



District Comprehensive Improvement Plan (DCIP)

District	Superintendent
North Syracuse Central Schools	Daniel Bowles

2023-24 Summary of Priorities

In the space below, input the three to five District priorities for 2023-24 identified in this plan.

1	Building a Foundation for MTSS
2	Implementing PLCs in PK-12 Classrooms
3	Creating Trauma-Informed Classrooms
4	
5	

PRIORITY I

Our Priority

<p>What will we prioritize to extend success in 2023-24?</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p><i>How does this priority fit into the District’s vision, values and aspirations?</i></p> <p>The NSCSD 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 4 years.</p> <p><i>Why did this emerge as something to prioritize?</i></p> <p>We initiated this work in 2022-23 and have made progress in developing MTSS. As indicated previously, the NSCSD Strategic Plan identifies 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, socially and emotionally due to pandemic related learning loss.</p> <p><i>What makes this the right priority to pursue?</i></p> <p>Our students need a well-planned, supportive structure that addresses academic, social, and emotional needs to meet the challenges of school.</p> <p><i>How does this fit into other priorities and the district’s long-term plans?</i></p> <p>This is directly linked to the overall goals of our 5-year strategic plan .</p> <p><i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></p> <p>This is influenced by the Envision-Analyze-Listen document as it draws upon our strategic plan, review of data, and goal setting and evaluation.</p>

Priority 1

	<p><i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></p> <p>We have two schools that are no longer identified as a TSI school. At this time, North Syracuse Junior High (NSJH) School is the only ATSI school. MTSS will support the NSJH SCEP plan by creating a framework and system of response for all areas outlined in the SCEP plan and fund it appropriately.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
District wide “launch” of Professional Learning Community model at beginning of the school year	We have a guest speaker attending our opening day staff presentation to provide everyone a clear understanding of MTSS with a foundation of PLC. Luid Cruz, a nationally renowned author and presenter will review the multiple layers of a Multi Tiered System Of Support grounded through Professional Learning Community. This presentation will set the stage for all buildings to initiate master schedules that include weekly collaborative time for core area teachers and intervention blocks for all students at all grades.	<ul style="list-style-type: none"> ● Time allotted for staff presentation (opening day) ● Funds to pay presenter ● Negotiations with teachers union and contractual language around master schedules ● Commitment, vision and support from district leadership
Training for all district staff on the three tiers	We have been working on three training videos that staff will review throughout the 2023-24 school year. These videos start with Tier I description along with examples from all levels of the organization. The videos progress across all three tiers and showcase our staff, schools, students and processes/procedures around the tiers.	<ul style="list-style-type: none"> ● Funds to pay videographer ● Dedicated time and accountability to ensure all staff review the videos
Creation of a multi Tiered Systems of Support framework inclusive of all academics, behavior and SEL programs and procedures across all 3 tiers	Audit of our entire district in terms of supports and programs in all three tiers for academics, behaviors and SEL (Summer and Fall 2023). Gap analysis to determine missing components (Fall 2023). Creation of systemic framework for all levels (Winter 2023). Identification and creation of procedures for all three towers (Spring and Summer 2024). Rollout and training to all staff (Summer and Fall 2024).	<ul style="list-style-type: none"> ● Time to review, plan and execute utilizing the pre established district MTSS Leadership Team ● Support from Solution Tree coach on system wide implementation and alignment ● Communication with staff across all stages

Priority 1

Design New Staff orientation on MTSS procedures and processes (Spring 2024)	The MTSS Leadership Team will design a training module for all new staff to instruct them on the three tiers (rationale) and train them on how to access and utilize the NSCSD MTSS framework.	<ul style="list-style-type: none"> • Time for MTSS Leadership Team to plan, design and execute
Core Area Essential Standards	All core areas will complete their Essential Standards by the end of the 2023-24 school year and upload them to Edoctrina. This allows for vertical conversations across grade levels as well as clarity of focus in regards to essential learnings and outcomes.	<ul style="list-style-type: none"> • Core area departments will need time to go through the Essential Standards process, identify and add to Edoctrina • There may be some extra pay associated with this work for department chairs and teachers of core area courses

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- Staff sign-in/attendance for opening day presentation (learning about MTSS and PLC)
- Staff sign-in/attendance for review of training videos
- A completed MTSS framework, published on the staff website that includes all academic, behavioral and SEL components/programs for all schools and all three tiers.
 - A completed and published procedure to access and utilize the NSCSD MTSS framework
- A fully prepared training slide deck for new staff (MTSS framework)
- All Core Area Essential Standards uploaded and housed in Edoctrina

