

# Schenectady City School District 2019-20 School Year

Strategic Plan, District Score Card and COVID Reflections

**#StrongerTogether #BetterTogether #SCSDStrong**



# Presentation Outline



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# Strategic Plan

Strategic Plan Progress Report







## Schenectady City School District STRATEGIC PLAN 2019-2024

# Strategic Plan 2019-2024

Adopted by the Board of Education,  
July 10, 2019



<p><b>District Vision</b></p> <p>Schenectady City Schools will be a continually improving school district dedicated to excellence in teaching and learning, equity, engagement and efficiency.</p> <p><b>District Tagline</b></p> <p>Everybody Counts. Everybody Learns.</p> <p><b>Organizational Values</b></p> <p>EQUITY      COLLABORATION      LEARNING</p>				
<b>Our Pillars</b>	 <p><b>Student &amp; Graduate Success</b></p>	 <p><b>Passionate People</b></p>	 <p><b>Partnerships with Families &amp; Community</b></p>	 <p><b>Efficient Systems &amp; Equitable Resources</b></p>
<b>Our Goals</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging.</li> <li>• Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other.</li> </ul>	<ul style="list-style-type: none"> <li>• We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success.</li> <li>• Our team represents the diversity of our community.</li> <li>• We deliver and receive excellent customer service.</li> </ul>	<ul style="list-style-type: none"> <li>• We highly value our families and the community; we welcome and invite their collaboration and partnership.</li> <li>• Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment.</li> </ul>	<ul style="list-style-type: none"> <li>• We engage stakeholders to develop and improve inclusive systems and procedures.</li> <li>• People know who to go for, for what, and receive a timely and fair response.</li> <li>• We allocate resources to promote equitable access and outcomes for all.</li> </ul>



# Guiding Coalition & Pillar Champions

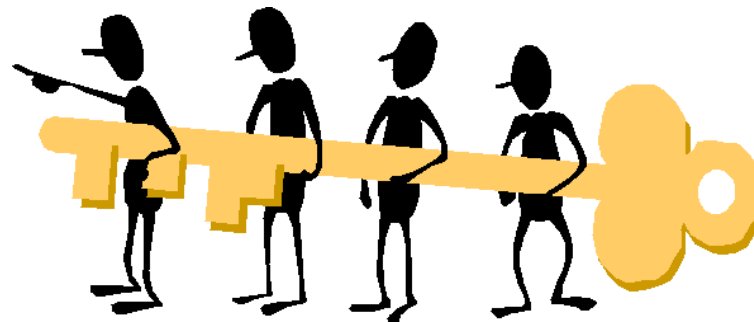
Strategic Plan 2019-2020 End of Year Report

# Guiding Coalition



## 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
- 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.

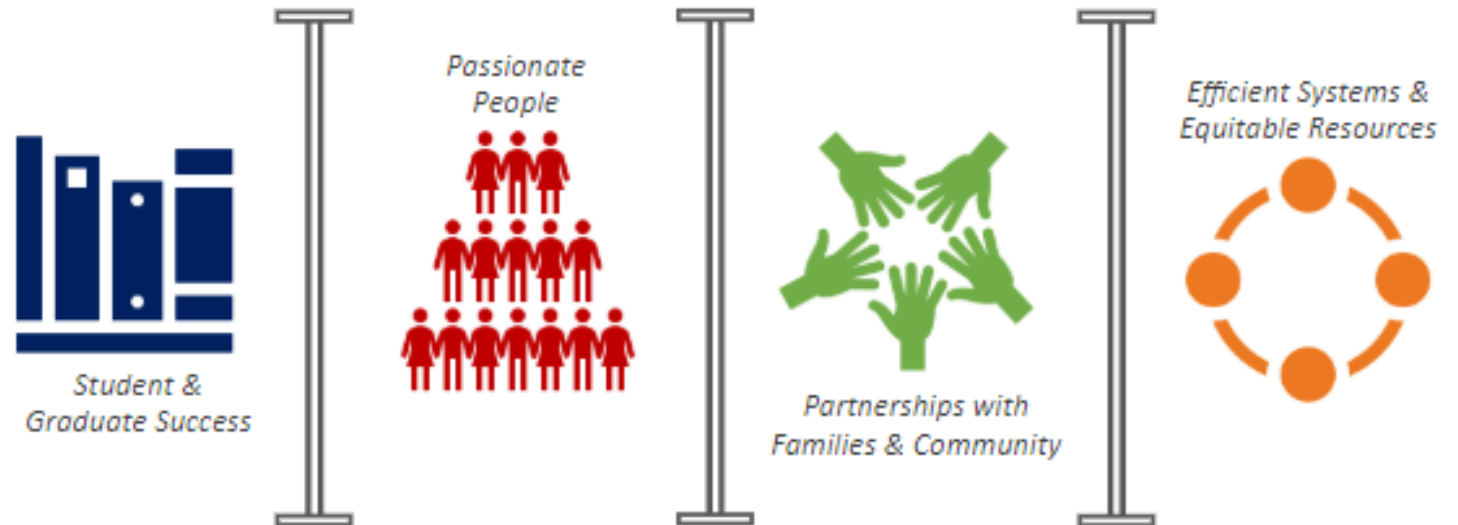


# Pillar Champions



## 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;
- Identify actions to **accelerate progress** toward our goals; and
- **Report progress** toward our goals specific to their pillar



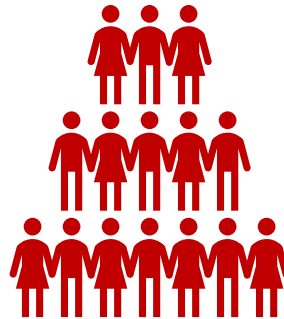
# Pillar Champions Team Facilitators & Co-Facilitators



***Student &  
Graduate Success***  
Mr. Christopher Chank  
Ms. Carmella Parente



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



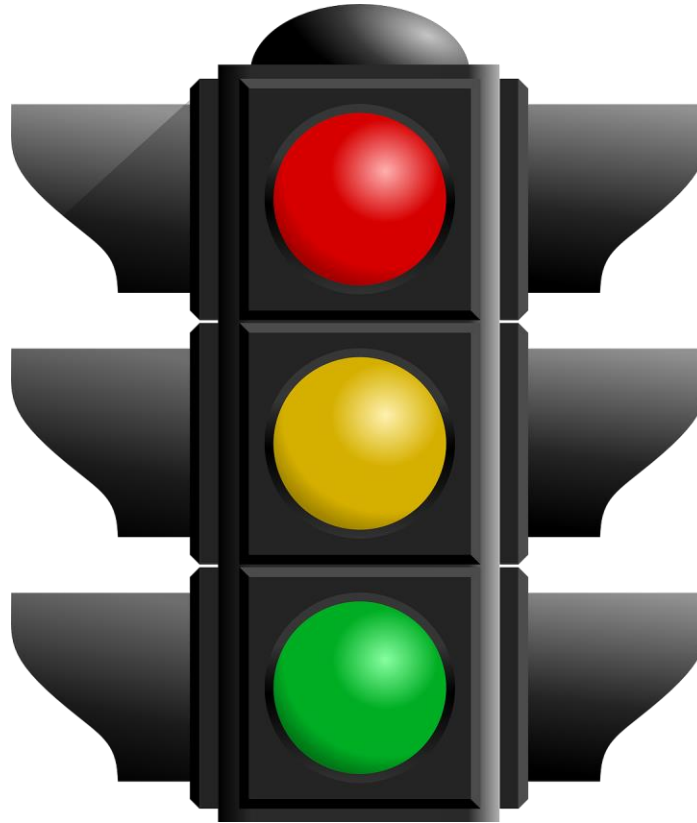
***Passionate  
People***  
Ms. Christina Mahoney  
Dr. Patrick Jean-Pierre



***Efficient Systems &  
Equitable Resources***  
Ms. Kimberly Lewis  
Ms. Sara Schneller



# 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

Ms. Carmella Parente  
Mr. Christopher Chank



## 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 high-quality instruction
- We nurture the whole child and listen to student voices so that students and graduates have a sense of pride and belonging
- Students and graduates demonstrate kindness, cultural competence, and respect for diversity and each other

Measures 2019-2020	Progress Monitoring				Evidence of Success		
	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
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	ELA Interims: 72.98	Target: 91 Actual: Not Available	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: Not Available	Target: 83.45 Actual:	Target: 88.84 Actual:
Increase the % of students who graduate in 4 years	69.30%	68.70%	68.79%	73.53%	Target: 70 Actual: 72.89%	Target: 71 Actual:	Target: 72 Actual:
Increase students on the path to college, career, and civic readiness (CCCR Index)	83.3	90.16	91.7	93.71	Target: 88 Actual: 109.6	Target: 92 Actual:	Target: 96 Actual:
Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% CA (21.70% ≥10%)	10.09% CA (31.22% ≥10%)	15.15% CA (33.28% ≥10%)	Target: 21% Actual: Not Available	Target: 20% Actual:	Target: 19% Actual:
Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% CA (53.9% ≥ 10%)	42.71% CA (61.84% ≥10%)	47.89% CA (64.05% ≥10%)	Target: 33% Actual: Not Available	Target: 32% Actual:	Target: 31% Actual:
Close the achievement gap, on key measures, for students in identified recorded groups	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
- Deploy coaches and coaching strategies to improve instruction
- Define our non-negotiables and areas of flexibility across curriculum and instructional practice



