## Quarter 2 2019-20 School Year



Strategic Plan, District Score Card and Academic Progress Report Focus of Presentation: Literacy

| Topic | Slides |
| :--- | :--- |
| Strategic Plan | 3 |
| Guiding Coalition \& Pillar Champions | 5 |
| District Score Card Key | 9 |
| Student \& Graduate Success Pillar | 10 |
| Literacy: Inquiry Based Teaching and Learning Model | 28 |
| Passionate People Pillar | 37 |
| Partnerships with Families \& Community Pillar | 48 |
| Efficient Systems \& Equitable Resources Pillar | 56 |
| Student Behavior | 64 |
| Student Course Passing | 71 |

## Strategic Plan

Strategic Plan Progress Report

| District Vision |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Schenectady City Schools will be a continually improving school district dedicated to excellence in teaching and learning, equity, engagement and efficiency. |  |  |  |  |
| District Tagline |  |  |  |  |
| Everybody Counts. Everybody Learns. |  |  |  |  |
| Organizational Values |  |  |  |  |
| EQUITY COLLABORATION LEARNING |  |  |  |  |
| Our Pillars | Student \& Graduate Success | Passionate People | Partnerships with Families \& Community | Efficient Systems \& Equitable Resources |
| Our Goals | - We serve so that all students, regardless of race, economics, and disability, graduate ready to achieve their college, career, and life aspirations through equitable access to programs, resources, and high-quality instruction. <br> - We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging. <br> - Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other. | - We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success. <br> - Our team represents the diversity of our community. <br> - We deliver and receive excellent customer service. | - We highly value our families and the community; we welcome and invite their collaboration and partnership. <br> - Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment. | - We engage stakeholders to develop and improve inclusive systems and procedures. <br> - People know who to go for, for what, and receive a timely and fair response. <br> - We allocate resources to promote equitable access and outcomes for all. |

## Strategic Plan 2019-2024

Adopted by the Board of Education, July 10, 2019

District Vision
enectady City Schools will be a continually improving school district dedicated to

District Tagline

Organizational Values
EQUIT COLLABORATION LEARNING


[^0]
# Guiding Coalition \& Pillar Champions 

Strategic Plan Progress Report

## The Charge of the Guiding Coalition is to:

- Shape and lead our work in Improvement Science;
- Serve as facilitators and accelerators of change by embedding the six core principles of Improvement Science in our daily work;
- Lead our change efforts by gaining the cooperation and support of stakeholders


## Guiding Coalition



- Function as the steering committee for the Strategic Plan;
- Check for connectedness and alignment of our district-wide actions to the vision, values, goals and pillars of the Strategic Plan; and
- Provide comprehensive, quarterly reports of our progress on key measures toward meeting our goals.



## The Charge of the Pillar Champions is to:

- Develop the plan for accelerated progress toward our goals;
- Monitor effectiveness and progress toward our goals;
- Increase participation and membership by engaging stakeholders in change efforts;


## Pillar Champions



Student \& Groduote Success


## Pillar

Champions
Team Facilitators \& Co-Facilitators



Student \& Graduate Success
Dr. José Salgado Ms. Diane Wilkinson


Passionate
People
Ms. Christina Mahoney
Dr. Patrick Jean-Pierre


Partnerships with Families \& Community
Ms. Andrea Tote-Freeman Ms. Karen Corona


Efficient Systems \&
Equitable Resources
Ms. Kimberly Lewis
Dr. Aaron Bochniak

## District Scorecard \& Stoplight Reporting Key




Major barriers to implementation and/or outcomes have been encountered; initiative is at-risk for not being achieved; major strategy adjustment required.

Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

## Student \& Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson


DISTRICT - GOALS: Student \& Graduate Success Pillar

| - We serve so that all students, regardless of race, economics and disability, graduate ready to achieve their college, career, and life aspirations through equitable access to programs, resources, and <br> high-quality instruction <br> - We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging <br> - Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Progress Monitoring |  |  |  | Evidence of Success |  |  |
| Measures 2019-2020 | $\begin{gathered} \text { Base Metric } \\ 18-19 \end{gathered}$ | Q1 Metric | Q2 Metric | Q3 Metric | $\begin{array}{\|c\|} \hline \text { End of Year } \\ \text { Target (2019- } \\ 2020) \\ \hline \end{array}$ | End of Year <br> Target (2020- <br> 2021) | End of Year <br> Target (2021- <br> 2022) |
| Increase the Performance Index (PI) for Grade 3 English Language Arts (ELA) | 85.96 | STAR Reading: 110.06 ELA Interims: 44.73 | STAR Reading: 127.38 ELA Interims: 53.21 |  | Target: 91 Actual: | Target: 96 Actual: | Target: 101 Actual: |
| Increase the Performance Index (PI) for Grade 3 Math | 72.66 | STAR Math: 123.17 | STAR Math: 134.62 Math Interims: 100 |  | Target: 78.05 Actual: | Target: 83.45 <br> Actual: | Target: 88.84 Actual: |
| Increase the \% of students who graduate in 4 years | 69.30\% | 68.70\% | 68.79\% |  | Target: 70 Actual: | Target: 71 <br> Actual: | Target: 72 <br> Actual: |
| Increase students on the path to college, career, and life success (CCCR Index) | 83.3 | 90.16 | 91.7 |  | Target: 88 Actual: | Target: 92 Actual: | Target: 96 Actual: |
| Decrease the \% of students who are chronically absent (Grades 1-8) | 22.80\% | $\begin{gathered} 1.95 \% \text { CA } \\ (21.70 \% \geq 10 \%) \end{gathered}$ | $\begin{gathered} 10.09 \% \text { CA } \\ (31.22 \% \geq 10 \%) \end{gathered}$ |  | Target: 21\% Actual: | Target: 20\% <br> Actual: | Target: 19\% Actual: |
| Decrease the \% of students who are chronically absent (Grades 9-12) | 34.30\% | $\begin{gathered} 21.82 \% \text { CA } \\ (53.9 \% \geq 10 \%) \end{gathered}$ | $\begin{gathered} 42.71 \% \text { CA } \\ (61.84 \% \geq 10 \%) \end{gathered}$ |  | Target: 33\% Actual: | Target: 32\% <br> Actual: | Target: 31\% Actual: |
| Close the achievement gap, on key measures, for students in identified subgroups | $n / a$ |  |  |  | Measure \& baseline established | Target TBD | Target TBD |

Strategies

- Implement Trauma-Sensitive Schools that include universal and specific approaches to ensure that students feel safe physically, socially, and emotionally so that they can attend to learning
- Execute continuous improvement and improvement science
- Challenge current beliefs, practices, policies to improve students' sense of belonging
- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
e instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice


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## Student \& Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson

Performance Index (PI): is based on measures of proficiency on statewide assessments in each subject. ESSA has also moved to using PI in the calculation of Measures of Interim Progress (MIPs).

$$
\mathrm{PI}=\frac{(L 2 * 1)+(L 3 * 2)+(L 4 * 2.5)}{\text { Enrollment }}
$$



## Increase the PI for Grade 3

 ELA

Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

## Metric: <br> Grade 3 STAR Reading



1 schools is at or above district target

Metric:
Grade 3 ELA Interims




Metric:
Grade 3 STAR Math



7 schools are at or above district target

## Metric: <br> Grade 3 <br> Math Interims




## Increase the \% of students that graduate in 4 years




Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.


## Increase the \% of students that graduate in 4 -years




|  | บ...vor | ~... | ~...en | \|Actual: |
| :---: | :---: | :---: | :---: | :---: |
| Increase students on the path to college, career, and life success (CCCR Index) | 83.3 | 90.16 | 91.7 | Target: 88 Actual: |
|  | 3n ena/ | 1.95\% CA | 10.09\% CA | Target: 21\% |

## Increase the \% of students on the path to college, career \& life success



Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

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Increase the \% of students on the path to college, career \& life success


180

160



| - | $\cdots$ |  |  | \|Actual: |
| :---: | :---: | :---: | :---: | :---: |
| Decrease the \% of students who are chronically absent (Grades 1-8) | 22.80\% | $\begin{gathered} 1.95 \% \text { CA } \\ (21.70 \% \geq 10 \%) \end{gathered}$ | $\begin{gathered} 10.09 \% \mathrm{CA} \\ (31.22 \% \geq 10 \%) \end{gathered}$ | Target: 21\% Actual: |
|  | 31 smar | 21.82\% CA | 42.71\% CA | Target: 33\% |

## Decrease the \% of students chronically absent (Gr 1-8)




Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.


