



**DISTRICT PLAN
FOR SHARED
DECISION-MAKING
2024-2026**

2/5/2024 Reviewed by the SDM Committee

3/11/2024 BOE First Read

3/25/2024 BOE Approval

East Syracuse Minoa Central School District

The Community

East Syracuse Minoa Central School District is a suburban school district in Onondaga County, minutes from the downtown amenities in the City of Syracuse. Our district includes 72 square miles and is a blend of urban, suburban and rural communities, with a wide range of socio-economic groups.

We are fortunate to have a wealth of languages spoken by our students and families. Including English, we have 41 unique home languages recorded districtwide. We are very linguistically diverse at ESM!

We are part of a region that boasts of more than 44 universities and colleges offering professional and cultural opportunities, including Syracuse University, SUNY Environmental Science and Forestry, Le Moyne College and Onondaga Community College.

A strong, supportive business presence with Lotte Biologics, CORE (a division of CFCU), King & King Architects, Siemens and others provides numerous career opportunities, as well as opportunities for partnerships to maximize student learning. There are many opportunities for cultural experiences at the nationally renowned Everson Museum of Art, the Museum of Science and Technology (MOST) with its IMAX theater, the historic Landmark Theatre, St. Joseph's Health Amphitheater at Lakeview, and others.

Additionally, we are fortunate to have partnerships with our community-based organizations which provide many social-emotional and mental health resources. Some of these organizations include ARISE, Access, Onondaga County Department of Health, Contact Community Services, Coordinated Care Services, and The Good Life Foundation.

Future Focused, Future Ready

We look forward to the partnership with Micron in the coming years. In the August 2023 issue of Syracuse WOMAN magazine, Superintendent, Dr. Donna DeSiato, describes how we are preparing for the Micron impact in our community. "Central New York will be experiencing a major transformation in the next few years with the arrival of MICRON and its impact over the next several decades. As Pre-K to 12 educators, our responsibility is to graduate students who will succeed in a world that is defined by a rapidly changing, technologically advanced global environment. Our region will need to recognize the importance of a learning ecosystem, as MICRON does. This type of learning requires partnerships with businesses, community agencies and higher education and STEM-rich institutions in environments that provide real-life application for problem-solving, collaboration, creativity, communication and innovation."

About ESM

ESM supports the importance of early childhood education with a pre-kindergarten program serving ages 1-4 at Park Hill School. A full day and half day universal Pre Kindergarten option is offered, with transportation provided for four year olds.

From pre-kindergarten through high school graduation, we strive for academic excellence and rigor by engaging student minds. We value 21st century knowledge and skills that include critical thinking, problem solving, communication, collaboration, creativity and innovation. These skills are integrated throughout our curriculum and are essential for success in college, career and citizenship.

At ESM, our focus is on inquiry-based and trans-disciplinary learning through real-life problems that will prepare our students to develop the skills and decision-making for their futures. Our schools embrace innovative, inter-disciplinary STEM (science, technology, engineering and math) learning opportunities that

focus on problem-based learning to foster curiosity, questioning, creativity, and innovation for college, career and citizenship readiness.

ESM is proud to have one of only 11 schools in New York State designated as a comprehensive high school with numerous Career and Technical Education programs, (Automotive Technology, Aviation, Carpentry, Communication and Media Studies, Cosmetology, Culinary, Early Childhood Education and Finance), a student-led credit union and many courses for advanced placement and college credit. We have an Early College High School partnering with Onondaga Community College. The East Syracuse Minoa Central School District is one of only 447 school districts in the nation honored by the College Board on its AP® Achievement List.

Digital literacy is a priority for our students/staff to deepen and accelerate learning. We also value youth development and leadership opportunities.

We enjoy strong, supportive relationships with business, higher education and community organizations (locally, nationally, globally) that enhance student learning through innovative collaborative teaching, applied problem solving, program design and professional development.

District Enrollment: The current enrollment is approximately 3440 students.

Building Enrollment (approximate):

- Park Hill School: Pre-K program for ages 1 through 4, enrollment of 255
- East Syracuse Elementary School: Grades K-5, enrollment of 354
- Fremont Elementary School: Grades K-5, enrollment of 350
- Minoa Elementary School: Grades K-5, enrollment of 314
- Woodland Elementary School: Grades K-5, enrollment of 309
- Pine Grove Middle School: Grades 6-8, enrollment of 694
- Central High School: Grades 9-12, enrollment of 1164

Resident population: More than 22,000. This encompasses the Villages of East Syracuse and Minoa. ESM is located the Towns of DeWitt, Manlius, Sullivan and Cicero.

