

ON *THE* **RISE**

SYRACUSE CITY SCHOOL DISTRICT



2024-29 STRATEGIC PLAN



DEAR SCSD FAMILY,

I am pleased to present you with the 2024-29 Strategic Plan – which includes a goal of continuing our efforts to build a better future for all our students.

We began developing a five-year Strategic Plan in January of 2024 following the launch of our Bridge Plan in the Summer of 2023. Thanks to valuable input from students, teachers, school leaders, parents and guardians, community members, faith-based groups, and local government officials, we have outlined the priorities and goals that are important to all.

We expect this multi-year Strategic Plan will help guide our district and decision-making moving forward, through August 2029. The goals and priorities put forth in this plan should be reviewed as a comprehensive approach rather than a series of isolated goals from any specific department within our district. As such, our plan includes six important priorities.

- **CULTURE** – Establish a culture of learning and high expectations.
- **LITERACY AND NUMERACY** – Increase student proficiency in literacy and numeracy.
- **BELONGING** – Improve belonging for all.
- **ENGAGEMENT** – Engage families and communities.
- **RESOURCE ALLOCATION** – Effectively and efficiently utilize resources.
- **RECRUITMENT & RETENTION** – Recruit highly effective, diverse staff and provide incentives to retain them.

Each of the six priorities outlined in this Strategic Plan includes details about where we are now, annual benchmarks (or a point of reference against which things may be compared or assessed annually), and where we would like to be with each priority in 2029.

We, as a district, will continue to do all we can to place a renewed focus on integrating math and English Language Arts skills into all academic courses at all levels K-12. Last year we began sharing more opportunities for families to bring classroom learning into practice at home. We will also build off the 2023-24 school year as we hosted numerous family-friendly community events that centered around academic skills. Multiple “Everybody Counts” events hosted by our Mathematics Department were heavily supported by our families and we are excited to host more of these events in the future. It is our hope that these initiatives will collectively continue to support all students and help lead them to achieve their best as they prepare for the future.

Planning for the next Strategic Plan is expected to begin during the 2028-29 school year for implementation in September 2029.

Thank you for the valuable role you play in the Syracuse City School District. As always, if you have any questions, concerns, or feedback, please contact us by visiting www.syracusecityschools.com/LetsTalk!

Anthony Q. Davis SUPERINTENDENT



CORE VALUES

Set of beliefs that guide actions, behaviors, and decision making processes of the district.



We Believe...

- The diversity of our students and families is a strength of our district.
- Every student has their own gifts and the ability to achieve at high levels.
- Serving our students is our core work.
- Innovative, collaborative, and accountable adults drive results for children.
- Families and communities are valuable partners in education.
- We must achieve equity, access, and opportunity for all.
- Joyful, safe, and affirming learning environments unlock students' full potential.



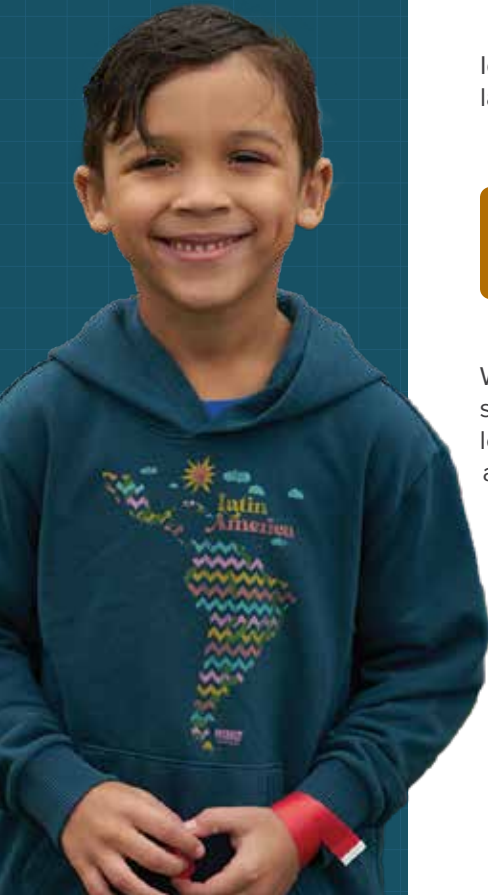
Vision: Describes what the district hopes to achieve or be in the future.