# Student & Graduate Success

Ms. Carmella Parente  
Mr. Christopher Chank

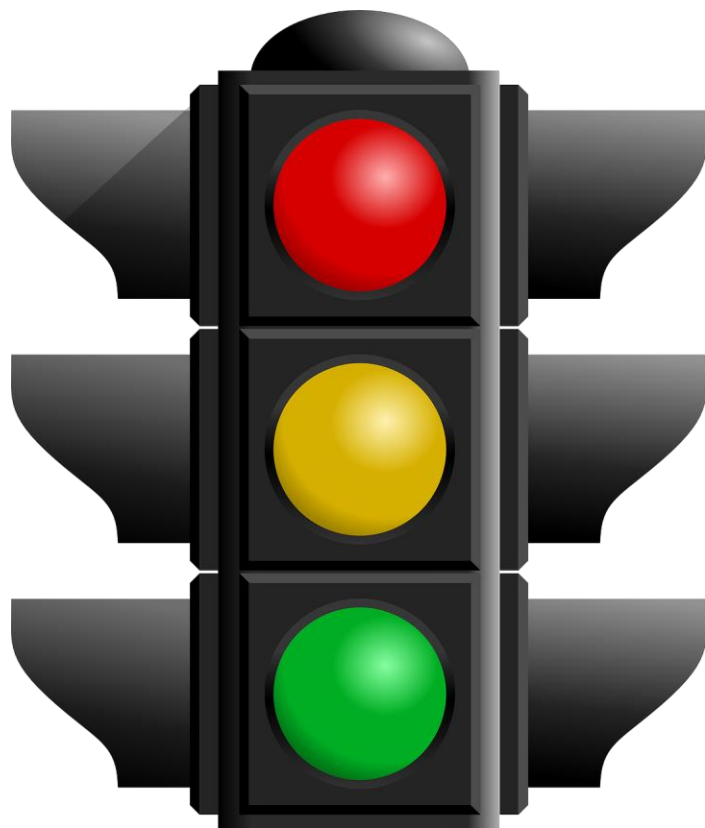


**Performance Index (PI):** is based on measures of proficiency on statewide assessments in each subject. ESSA has also moved to using PI in the calculation of Measures of Interim Progress (MIPs).

$$PI = \frac{(L2 * 1) + (L3 * 2) + (L4 * 2.5)}{Enrollment}$$



Increase the %  
of students  
that graduate  
in 4 years

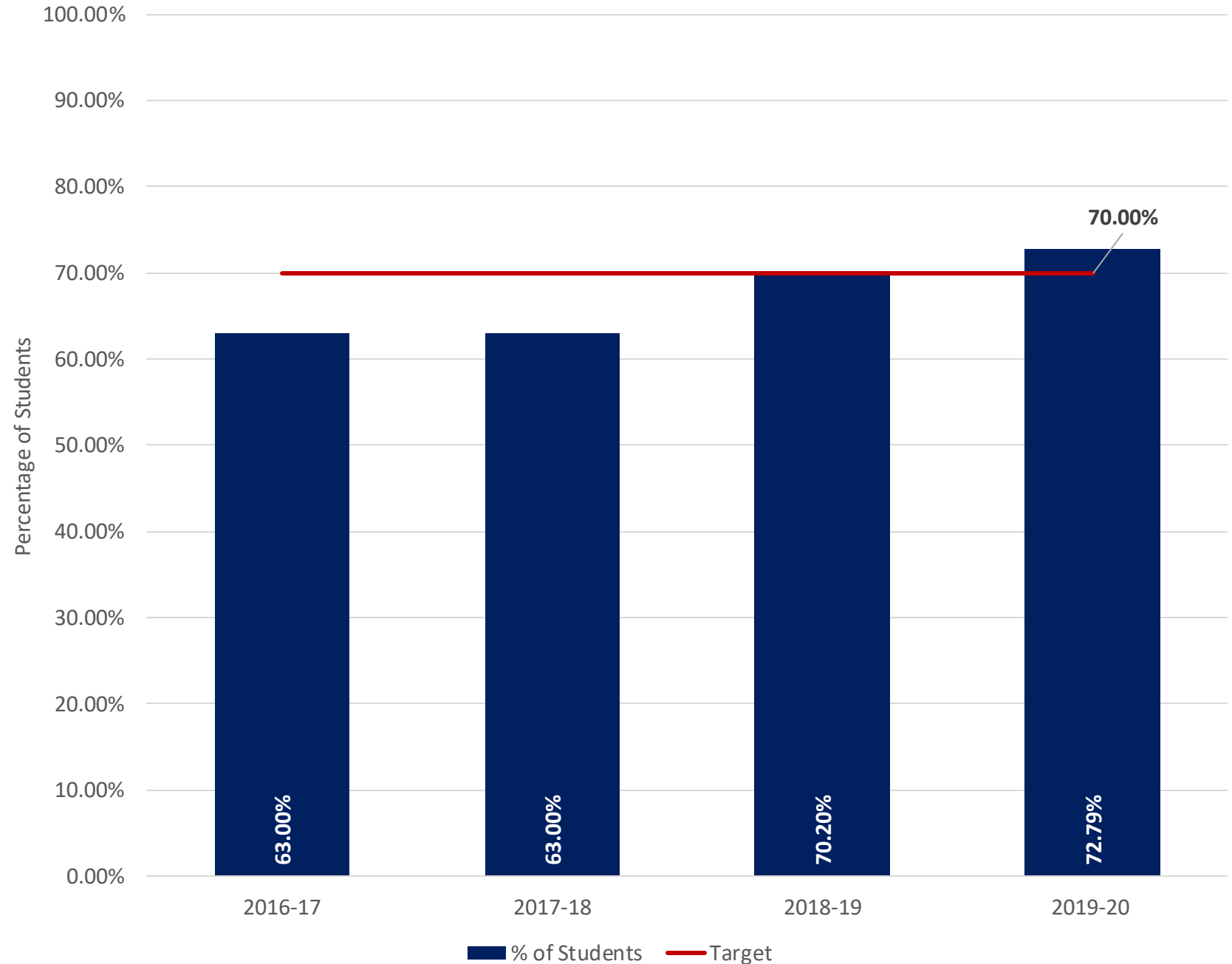


Expected results for this measure are generally met, work is on track and expected to meet the established target set in the district scorecard.

Increase the %  
of students  
that graduate  
in 4-years

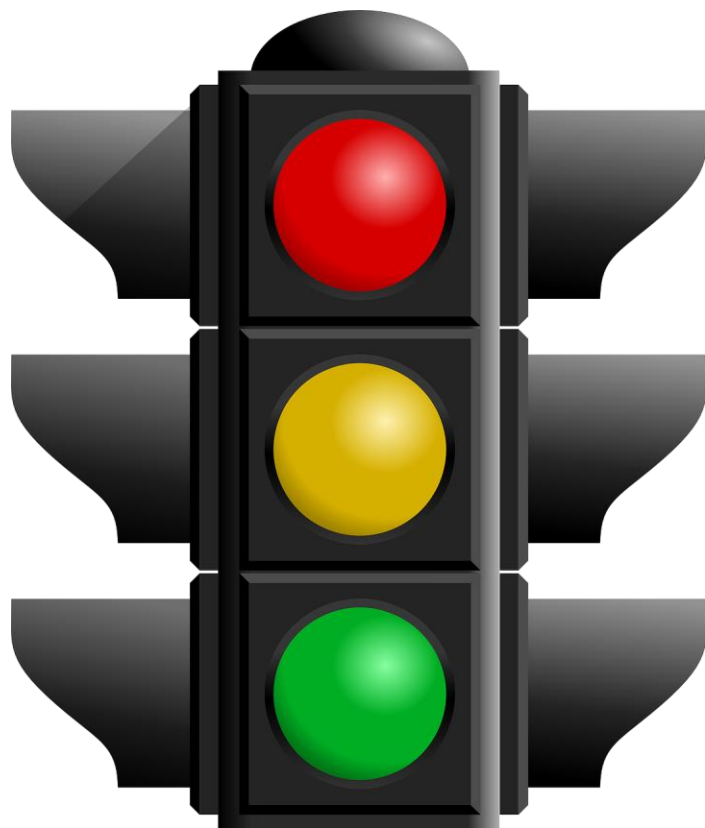


Percentage of Students that Graduate in 4-Years





Increase the PI  
of students on  
the path to  
college, career  
& civic readiness