VISION

THE EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT WILL BE AN EXEMPLARY STUDENT-CENTERED LEARNING COMMUNITY WHOSE GRADUATES ARE FUTURE FOCUSED AND READY TO EXCEL IN A COMPLEX, INTERCONNECTED, CHANGING WORLD.

MISSION

THE EAST SYRACUSE MINOA CENTRAL SCHOOL DISTRICT WILL PREPARE STUDENTS FOR THEIR FUTURES BY ENGAGING ALL LEARNERS IN INCLUSIVE AND EQUITABLE STUDENT-CENTERED LEARNING COMMUNITIES THAT NURTURE INTELLECTUAL, PHYSICAL, SOCIAL AND EMOTIONAL WELL-BEING. WE VALUE AND EMBRACE DIVERSITY WITHIN OUR SCHOOLS AND THROUGH PARTNERSHIPS WITH FAMILIES AND OUR COMMUNITY.

DISTRICT FOCUS AREAS

FOCUS AREA 1: Student-Centered Learning

Student Goal

By June 2024, 100% of ESM students will be engaged in a rigorous tier one curriculum and exhibit one year growth or better in literacy and math, based on universal screening measures and end of year assessments.

Adult Goal

By June 2024, each school will implement and operationalize a guiding coalition, to deepen work with professional learning teams.

FOCUS AREA 2: Wellness

Student Goal

By June of 2024, 100% of students will have access to and/or receive support in developing social emotional skills that promote mental wellness through district provided instruction and resources.

Adult Goal

By June of 2024, 100% of ESM staff will have access to mental wellness supports, activities, materials, and training throughout the school year to support emotional, psychological and overall well-being.

FOCUS AREA 3: Safe and Welcoming Environment

Student Goal

By June 2024, more students will feel comfortable identifying and communicating safety concerns and feel that the school environment is safe and welcoming.

Adult Goal

By June 2024, all adults will provide a safe and welcoming learning environment and safety initiatives will be implemented districtwide with fidelity.

Executive Summary

The District Planning Committee for Shared Decision-Making met on February 5, 2024 to review the current District Shared Decision-Making Plan for the period of February 7, 2022 to February 5, 2024 and to review the Proposed Plan for March 25, 2024 to March 26, 2026. The original plan, approved by the Board of Education in 1993, has been recertified as required by Regulations of the Commissioner of Education every two years. Given the extensive community, staff and parental engagement in the process of developing the District Strategic Plan, approved in June 2008, a major focus of the planning effort in 2012 was to align the Shared Decision-Making Plan with the district approved Strategic Plan. This continues to be the focus for the 2024-2026 Shared Decision-Making Plan, based on the approved District Strategic Plan for 2023-2028 and beyond.

The chart which follows summarizes the required components of Shared Decision-Making and how they have been and will be addressed by the District Strategic Plan for 2024-2026 and beyond.

ALIGNMENT OF DISTRICT SHARED DECISION-MAKING PLAN WITH DISTRICT STRATEGIC PLAN

DISTRICT SHARED DECISION-MAKING PLAN	DISTRICT STRATEGIC PLAN
1) The educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, administrators, and , at the discretion of the board of education or BOCES, other parties such as students, school district support staff, and community members.	Focus Area Teams and School Improvement Teams (SITs), representative of all the required parties, address the three focus areas below: 1. Student-Centered Learning 2. Wellness 3. Safe and Welcoming Learning Environment
2) The manner and extent of the expected involvement of all parties.	Focus Area Teams collaboratively implement Action Plans 2023-2028 School Improvement Teams (SITs) collaboratively develop and implement School Improvement Plans (SIPs) annually aligned with the Strategic Plan
3) The means and standards by which all parties shall evaluate improvement in student achievement.	Plan-Do-Study-Act Process (PDSA) conducted monthly PLC Guiding Coalition Team Meetings Professional Learning Community (PLCs) monthly data driven meetings Implementation Team Bi-monthly reports BOE Reports Monthly SITs meet Monthly to assess progress and annually assess plan results
4) The means by which all parties will be held accountable for the decisions which they share in making.	District Strategic Plan has measurable outcomes for 2023-2028 Interim / Annual reports to Board of Education PDSA Reviews of School Improvement Plan (SIP) Goals
5) The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.	Focus Area Team Facilitators bring issues to Strategic Action Leadership Team meeting for resolution and direction. School Improvement Team members bring issues to the SIT.
6) The manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.	Parents included in Focus Area Teams and Related Sub-Committees Parent engagement is one of three district goals. Strengthening parent engagement is a key initiative of District Strategic Plan. Parents are members of building School Improvement Teams (SITs)