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
PLC audit conducted for all District schools	November 1, 2023	

Priority 1

Staff training of MTSS and tiered system of interventions	June 1, 2024 (ongoing)	
Continuous development of essential standards in all core are classes	June 1, 2024	

PRIORITY 2

Our Priority

<p>What will we prioritize to extend success in 2023-24?</p>	<p>Implementing PLCs in PK-12 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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District's long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p><i>How does this priority fit into the District's vision, values and aspirations?</i></p> <p>NSCSD has committed to continue to implement fully-functioning Professional Learning Communities (PLCs) into our schools. PLCs are one of the core components to priority #2 (MTSS). In order for us to continue to build a responsive, robust 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></p> <p>We continue to have multiple PLC initiatives over the past several years but they have all been in small areas of our district. 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 priority to pursue?</i></p> <p>ARP and DCIP funding have allowed us to partner with Solution Tree for robust, onsite professional learning in all of our schools. We have rolled out this initiative to every building, every teacher and students and are now moving forward with curriculum design, assessment writing, and progress monitoring.</p> <p><i>How does this fit into other commitments and the district's long-term plans?</i></p> <p>It aligns with every objective of our five-year strategic plan and places a renewed emphasis on student success, curriculum development, writing, standards-based assessments, and actively monitoring student performance.</p> <p><i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i></p>

Priority 2

	<p>This is influenced by the Envision-Analyze-Listen document as it draws upon our strategic plan, review of data, and goal setting and evaluation.</p> <p>PLC's shift the focus from just academics to academics and SEL and 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>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></p> <p>It is closely aligned with the commitments in the North Syracuse Junior High School and resources from the DCIP allocation will be used to support North Syracuse Junior High planning and execution.</p>
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Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Create building-based Guiding Coalitions	All buildings will establish or continue to use this coalition to lead collaborative discussions and efforts around MTSS and PLC's. Possible collaboration at the district level between schools to see what others are doing.	Time for Guiding Coalitions to meet monthly (Google Drive agenda/meeting minutes); PLC training for BPT/Dept Chairs
Establish CTM meeting time for every grade level/department of 1 hours minimum/week PK-12	Adjusting master schedules at grades PK and 5-12; some schools are still forced to meet for shorter times before/after school.	District wide schedule reform where CTM and WINN times are embedded in the daily schedule. Time to meet more frequently, consistently.

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

Shared mission, vision, values and goals among staff.

CTM's meeting weekly and at regularly scheduled intervals.

CTM's identifying essential standards.

CTM's focused on learning; All teams engage in an ongoing cycle of:

1. Gathering evidence of current levels of student learning
2. Developing strategies and ideas to build on strengths and address weaknesses in that learning
3. Implementing the strategies and ideas
4. Analyzing the impact of the changes to discover what was effective and what was not
5. Applying the new knowledge in the next cycle of continuous improvement

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
CTM discussion protocol form is set in place	September 15th	
CTM's are meeting weekly	October 31st	
CTM discussions are focused on student learning	May 31st	

PRIORITY 3

Our Priority

<p>What will we prioritize to extend success in 2023-24?</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 Priority 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 Priority to pursue?</i> • <i>How does this fit into other Priorities and the District’s long-term plans?</i> • <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> • <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	<p><i>How does this Priority fit into the District’s vision, values and aspirations?</i></p> <p>This priority continues to fit 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><i>Why did this emerge as something to prioritize?</i></p> <p>This has been an ongoing priority for our District to manage student needs as evidenced by annual BIMAS screenings as well as known trauma and family challenges.</p> <p><i>What makes this the right Priority to pursue?</i></p> <p>This is the right priority 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><i>How does this fit into other Priorities and the District’s long-term plans?</i></p> <p>This continues to fit 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><i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s)</i></p> <p>This is influenced by the Envision-Analyze-Listen document as it draws upon our strategic plan, review of data, and goal setting and evaluation.</p> <p><i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i></p> <p>It is closely aligned with the commitments in the North Syracuse Junior High School and resources from the DCIP allocation will be used to support North Syracuse Junior High planning and execution.</p>