Ignite a passion for learning across the SCSD family, inspiring them to make a lasting impact on their communities and beyond.



Mission: Articulates what is unique about who the district is, what the district does, and who the district serves.

We are a community of 80+ languages. We honor the diversity of our staff and students and cultivate their unique gifts by fostering joyful, safe, and inclusive learning and working environments. We hold high expectations for teaching and learning and strive for excellence in all that we do. We achieve this through a dynamic partnership with students, families, communities, and dedicated educators who are committed to academic rigor, equity, access, and innovative educational experiences. We prepare students to graduate and pursue any path they choose.





Portrait of a Graduate: Illustrates the characteristics, traits, and attributes that the community would like their students to have as they enter the world after graduation.

- **Empathetic:** Students see others through a lens of compassion and actively build strong connections through positive interactions.
- **Innovative:** Inspired by their innovative spirit and technological skills, students design solutions to real-world problems.
- **Critical-Thinker:** Students analyze information, question assumptions, and develop well-informed solutions.
- **Collaborative:** Students cultivate their abilities to work as a team, fostering a sense of shared responsibility and collective achievement.
- **Globally-Minded:** Embracing diverse perspectives, students are prepared to contribute to an interconnected world.
- **Resilient:** Students embrace failure as a learning opportunity and remain determined to achieve success regardless of barriers, opposing viewpoints, and potential for setbacks.

Priorities



Culture - Establish a culture of learning and high expectations



Literacy and Numeracy - Increase student proficiency in literacy and numeracy



Belonging - Improve belonging for all



Engagement - Engage families and community



Resource Allocation - Effectively and efficiently utilize resources



Recruitment & Retention - Recruit highly effective, diverse staff and provide incentives to retain them



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WHERE WE WANT TO BE IN 2029	WHERE WE ARE NOW	ANNUAL BENCHMARKS
<p>Coaching Cycles for Support</p> <p>Increase the number of teachers and teaching assistants participating in coaching cycles to 30%</p>	15%	24-25 15% 25-26 19% 26-27 23% 27-28 27% 28-29 30%
<p>Students Taking Advanced Coursework</p> <p>Increase % of students (including students with disabilities) graduating with advanced coursework designation</p>	Establishing new baseline in 2023-24 comprised of the following: <ul style="list-style-type: none"> • Regents Diploma with Advanced Designation • Advanced Courses (IB, AP, SUPA, ESF, OCC) • CTE Endorsements • Civic Readiness Seal • Biliteracy Seal 	24-25 15% 25-26 18% 26-27 21% 27-28 24% 28-29 27%
<p>Drop Out Rate</p> <p>Decrease special education student drop out rate</p>	24% of special education students dropout.	24-25 23% 25-26 21% 26-27 19% 27-28 17% 28-29 15%
<p>Ancillary Staff Professional Learning</p> <p>Increase professional learning opportunities for ancillary staff</p>	No regularly occurring opportunities.	24-25 10% increase 25-26 15% increase 26-27 20% increase 27-28 25% increase 28-29 30% increase
<p>Professional Learning Communities</p> <p>100% of Instructional Staff are members of Professional Learning Communities.</p>	Most but not all teachers are in a professional learning community	24-25 All Teachers & Principals 25-26 All VPS & AIs 26-27 All Teaching Assistants 27-28 All Counselors, SW, Psychs 28-29 All T&L, SSS CO Departments

