

Community Engagement Team (CET) Recommendations for School Intervention Plan (SIG, SIF or SCEP) and Superintendent Receiver Response

School Name	Porter Elementary School
District	Syracuse CSD
Superintendent	Sharon L. Contreras, Ph. D.

Directions:

1. This template must be completed for each identified Persistently Struggling or Struggling School that has a provisionally approved school intervention plan (SIG, SIF or SCEP) within the district and is therefore under a Superintendent Receiver.
2. Please attach a copy of the CET's recommendations as they were originally received by the Superintendent Receiver.
3. Please complete the following template explaining the Superintendent Receiver's efforts to incorporate the Community Engagement Team's recommendations, if any, into the identified school's provisionally approved school intervention plan (SIC, SIF, or SCEP). Within the template, please list each of the CET recommendations, and identify for each recommendation whether they were incorporated into the plan, the Superintendent Receiver's rationale for the decisions, and where (if applicable) the recommendations have been incorporated into the plan.

CET Recommendation	Recommendation incorporated, incorporated with modifications, or not incorporated into the plan?	Superintendent Receiver Rationale for Decision	Where in the plan has the recommendation been incorporated, if applicable? Please provide the page number and section in the plan where the recommendation has been incorporated.
<p>Recommendation 1:</p> <p>Strengthen Porter's instructional program and operational flexibility with school-based budget oversight for staffing and the addition of one full-time teaching position. Ensure that the instructional program reflects individual students' needs by implementing student-weighted funding.</p>	<p>Incorporated</p>		<p>Part K: page 14</p>

<p>Recommendation 2:</p> <p>Through technical assistance provided by the National Center for Time and Learning, redesign the school day, week or year to include additional time for teacher collaboration. Continue our partnerships with Redhouse and the Achievement Network (ANet) that allow teacher teams to collaborate in daily Professional Learning Communities around Data Driven Instruction and planning for differentiated small-group instruction, lesson design and unit unpacking. Explore the feasibility of moving forward with a <i>Balanced Calendar</i> (year-round education). Continue the utilization of interim assessments to inform instruction year-round. The professional learning and assessment data will continue guiding Porter teachers in targeted intervention for all students.</p>	<p>Incorporated</p>		<p>Part K: page 15</p>
<p>Recommendation 3:</p> <p>Ensure that teachers are effective and able to improve instruction and increase student learning. Review the quality of all staff and retain only those who are effective and have the ability to be successful in the turnaround effort. Recommend that the iZone Memorandum of Understanding (MOU) is extended for another three years. The current MOU</p>	<p>Incorporated</p>		<p>Part K: page 15</p>

<p>provides flexibilities around staffing that includes a process of mutual consent with staffing, establishment of an Employee Work Agreement (EWA), creation of a Turnaround School Team, and shared leadership. These key elements are cornerstones of the new Porter Elementary. In order to continue our upward trends we will continue to expand, refine and innovate as a school team under this Agreement.</p>			
<p>Recommendation 4:</p> <p>Strengthen the school’s instructional program based on student needs and ensure that the instructional program is research-based, rigorous and aligned with State academic content standards. Provide a P-5 continuum at Porter and align the Special Education programming. Explore modifications to the special education program to provide a program continuum within Porter to allow students in the program to remain at the school until they move on to a middle school. Explore use of the Unique Learning Systems curriculum within the new special education program.</p>	<p>Incorporated with modifications</p>	<p>The recommendation has been modified to reflect the need to develop a plan for the school’s conversion from a K-6 to a K-5 program. Additionally, a plan to modify the current special education programming will also need to be developed prior to making changes. These changes will potentially impact other schools in the district and the impact of both proposals must be considered prior to implementation.</p>	<p>Part K: page 16</p>
<p>Recommendation #5:</p> <p>Improve teaching and learning at Porter through continued technical assistance and support of Insight Education and by</p>	<p>Incorporated</p>		<p>Part K: page 16</p>

<p>establishing a partnership with Public Impact and Opportunity Culture to expand teacher leadership through the implementation of Multi-Classroom Leaders (MCLs) to provide ongoing professional development to teachers and expand the reach of highly effective teachers throughout Porter school. MCLs will increase their impact by extending their reach to more students directly through on-the-job leadership, modeling and coaching.</p>			
<p>Recommendation 6:</p> <p>Continue the partnership with Achievement Network to provide training in data-driven instruction and the utilization of interim assessments. With this support, teachers will continue to work collaboratively to analyze data and create action plans to improve students achievement that are based on assessment results. School Leaders will participate in Ed Stat, a performance management process focused on continuous improvement. Porter administrators will reflect on a short data cycle that supports a theory of action and is aligned to yearly goals. Stat sessions center on roadmaps that outline key activities to help meet or exceed goals. Leaders will determine action steps, remove barriers, and set benchmarks for moving forward after each cycle.</p>	<p>Incorporated</p>		<p>Part K: page 17</p>

<p>Recommendation 7:</p> <p>Establish a school environment that improves school safety and discipline and addresses nonacademic factors that impact student achievement by adopting and implementing the PAX Good Behavior Game in all classrooms. This time-tested, research-based approach to students' social, emotional and developmental health needs has been proven to have numerous positive short- and long-term effects on students, schools and communities.</p>	Incorporated		Part K: page 17
<p>Recommendation #8:</p> <p>Improve and enhance communication with parents and school community through printed materials and the use of social media. Effectively utilize district's communication office and social media support personnel.</p>	Incorporated		Part K: page 18

I assert, by signing this document that I have received, reviewed and responded to each of the recommendations from the Community Engagement Team forwarded to me regarding the school intervention plan for this school.

Sharon L. Contreras

10-19-2015

Superintendent Receiver Signature

Date

