

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

School Name	Frazer PreK-8 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>Teachers will analyze data and create action plans based on summative and formative assessments within the district's assessment framework. Teachers will establish bi-monthly or monthly benchmark targets that break down the year-end SMART goals to track the school's progress and progress of targeted subgroups.</p>	<p>Incorporated</p>		

<p>Frazer will utilize daily collaborative planning time and Superintendent Conference Days that are aligned to interim cycles to allow teachers time to engage in data analysis and planning to meet the needs of students and increase student growth and proficiency rates.</p> <p>Achievement Network will continue providing site-based coaching in establishing a teaching and learning cycle focused on data. The STAR Assessment-Renaissance Learning system will be utilized for the universal screening and progress monitoring tool in ELA and Math.</p> <p>The principal will participate in EdStat performance management sessions at monthly Leadership Academies. Frazer's short cycle data will be used to assess progress on actions aligned to yearly goals. The EdStat sessions center on the 2015-16 District Roadmaps that outline key activities that will support Frazer to meet and exceed the goal.</p>			
<p>Recommendation 2:</p> <p>Create a plan to provide specific professional development to staff on how to establish meaningful relationships with families of diverse cultural backgrounds to enhance two-way home school communication, increase parent engagement and, as a result, improve student achievement.</p>	<p>Incorporated</p>		

<p>Recommendation 3:</p> <p>Administrators and instructional coaches will support individual teachers' professional growth by ensuring that frequent and targeted informal walkthroughs with feedback are conducted utilizing a tool that is CCLS-aligned. Regular actionable feedback and follow-up provided to all teachers will result in more effective instruction that will increase student growth and proficiency.</p>			
<p>Recommendation 4:</p> <p>Frazer will continue the partnership with the Center for Transformative Teacher Training (CTTT), to provide support for teachers through targeted professional development in restorative approaches in school discipline to establish and maintain a positive learning environment. Through the support of CTTT, Frazer's 8-Week Cultural Plan was created and implemented to address school and classroom expectations. Ongoing real time coaching from CTTT and building-level culture coaches will allow for job-embedded PD and continual monitoring of consistent implementation of the Cultural Plan; as a result, a the school will be a safe environment that is conducive to learning and student achievement will increase.</p>	<p>Incorporated</p>		

<p>Recommendation 5:</p> <p>Establish a mentoring program with outside agencies or with the goal of ensuring that students with highest levels of need are assigned a mentor throughout the year. The mentoring programs will target both girls and boys.</p>	<p>Incorporated</p>		
<p>Recommendation 6:</p> <p>Increase family engagement by providing monthly opportunities for parents to engage in conversations with staff regarding best practices to support students at home. Frazer will target specific grade level learning opportunities for parents to receive hands on experiences and information to support student learning. These targeted learning activities for parents will include teacher-made activities that support parent understanding of CCLS. Strengthen Frazer instructional program and operational flexibility with school-based budget oversight for staffing. Ensure that the instructional program reflects individual students' needs by advocating for student-weighted funding.</p>	<p>Incorporated</p>		
<p>Recommendation 7:</p> <p>The principal will engage in priority driven monthly Leadership Academies designed and facilitated by district leaders with technical assistance provided by Insight Education. Strengthening school leadership will improve student achievement by increasing leader capacity and</p>	<p>Incorporated</p>		

<p>skill in school turnaround practices.</p> <p>The principal will continue participating in the New Principal Institute, which provides a mentor principal to support, inspire, and grow principals new to the district.</p> <p>The principal will also participate in the Turnaround School Leaders Program and receive additional training and support from an assigned mentor and technical partners.</p>			
<p>Recommendation 8:</p> <p>Frazer will increase students' access to effective instruction by extending the reach of effective and highly effective teachers through implementation of an Opportunity Culture Model. Within this model, select effective and highly effective teachers will become multi-classroom leaders (MCLs) and extend their reach to more students directly through on-the-job leadership. This will include grade level /content area leadership, facilitation of team meetings for data-driven instructional practices, modeling effective instructional practices and coaching teachers to increase implementation of effective, research-based instructional strategies and common core shifts. MCLs will be identified for English language arts, mathematics and early primary grades (K-1). They will receive additional training and support through Syracuse City School District's partnership</p>	<p>Incorporated</p>		

with Insight Education and instructional coaches.			
<p>Recommendation 9</p> <p>Frazer will continue with the increased length of the school day to provide students with increased learning opportunities provided by Community base organizations. This will increase student achievement by providing students with critical thinking application tasks.</p> <p>The increased length of the school day also provides teachers with additional common planning time to do backwards mapping planning and create instructional plans based on Frazer's interim assessment data.</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. Contreras
 Superintendent Receiver Signature

10-19-2015
 Date