WHERE WE WANT TO BE IN 2029	WHERE WE ARE NOW	ANNUAL BENCHMARKS
<p>Professional Learning Communities</p> <p>100% of schools have Professional Learning Communities thriving and focused on increasing student learning</p>	<p>Inconsistent PLCs across schools</p>	<p>24-25 move one stage on PLC continuum 25-26 move one stage on PLC continuum 26-27 move one stage on PLC continuum 27-28 move one stage on PLC continuum 28-29 move one stage on PLC continuum</p>
<p>Belief System</p> <p>Increase the percentage of students who state their teachers believe they can achieve at high levels</p>	<p>Panorama Climate & Culture Survey</p> <p>Social Emotional Learning survey</p>	<p>24-25 3% increase 25-26 3% increase 26-27 3% increase 27-28 3% increase 28-29 3% increase</p>
<p>High Expectations</p> <p>At least 50% of students will state they regularly have opportunities to revise their work because their teacher requires high quality work from them</p>	<p>Expeditionary Learning schools have structures and expectations for regular revision as the process to producing high quality work that the district can scale.</p>	<p>24-25 10% 25-26 20% 26-27 30% 27-28 40% 28-29 50%</p>
<p>Ownership of Learning</p> <p>At least 50% of students and staff will show ownership of learning through participation in creating a yearly personalized learning plan then reflecting on their learning at student led conferences and portfolio presentations</p>	<p>Pilots in some classrooms and programs.</p>	<p>24-25 10% 25-26 20% 26-27 30% 27-28 40% 28-29 50%</p>



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 - Increase student proficiency in literacy and numeracy



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Elementary Fluency Increase Grade 2 Oral Reading Fluency ²	Spring 22-23 G2 Oral Reading Fluency: 35% proficient	24-25: 40%	25-26: 45%	26-27: 50%	27-28: 55%	28-29: 60%
ELA Proficiency - Grades 3-8 Increase NYS grades 3-8 ELA Assessment proficiency	22-23 NYS 3-8 ELA Assessment: 19.7% proficient	24-25: 23%	25-26: 26%	26-27: 30%	27-28: 34%	28-29: 38%
ELA Proficiency - High School Increase percentage of students scoring in performance levels 4-5 (79-100) on the NYS Regents Exam in English	22-23 NYS Regents in English: 22.2% achieving levels 4-5	24-25: 26%	25-26: 30%	26-27: 34%	27-28: 39%	28-29: 44%
Closing ELA Gaps Decrease the percentage of students performing below grade level (Level 1)	Elementary Fluency Spring 22-23 Gr. 2 DIBELS: 55% of students at Level 1 ELA Proficiency - Grades 3-8 22-23 3-8 ELA Assessment: 56% of students at Level 1 ELA Proficiency - High School 22-23 ELA Regents: 35% of students at Level 1	Elementary 24-25: 50% 25-26: 45% 26-27: 40% 27-28: 35% 28-29: 30%	Grades 3-8 24-25: 51% 25-26: 46% 26-27: 41% 27-28: 36% 28-29: 31%	High School 24-25: 30% 25-26: 25% 26-27: 20% 27-28: 15% 28-29: 10%		

² Grade 2 oral reading fluency is a research-based predictor of future success and therefore is a focus for elementary reading. It does not mean other skills are not important. However, fluency is one of the best predictors of future reading success because other early literacy skills such as letter recognition, phonemic awareness, and concepts about print must be applied to read fluently. All early literacy skills in PreK-1 will continue to be a focus and will be measured for the purpose of this strategic plan via their application in Grade 2 Oral Reading Fluency.