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
<p>What strategies will we pursue as part of this Priority?</p>	<p>What does this strategy entail? What will implementation look like in our district?</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p>Continue to develop school environments that foster authentic connections and relationships with students and support student mental health</p>	<p>Planning events that foster connections:</p> <ul style="list-style-type: none"> ● Pre-start of school year orientation events ● Provide professional learning on positive staff-student relationships ● Meet the teacher events ● August tour of the school buildings ● Summer programming designed to build community, relationships, and a sense of belonging ● Implement 'Positive Greetings' at student arrival ● Greeting students at arrival and dismissal ● Greeting students by name at the door as they enter class ● Teachers will be observed implementing positive greetings at arrival, dismissal and at the door of each classroom: ● 2 x 10 conversations with students Morning/class meetings in every classroom <p>Development of 'one trusted adult' for each student.</p> <p>Data informed decision making will be implemented to determine what interventive strategies will be put in place to create a welcoming and affirming school environment for all students.</p> <p>Administration of BIMAS Universal Screener to gather data that will be used to support students' behavioral health needs.</p>	<p>21st Century Grant Program, Stabilization Funds to support summer programming, communication systems to make parents aware of school events, professional learning program on developing healthy relationships.</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>Training for staff in trauma informed practices.</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 Promise Zone student engagement specialists.</p>

Priority 3

	<p>Analysis of data gathered from the most recent implementation of Youth Development Survey to learn more about the prevention and support needs of our District.</p> <p>Share and implement trauma-informed practices (ex. Restorative Practices).</p> <p>Development of culturally responsive resources, language and practices so that all students feel welcome.</p> <p>Continuation of distribution of school specific contact magnets with essential phone numbers for families.</p> <p>Continuation of school based mental health clinics, Promise Zone Specialists and ACCESS Liaisons to provide support services for students.</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>Develop a committee of student leaders to better understand and provide insight into the student experience in each school and provide a response to that experience.</p>	<ol style="list-style-type: none"> 1. Pulling 1 to 2 students from each club or organization to comprise this advisory group. 2. Developing a calendar to meet once a month. 3. Serve as a liaison to the school community in reference to climate and mental health resources. 	<p>1-2 admins who can support this leadership once a month.</p> <p>“Talking pieces” prompts.</p> <p>Student leaders working within all schools.</p>
<p>Administer BIMAS Surveys to all students in Grade 4-8 and 10 and as needed in Grade 7, 9, 11, and 12.</p>	<p>Providing training to administer surveys, time to schedule the administration of surveys, staff training and time to review results and meet with students and contact parents when necessary. Soliciting student advisory team input as to best way to administer BIMAS survey and connect with students who are</p>	<p>OCM BOCES CoSer to purchase BIMAS program, district and school leadership to administer. surveys, training to implement and analyze survey results.</p>

Priority 3

	at-risk. It will be an embedded program within schools serving students in Grade 4-12.	
We will create and distribute building-specific magnets with QR Codes leading to easy access numbers for critical helplines and counselor contact.	Creating and distributing magnets as well as communicating with parents and guardians regarding the use of magnets and accessibility of support and resources.	We will use district resources to purchase the magnets with the QR Codes.
Increasing implementation of Restorative Circles for classrooms and managing conflict.	We will continue to offer training to ensure teachers and staff members use restorative practices to build community and address discipline concerns in a proactive, logical way. Explore the academic and behavior circles. Explore developing Code of Conduct that is Tiered.	We will continue to build our institutional knowledge of restorative practice through summer training and the building of a cadre of turnkey trainers that can and will be deployed throughout the district.
Continuation and revision of our building-specific mental health crosswalk and building-specific magnets with easy access numbers so that families can access the appropriate support.	Continuing and expanding user friendly access points for students, staff and families to connect with mental health support and services. 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. Each building will update a building crosswalk of support service providers and distribute magnets with essential phone numbers in their buildings. Extension of our Wellness button/page on district website and Wellness QR Code and page on our district website.	Costs for implementation are minimal for these strategies but the pursuit of the best ways to communicate this important information is ongoing.
Family engagement programming - some will be online, some will be in person. Minimally - one program each Semester.	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.	Leveraging our in district staff, community partners and community organizations we will provide relevant programming for families. We will need financial support for refreshments and materials for families.
Implementation of Restorative practices in classrooms, staff meetings.	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	Funding will be needed to support staff training in restorative practices and for substitutes.

