



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Syracuse Central Schools	Daniel Bowles

2022-23 Summary of Priorities

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

1	Reducing Chronic Absenteeism
2	Building a Foundation for MTSS
3	PLCs in PK-12
4	Creating Trauma-Informed Classrooms
5	Enhancing Communication and Coordination

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2022-23?</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> Attendance is directly related to student achievement and social-emotional well-being. 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. Attendance data shows that chronic absenteeism is still an area of concern throughout the district. ● <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> ○ <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.</i>

Priority 1

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Attendance teams at each building.	Create a committee at each building that includes administration, counselors/social workers and teachers. Committees will analyze data and identify root causes of attendance issues.	The attendance committee will meet monthly to analyze data and determine next steps.	Designated monthly meeting times
Identify students with a history of chronic absenteeism and track absences.	<p>Use data from previous years to create a list of students that have been chronically absent and develop strategies to improve their attendance.</p> <p>Ensure that teachers are aware of students with attendance concerns.</p>	Begin tracking absences within the first five weeks of school. Students with multiple absences will meet with counseling staff and attendance phone calls will be conducted with parents/guardians to reinforce the importance of attendance and determine any obstacles being experienced.	Utilize attendance aides - process put in place to track attendance at each building
Develop tiered strategies at each building to connect with students and reinforce the importance of school attendance.	<p>Tiered strategies may include:</p> <p>Tier 1</p> <ul style="list-style-type: none"> ● connecting with students/families - phone calls, postcards home ● building relationships between staff and students ● attendance teams 	<p>Staff will connect with students/families within the first two weeks of school to begin forming relationships.</p> <p>Names of at-risk students are given to counselors and/or attendance teams to determine appropriate strategy to be put into place.</p>	Promise Zone student engagement specialists, family engagement and SEL specialists at each building will meet with students to support students with chronic absenteeism.

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

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 2022-23?</p>	<p>Building a foundation for MTSS</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> 	<p><i>How does this commitment fit into the District’s vision, values and aspirations?</i> The district’s newly adopted strategic plan identifies “ Student support systems: Our district will implement a Multi-Tiered System of Support (MTSS) framework encompassing academic, behavioral, and social emotional support for all” as a primary strategic focus for the next 5 years</p> <p><i>Why did this emerge as something to prioritize?</i> The strategic planning committee identified the need to build a robust preventative framework that identifies and provides intervention when students are struggling academically, socially, emotionally and/or behaviorally. This preventative framework ties all district initiatives into one strategic focus. Our academic and behavioral screening data demonstrates an increased need to support students academically and socially emotionally due to pandemic related learning loss.</p> <p><i>What makes this the right commitment to pursue?</i> All too often we focus a majority of our energy and intervention on academics. We know, through scientific research and observation, students who struggle emotionally and/or behaviorally will also struggle academically. MTSS places all three areas on equal footing and helps us, as a district, develop an action plan to ensure we focus equally on all three components.</p> <p><i>How does this fit into other commitments and the district’s long-term plans?</i> This is directly linked to the overall goals of our 5 year strategic plan</p> <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"> ○ <i>“How Learning Happens” looks at the whole child with a focus on SEL. See above.</i> ● <i>In what ways does this support the SCEP commitments of your identified school(s)?</i>

Priority 2

	<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 SCEP plan.</i>
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Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Partnership with Solution Tree for ongoing professional learning, professional development and site based support around: <ul style="list-style-type: none"> ● PLC's ● RTI ● MTSS 	We have committed to partnering with Solution Tree to provide on-site PD around our focus area objective of MTSS. Year one (2022-2023) will focus on PLC's and RTI. There will be several face to face PD initiatives for our directors, principals and teacher leaders. Solution Tree will also provide 10 virtual support days for administration and teacher leaders	Attendance at PD sessions (virtual and in person). Regular reporting to the BOE on progress toward goals. Pre and post assessment of goals to demonstrate progress throughout the school year.	We will need to review building master schedules to build-in collaborative time. Time for coaching meetings. District commitment to ongoing professional learning on conference days. Funding for Solution Tree partnership.
Site based PD (Solution Tree)	On site PD for staff around PLC best practices, guiding coalitions, team leadership and PLC implementation at all levels and all schools.	Staff attendance. Evaluative surveys.	Time for meetings scheduled in advance. Subs. Funding to support initiative.
Virtual PD (Solution Tree)	Each building Administrative team will have regular (bi-monthly) meetings with their Solution Tree Coach. These meetings are designed to provide regular feedback on	At the end of the 2022-2023 school year, we expect all buildings to have designed master schedules that allow for 1 hour collaborative time each week for all core grade levels/departments.	Designated planning time. Funding to support initiative.