DISTRICT STRATEGIC PLAN

In June, 2008, the East Syracuse Minoa Central School District Board of Education approved a five-year Strategic Plan. Approval followed extensive stakeholder involvement of community members, school personnel and parents/guardians with over 900 such individuals engaged in development and implementation. A Core Team was established at the beginning of the process in the fall of 2007. The Core Team was comprised of eight community members, eighteen school personnel including ten teachers, seven administrators, and eight parents/guardians. Six students were also members of the Core Team. A Key responsibility of the Core Team was to develop the District Vision Mission and Beliefs that would guide the development of the Strategic Plan. Provided below are the approved components of the Strategic Planning process arrived at through consensus of the Core Team. The District Strategic Plan was updated for 2013-2018 and 2018-2023. A new five(5) year Strategic Plan was updated for 2023-2028.

Vision

The East Syracuse Minoa Central School District will be an exemplary student-centered learning community whose graduates are future-focused and ready to excel in a complex, interconnected, changing world.

Mission

The East Syracuse Minoa Central School District will prepare students for their futures by engaging all learners in inclusive and equitable student-centered learning communities that nurture intellectual, physical, social and emotional well-being. We value and embrace diversity within our schools and through partnerships with parents and families and our community.

Belief Statements:

We believe that:

- Every person has dignity and worth.
- Every person's capability to learn is limitless.
- Curiosity and exploration stimulate innovation and learning.
- Rigorous and challenging curriculum leads to greater achievement.
- Effort and perseverance are essential to achieve one's personal best.
- High expectations and positive relationships are fundamental to success and growth.
- Students thrive when schools, families, and community partners collaborate.
- Acceptance and mutual respect encourage learners to take risks for growth.
- Developing and nurturing students' strengths, confidence, and resilience prepares them to meet life's challenges.
- Social and emotional skills impact how individuals think, feel, and act.
- Students excel in a safe and welcoming environment.

Strategic Plan Focus Area Teams representative of the same stakeholders as the Core Team for the 2023-2028 District Strategic Plan were established in the areas of :

1. Student-Centered Learning
2. Wellness
3. Safe and Welcoming Learning Environment

The Strategic Plan Focus Area Teams are continuing their collaborative work under the approved District Strategic Plan 2023-2028. The Strategic Action Leadership Team (SALT) meets monthly throughout the year to provide leadership for the Strategic Plan.

DISTRICT SHARED DECISION-MAKING ALIGNMENT WITH DISTRICT STRATEGIC PLAN

SECTION I – The educational issues which will be subject to cooperative planning and shared decision-making at the building level by teachers, parents, administrators, and, at the discretion of the Board of Education or BOCES, other parties such as students, school district support staff, and community members.

The three focus areas of the Strategic Plan contain the wide-range of educational issues subject to shared decision-making. Those areas include:

FOCUS AREAS

1. Student-Centered Learning
2. Wellness
3. Safe and Welcoming Learning Environment

The approved five-year Strategic Plan for 2023-2028 identifies Action Plans which were collaboratively developed and will be implemented district-wide in all buildings. In addition, each building has a School Improvement Plan (SIP) aligned annually by a School Improvement Team (SIT) composed of parents/guardians, faculty and administrators with research-based strategies which are aligned with the district Strategic Plan. Appendix A contains the approved District Strategic Plan for 2023-2028.

SECTION II – The manner and extent of the expected involvement of all parties.

As described above, the district Strategic Plan and building School Improvement Plans have been collaboratively developed and are being implemented through active engagement of the respective parties for shared decision-making. Action Plans were all developed through the associated collaboration of the respective parties. Focus Area Teams and School Improvement Teams are regularly engaged during each school year to implement, evaluate and redesign strategies in the Strategic Plan and School Improvement Plans. As the shared decision-making plan is also aligned with these plans, cohesive and collaborative efforts have been established to guide the ESM Community in pursuit of its Vision, Mission and Beliefs.

SECTION III – The means and standards by which all parties shall evaluate improvement in student achievement.

The District Strategic Plan and building School Improvement Plans have measurable outcomes, Action Plans and research-based strategies which are annually evaluated. Focus Area Teams report to the district Implementation Team quarterly on the status of progress with the initiatives. School Improvement Team members meet monthly to assess progress and annually review progress with implementation.

Through these processes on-going evaluation is conducted by required shared decision-making parties.

SECTION IV – The means by which all parties will be held accountable for the decisions which they share in making.