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

## College, Career and Civic Readiness Measures and Weights



# Student & Graduate Success



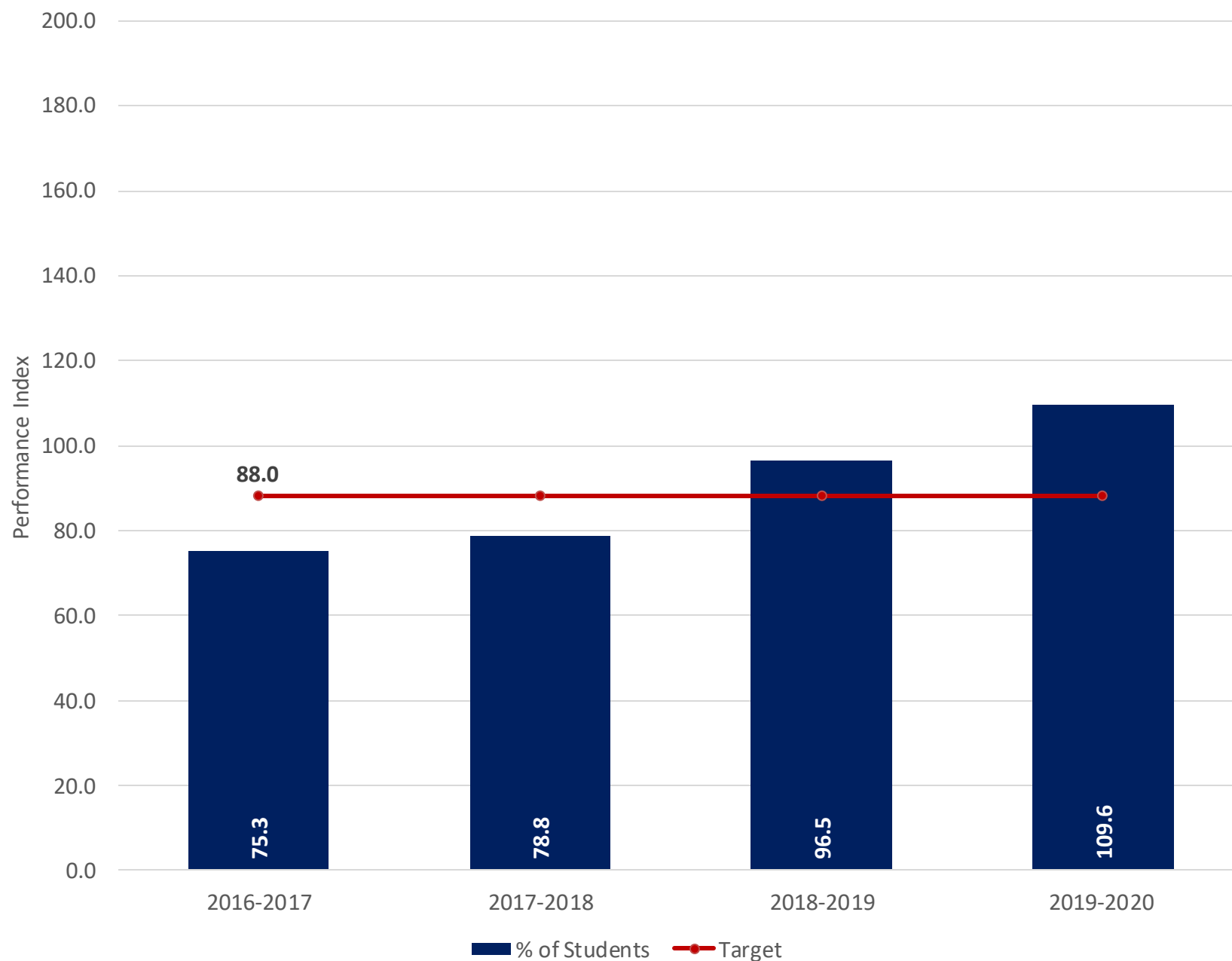
Readiness Measures	Weight
Regents Diploma with Advanced Designation Regents or Local Diploma with CTE Endorsement Regents Diploma with Seal of Biliteracy and member of the cohort Regents Diploma with Seal of Biliteracy earned in reporting year by ELL, not a member of the cohort Regents Diploma and high school credit earned through participation in dual enrollment (in high school and accredited college) course Regents Diploma and score of 3 or higher on an AP exam Regents Diploma and score of 4 or higher on the IB exam P-Tech program and fulfilled all requirements for a Regents diploma Regents Diploma or Local Diploma and passage of nationally certified CTE exam Skills and Achievement and average of Level 4 on the NYSAA	2.0
Regents Diploma and high school credit earned through the participation in an Advanced Placement (AP) Regents Diploma and high school credit earned through the participation in an International Baccalaureate (IB) Regents Diploma with Career Development and Occupational Studies (CDOS) endorsement Skills and Achievement and average of Level 3 on the NYSAA	1.5
Regents or Local Diploma only Skills and Achievement and average of Level 2 on the NYSAA	1.0
Annual (not cohort) High School Equivalency (HSE) Diploma recipients (included in numerator but not denominator) CDOS Credential	0.5
None of the above	0.0



Increase the PI  
of students on  
the path to  
college, career &  
civic readiness



Students on the Path to College, Career & Civic Readiness

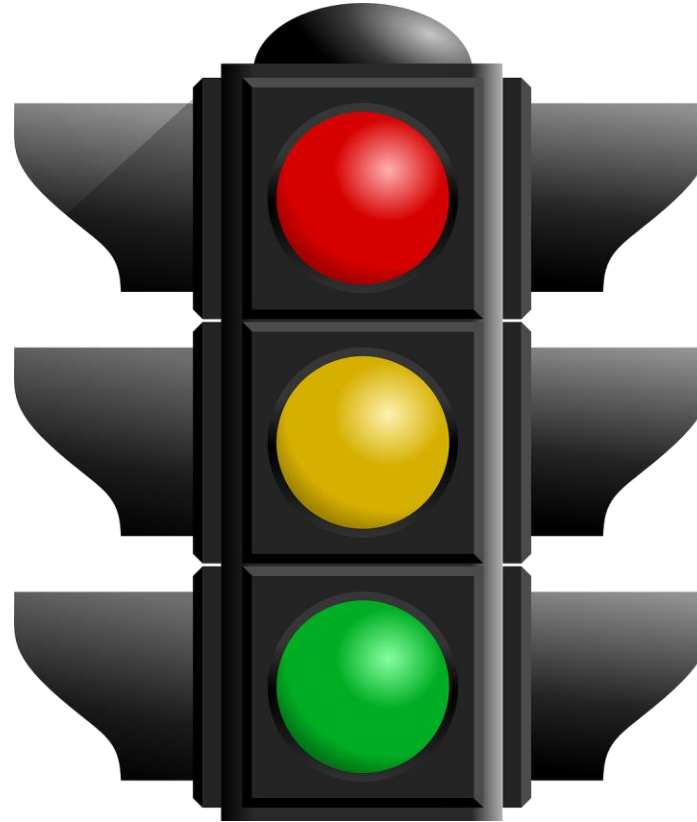




Decrease the % of students who are chronically absent (Grades 1-8)	22.80%	1.95% CA (21.70% $\geq$ 10%)	10.09% CA (31.22% $\geq$ 10%)	15.15% CA (33.28% $\geq$ 10%)	Target: 21% Actual: Not Available	Target: 20% Actual:	Target: 19% Actual:
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Decrease the  
% of students  
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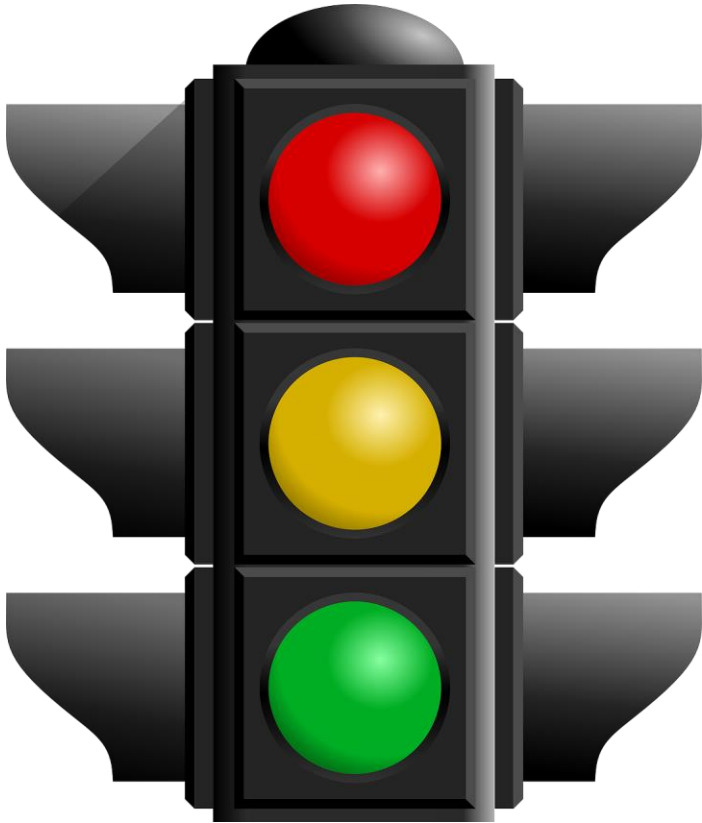


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Decrease the % of students who are chronically absent (Grades 9-12)	34.30%	21.82% CA (53.9% ≥ 10%)	42.71% CA (61.84% ≥ 10%)	47.89% CA (64.05% ≥ 10%)	Target: 33% Actual: Not Available	Target: 32% Actual:	Target: 31% Actual:
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Decrease the % of students chronically absent (Gr 9-12)



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

# Grading & Course Credit



Grading Options	Code
Satisfactory (Q3)	S
Insufficient Evidence/ Not Learned Yet (Q3 & Q4)	IE
Passing/ Promotion to the next grade level (Q4)	P

Supportive Encouragement	Progress Encouragement	Academic Encouragement	Quotes
Can be used for all students, but specific for those who struggled to engage before and after the closure.	Can be used for all students, but specifically for students who excelled before and after the closure.	For all students to target general suggestions for academic improvement.	For all students to encourage and motivate.
<ul style="list-style-type: none"> <li>(CV01) YOUR GOALS ARE THE ROADMAPS THAT GUIDE YOU AND SHOW YOU WHAT'S POSSIBLE IN YOUR LIFE. YOU GOT THIS!</li> <li>(CV02) THROUGH PERSEVERANCE YOU CAN OVERCOME OBSTACLES THAT WILL MAKE YOU STRONGER!</li> </ul>	<ul style="list-style-type: none"> <li>(CV13) YOU NEVER GAVE UP AND I'M SO PROUD OF YOU.</li> <li>(CV14) I APPRECIATE YOU AND ALL YOUR CONTRIBUTIONS. YOU MADE A DIFFERENCE IN OUR ONLINE LEARNING ENVIRONMENT.</li> <li>(CV15) YOU SHOWED</li> </ul>	<ul style="list-style-type: none"> <li>(CV26) SET A GOAL TO READ EVERY DAY. I CAN'T WAIT TO HEAR WHAT YOU CHOSE SO WE CAN TALK ABOUT IT.</li> <li>(CV27) PRACTICE READING AND WRITING IN YOUR EVERYDAY LIFE! YOU CAN SEE EXAMPLES OF LETTER NAMES, SOUNDS, AND WORDS IN YOUR</li> </ul>	<ul style="list-style-type: none"> <li>(CV54) "WITHOUT COURAGE WE CANNOT PRACTICE ANY OTHER VIRTUE WITH CONSISTENCY. WE CAN'T BE KIND, TRUE, MERCIFUL, GENEROUS, OR HONEST." - MAYA ANGELOU</li> <li>(CV55) "EDUCATION IS THE MOST POWERFUL WEAPON FOR CHANGING</li> </ul>

# Accomplishments : What have learned and what might we do differently?



## Student & Graduate Success

Ms. Carmella Parente  
Mr. Christopher Chank



- Quick transition to online learning is evidence of the resiliency of our schoolwide community.
- Include teachers and staff in our pillar team and recognize the need to connect with all pillars.