Priority 2

	progress and support leadership with implementation.		
Implement Tier I core ELA curriculum (CKLA) grades K-4	Summer 2022 training for all teachers. Building based Instructional coaches at all schools. Implementation of CKLA as designed and with fidelity. Regular teacher observation and feedback.	Coaches and principals will attend weekly PLC meetings. Feedback and support will be tailored to individual and/or team needs. Ongoing PD will be provided as we progress throughout the year. Fidelity of program implementation will be monitored by building leadership.	Administrator & coach attendance at weekly PLC meetings and ongoing communication with ELA Coordinator and Director of Elementary
Pilot core ELA curriculum grades 5-8	<p>Identify 2 pilot teachers from each grade (5-8) and assign them one of two pilots (Summer 2022).</p> <p>Provide training to all pilot teachers and ongoing support. (Summer 2022)</p> <p>Develop a timeline and a process to evaluate the two programs. (Fall 2022)</p> <p>Select a program and begin budgeting for training and materials (Spring 2023).</p> <p>Establish training schedule and rollout communication for Summer 2023.</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 2022) 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</p>	<p>The District will plan for the added cost of 5-8 ELA program/training for the 2022-2023 budget year.</p> <p>Training space/locations will need to be secured for the Summer and Fall 2023.</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>

Priority 2

		<p>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 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 2023 as well as Fall 2023.</p> <p>Instructional coaches will support the rollout, the pilots and the teachers throughout the 2022-2024 school year. This will include ongoing professional development and on-site support through planning, modeling and co-teaching.</p>	<p>Instructional coaches will provide on the job support for pilot teachers.</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 2022-23 school year.

Onsite and virtual PD and coaching from Solution Tree: Attendance will be monitored and feedback provided to participants. 100% of building principals will participate in all training opportunities.

Implementation of core Tier ELA program (CKLA Grades K-4): 100% of K-4 General Education, Special Education and ENL teachers will attend the mandatory summer/Fall training sessions. Regular (bi-weekly) walkthroughs by administration to ensure fidelity of program. Survey feedback from staff to identify ongoing needs and support.

Pilot of 2 ELA Tier I curriculums Grades 5-8: 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 5-8 General Education and Special Education teachers will be trained on the new literacy program by the start of school (Fall 2023).

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Alignment of PLC's PK-12</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> 	<p><i>How does this commitment fit into the District's vision, values and aspirations?</i> PLC's are one of the core components to priority #2 (MTSS). In order for us to build a responsive MTSS framework, we must ensure high functioning Professional Learning Teams with our building and District PLCs. This aligns directly with our new district Strategic Plan.</p> <p><i>Why did this emerge as something to prioritize?</i> We have had multiple PLC initiatives over the past several years but they have all been in small areas of our district. Some buildings have implemented PLC's successfully and some schools are in the beginning planning stages. In order to accomplish our strategic objective of a robust MTSS framework, research clearly articulates that we must become a high functioning Professional Learning community/organization.</p> <p><i>What makes this the right commitment to pursue?</i> ARP and DCIP funding have allowed us to partner with Solution Tree for robust, onsite profession learning. This allows us to roll out this initiative to every building, every teacher and students.</p> <p><i>How does this fit into other commitments and the district's long-term plans?</i> It aligns with every objective of our five year strategic plan</p> <p><i>For Districts with identified schools:</i> <i>In what ways is this influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews? In what ways does this support the SCEP commitments of your identified school(s)?</i> 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>

Priority 3

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.

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
What strategies will we pursue as part of this Priority?	What does this strategy entail?	What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Shift PLC language to Professional Learning Teams (PLT)	This is a rebranding and redefining of PLC's to "Learning Teams". This shift is necessary as a way to rebrand, re-educate and initiate a district wide purpose. Our district Strategic plan articulates our vision of ensuring our schools implement practices that "support students academically and emotionally on their path to graduation". PLT's are a primary component of creating a framework that supports our vision.	Building schedules should reflect PLT in place of PLC. Our written and verbal communication will evidence "PLT" in place of "PLC". Ongoing site based PD from Solution Tree will reinforce this messaging	Master schedule labeling. Ongoing language shift throughout school year
Building based Guiding Coalitions	All buildings will establish guiding coalitions to lead the collaborative effort around MTSS and PLT's/PLC's	Every building will form a guiding coalition consisting of cross section stakeholders within the school. Guiding coalitions will establish monthly agendas and minutes. Building principals will report progress to supervisor(s)	Time for Guiding coalitions to meet monthly. Google Drive (agendas/minutes)
K-4 Instructional coaches as supports for grade level PLT	Continue PLC training for instructional coaches around District PLC expectations and PLC process.	Meeting minutes, with attendance will be housed in Google shared drives (accountability). Instructional Coaches will meet bi-weekly to discuss PLC	Instructional Coaches and the Director of Elementary will need time to meet, gather feedback, plan and support the PLC process