## Decrease the \% of students chronically absent (Gr 1-8)


45.00\%
40.00\%
$35.00 \%$
30.20\%

29.12\%


| $\pi$ | ca.ours | (21.70\% $210 \%$ ) | ( $31.22 \%$ ¢10\%) | \|Actual: |
| :---: | :---: | :---: | :---: | :---: |
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## Decrease the \% of students chronically absent (Gr 9-12)




## Student \& Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson


DISTRICT - GOALS: Student \& Graduate Success Pillar

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- Deliver a culturally responsive curriculum
- Expand pathways and supports towards high school graduation, including experiential learning that connects students and their community
- Research and implement evidence-based strategies to ensure equitable access to advanced learning and other opportunities
e instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice


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## Student \& Graduate Success

Dr. José Salgado Ms. Diane Wilkinson


## Literacy

Inquiry-based Teaching \& Learning Model


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## Developmental Literacy




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Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

## the $\operatorname{ISSUE}$ IN THE USA

## Literacy Skill Developmental Progressions

Foundations of Literacy


## The reality of literacy in America

More people are affected by low literacy in the United States than are diagnosed with cancer or heart
disease. And there are multigenerational, economic and health consequences from the literacy crisis.

Literacy affects everyone, everywhere

Low literacy impacts every aspect of life and every person as a result. Populations at-risk for unemployment, low educational attainment, and lack of access to healthcare overlap with areas where low literacy rates are highest.
Unmet literacy needs create barriers to success, making
access in such communities even more vital.

## 1 in 5

adults in the U.S. struggle to read basic sentences.o

## тни ISSUES esso

## Literacy Skill Developmental Progressions

Foundations of Literacy

1. Not all teachers have been trained on Science of Reading
2. There has been inconsistent fidelity of implementation across the district
3. Teacher prep programs do not focus on the Science of Reading to the extent at which we need them to for our students

Literacy Skill Developmental Progressions

Foundations of Literacy


Our basic quality of life depends on our ability to read, write, and comprehend.


## lifit

## Student \& <br> Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson




## Student \& Graduate Success

Dr. José Salgado
Ms. Diane Wilkinson

|  | Fall 20B-2019 | Fall2019-2020 |  | Winter 2018- <br> 209 | Winter <br> $2019-2020$ |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Distric K-2 | 63.34 | 65.73 | DistrictK-2 | 77.61 | 77.38 |
| Kindergarten | 46.27 | 46.77 | Kindergarten | 64.65 | 64.07 |
| Grade1 | 64.61 | 67.20 | Grade1 | 80.03 | 8.25 |
| Grade 2 | 79.04 | 80.41 | Grade 2 | 88.49 | 88.33 |

Star Early Literacy Diagnostic: Phonics Domain (PH\}

|  | Fall 20 18-2019 | Fall 2019-2020 |  | Winter 2018- <br> 209 | Winter 209- <br> 2020 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| Distct K-2 | 41.53 | 44.55 | District K-2 | 58.25 | 58.38 |
| Kindergarten | 24.35 | 25.06 | Kindergarten | 40.83 | 40.64 |
| Grade 1 | 40.82 | 43.80 | Grade1 | 60.35 | 60.78 |
| Grade 2 | 59.47 | 61.74 | Grade 2 | 70.17 | 74.40 |

Star Early Literacy Diagnostic: Phonemic Awareness Doman $\{\mathrm{PA}\}$

|  | Fall2018-201 | Fall 2019-2020 |  | Winter 2018- <br> 209 | W inter 209- <br> 2020 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| District K-2 | 43.30 | 46.21 | District K-2 | 59.52 | 59.63 |
| Kindergarten | 26.45 | 27.09 | Kindergarten | 42.75 | 42.56 |
| Grade1 | 42.76 | 45.70 | Grade 1 | 61.57 | 61.97 |
| Grade 2 | 60.74 | 62.88 | Grade 2 | 74.82 | 75.03 |

Four Foundational Areas Used to Organize Literacy Skill Progressions

## Literacy Skill Developmental Progressions




## Monitoring \& Accelerating

## Student \& Graduate <br> Success

Dr. José Salgado
Ms. Diane Wilkinson


- Extended pillar team has met 4 times
- Graduation requirements have been studied and analyzed
- Conducted learning walks and classroom walkthroughs to gather data about current teaching and learning models in practice
- Reading materials across the district were inventoried
- Examined the amount of time spent daily and weekly on reading and writing in and out of classrooms