- Academic & Opportunity Gaps
- Focus on Equity & Anti-racism work
- Social Emotional Impacts of school closure
- Student Centeredness

### Concepts

#### Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

#### Equity



Everyone gets the supports they need

#### Justice



All 3 can see the game without supports of accommodations because the cause(s) of the inequity was addressed.



# Student & Graduate Success

Ms. Carmella Parente  
Mr. Christopher Chank

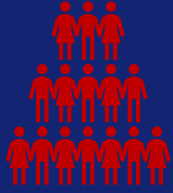


## Next Steps

- Reimagine opportunities to better support our students
- Incorporate stakeholder feedback
- Empower teacher leaders
- Create consistent and cohesive expectations
- Use virtual experiences to increase student and staff voice
- Increase focus on social-emotional support for our community
- Create and implement anti-racism training for all staff
- Audit K-12 curriculum for cultural responsiveness
- Vertical alignment teams to ensure student success







# Passionate People

Ms. Christina Mahoney  
Dr. Patrick Jean-Pierre



## DISTRICT - GOALS: Passionate People Pillar

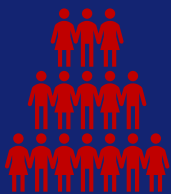


- We engage and retain passionate, dedicated people who continuously learn and improve as guardians of equity and advocates for our students' success.
- Our team represents the diversity of our community.
- We deliver and receive excellent customer service.

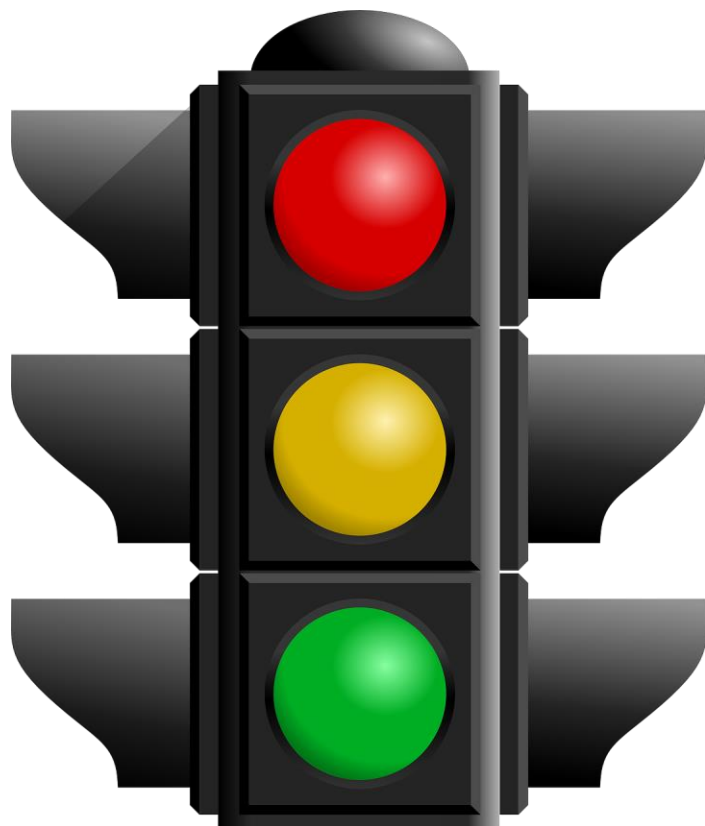
Measures 2019-2020	Progress Monitoring				Evidence of Success		
	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase % of new faculty from underrepresented demographic groups	18%	19.05%	22.22%	20.34%	Target: 24% Actual: 19.23%	Target: 25% Actual:	Target: 26% Actual:
Decrease % chronically absent faculty	9.88%	1.69% CA (10.62% ≥ 10%)	2.53% CA (8.11% ≥ 10%)	4.30% CA (7.34% ≥ 10%)	Target: 8% Actual: 4.73%	Target: 7% Actual:	Target: 6% Actual:
Decrease % Operations & Maintenance employees absent 12+ days	52%	15.15% ≥ 12+days (78.78% ≥ 3 days)	16% ≥ 12+ days (36% ≥ 6 days)	21.59% ≥ 12+days (34% ≥ 9 days)	Target: 47% Actual: 22.73%	Target: 42% Actual:	Target: 38% Actual:
Increase employee satisfaction with in-district professional development sessions	n/a				Measure & baseline established	Target TBD	Target TBD
Increase overall mean on employee engagement and satisfaction survey	n/a				Measure & baseline established	Target TBD	Target TBD

### 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 fulfill our 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

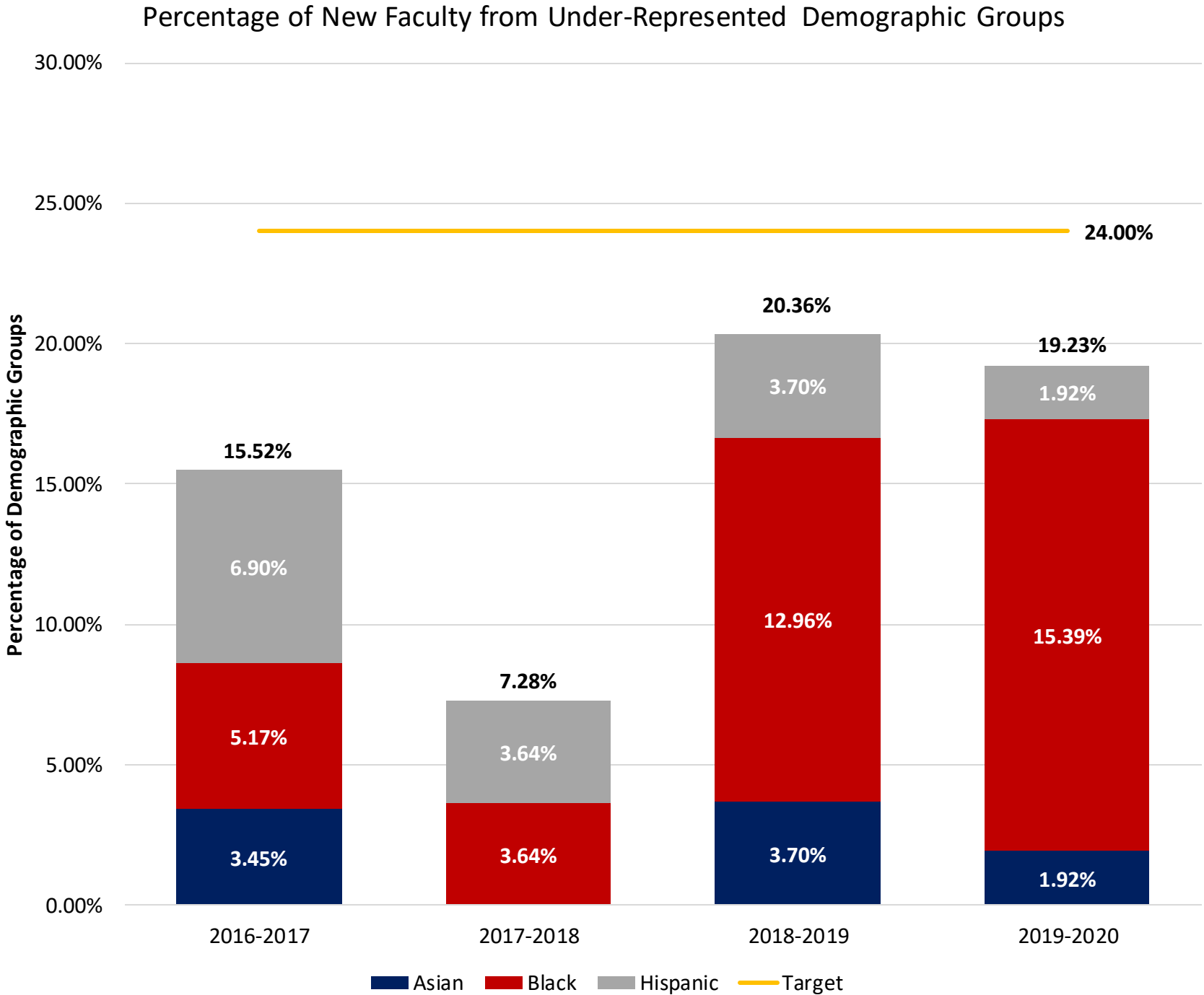


Increase the %  
of new faculty  
from under-  
represented  
demographic  
groups