Priority 3

	Align building PLC schedules with coach schedules to ensure that each PLC team is supported, to the extent possible.	process/progress, plan and strategize and support each other with best practices.	throughout the school year.
Establish PLT meeting time for every grade level/department of at least 1 hour each week PK-12	Revamping master schedules at grades PK and 5-12	2023-2024 master schedules with embedded PLT time of 1 hour each week	Reform secondary scheduling committee with PLT time charge. Time to meet regularly (monthly)

Measuring Success

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

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2022-23 school year.

Shift PLC language to PLC: Retraining of admin staff summer 2022 (admin staff attendance sheet). Rename building master schedules PLC to PLT. Common language throughout district identifying PLT as ongoing meetings.

Building based guiding coalitions: All 11 buildings will form individual guiding coalition teams that include a cross section of building staff. These teams will meet regularly (once/month) to identify building goals, plan implementation and provide ongoing support around PLT.

K-4 Instructional Coaches will support weekly PLT meetings: Attendance at weekly PLT meetings. All meetings will have agendas 24 hours in advance and Google accessible minutes for all team members. Dufour's 4 guiding questions will provide a framework for data based discussions centering on students needs and ongoing intervention support at Tier I- III.

Establish PLT meeting time in all master schedules: By Spring 2023, all 11 buildings will have identified and planned for weekly PLT meeting times for all core grade levels/departments in their 2023-2024 instructional master schedule.

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 2022-23?</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. As our students continue to recover from the collective trauma as a result of Covid-19, it is still imperative that we not only sustain the trauma-informed practices that already are in place in our classrooms, but expand our work to deepen the commitment to trauma-informed classrooms and to strengthen the home-school connection.</p> <p>We now have a greater understanding of the social deficits with which students are struggling as well as the challenges that families are facing regarding food and housing insecurity. This year we plan to expand our trauma informed practices into building more robust and supportive relationships with families.</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>

Priority 4

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.

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>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>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.</p>

Priority 4

	<p>Administrators commit to learn the names of the students in their buildings</p> <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>Analysis of data gathered from implementation of Youth Development Survey grades 7, 9 and 11 to 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 1 social worker at NSJH, 1 Social Worker embedded in the 8:1:1 program at ARE</p> <p>Addition of school based mental health clinic at SRE (coming late Fall, 2022).</p> <p>Addition of ACCESS liaison support in every school.</p> <p>Continuation of suicide safety protocol - Districtwide. On-going training for our suicide safety protocol will be offered to counselors, as well as all staff - including bus drivers, food service workers, custodians, instructional staff and administrators</p> <p>Continuation 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>Supplemental Second Step Instruction will be supported by County-sponsored Promise Zone student engagement specialists.</p> <p>DBT Steps A training for staff possible through the Zero Suicide Grant.</p>
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Priority 4

<p>Creation and implementation of our building-specific mental health crosswalk so that families can access the appropriate support</p> <p>Building-specific magnets with easy access numbers</p> <p>Implementing Wellness QR Code and high profile access on our district website so families can connect with mental health support and services</p> <p>Family programming - some will be online,</p>	<p>Create user friendly access points for students, staff and families to connect with mental health support and services</p>	<p>Expanded instruction for students PK-4 in Second Step (SEL Curriculum).</p> <p>Continuation of student led mental health and advocacy groups at CNS including the Hidden Opponent, the Human Rights Club and Positive Action for Change</p> <p>We will know we are successful by the numbers of points of contact with our mental health providers, and by the metrics of traffic on our website</p> <p>Using parent event attendance data, PTO attendance data, student school attendance data, and discipline referrals as measures we</p>	<p>Each building will create a building crosswalk of support service providers and distribute magnets with essential phone numbers in their buildings, and a</p> <p>Roll out strategy of our new Wellness QR Code and page on our district website</p> <p>Leveraging our in district staff, community partners</p>
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Priority 4