WHERE WE WANT TO BE IN 2029	WHERE WE ARE NOW	ANNUAL BENCHMARKS
<p>Early Number Sense</p> <p>Increase the percentage of Kindergarten students meeting grade level proficiency in NWEA from 46.7% to 80%</p>	<p>Fall 2022 37%</p> <p>Spring 2023 46.70%</p>	<ul style="list-style-type: none"> • 24-25: 55% • 25-26: 60% • 26-27: 65% • 27-28: 70% • 28-29: 80%
<p>Math Proficiency Grades 3-8</p> <p>Increase 3-8 NYS Math Assessment Proficiency (Level 3 and 4) on the NYS 3-8 Math Assessment from 13.8% to 30%</p>	<p>22-23 3-8 NYS Math Assessment: 13.8% proficient</p>	<ul style="list-style-type: none"> • 24-25: 16% • 25-26: 19% • 26-27: 22% • 27-28: 26% • 28-29: 30%
<p>Algebra I Proficiency</p> <p>Increase the percentage of 8th and 9th grade students scoring in performance levels 4-5 (80-100) on the NYS Algebra 1 Regents Examination from 7.85% to 20%</p>	<p>22-23 NYS Algebra 1 Regents: 7.85% proficient</p>	<ul style="list-style-type: none"> • 24-25: 9% • 25-26: 11% • 26-27: 14% • 27-28: 17% • 28-29: 20%
<p>Close Math Gaps</p> <p>Decrease the percentage of students performing below grade level (Level 1):</p> <ul style="list-style-type: none"> • NYS Algebra 1 Regents • 3-8 NYS Math Assessment Scores 	<p>22-23 NYS Algebra 1 Regents Exam Level 1: 70.6%</p> <p>3-8 NYS Math Assessment Level 1: 64.4%</p>	<p>NYS Algebra 1 Regents:</p> <ul style="list-style-type: none"> • 24-25: 65% • 25-26: 61% • 26-27: 57% • 27-28: 53% • 28-29: 49% <p>3-8 NYS Math Assessments:</p> <ul style="list-style-type: none"> • 24-25: 60% • 25-26: 56% • 26-27: 52% • 27-28: 48% • 28-29: 44%



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<p>Increase Student Sense of Belonging</p>	<ul style="list-style-type: none"> 71% of elementary students responded favorably regarding a sense of belonging in school 51% of secondary students responded favorably regarding a sense of belonging in school 58% of students in grades 3-12 participated in the survey assessing a sense of belonging 	<p>Elementary:</p> <p>24-25: 74% 25-26: 77% 26-27: 80% 27-28: 83% 28-29: 86%</p> <p>Secondary:</p> <p>24-25: 56% 25-26: 61% 26-27: 66% 27-28: 71% 28-29: 76%</p> <p>Overall Participation:</p> <p>24-25: 63% 25-26: 68% 26-27: 73% 27-28: 78% 28-29: 83%</p>
<p>Increase Student Attendance</p> <p>Decrease chronic absenteeism</p>	<p>47% of SCSD is chronically absent in 2023-24</p>	<p>24-25: 40% 25-26: 33% 26-27: 26% 27-28: 19% 28-29: 12%</p>
<p>Increase Staff Sense of Belonging</p>	<p>40% of staff reported strong district morale</p>	<p>24-25: 47% 25-26: 54% 26-27: 61% 27-28: 68% 28-29: 75%</p>
<p>Increase Staff Attendance</p> <p>Reduce the number of staff in need of improved attendance</p>	<p>52% of staff have missed 8 work days or more</p>	<p>24-25: 47% 25-26: 42% 26-27: 37% 27-28: 32% 28-29: 27%</p>
<p>Increase Implementation of Restorative Practices</p>	<p>We currently have a partial system for documenting restorative practices. We want to develop a thorough system and process for capturing restorative practices taken when documenting all referrals.</p>	<p>We will implement and document restorative practices taken to address 80% of all discipline referrals.</p>

WHERE WE WANT TO BE IN 2029

WHERE WE ARE NOW

ANNUAL BENCHMARKS

Reduce Disproportionality in Restorative Discipline

- Black or African American students are 64% more likely to be suspended out-of-school than students in all other subgroups
- Multiracial students are 19% more likely to be suspended out-of-school than students in all of the subgroups
- Students with disabilities (IEPs) are 6% more likely to be suspended out-of-school than their peers
- Students with disabilities (504s) are 109% more likely to be suspended out-of-school than their peers
- Students identified as McKinney-Vento are 37% more likely to be suspended out-of-school than their permanently housed peers

Black or African American:

24-25: 51%
25-26: 38%
26-27: 26%
27-28: 13%
28-29: 0%

Multiracial:

24-25: 15%
25-26: 11%
26-27: 7%
27-28: 4%
28-29: 0%

Special Education/IEP:

24-25: 5%
25-26: 4%
26-27: 2%
27-28: 1%
28-29: 0%

Special Education/504:

24-25: 87%
25-26: 65%
26-27: 43%
27-28: 21%
28-29: 0%

McKinney-Vento:

24-25: 29%
25-26: 22%
26-27: 15%
27-28: 7%
28-29: 0%



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<p>Events</p> <p>Each school will have a minimum of 4 events (1 per marking period) that promote continuous learning at home. Community engagement demonstrates that home-school and community partnerships are strong and viable.</p>	<p>Events are organized by Program Aides and/or Parent University district-wide and at some individual buildings</p>	<p>Attendance/sign in sheets from each building</p> <p>Pre/post session content survey</p>
<p>Volunteers</p> <p>A healthy, useful, constructive volunteer system, including training, will be created to be utilized district-wide.</p>	<p>App garden is used simply to secure ability to volunteer. No process currently in place.</p>	<p>Volunteers properly registered and serving throughout the district. Targeted volunteer training</p> <p>Protocols in place</p>
<p>Family Space in Schools</p> <p>Every building will have designated appropriate family space staffed by OFE personnel.</p>	<p>Select locations have designated space</p>	<p>Targeted space for families throughout the district</p>
<p>Family Engagement Plans</p> <p>Every building and department will operate from a family engagement plan.</p>	<p>Some Buildings have plans</p>	<p>Family engagement plans for each building and district department</p>







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<p>Instruction</p> <p>Right size student:teacher staffing ratios in all of our school buildings to ensure equity</p>	<p>Staffing ratios are not consistent across school buildings and below efficiency levels</p>	<p>Reduce “empty-seats” by:</p> <p>24-25: 10%</p> <p>25-26: 10%</p> <p>26-27: 10%</p> <p>27-28: 10%</p> <p>28-29: 10%</p>
<p>Transportation</p> <p>Fully staffed and timely transportation services</p>	<p>Staff shortage in transportation</p>	<p>Increase number of bus drivers by:</p> <p>24-25: 20</p> <p>25-26: 10</p> <p>26-27: 10</p> <p>27-28: 5</p> <p>28-29: 5</p>
<p>Food Service</p> <p>Increase by 5% annually student meal participation for all meal services</p>	<p>22k meals served daily</p>	<p>24-25: 22,660 meals served</p> <p>25-26: 23,340 meals served</p> <p>26-27: 24,040 meals served</p> <p>27-28: 24,761 meals served</p> <p>28-29: 25,504 meals served</p>
<p>Facilities</p> <p>Fully renovate 5 school buildings</p>	<p>Phase 1 of JSCB III</p>	<p>24-25: Plans developed and approved by NYSED</p> <p>25-26: Construction begins on 2 schools - Phase I</p> <p>26-27: 2 schools completed</p> <p>27-28: Construction continues with next 3 schools - Phase II</p> <p>28-29: 3 Schools completed</p>

WHERE WE WANT TO BE IN 2029

WHERE WE ARE NOW

ANNUAL BENCHMARKS

Security

All schools will have comprehensive safety and surveillance systems in place (security/cameras/alarms/doors)

Evaluating and assessing all facilities/equipment and staffing

24-25: Analyze each schools security systems

25-26: Purchase necessary security equipment and staffing based upon school needs

26-29: Implement & evaluate comprehensive plan

Budget

Ensure all students have access to equitable resources by appropriately allocating resources and staff to the schools, based upon need with a long term plan for fiscal stability

Resources are allocated on a per pupil or building allocation without specific attention to need or use of data or long-term fiscal vision

24-25: Conduct an assessment of funding allocation and needs with a long-term fiscal lens.