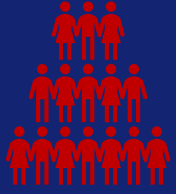


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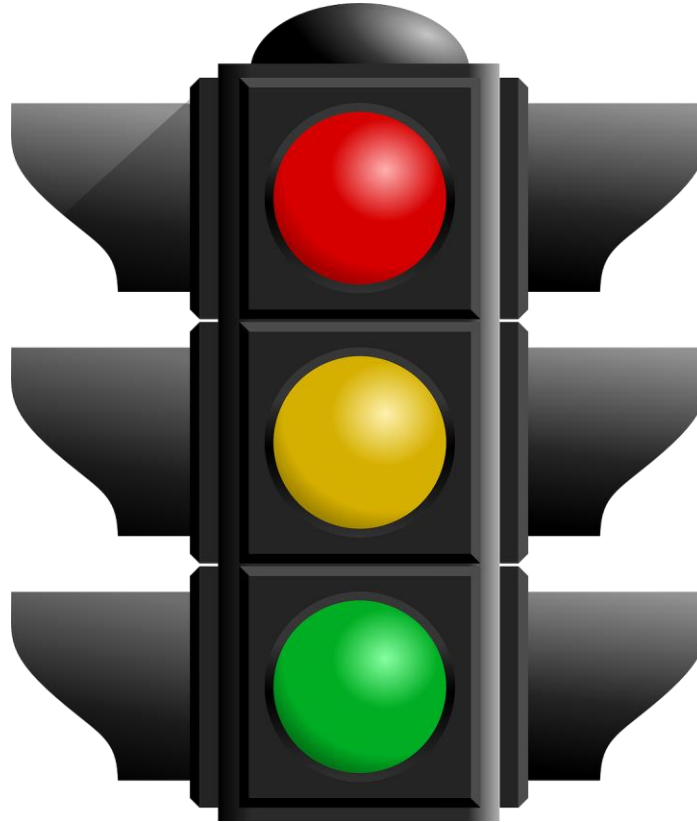
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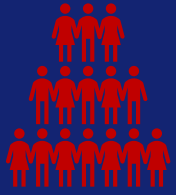


# Decrease Percent of Chronically Absent Faculty

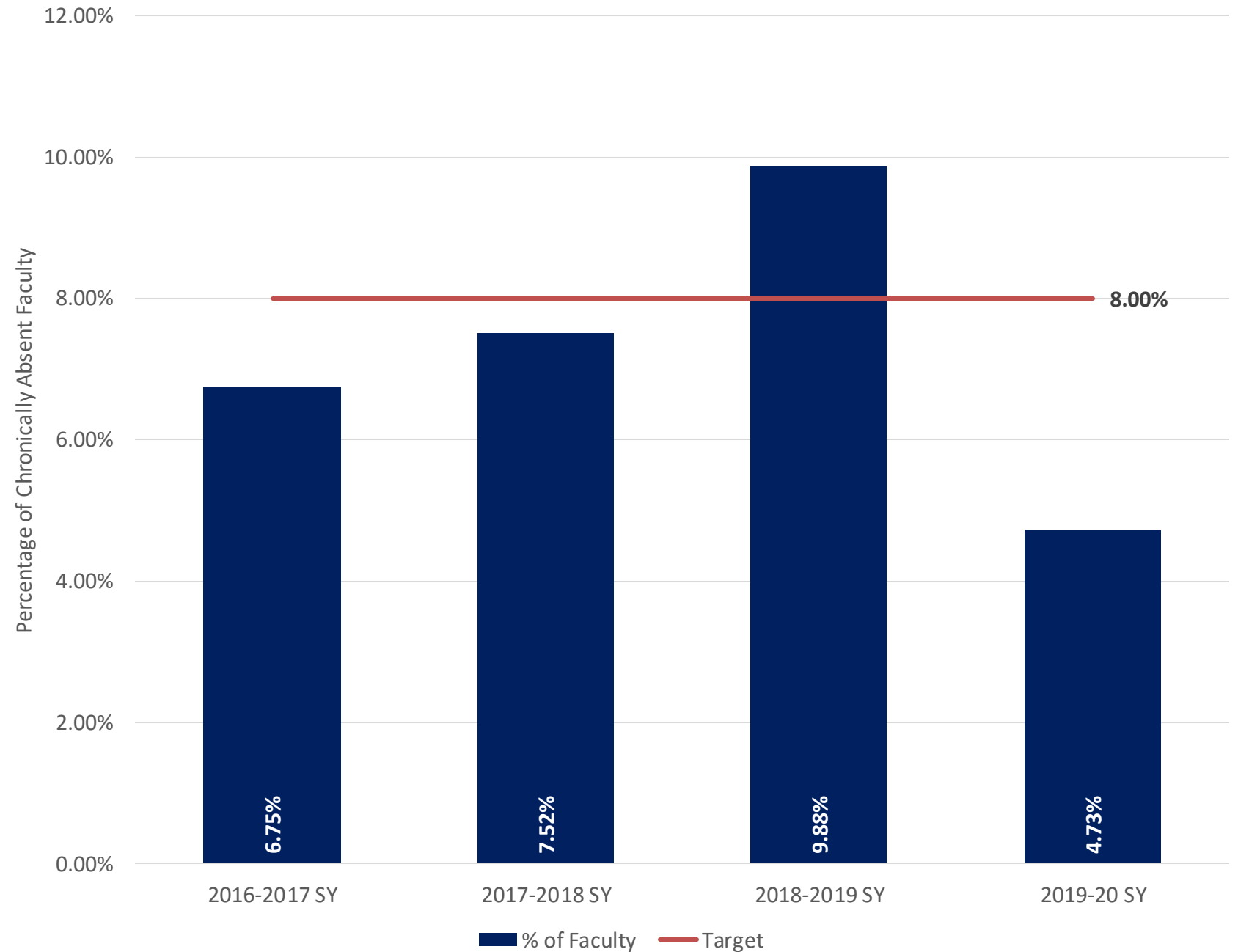


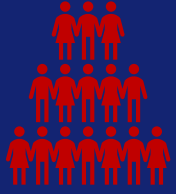
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# Decrease Percent of Chronically Absent Faculty