<p>some will be in person. Minimally - one program each quarter</p> <p>Implementation of new dress code</p> <p>Reimagination of ISS-Restorative practice - discipline consequences</p> <p>Implementation of Restorative Circles for classroom, staff meeting</p> <p>Continuation of parent listening circles and student listening circles</p>	<p>Expansion of family engagement programming through online, in-person and celebratory events that are topically relevant (vaping prevention, Cyber safety, digital citizenship, signs of depression) so that partnerships are built and sustained with families.</p> <p>Using the new dress code will create a more welcoming and affirming environment and provide clear expectations for both students and families.</p> <p>Through training and small implementable steps, staff will begin to use restorative practices to build community and address discipline concerns. New structures will be piloted to address student behavior concerns in ways that hold students accountable and create the conditions to support students in making better choices about their actions. At CE, the use of RULER will support this work</p>	<p>will seek to see an expansion of family involvement and engagement in school events and programming. This will have a positive impact on student academics and behavior.</p> <p>We will be tracking the number of violations and using restorative practices, where appropriate, to support students in making appropriate choices.</p> <p>We will know we are successful through the use of discipline referral numbers, student and teacher surveys and building climate walks.</p> <p>Parent satisfaction surveys will be used to determination parent satisfaction</p>	<p>and community organizations we will provide relevant programming for families. We will need financial support for refreshments and materials for families.</p> <p>Clear and coordinated communication about the new dress code for students and families.</p> <p>We will build our institutional knowledge of restorative practice through trainings and the building of a cadre of turn key trainers</p> <p>Training, refreshments and time are the resources needed</p>
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Priority 4

<p>RRMS - Restorative Practice as a special for all 5th and 6th graders</p> <p>Use of electronic storage for behavioral health staff (using Frontline - HIPAA and FERPA Compliant) of Mental health information to proactively support students</p>	<p>Bringing parents together in small number to discuss concerns with building leaders and support staff</p> <p>Use of this online storage system will enhance consistency and provide excellent sources of data tracking</p>	<p>We will be able to examine our data sets and look for trends.</p>	<p>Training for staff on program</p>
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Priority 4

<p>Leveraging and augmenting current programming to enhance our bullying prevention programming</p>	<p>Use of Second Step Curricula, Digital Citizenship programming for students and parents and restorative practices for community building and conflict resolution</p>	<p>We will track the number of DASA complaints over the course of the year to see if there is a drop in the numbers and types of complaints filed.</p>	<p>Providing programming for students and families will require funding for professional learning for staff beyond the contractual school day. Coordination of scheduling will require intentionality and coordination.</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 2022-23 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%.

PRIORITY 5

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

Our Priority Enhanced District Communication and Curriculum Coordination

<p>What will we prioritize to extend success in 2022-23?</p>	<p>Enhanced communication and coordination to and with key stakeholder groups with a focus on school safety, academic curriculum development, and social-emotional learning.</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> 	<p>Our new District strategic plan included a mission emphasizing safe, welcoming schools where all students are valued and supported. It also indicates that we work to remove barriers to engagement and learning by researching and implementing practices that support students academically and emotionally.</p> <p>We are a large district of over 7,600 students that requires good communication to improve the performance of our schools, teachers, and students. This work cannot be done without effective communication tools and coordination.</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 and also connected to parental support and engagement.</p> <p>This particular goal is influenced by the <i>How Learning Happens</i> document as it is an all encompassing roadmap to strengthen relationships among schools, students, and the broader community, especially subgroups and students who have been marginalized. It also allows us to improve instruction and target known academic deficits and address chronic absenteeism through restorative practices, targeted interventions, and coordinated instruction.</p>

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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>What specifically will we look for during the year to know that this strategy is having the desired impact (this could include qualitative or quantitative data)?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>1. Develop a system of communication that is accessible to all stakeholders and fosters collaboration and collegiality</p>	<ol style="list-style-type: none"> 1. Identifying a more effective district-wide communication system 2. Training parents and teachers how to use this system for group and 1 to 1 communication 3. Embedded coaching and technical assistance 4. Phased roll-out with a kickoff date 5. A goal of 100% staff to parent communication 	<ol style="list-style-type: none"> 1. The percentage of parents and teachers using Parent Square as the new communication system. 2. Favorable survey responses for parents and teaching staff. 3. Effective group and 1 to 1 communication from staff to parents. 	<ol style="list-style-type: none"> 1. We will need to allocate funds for a complete purchase of parent square as well as staff training. This will be purchased through a BOCES CoSer to ensure fiscal responsibility. 2. The Director of Technology will plan and execute this work with the support of our District Information Officer. 3. They will both be supported by the technology coaches and the

