>Addition of ACCESS liaison support in every school.</p> <p>Implementation of suicide safety protocol - Districtwide. On-going training for our suicide safety protocol will be offered to counselors.</p> <p>Implementation of consistent crisis team protocols at every school building and at the District level as well. On-going training for our crisis team protocol.</p> <p>Expanded instruction for students P-4 in Second Step (SEL Curriculum).</p> <p>Initiation of DBT Steps-A Instruction for secondary students.</p>	<p>Promise Zone student engagement specialist.</p> <p>DBT Steps A training for staff possible through the Zero Suicide Grant.</p>
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Priority 5

<p>Implement Restorative Practices (Roxboro Campus initial roll out)</p>	<p>Addition of Restorative Practice Specialists (RPS) at RRE and RRMS</p> <p>Each school that is working on restorative practices will conduct circles at morning meetings during their dedicated time in the middle school.</p> <p>Use of County sponsored Promise Zone Student Engagement Specialist to support Restorative Practice and other trauma informed practices in classrooms.</p>	<p>Training for staff in all buildings about trauma-informed practices.</p> <p>Effective roll-out of “Every One, Every Day”, the NSCSD approach to building connections with students, families and colleagues.</p> <p>Monthly updates with focused ideas to implement (e.g., September is ‘Getting to Know You’ month when teachers will learn students’ names and make one positive contact with each student’s family).</p> <p>Use of Building Climate Walks with ‘look-fors’ that focus on evidence of student connection and belonging that happen at arrival, dismissal and as student entry to classrooms.</p>	<p>Summer training From IIRP for RRE, RRMS and interested leaders and staff members from across the District.</p> <p>Addition of Restorative Practice Specialists (RPS) at RRE and RRMS to support implementation of Restorative Practices.</p> <p>Restorative Practice Specialists would build relationships with students and staff to facilitate widespread use of Restorative Practices in RRE and RRMS.</p> <p>Mid-year Restorative Practice training(s) for NSJHS and representatives from other buildings.</p> <p>Development of in-district turnkey trainers of Restorative Practice to build capacity across the District.</p> <p>In Summer 2022 a committee will begin review of the District Code of conduct.</p>
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Priority 5

<p>Increase Family Engagement (Roxboro Campus initial roll out)</p>	<p>A variety of strategies will be designed to connect families with their schools, including:</p> <ul style="list-style-type: none"> ● Welcome back BBQ, building tours, meet our teacher events (late August 2021) ● Welcome back magnet frame and postcards (early Fall 2021) ● Positive communication with families within the first two weeks of school - 3 positive communications from the school over the course of each marking period (e.g. “Hey Northstars we did great with attendance this month”) ● Family events that celebrate the good things that are happening in schools and provide families with greater familiarity with the “language of school” (how to use Google Classroom, SchoolTool) <p>Creation of Family Engagement Specialists (FES) on the Rox Campus to address chronic absenteeism and to build a stronger bridge between home and school.</p>	<p>The Family Engagement Specialist (FES) will work with the school team to identify students/families who may need/benefit from additional support.</p> <p>The FES will support identified families in addressing barriers to student attendance, make regular home visits to create and support intervention plans to engage students and families in school, be a liaison to community agencies, and counsel students and families based on student needs and family intervention goals.</p> <p>The FES will conduct outreach to school parents/guardians to encourage their participation in school life (PTO, school improvement team, volunteerism, parent/teacher conferences, school events).</p> <p>Family/community events and workshops will be held to facilitate more connection between the school and the home.</p> <p>Data will be collected and disseminated (attendance, surveys</p>	<p>Addition of Family Engagement Specialists (FES) at RRE and RRMS to support solutions / strategies for combating chronic absenteeism and engaging families in the ‘life of the school’.</p> <p>In preparation for FES to work to build relationships with families, specialists will be trained in Restorative Practice (Summer 2021) Implicit Bias (Fall 2021), DBT Steps A (Summer and Fall 2021) and Collaborative Problem solving (Fall 2021, Winter 2022).</p> <p>FES, along with staff members from RRE and RRMS, will participate in NYSUT Family Engagement Training, Spring/Summer 2022 for implementation Summer 2022 and during the academic year 2022-2023.</p>
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Priority 5

		etc.) necessary for program evaluation tion and to inform subsequent events.	
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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.

- The majority of behavior incidents will be managed through non-punitive measures.
- The number of referrals, suspensions and students in ISS will decrease by 10%
- 90% of students will agree or strongly agree with the statement, "My teacher cares about me."
- 90% of students will agree or strongly agree with the statement, "I can really be myself at this school."
- 85% of students will disagree or strongly disagree with the statement, "it is hard for people like me to be accepted here."
- 85% of students will disagree or strongly disagree with the statement, "Teachers here are not interested in people like me."
- Family participation in school events will increase by 15%.

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>
Chris Leahey	Associate Superintendent	
Greg Stone	Director of ELA and Math	
Kristen Hill	Associate Principal	North Syracuse Junior High School
James Schlotzhauer	Teacher	North Syracuse Junior High School
Heather Poplawski	Teacher	Roxboro Road Elementary
Traci Buffa	Teacher	Roxboro Road Elementary
Sandi Thorne	Teacher	Roxboro Road Elementary
Danielle Preville	Teacher	Smith Road Elementary
John Wojcik	Instructional Coach	
Ken Sherry	Teacher	Cicero North Syracuse High School
Rosanne Ferrara	School Psychologist	Roxboro Road Elementary
Shawn Akley	Associate Principal	Gillette Road Middle School

Our Team's Process

Suzi Francis	Parent	North Syracuse Junior High School
Colleen Wilson	Parent	Roxboro Road Middle School

Stakeholder Participation

Meeting Dates

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

Meeting Date	Location
7/26/21	Zoom
8/9/21	Zoom
8/11/21	Zoom

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	Teachers responsible for teaching each identified subgroup participated in creating the DCIP and will be actively involved in implementation and assessing the implementation.
Parents with children from each identified subgroup	Parents who participated from each identified subgroup will participate in implementation and assessing the implementation.
Secondary Schools: Students from each identified subgroup	Student surveys and interviews informed the priority areas and strategies.

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, 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).