## Accomplishments \& Next Steps

- Developing stakeholder focus groups to help inform and advance the work
- Action plan being created to ensure that the short- and long-term goals of the pillar are being met
- Extended Learning Time (Before \& After School and Summer Enrichment) are aligned with the District's Literacy Plan
- Developed non-negotiable and universal expectations for every classroom in regard to reading and writing

| - We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success. <br> - Our team represent the diversity of for community. <br> - We deliver and receive excellent customer service. |
| :--- |

[^1]| Measures 2019-2020 | 18-19 | Q1 Metric | Q2 Metric | Q3 Metric | 2020) |
| :---: | :---: | :---: | :---: | :---: | :---: |
| Increase \% of new faculty from underrepresented demographic groups | 18\% | 18.60\% | 21.15\% |  | Target: 24\% Actual: |
| Inarrases \% chranirallis sheant facuitus | 0000 | 1.69\% CA | 2.53\% CA |  | Target: 8\% |

## Increase the \% of new faculty from underrepresented demographic groups



Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

## Increase the \% of new faculty from underrepresented demographic groups


25.00\%



## Decrease Percent of Chronically Absent Faculty




Some barriers to implementation and/or outcomes have been identified; with adaptation/corrective actions the district will be able to achieve desired results.

## Decrease Percent of Chronically Absent Faculty




| juecrease 7 conronicany absent racury | 9.007 | ( $10.62 \% \geq 10 \%$ ) | (8.11\% $\geq 10 \%$ ) | Actual: | Actual | Actual: |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Decrease \% Operations \& Maintenance employees absent 12+ days | 52\% | $15.15 \% \geq 12+$ days <br> ( $78.78 \% \geq 3$ days) | $\begin{aligned} & 16 \% \geq 12+\text { days } \\ & \text { ( } 36 \% \geq 6 \text { days) } \end{aligned}$ | Target: 47\% Actual: | Target: 42\% Actual: | Target: 38\% Actual: |
|  |  |  |  | Measure \& |  |  |

## Decrease Percent of O\&M Staff Absent 12+ Days




Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.
$60.00 \%$
Decrease Percent of O\&M Staff Absent 12+ Days

$47.00 \%$


| - We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success. <br> - Our team represent the diversity of for community. <br> - We deliver and receive excellent customer service. |
| :--- |

[^2]
## Passionate People

Ms. Christina Mahoney Dr. Patrick Jean-Pierre


## Passionate People <br> Ms. Christina Mahoney Dr. Patrick Jean-Pierre



## Monitoring \& Accelerating

- Regular, on-going meetings


## Passionate People

Ms. Christina Mahoney
Dr. Patrick Jean-Pierre


## Accomplishments \& Next Steps

- Faculty Attendance Survey Results Action Planning
- OCE Plans for Setting Baseline Assessment - Employee Satisfaction With Professional Development
- Planning for Micro-Credentialing
- Employee Engagement and Satisfaction Survey Administered


## Partnerships with Families \& Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona
DISTRICT - GOALS: Partnerships with Families \& Community Pillar

| - We highly value our families and the community; we welcome and invite their <br> - Communication is inclusive, accessible, goes two ways, and is always based on | $\begin{aligned} & \text { boration } \\ & \text { expectat } \\ & \hline \end{aligned}$ | $\begin{aligned} & \text { errship. } \\ & \text { n a supp } \end{aligned}$ | ronment. |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Progr | Monitoring |  |  | vidence of Succes |  |
| Measures 2019-2020 | $\begin{array}{\|c} \hline \text { Base Metric } \\ 18-19 \\ \hline \end{array}$ | Q1 Metric | Q2 Metric | Q3 Metric | $\begin{array}{\|c\|} \hline \text { End of Year } \\ \text { Target (2019- } \\ \text { 2020) } \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \begin{array}{c} \text { End of Year } \\ \text { Target (2020- } \\ \text { 2021) } \end{array} \\ \hline \end{array}$ | $\begin{array}{\|c\|} \hline \begin{array}{c} \text { End of Year } \\ \text { Target (2021- } \\ \text { 2022) } \end{array} \\ \hline \end{array}$ |
| Increase \# of parents engaging with online student management system (Infinite Campus Parent Portal) | 2556 | 2,057 Active Accounts | 2,172 Active Accounts |  | Target: 3250 Actual: | Target: 3500 Actual: | Target: 3750 Actual: |
| Increase \% of city resident students attending Schenectady City School District | 86.30\% | 86.13\% | 86.07\% |  | Target: 86.9\% Actual: | Target: 87.2\% Actual: | Target: 87.6\% Actual: |
| Increase \% parents participating in parent survey | 26.64\% |  |  |  | Target: 30\% Actual: | Target: 32.5\% Actual: | Target: 35\% Actual: |
| Increase \% of parents participating in parent survey from underrepresented demographic groups | $n / a$ |  |  |  | Measure \& baseline established | Target TBD | Target TBD |