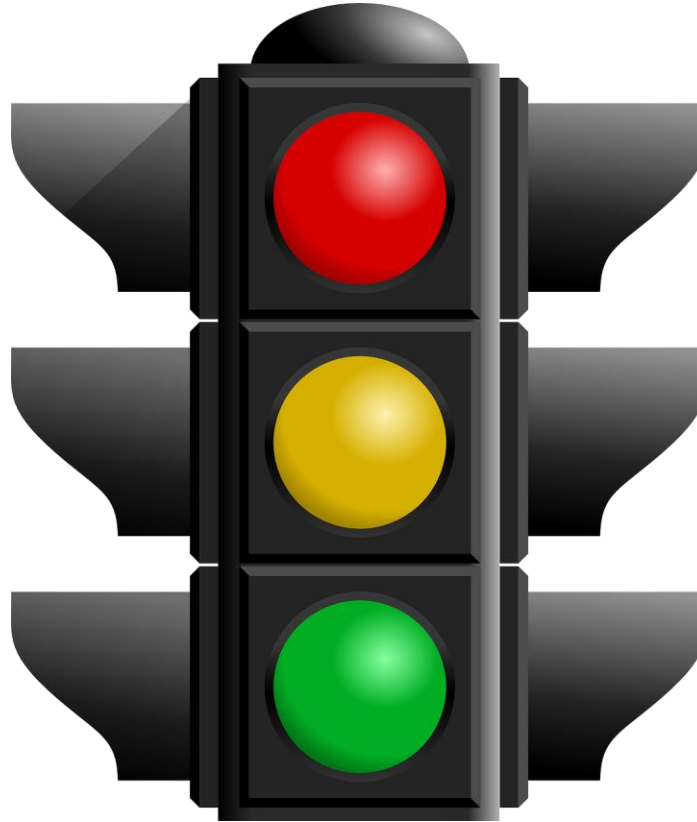


Percentage of Chronically Absent Faculty





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

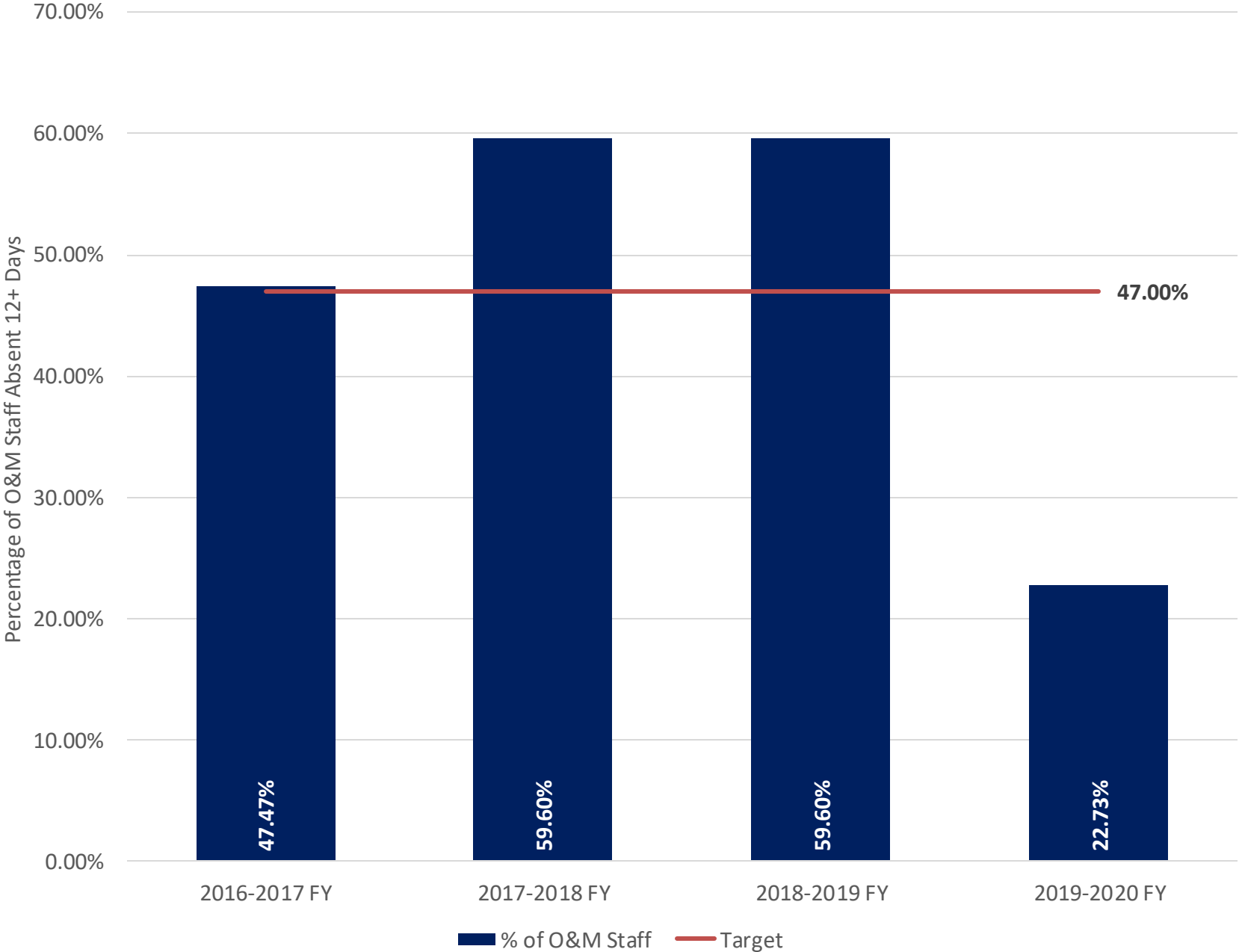


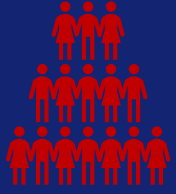
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# Decrease Percent of O&M Staff Absent 12+ Days



Percentage of O&M Staff Absent 12+ Days





# Passionate People

Ms. Christina Mahoney  
Dr. Patrick Jean-Pierre



## Accomplishments

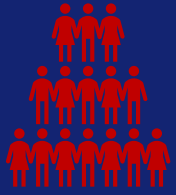


### What have we learned?

- Through crisis, SCSD staff shone as “passionate people” dedicated to District mission
- Re-discovering the “why” of what we do as we were “present” and accountable in awesome ways
- Paraprofessional PD highlighted creative engagement process in designing and defining the ideal “passionate person” employed in SCSD
- Attendance “problem” ---complicated process involving good problem-solving analysis and management
- Keeping diversity in recruitment “top of mind”

### What might we do differently next year?

- Reorganize our structure according to problem-solving needs
- Attendance management “ownership”



# Passionate People

Ms. Christina Mahoney  
Dr. Patrick Jean-Pierre



## Next Steps



- Revisit our purpose, identify and clearly define our outcomes
- Review the employee engagement survey
- Identify strategies through this review for this year's implementation
- Focus on equity and anti-racism training for staff
- Continue to work on reducing absenteeism
- Create a training plan for employee engagement ensuring
- Educate teachers and staff on virtual options for learning and performing our work



# 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 collaboration and partnership.
- Communication is inclusive, accessible, goes two ways, and is always based on high expectations within a supportive environment.

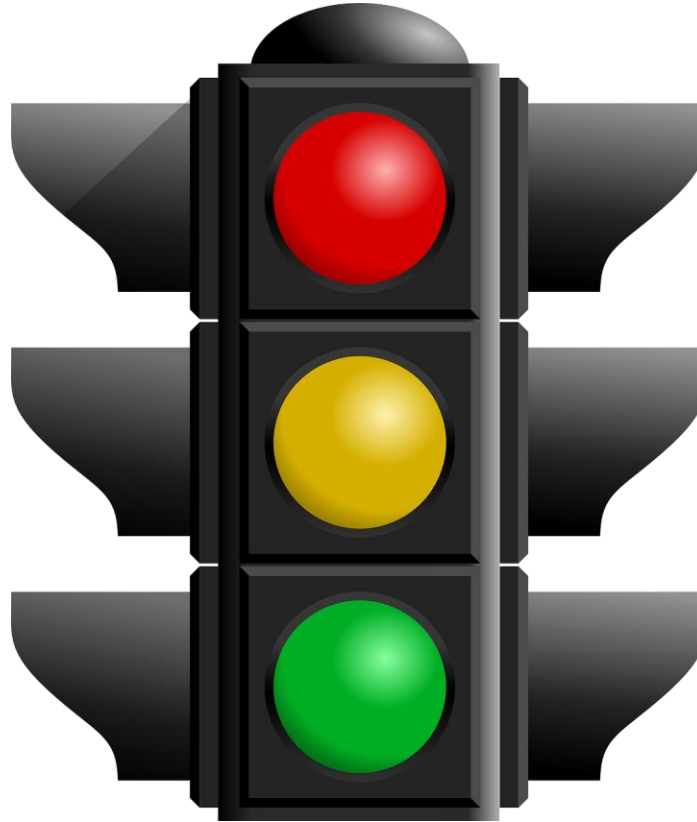
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	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Increase # of parents engaging with online student management system (Infinite Campus Parent Portal)	2556	2,057 Active Accounts	2,172 Active Accounts	2,164 Active Accounts	Target: 3250 Actual: 2164	Target: 3500 Actual:	Target: 3750 Actual:
Increase % of city resident students attending Schenectady City School District	86.30%	86.13%	86.07%	85.84%	Target: 86.9% Actual: 85.84%	Target: 87.2% Actual:	Target: 87.6% Actual:
Increase % parents participating in parent survey	26.64%				Target: 30% Actual: Increased by more than 50%	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