Priority 3

	<p>in ways that hold students accountable and create the conditions to support students in making better choices about their actions.</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>We will build our institutional knowledge of restorative practice through training and the building of a cadre of turn key trainers.</p>	
<p>Full scale roll out of electronic storage for behavioral health staff (using Frontline - HIPAA and FERPA Compliant) of Mental health information to proactively support students.</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>Payment of platform (Frontline for Behavioral Health) through BOCES CoSer; training costs to train all mental health staff.</p>	<p>Full scale roll out of electronic storage for behavioral health staff (using Frontline - HIPAA and FERPA Compliant) of mental health information to proactively support students.</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>Payment of platform (Frontline for Behavioral Health) through BOCES CoSer; training costs to train all mental health staff.</p>	<p>Full scale roll out of electronic storage for behavioral health staff (using Frontline - HIPAA and FERPA Compliant) of mental health information to proactively support students.</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>Payment of platform (Frontline for Behavioral Health) through BOCES CoSer; training costs to train all mental health staff.</p>
<p>Leveraging and augmenting current programming to enhance our bullying prevention programming and enhancing DASA Training for staff.</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>Leveraging and augmenting current programming to enhance our bullying prevention programming and enhancing DASA Training for staff.</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>Leveraging and augmenting current programming to enhance our bullying prevention programming and enhancing DASA Training for staff.</p> <p>Use of Second Step Curricula, Digital Citizenship programming for students and parents and restorative practices for community building and conflict resolution.</p>

Priority 3

<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>	<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>	<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

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

- 50% of behavior incidents in our elementary and middle schools will be managed through non-punitive measures and restorative discipline.
- The number of referrals, suspensions and students in ISS will decrease by 10% in secondary schools.
- 75% of surveyed students in Grade 4-12 will disagree or strongly disagree with the statement, “it is hard for people like me to be accepted here.”
- Family participation in school events will increase by 15%.
- Counselors will meet with all students prior to the end of the first quarter to touch base and develop a relationship.
- 75% 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.”
- Ongoing professional development centered on restorative practices, P2 traits, and developing healthy relationships.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>
Clear focus on increasing student outcomes in relation to SEL goals at K-12 September meetings	Before September 15, 2023	
Measurable increase in number of staff members who are trained and participate in Restorative Practices	Before January 15, 2024	
5% decrease in referrals	Before January 15, 2024	

Priority 3

Additional 5% decrease in referrals	As of June 15, 2024	
Students' response in surveys to item asking about teacher relationships will increase by 10% in May 2024 survey administration from May 2023 administration.	As of June 15, 2024	
Using parent event attendance data, PTO attendance data, student school attendance data, and discipline referrals as measures we 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.	January 15, 2023 and June 1, 2024	

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 2023-24?</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 Priority 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 Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> ● <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

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 2023-24?</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 Priority 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 Priority to pursue?</i> ● <i>How does this fit into other Priorities and the District’s long-term plans?</i> ● <i>In what ways is this influenced by what was learned through the Envision-Analyze-Listen activities in your school(s) identified for TSI/ATSI/CSI supports?</i> ● <i>In what ways does this support the SCEP Commitments of your school(s) identified for TSI/ATSI/CSI supports?</i> 	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Priority?	What does this strategy entail? What will implementation look like in our district?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

Measuring Success

END OF THE YEAR

What will success look like for this Priority at the end of the year?

Provide quantitative data and/or qualitative descriptions of where the district strives to be at the end of the 2023-24 school year.

THROUGHOUT THE YEAR

In order for the District to reach the end-of-the-year success criteria above, there will need to be progress throughout the year. What are the benchmarks and milestones the district will look to accomplish during the year to meet the end-of-the-year success criteria listed above?

Success Criteria	When we would want to achieve that success criteria	What we ended up seeing <i>(complete after the date listed in the preceding column)</i>

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
Lisa Goldberg	Director for Diversity, SEL, and Social Studies	
Ken Sherry	Teacher	
Shawn Akley	Associate Principal	Gillette Road Middle School
Margaet McRobbie	Parent	Cicero North Syracuse High School

Meeting Dates

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

Meeting Date	Location
7/18/2023	District Office
7/25/2023	Online
additional meetings TBD	

Districts with Schools Identified for TSI/ATSI Supports 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	Survey data has been collected from staff members from ATSI school.
Parents with children from each identified subgroup	Survey data has been collected from parents of subgroups from ATSI school.
Secondary Schools: Students from each identified subgroup	Student interviews have been conducted and focus groups will be conducted in the fall as well.

Submission Assurances

Directions

Place an "X" in the box next to each item prior to submission.

1. X 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. X The DCIP will be implemented no later than the beginning of the first day of regular student attendance.
3. X Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.
4. X 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. X 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. X 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 31, 2023, 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).