[^3]- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
best practices for parent engagement
- Desinn and exe

| Measures 2019-2020 | 18-19 | Q1 Metric | Q2 Metric | Q3 Metric | 2020) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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|  | oce ano | oc 1300 | - 0 noel |  | Target: 86.9\% | Tar |

## Increase \# of Parents

 Engaging with IC Portal

## Increase \# of Parents Engaging with IC Portal





## Increase \% of City Residents attending SCSD



## Partnerships with Families \& Community

DISTRICT - GOALS: Partnerships with Families \& Community Pillar

| - We highly value our families and the community; we welcome and invite their collaboration and partnership. <br> - Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment. |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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Ms. Andrea Tote-Freeman
Ms. Karen Corona

## Strategies <br> - Engage to understand the most meaningful methods for 2-way communication with families

- Define, create, and implement a clear purpose and guidelines for strategic partnerships
- Integrate multiple modes and languages in our outreach and request for survey feedback
- Apply the expertise of our Parent Liaisons and other internal resources to define best practices for parent engagement
- Design and execute a systemic approach to welcoming new students and families


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Partnerships with Families \& Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona



## Monitoring \& Accelerating

## Partnerships with Families \& Community

Ms. Andrea Tote-Freeman
Ms. Karen Corona


- Met 6 times
- Administered Parent Survey re: Portal
- Parent Solution Circles
- Created and sent out survey to private, charter, home-school school families
- Mapped current state-portal process from a user centered perspective
- Made recommendations-Studer Engagement Survey (multiple languages)

Accomplishments \& Next Steps

- Analyze survey results
- Redesign portal system
- Solution Circles-monthly with theme
- District Wide Parent Engagement Manual



## Efficient Systems \& Equitable Resources

Ms. Kimberly Lewis
Dr. Aaron Bochniak


## Strategies

- Train all users to fully deploy and respond to Let's Talk
ment action plans based on survey feedback and other data source
- Define and implement the most effective methods of communication for stakeholders, and validate and hold each other accountable for using the best methods
- Design and execute a process to improve the efficiency and effectiveness of our scheduling and service delivery
- Deploy a weighted student funding formula to ensure equitable resources to all schools


## 3 System-wide Processes

Creation of Computer Accounts Progress Monitoring \& RTI Requisitions \& Purchase Orders



Monitoring \& Accelerating


Accomplishments \& Next Steps

## 3 System-wide Processes

Creation of Computer Accounts Progress Monitoring \& RTI Requisitions \& Purchase Orders


## 3 System-wide Processes

Creation of Computer Accounts Progress Monitoring \& RTI Requisitions \& Purchase Orders



## 3 System-wide Processes

 Progress Monitoring \& RTI Requisitions \& Purchase Orders

Progress
Monitoring \& Response to Intervention

## 3 System-wide Processes

Creation of Computer Accounts Progress Monitoring \& RTI Requisitions \& Purchase Orders


## 3 System-wide Processes

Creation of Computer Accounts Progress Monitoring \& RTI Requisitions \& Purchase Orders


## Efficient Systems \& Equitable Resources

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## Strategies

- Train all users to fully deploy and respond to Let's Talk
ment action plans based on survey feedback and other data source
- Define and implement the most effective methods of communication for stakeholders, and validate and hold each other accountable for using the best methods
- Design and execute a process to improve the efficiency and effectiveness of our scheduling and service delivery
- Deploy a weighted student funding formula to ensure equitable resources to all schools


## Behavior \& Course Passing

Quarter 2, 2019-2020

## Behavior







## Relative Risk: Student Suspensions (K-12) in a subgroup being suspended <br> compared to the risk of all other students being suspended <br> Definition: <br> The risk of a student



| Subgroup | Risk O1 <br> 2019-20 | Risk Q2 <br> 2019-20 |
| :--- | :--- | :--- |
| Asian | 0.19 | 0.33 |
| Black | 2.50 | 2.06 |
| Hispanic | 1.11 | 1.28 |
| White | 0.58 | 0.71 |
| 2 or more | 0.84 | 0.52 |
|  |  |  |
| SWD | 1.90 | 1.74 |
|  |  |  |
| ELL | 0.57 | 0.70 |