### Strategies

- 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



## Increase # of Parents Engaging with IC Portal

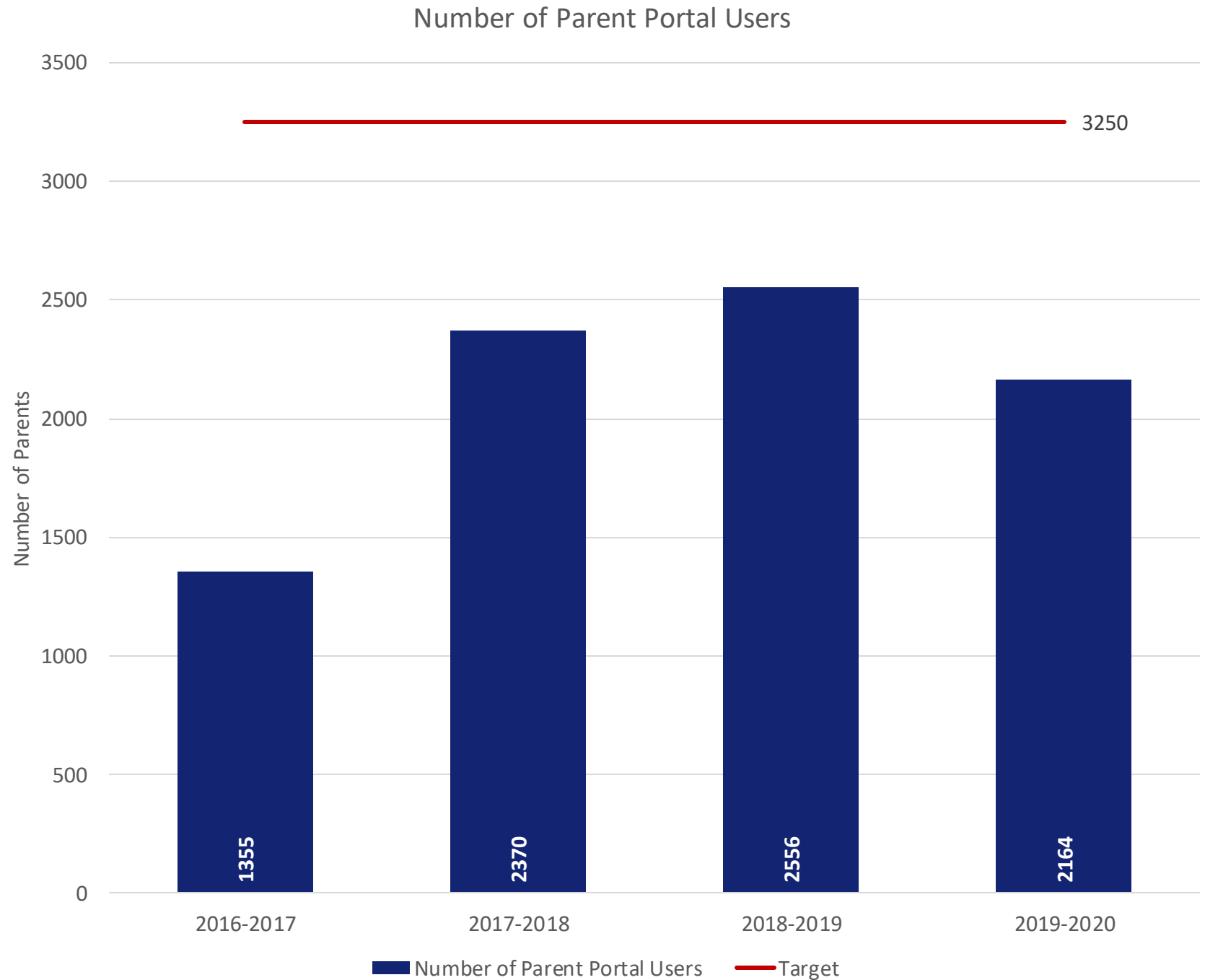


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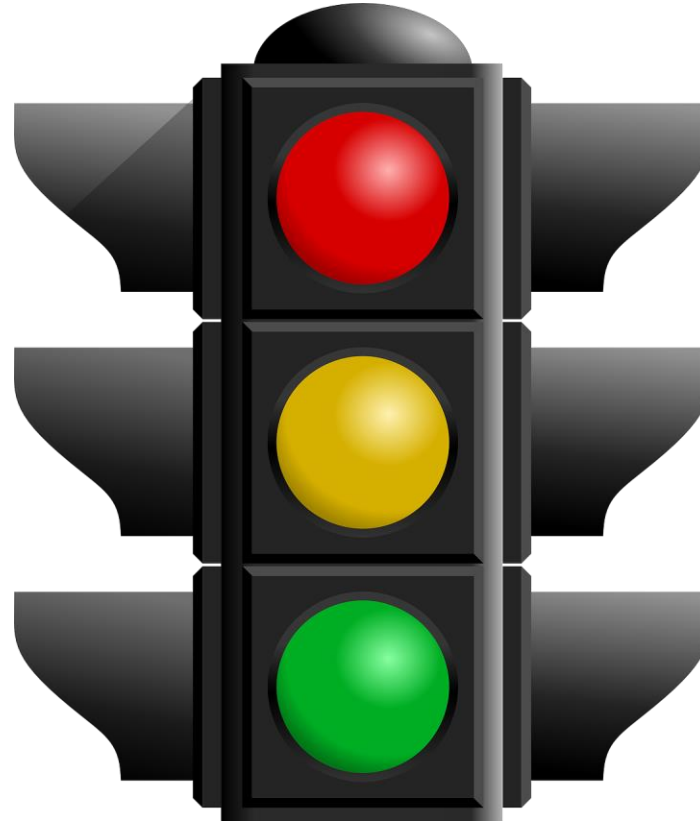


# Increase # of Parents Engaging with IC Portal





Increase % of  
City Residents  
attending  
SCSD

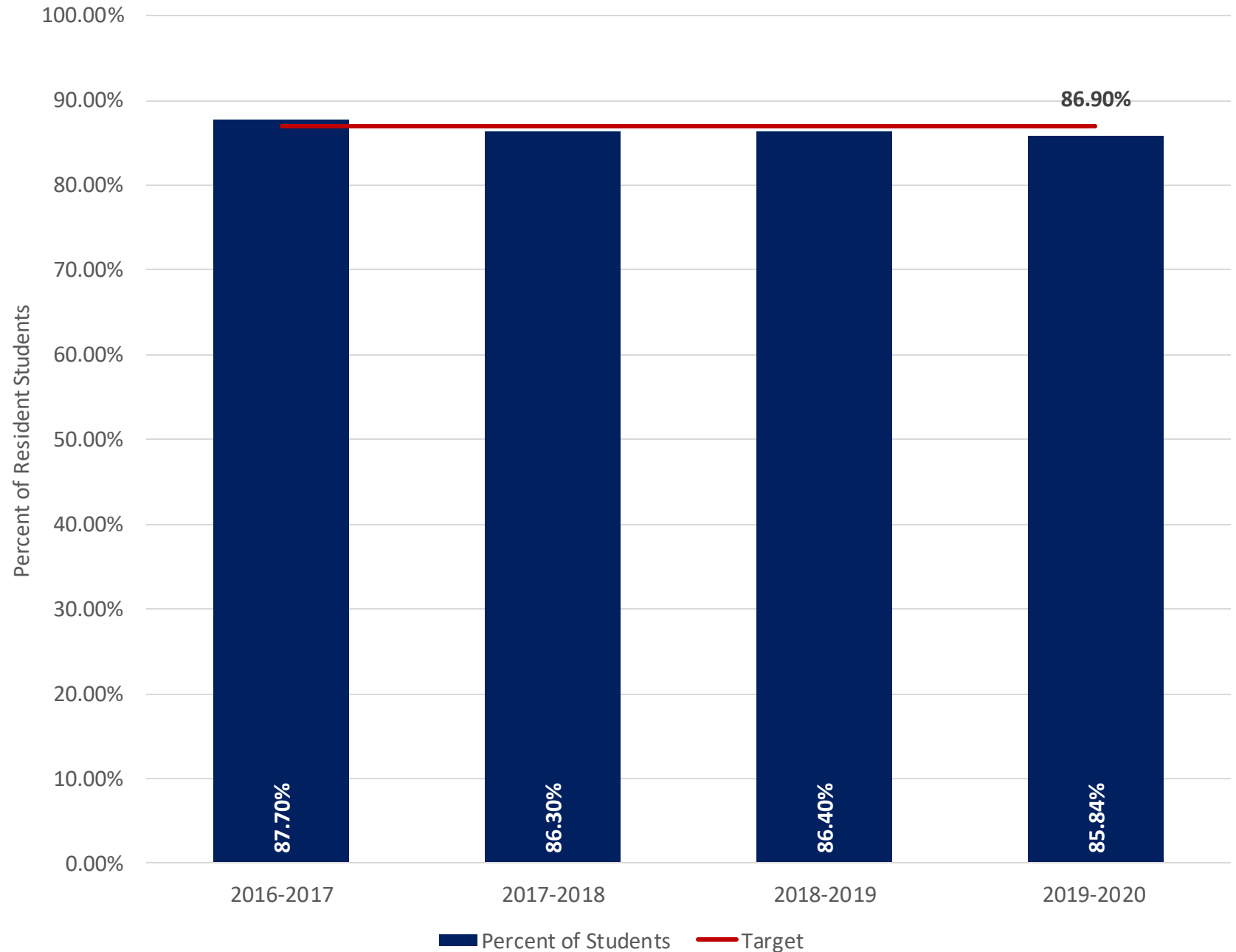


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# Increase % of City Residents attending SCSD

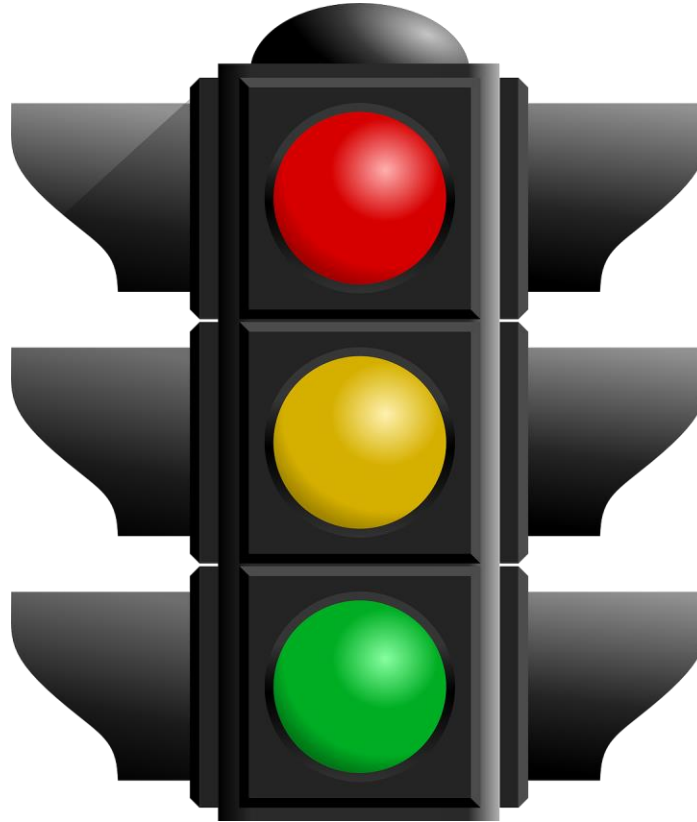


Percent of City Residents Attending SCSD





Increase %  
parents  
participating in  
parent survey



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



# Partnerships with Families & Community

Ms. Andrea Tote-Freeman  
Ms. Karen Corona



## Accomplishments



### What have we learned?

- We needed to be responsive to unanticipated issues
- There are many reasons families decide to enroll their children in private, home, or charter schools.
- Parent Portal use varies K-5 vs. 6-12
- Increasing parent participation in surveys, especially for underrepresented groups requires us to:
  - be intentional about using multiple methods for administering
  - ensure it is administered in multiple languages
- Building more consistent family engagement & communication systems across the district will lead to increased parent satisfaction

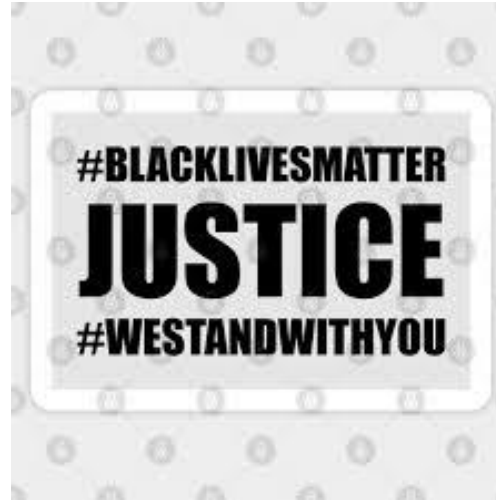


# Partnerships with Families & Community

Ms. Andrea Tote-Freeman  
Ms. Karen Corona



## Next Steps



COMMITMENT



COMMUNICATION



COLLABORATION



CONSISTENCY



# Efficient Systems & Equitable Resources

Ms. Kimberly Lewis  
Ms. Sara Schneller



## DISTRICT - GOALS: Efficient Systems & Equitable Resources Pillar



- We engage stakeholders to develop and improve inclusive systems and procedures to be clear and efficient.
- People know who to go for, for what, and receive a timely and fair response.
- We allocate resources to promote equitable access and outcomes for all.