As noted above, the District Strategic Plan and School Improvement Plans have been collaboratively developed and are being implemented by the respective parties for shared decision-making. The District Strategic Plan, Action Plans and the School Improvement Plan research-based strategies provide the comprehensive structure for accountability. Parties involved in the District Implementation Teams and Focus Area Teams are accountable to the Superintendent and Board of Education for progress with accountability targets. Likewise, parties involved in School Improvement plans are accountable for building and common district performance indicators. Appendix A includes the accountability targets. Monthly reports to the Board of Education include District Strategic Plan and School Improvement Plan accomplishments.

SECTION V – The process whereby disputes presented by the participating parties about the educational issues being decided upon will be resolved at the local level.

For Strategic Planning, Focus Area Team members bring issues to the District Strategic Action Leadership Team for consultation and resolution. School Improvement Team members or building staff bring issues to the School Improvement Team for consultation and resolution. Administrators work collaboratively with Focus Area Teams and School Improvement Teams to support the involved parties in resolving any issues which emerge.


SECTION VI – The manner in which all State and Federal requirements for the involvement of parents in planning and decision-making will be coordinated with and met by the overall plan.

Parents/guardians are actively involved in the District Strategic Plan, Focus Area Teams and, also, School Improvement Teams at the building level. Membership of parents representative of the district’s Title I schools and Special Education programs and services is a district priority for Strategic Plans and SITs. In addition, one of the three district goals is to: “Increase student achievement by strengthening parent engagement and community partnerships to support learning”. The district has identified parental engagement as effective to the success of our students. The Focus Area Team for Building Capacity and Sustaining Relationships to Increase Student Learning and the School Improvement Teams address Federal and State requirements for parental involvement through planning, development and implementation phases of their responsibilities.

Certain State and Federal programs e.g. Title 1 and special education require parental involvement that exceeds the level of parental involvement described in this plan. In all cases where such required parental involvement is greater than that provided in the District Plan for Shared Decision-Making, that greater involvement shall be the minimum provided. Federal and State mandated parental involvement will continue as before in those areas covered by Federal and State Laws and regulations.

DISTRICT PLANNING COMMITTEE FOR SHARED DECISION-MAKING ENDORSEMENT
2024 – 2026


Dr. Donna J. DeSiato, Superintendent

X 

Grenardo L. Avellino, Deputy Superintendent

X 

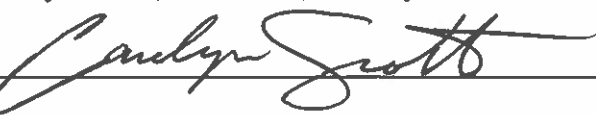
N. Shane Hacker, Executive Director of Curriculum, Learning and Assessment

X 

Douglas Mohorter, Executive Director Employee Engagement and Accountability

X 

Carolyn Scott, President, East Syracuse Minoa United Teachers

X 

Pam Buddendeck, President, East Syracuse Minoa Administrators and Supervisors Association

X 

Bonnie Neubauer, Parent Representative

X 

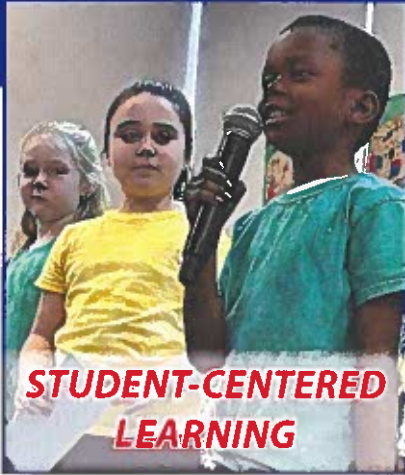
APPENDIX A

Strategic Plan 2023-2028

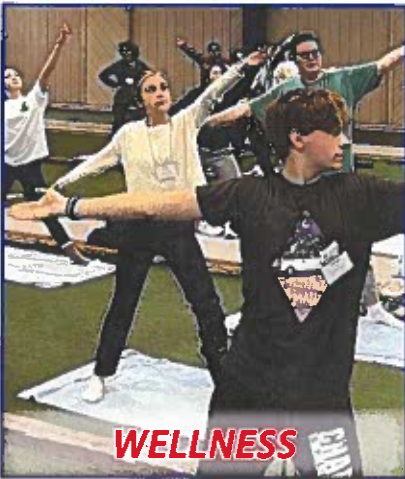
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2023-2028 STRATEGIC PLAN



**STUDENT-CENTERED
LEARNING**



WELLNESS



**SAFE & WELCOMING
ENVIRONMENT**

**Critical &
Creative Thinker**



**Goal Directed
&
Empowered**



**Adaptable
&
Resilient**



**Collaborator
&
Communicator**



**Ethical
&
Empathic**



Scan the QR Code or visit www.esmschools.org/strategicplan to review our entire Strategic Plan.

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