Course Passing


9 schools saw a decrease (or stayed the same) in students below achievement in 1 course
12 schools saw a decrease (or stayed the same) in students below achievement in 2 courses 12 schools saw a decrease (or stayed the same) in students below achievement in 3+ courses

| School | 19-20 Q1 | $19-20 \mathrm{Q2}$ |
| :--- | :---: | :---: |
| Hamilton | 46 | $53(59)$ |
| Howe | 60 | $34(40)$ |
| Keane | 32 | $35(34)$ |
| Lincoln | 44 | $42(83)$ |
| M.L. King | 85 | $55(50)$ |
| Paige | 47 | $51(61)$ |
| Pleasant Valley | 96 | $68(57)$ |
| Van Corlaer | 71 | $36(29)$ |
| Woodlawn | 67 | $64(46)$ |
| Yates | 58 | $35(66)$ |
| Zoller | 20 | $37(20)$ |
| CNPK (6) | 56 | $56(39)$ |
| MPTL (6) | 36 | $46(33)$ |
| ONDA (6) | 70 | $49(46)$ |


| 19-20 Q1 | 19-20 Q2 | $19-20$ Q1 | $19-20$ Q2 |
| :---: | :---: | :---: | :---: |
| 44 | $26(43)$ | 66 | $56(78)$ |
| 20 | $32(23)$ | 36 | $33(50)$ |
| 24 | $15(13)$ | 53 | $40(30)$ |
| 40 | $26(42)$ | 48 | $38(55)$ |
| 48 | $28(43)$ | 43 | $36(61)$ |
| 35 | $27(40)$ | 71 | $53(65)$ |
| 30 | $20(32)$ | 43 | $32(48)$ |
| 24 | $14(28)$ | 26 | $18(22)$ |
| 27 | $25(27)$ | 68 | $44(46)$ |
| 40 | $31(35)$ | 69 | $53(107)$ |
| 20 | $20(12)$ | 26 | $14(18)$ |
| 21 | $11(15)$ | 26 | $24(19)$ |
| 12 | $24(12)$ | 12 | $23(12)$ |
| 22 | $22(23)$ | 20 | $30(44)$ |

Relative Risk: Failing 3 or > Courses Grades K-6


Definition:
The risk of a
subgroup not passing
3 or more courses
compared to
the risk of all
other students not passing 3 or more courses

| Subgroup | Risk Q1 <br> $2019-20$ | Risk Q2 <br> $2019-20$ |
| :--- | :--- | :--- |
| Asian | 0.55 | 0.40 |
| Black | 1.20 | 0.97 |
| Hispanic | 1.30 | 1.45 |
| White | 0.82 | 0.99 |
| 2 or more | 1.11 | 1.34 |
|  |  |  |
| SWD | 2.17 | 1.66 |
|  | 2.19 | 2.72 |
| ELL |  |  |



Relative Risk: Failing 3 or > Courses Grades 7-12


Definition:
The risk of a
subgroup not passing
3 or more courses
compared to
the risk of all
other students not passing 3 or more courses

| Subgroup | Risk Q1 <br> $2019-20$ | Risk Q2 <br> $2019-20$ |
| :--- | :--- | :--- |
| Asian | 0.58 | 0.58 |
| Black | 1.47 | 1.37 |
| Hispanic | 1.22 | 1.27 |
| White | 0.81 | 0.84 |
| 2 or more | 0.67 | 0.84 |
|  |  |  |
| SWD | 1.21 | 1.01 |
|  | 1.00 | 1.00 |
| ELL |  |  |

## Questions?




[^0]:    The Schenectady City School District Board of Education adopted the Strategic Plan on 7/10/2019 and measures for the 2019-20 school year on 8/7/2019.

[^1]:    Strategies

    - Develop and execute recruitment procedures that attract diverse candidates
    - Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
    - Engage employees agency in collaboration to fuffillour district vision and goals
    - Implement Thought Exchange to solicit feedback
    - Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

[^2]:    Strategies

    - Develop and execute recruitment procedures that attract diverse candidates
    - Develop and execute effective induction/ onboarding processes for new employees and for existing employee transitions to new buildings, levels, and promotions
    - Engage employees agency in collaboration to fuffillour district vision and goals
    - Implement Thought Exchange to solicit feedback
    - Offer and encourage professional development that leads to micro- credentials in areas aligned to our strategies for achieving student success

[^3]:    Strategies

    - Engage to understand the most meaningful methods for 2 -way communication with families