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			<p>technology system analysts.</p> <p>4. The District Communications Officer will also lead the implementation process as all District Communications will be transmitted in Parent Square.</p>
<p>2. Implementing a new curriculum management system</p>	<ol style="list-style-type: none"> 1. Exploring possible platforms to create, update, and archive curricular units, lessons, and assessments. Identifying the platform that best meets our unique needs. 2. Developing a template of essential components of each academic unit in all core areas. 3. Developing a three-year implementation plan 4. Training our Directors to use the program and then training department chairs to use the program with Director’s supervision. 5. Initiating the work with teachers and directors in the fall of 2023. 	<ol style="list-style-type: none"> 1. The successful completion of complete standards-based units for three courses in each core subject. 2. Evidence of district capacity to lead and complete instructional units. 3. Increased focus and evidence of a stable, consistent curriculum integration across instructional staff. 	<ol style="list-style-type: none"> 1. We will need a three-year implementation plan 2. We will need to purchased eDoctrina as a CoSer through OCM BOCES curricular management system 3. We will need ongoing support and development through OCM BOCES technology integration specialist, Marc Crouse. 4. Collaborating with our Technology

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			Department and the RIC to ensure implementation is feasible.
3. Implementing a MTSS platform to support identifying students who need academic and behavioral interventions to succeed in school.	<ol style="list-style-type: none"> 1. Identifying the platform that best meets our unique needs. 2. Creation of a study group to review potential platforms. 3. Developing a rubric of essential components to measure how each potential platform meets our unique needs. 4. Developing a three year implementation plan. 5. Training our Principals to use the program and then counseling staff and school psychologists to use the program with supervision. 	<ol style="list-style-type: none"> 1. A well planned roll-out schedule for training key stakeholders in each school. 2. Principals chair weekly meetings to review students data. 3. Staff members are aware of appropriate interventions and know how to use them. 4. We see a decrease in chronic absenteeism and course failure rates. 	<ol style="list-style-type: none"> 1. Opportunities to train staff during and after school as well as the summer. 2. Money to pay trainers. 3. Time created in the school day to meet and follow up with students and families. 4. School schedules will need to be studied and adjusted as needed. 5. Assignment of a or hiring of a Family Engagement Specialist.
4. Therapeutic Crisis Intervention School (TCIS) Training made Available to School Support Teams	<ol style="list-style-type: none"> 1. Sending a District leadership team to attend TCIS turnkey trainings at Cornell University. 2. Identify school leadership teams to be trained. 3. Schedule trainings for all school crisis/intervention 	<ol style="list-style-type: none"> 1. Student crisis/intervention teams will be trained, identified, and available in all NSCSD K-7 schools. 2. There will be a notable reduction in student suspension rates. 	<ol style="list-style-type: none"> 1. Time available for training in summer. 2. Money to support travel to Cornell University TCIS trainings.

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	teams throughout the fall semester.		3. Money to support District in-house turnkey training.

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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 2022-23 school year.

90% of all parents and 95% of all classroom teachers utilizing Parent Square

All department chairs for Core areas fully trained and capable of creating units of instruction

Reduction of Chronic absenteeism less 10% than that of 21-22 school year in all NSCSD Schools

All NSCSD K-7 schools will have a crisis/intervention team trained, identified, and available to support students.

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 Elementary Education and ELA	
Kristen Hill	Associate Principal	North Syracuse Junior High School
Jordan Brienzi	Teacher	Smith Road Elementary
John Wojcik	Restorative Practices Specialist	Roxboro Road Middle School
Lisa Goldberg	Director for Diversity, SEL, and Social Studies	
Ken Sherry	Teacher	Cicero North Syracuse High School
Shawn Akley	Associate Principal	Gillette Road Middle School
Suzi Francis	Parent	North Syracuse Junior High School

Our Team's Process

Elizabeth Silber	Teacher	Cicero Elementary
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Meeting Dates

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

Meeting Date	Location
7/11/22	North Syracuse District Office
7/29/2022	North Syracuse District Office

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.
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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 August 1, 2022, the following documents:

1. DCIP Planning Document
2. DCIP

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