	Progress Monitoring				Evidence of Success		
Measures 2019-2020	Base Metric 18-19	Q1 Metric	Q2 Metric	Q3 Metric	End of Year Target (2019-2020)	End of Year Target (2020-2021)	End of Year Target (2021-2022)
Create a measure of funding equity that increases resources to buildings with higher need indices	n/a				Measure & baseline established	Target: TBD Actual:	Target: TBD Actual:
Annually, identify at least 3 system-wide processes that are not simple and efficient; modify; and execute on improved process		Overall	Overall	Overall	Target: 3 Actual:	Target: 3 Actual:	Target: 3 Actual:
<ul style="list-style-type: none"> <li>• Process for the Creation of Computerized System User Accounts</li> </ul>		Some barriers to implementation exist	Work is on track	Work is on track	Created, not implemented		
<ul style="list-style-type: none"> <li>• Progress Monitoring and Response to Intervention</li> </ul>		Some barriers to implementation exist	Work is on track	Work is on track	Created, training of teachers and staff needed prior to September Launch		
<ul style="list-style-type: none"> <li>• Requisitions &amp; Purchase Orders</li> </ul>		Some barriers to implementation exist	Work is on track	Work is on track	In process, slowed by Covid		

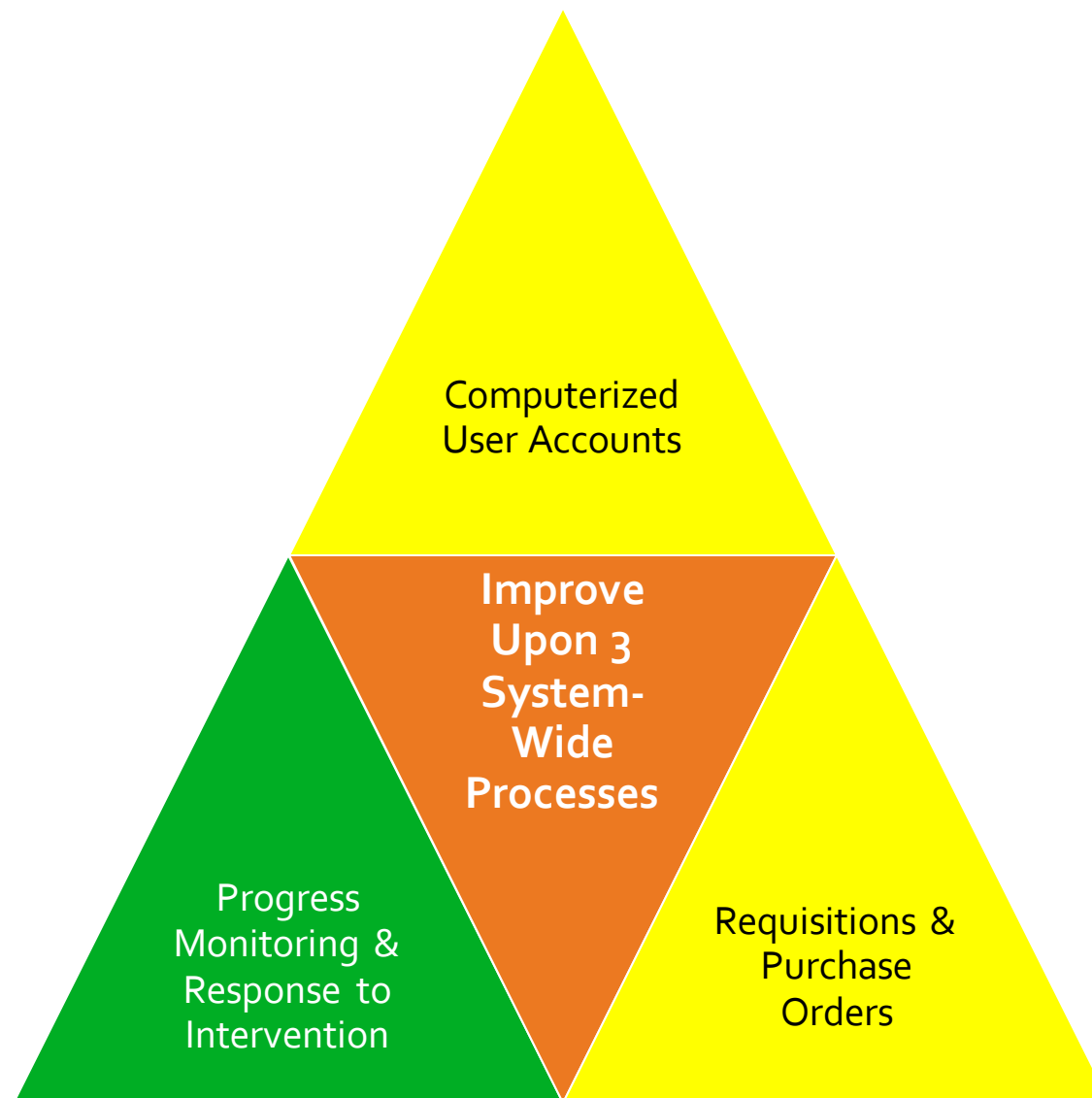
### Strategies

- Train all users to fully deploy and respond to Let's Talk
- All departments develop and implement improvement action plans based on survey feedback and other data sources
- 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







# Efficient Systems & Equitable Resources

Ms. Kimberly Lewis  
Ms. Sara Schneller



## Accomplishments

### What have we learned?

- Prioritization around our Strategic Plan can sometimes be difficult, but is essential to meeting goals
- Naming the systems which we are looking to improve, and then intentionally studying them gave us great insights into our systems as a whole
- We are excited to implement and monitor progress of each of these systems





# Efficient Systems & Equitable Resources

Ms. Kimberly Lewis  
Ms. Sara Schneller



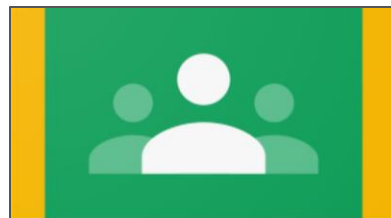
## Next Steps

- Continue to focus on alignment and coherence so that our Pillar work remains our focus
- Set-up meetings now for next year
- Schedule training sessions for implementation of initiatives
- Multi-Tier System of Supports
  - Create roll-out plan
  - Support and monitor implementation
- Purchasing & Equity
  - Complete process to obtain feedback to the existing system



# COVID Reflections

How did we respond? What have we learned?



Let's Talk!



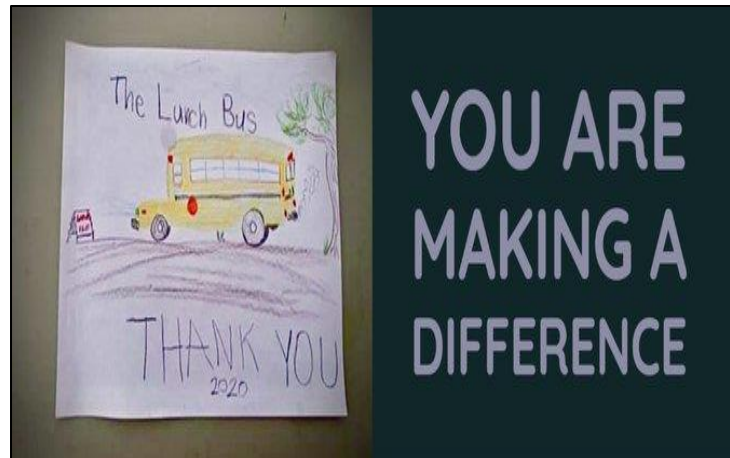
4,800  
Chromebooks  
Provided



#Stronger  
Together

#Better Together

#SCSD Strong



271,428  
Meals Provided to  
Students





#### Infinite Campus

- 7 Workshops
- 22 Unique Attendees
- Target Audience: Secretaries



#### May The Tech Be With You

- 28 Sessions
- 24 Presenters
- 141 Unique Participants
- Sessions covered PK-12



#### Finish Strong

- 25 Sessions
- 31 Presenters
- 127 Unique Attendee
- Sessions covered PK-12



#### Google for All!

- 7 Sessions
- 3 Presenters
- 29 Unique Attendees
- Target Audience: Administrators and Secretaries



#### Institute for Learning

- 11 Sessions
- 36 Administrators Attended

## Professional Development







## What have we learned from COVID?



- We are an extremely adaptable organization
- Teachers teaching teachers is valued and needed to increase capacity of teaching (specifically online)
- Community partnerships are essential
- Celebrations of our work, of each other, and our community should happen year-round. They build pride.
- One to One devices are needed Districtwide
- Meals can be delivered by bus
- Let's Talk was a successful mode of communication
- State assessments serve as roadblocks for our students
- We are #BetterTogether

Questions?

