

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

School Name	Seymour 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>Obtain school based budget autonomy specifically regarding hiring of school staff and continue to have autonomy over school level professional development that create opportunities for teacher leaders (Multi-Classroom Leaders) to increase capacity of other teachers. Seymour proposes to use student weighted funding where resources are based on student needs, equity is given to all students, and the school is empowered to have autonomy in decision making and responsibility to effectively staffing and designing the school to best meet Seymour student needs.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K) – Continuation Plan for 2015-16 School Year - Pg 15</p>

<p>Recommendation #2</p> <p>Continue the current Memorandum of Understanding (MOU) and Election to Work Agreement (EWA) beyond the current school year. Seymour benefits greatly from the autonomies created in the MOU and EWA that allows the school to improve learning opportunities for staff and students. The MOU allows for extended learning time (ELT), time for teachers to meet daily for collaborative planning to analyze student data and work to inform daily instruction and unit unpack together, mutual consent for staffing and releases the school from some articles of the collective bargaining agreement (CBA) which can serve as a barrier between management and labor as the school continues with the process of turnaround. In order to continue our upward trends we will continue to expand, refine and innovate as a school team under this agreement with the technical assistance provided by the National Center for Time and Learning.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K) – Continuation Plan for 2015-16 School Year - Pg 15-16</p>
<p>Recommendation #3</p> <p>Seymour proposes the continued partnership with Public Impact and Education First through an Opportunity Culture Model to increase the number of Multi-Classrooms Leaders (MCLs) to assign one MCL for every grade level in grades K-5 to extend the reach of best teachers to: improve student achievement, provide training to teachers, build teacher career pathways/ladders—new roles to retain best teachers in urban education, reach more children successfully with excellent teaching in order to produce high-growth learning and improved results (MCL Cohorts: 2014-15 80% proficiency NYS ELA and 77% proficiency NYS Math), and create teaching teams that work together toward same goals.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K) – Continuation Plan for 2015-16 School Year - Pg 16-17</p>
<p>Recommendation #4</p> <p>Continue the partnership with Achievement Network to providing training and technical support for (DDI) data driven instruction and effective utilization of interim assessments. The professional learning and</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K) – Continuation Plan for 2015-16 School Year - Pg 17-18</p>

<p>assessment data will continue guiding Seymour teachers in targeted intervention for all students.</p> <p>As a result of participation of the school leader in the monthly EdStat sessions, a performance management process led by the technical partner UPD which is centered around the SCSD roadmaps that outline key activities to help meet or exceed goals, the process will then be turn-keyed to Seymour grade level teams. Grade level teams will, in turn, participate in school led EdStat sessions, focused on continuous improvement to review data, determine action steps, remove barriers progress, set and achieve benchmarks for moving student achievement forward.</p>			
<p>Recommendation #5</p> <p>In 2015-2016 in partnership with Ed Elements, Seymour students in grades 3-5 will participate in the Wave 1 development and implementation of a personalized blended learning model. Within this model, learning opportunities are customized for students' individual needs using technology and digital content to increase student engagement, equity, and achievement. Additional technical assistance will be provided by the Highlander Institute and Insight Education for coaching support.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K) – Continuation Plan for 2015-16 School Year - Pg 18</p>

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. Conteras

10-19-2015

Superintendent Receiver Signature

Date