25-29: Utilize a needs assessment when developing the budget and allocating resources



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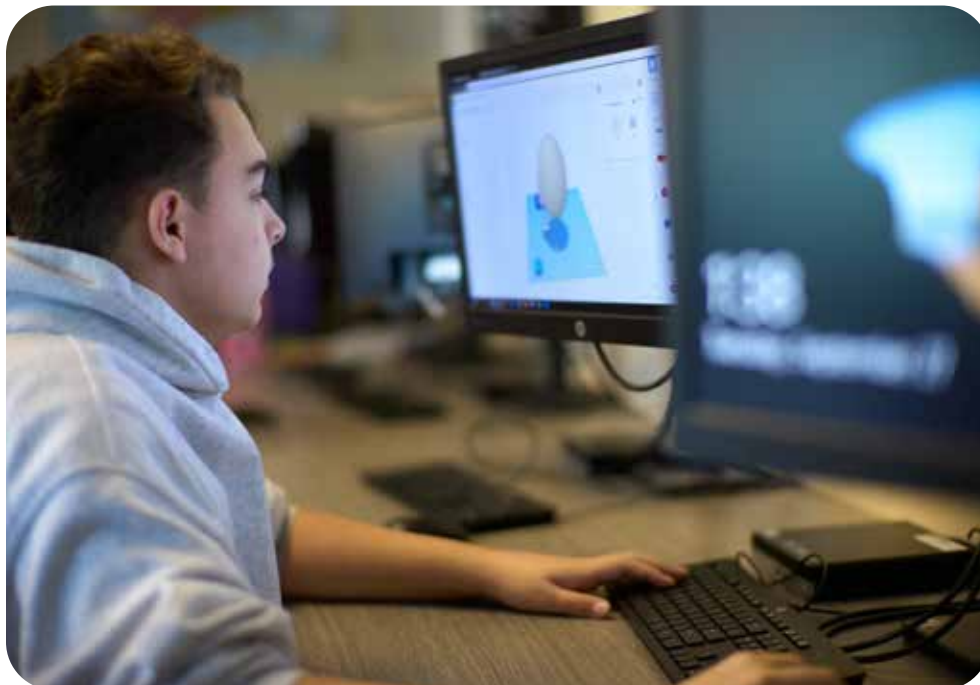
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<p>IT</p> <p>Construct and maintain replacement cycle for technology equipment</p>	<p>Long term planning and support for 1:1 computer to student ratio</p>	<p>2024-29</p> <p>Add resources to the annual budget to replace laptops and supporting equipment including computers, switches, wifi, servers, fiber, and digital content/software</p>
<p>IT</p> <p>Provide the network resources and infrastructure for classrooms to easily access technology resources</p>	<p>Current infrastructure meets current classroom needs and provides resources necessary</p>	<p>Replace switches in all buildings, providing more network bandwidth, down to the classrooms, doubling their wireless bandwidth.</p> <p>24-25: 7 buildings 25-26: 7 buildings 26-27: 7 buildings 27-28: 7 buildings 28-29: remaining buildings</p>



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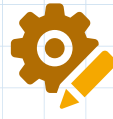
WHERE WE WANT TO BE IN 2029	WHERE WE ARE NOW	ANNUAL BENCHMARKS
<p>Staff Diversity</p> <p>All staff diversity will increase 15% over a 5 year period</p>	33.2%	<ul style="list-style-type: none"> 24-25: 3% 25-26: 3% 26-27: 3% 27-28: 3% 28-29: 3% 48.2%
<p>Staff Turnover</p> <p>Staff turnover will decrease 10% over the next 5 years</p>	15.6% turnover (all staff)	<ul style="list-style-type: none"> 24-25: 2% 25-26: 2% 26-27: 2% 27-28: 2% 28-29: 2% 5.6% staff turnover
<p>Staff Recognition</p> <p>Every building and department will implement at least one means of recognizing and celebrating staff</p>	Some buildings and departments	<ul style="list-style-type: none"> 24-25: 20% of buildings and depts 25-26: 40% of buildings and department 26-27: 60% of buildings and departments 27-28: 80% of buildings and departments 28-29: 100% of buildings and departments





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SYRACUSE CITY SCHOOL DISTRICT





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