

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

School Name	William Nottingham High 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>School Culture and Climate To develop a vibrant school culture, Nottingham School will implement an 8-week Culture and Climate plan to roll out school and classroom expectations. Discipline and Climate Team meetings will be held to review classroom observation notes and referrals recorded in Educators Handbook. Student Support Center staff works to mentor incarcerated youth, support</p>	<p>Incorporated</p>		<p>Education Plan – Part H, section v & vi</p>

<p>student progress towards graduation, hold restorative conferences, and provide professional development and coaching to staff on the implementation of restorative practices.</p> <p>The following partners will continue to assist in providing students with social, emotional and behavioral development supports and implementation of restorative practices at Nottingham High School:</p> <ul style="list-style-type: none"> • Peaceful School • Engaging Schools • Promise Zone Specialists • Contact Community Services • Hillside Work Scholarship Program • Liberty Partnership Program • STEP <p>Ongoing partnerships with community agencies and student support center are critical to increasing the effectiveness of the teaching and learning environment and improving culture and climate.</p>			
<p>Community Outreach Establish a Community Liaison position to assist in building relationships with parents, families, and the refugee communities in order to increase access and parental involvement. This person would be a full-time employee who would work to bridge the gaps between refugee communities, school staff, community agencies, and families.</p>	<p>Incorporated</p>		<p>Educational Plan – Part H, section vii</p>
<p>Blended Learning Create a plan for an enhanced, online blended learning system for credit recovery supported by</p>	<p>Incorporated with modification</p>	<p>The recommendation was modified to require a plan for the initiative prior to approval for</p>	<p>Part H – Educational Plan, Section iii</p>

<p>teachers from the four core content areas (ELA, math, science, and social studies) a coordinator to oversee the program.</p> <p>A personalized blended learning model will be implemented for student intervention, credit recovery and acceleration. The model will be piloted at the 9th grade level in the 2016-17 school year with support from Education Elements. Through this structure students are provided with immediate feedback and instructional approaches that more closely align to college and career expectations.</p>		<p>implementation. A plan is needed to determine the financial and other resources that will be required for implementation and to assess the impact on the district as a whole. The proposal is promising as blended learning provides the opportunity for customized learning and curriculum to meet individual student needs through digital supports and be customized to students' individual levels and abilities. This will allow students increased access to credit recovery resulting in an overall improvement in graduation rates.</p>	
<p>Academic Intervention Services Develop a proposal to provide academic intervention services both during the school day and after school to students who are low performing in specific content areas and need a Regents exam required for diploma of choice. Both day and after school courses will be instructed by a content certified teacher.</p>	<p>Incorporated with modification</p>	<p>The recommendation was modified to require a plan for the initiative prior to approval for implementation. A plan is needed to determine the financial and other resources that will be required for implementation and to assess the impact on the district as a whole.</p>	<p>Part H – Educational Plan, Section iii</p>
<p>Data Driven Instruction Continue implementation of the data-driven instruction (DDI) process to identify gaps in learning and develop instructional strategies and plans for re-teaching. Instructional Coaches will monitor implementation of the DDI process and provide additional support based on teacher</p>	<p>Incorporated with modification</p>	<p>The recommendation was modified to require a plan for the initiative prior to approval for implementation. A plan is needed to determine the financial and other resources that will be required for implementation and to assess the impact on</p>	<p>Educational Plan – Part H, Section iv</p>

<p>performance and student needs. District Benchmarks and STAR assessments for screening and progress monitoring will be administered and data meetings will be held following administration windows to assess student needs and drive instruction. The impact of data driven instruction is a focused review of data that leads to an individualized instructional plan that is aligned with CCLS. A plan will be formulated to identify time and resources needed for expanded collaborative planning and implementation of DDI cycles.</p>		<p>the district as a whole.</p>	
<p>Teaching and Learning Increase the effectiveness of teaching and learning by developing a teacher leader or multi-classroom leader (MCL) model. Instructional coaches, with support from Public Impact, will design a model where teacher leaders are identified to visit classrooms, identify gaps in teacher practices, hold meetings to analyze student work and offer professional development within Professional Learning Communities (PLCs) based on teacher/student needs.</p>	<p>Incorporated with modification</p>	<p>The recommendation was modified to require a plan for the initiative prior to approval for implementation. A plan is needed to determine the financial and other resources that will be required for implementation and to assess the impact on the district as a whole.</p>	<p>Education Plan – Part H, section i</p>
<p>School By Design Nottingham High School has designed an innovative schedule that provides a longer flexible humanities block. This initiative involves intensive collaboration between English and Social Studies teachers by grade level. These staff share a set of students in which they see during back to back periods allowing for flexibility with instructional delivery. Two primary foci for this initiative include professional</p>	<p>Incorporated</p>		<p>Educational Plan – Part H, section ii</p>

<p>development regarding the Common Core shifts as applied across contents and common planning time to develop interdisciplinary projects aligned to college and career readiness. Work will continue with the Literacy Design Collaborative (LDC) to provide technical support.</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. Conteras

10-19-2015

Superintendent Receiver Signature

Date

