

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

School Name	Westside Academy Middle 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>Increase the frequency and quality of Data Driven Instruction (DDI) to inform teacher practice and continuous improvement. Teachers will analyze data and create action plans based on interim assessment results. The DDI use of DDI protocols will require that teachers to unpack units, collaboratively plan lessons and re-teach to ensure learning standards are met. The district's assessment framework that includes formative and summative assessments, Achievement Network (ANet) interims, and STAR Math and Reading for</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 13</p>

<p>screening, benchmarking and progress monitoring will allow for use of data to strengthen the school’s instructional program and meet the needs of students. Teachers will receive site-based professional development from ANet consultants during four assessment cycles throughout the year. The principal will participate in the EdStat process throughout the year to analyze data and create plans ensure progress is made in the areas of student achievement, targeted interventions, and improved school culture/climate. The Ed. Stat process is facilitated by UPD and focuses on continuous improvement.</p>			
<p>Recommendation 2</p> <p>In order to create and sustain a school environment that is safe and orderly the school will continue to implement the district’s revised Code of Conduct. Teachers have been trained and will continue to receive professional development from nationally recognized experts on non-punitive classroom-based approaches to keep students in school and learning. The school has completed and will continue to implement the 8-week Culture Plan that addresses school and classroom expectations. The expected outcome is to decrease the suspension rate and keep scholars in school by reducing discipline referrals. School staff will participate in professional development provided by the Center for Transformative Teacher Training. CTTT will provide on-going Real Time Teacher Coaching as well as developing building level culture coaches to improve classroom engagement and management strategies. The Discipline and Climate Team will continue to meet weekly to review discipline data contained in Educators Handbook and develop action plans to address areas of need.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 14</p>
<p>Recommendation 3</p> <p>Establish a partnership with Education First through the Opportunity Culture model to implement the use of Multi-Classroom leaders (MCLs) in grades 6-</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p>

<p>8. This initiative would extend the reach of effective teachers to improve student achievement. MCLs increase the effectiveness of other teachers by providing professional development, modeling research-based instructional strategies, co-teaching lessons, coaching, and facilitating data-driven instruction practices. By reaching more scholars with high quality teaching, we will achieve higher levels of student growth and increase student proficiency in core subjects.</p>			<p>PG# 15</p>
<p>Recommendation 4</p> <p>The principal will participate in Leadership Academies which are developed and facilitated by the district UPD and Insight Education. The principal will engage in professional development and collaboration with colleagues and district leaders at monthly Leadership Academies and cohort meetings. Additional support in the form of mentoring and professional development for the principal will be provided through the Turnaround School Leaders Program (TSLP). The impact of these activities and supports will be to increase the principal’s capacity and skill to effectively implement school turnaround strategies at Westside Academy.</p>	<p>Incorporated with modification</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 16</p>
<p>Recommendation 5</p> <p>WSA benefits greatly from the autonomies created in a current Memorandum of Understanding (MOU) signed between the Syracuse City School District and the Syracuse Teachers Association which allows schools to improve learning for staff and scholars. We wish to extend the current MOU which expires in June 2016. This will preserve the flexibilities that the school currently utilizes for hiring of staff, staff professional development, master scheduling, resource management, extended learning time, data driven instruction, time for teachers</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 16</p>

<p>to meet daily to analyze scholar data, inform instruction and collaboratively unpack units. We want to ensure that the Collective Bargaining Agreement serves as a support for teachers and not as a barrier between management and labor as the school continues the turnaround process.</p>			
<p>Recommendation 6</p> <p>In order to continue building positive school culture and improving safety and discipline, the school recommends a uniform code of dress for Westside Academy scholars. A uniform policy will improve perceptions of the school. It will contribute to developing a shared vision of the school among all stakeholders as a place for learning that is focused on preparing scholars for college and careers.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 17</p>
<p>Recommendation 7</p> <p>The Community Engagement Team recommends that Westside Academy explore possible cost neutral partnerships to support the school with parent and community outreach. The focus of these partners will be to engage parents, access community resources, and strengthen relationships between the school and community.</p>	<p>Incorporated</p>		<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 17</p>
<p>Recommendation 8</p> <p>The CET recommends Westside Academy obtain school based budget autonomy and the use of scholar weighted funding. This would allow the school to make decisions in regards to effective hiring of staff to best meet the needs specific to Westside Academy scholars and provision of resources based on scholar needs, ensuring equity for all scholars, while empowering Westside with decision making responsibilities to best meet the needs of the school community.</p>			<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 17</p>

<p>Recommendation 9</p> <p>The CET recommends the use of and support from the National Center for Time and Learning in efforts to modify the use of time to provide researched based engaging opportunities for scholars in the arts arena and/or core curriculum areas. The selection of a research-based Extended Learning Time (ELT) model would help to foster a more enriching and engaging environment at Westside Academy.</p>			<p><u>Project Plan and Timeline</u> (School-Level Plan – Part K)</p> <p>PG# 18</p>
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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

