**Attachment E:**

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

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| School Name: | Joseph C. Wilson Foundation Academy |
| District: | Rochester City School District |
| Superintendent Receiver | Dr. Deasure A. Matthew, Principal |

**Directions:**

1. This template must be completed for each identified cohort 2 Struggling School that has a school intervention plan (SCEP or SIG plan) within the district and is 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 intervention plan (SCEP or SIG plan). 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 decision, and where (if applicable) the recommendations have been incorporated into the plan.

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| 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. |
| **Tenet 2 – Leadership Practices** | | | |
| Class sizes seem large; Make smaller class sizes for kids who want to learn | Not Incorporated | RTA Contract guidelines |  |
| Reduce SWD%s in ICOT classes | Not Incorporated | RTA Contract guidelines |  |
| Let kids choose where they want to take tests | Not Incorporated  But noted | where we can make accommodations |  |
| Can classrooms get extra support? More than 1 teacher per room | Not Incorporated | RTA Contract guidelines and staffing is given from Central Office allocations |  |
| Uniforms for k-6 only | Not Incorporated but noted | This is an opinion but there could be “no uniform day” built into the calendar |  |
| Gender classes for challenging students (gr 3-8) | Not Incorporated but noted | Would need further approval for organizing by gender; will consider opportunities for student clubs and activities geared toward gender needs and interests |  |
| Look at special education classes, numbers ICOT at every grade level | Not Incorporated | Based on legal regulations for SWD |  |
| Communicate clear vision; follow through on school plans; have finger on the pulse of the school   * First impressions- hallway, outside, main office area (uniforms); be more friendly than autoreactive; students “terrified” of Administration too loud | Incorporated |  | Tenet 2 |
| Maintain high standards --academically & behaviorally | Not Incorporated  but noted | This is an opinion, but will be addressed with communicating a clear vision |  |
| Review and enforce Bullying Policy | Not Incorporated | Process for addressing bullying is done with DASA coordinator for our school; information readily available for students and parents |  |
| Hands on Administration- visits and interaction;   * knows all names * be visible * make sure rules followed in lunchroom * more individual attention; smaller orientation | Incorporated |  | Tenet 2 |
| Class and school ownership of code of conduct | Incorporated |  | Tenet 5 |
| Have student of the week/month (picture up) (Hall of fame) (Walk of fame, star on floor) | Incorporated |  | Tenet 4 |
| Hire another Administrator (3rd floor) | Not Incorporated but noted | Staffing allocation is assigned from Central Office |  |
| Admin attend specialized groups (attendance, CARE team) | Incorporated |  | Tenet 5 |
| Have a Student Government/Council | Incorporated |  | Tenet 5 |
| There needs to be more respect for Administrators | Not incorporated  But noted | This is an opinion |  |
| School Safety Officers–   * running throughout the day-can be better organized to respond better to needs | Incorporated | Actions taken under Development and implementation of School Safety Plan | Tenet 5 |
| Metal detector- more consistency & care w/scanning | Incorporated |  | Tenet 5 |
| Separate younger & older students at arrival | Incorporated w/modifications | Actions taken under Development and implementation of School Safety Plan | Tenet 5 |
| Safety- students do not feel safe walking to the school | Not Incorporated  But noted | It is an opinion; transportation of students to and from school is covered by Central Office Transportation Dpt. |  |
| Support teachers- teachers frustrated | No incorporated  but noted | This is an opinion and would vary among staff |  |
| Substitute support/ qualifications | Not incorporated | Substitute hiring, training, and check for qualifications are set and monitored by HCI |  |
| **TENET #3 - Curriculum** | | | |
| There needs to be work in the ISS room | Incorporated |  | Tenet 5 |
| Make it so kids do not want to go to ISS | Not Incorporated but noted |  |  |
| Provide actual teacher/teaching in ISS | Not Incorporated | ISS staffed per District guidelines |  |
| Repeat offenders to ISS is counterproductive | Not Incorporated | This is an opinion |  |
| More staff to support ISS— | Not Incorporated but noted | Staffing is allocated through Central Office budget process |  |
| Separate ISS rooms k6 and 7/8 | Not Incorporated | There is no additional classrooms or staffing to accommodate |  |
| More technology | Not incorporated but noted | Budget constraints |  |
| Consistent, formal, lesson plan template/ requirement (aka-MYP”books and Managebac) | Incorporated |  | Tenet 3 |
| Project-based learning | Incorporated |  | Tenet 3 |
| School-wide writing program | Incorporated |  | Tenet 3 |
| More PDs on specific intervention programs | Incorporated |  | Tenet 3 |
| Consistent progress monitoring required for all (then use it to drive instruction) | Incorporated |  | Tenet 4 |
| Provide feedback to students | Incorporated |  | Tenet 4 |
| More PD on research based intervention strategies – especially math | Incorporated |  | Tenet 3 |
| More intervention teachers   * esp. for gen education population * More push-in intervention support | Not Incorporated but noted | Staffing assigned is based on Central Office and budget |  |
| Universal design for learning (UDL) | Not Incorporated | WFA uses the IB instructional framework for PYP and MYP |  |
| Nutrition education to help give proper nutrition to help behavior | Not Incorporated | Nutrition education is a part of the curriculum |  |
| **Tenet 4 – Teacher Practices** | | | |
| Students and teachers reflect on lessons what’s working and what’s not | Incorporated |  | Tenet 4 |
| Increased data reports to parents (behavior and academic) | Incorporated |  | Tenet 4 |
| Data meetings to analyze student work during common planning time set for grade level and departments | Incorporated |  | Tenet 4 |
| Common assessments | Incorporated w/modifications | Incorporated with IB assessment Policy | Tenet 4 |
| Data wall – consistent look at students and all teachers use it | Incorporated |  | Tenet 4 |
| Time for teachers to collaborate on ideas, activities to engage | Incorporated |  | Tenet 4 |
| Vertical teaming/planning at elementary K-6 level | Incorporated |  | Tenet 4 |
| Consistent planning at elementary levels | Incorporated |  | Tenet 4 |
| One-to-one to meet with students about progress/goal setting | Incorporated |  | Tenet 4 |
| Exit exams K-2 | Incorporated w/modifications | Common assessments and academic standards assessed at each grade | Tenet 4 |
| Pre 1st or half grade3s (2 plus) | Not Incorporated | These grade assignments are not consistent with District program design |  |
| PLC’s | Not Incorporated but noted | Already provided with groupings – clusters |  |
| Co-teach classrooms with ELL support | Not Incorporated | Already provided in school scheduling and structure |  |
| Support for co-teaching and inclusion support | Not Incorporated | Already provided in school scheduling and structure |  |
| Math, ELA instructional coaches for students | Not incorporated | Staffing allocation for these positions comes from Central Office budget staffing |  |
| Homework, more often, homework   * + 7th/8th grade consistent 3 days a week;   + Teachers assigning homework/ what are teachers doing? | Incorporated |  | Tenet 4 |
| 5-week reports mailed home to parents so they can monitor progress | Incorporated |  | Tenet 4 and 6 |
| Create a “homebase/homeroom” periods;   * - check in, breakfast, extra intervention, choir, band, 1:1 time with students; * put announcements in this time so there is no interruption during the learning time | Not incorporated but noted | Creation of extra time in the school day to account for additional period needs to be approved by Central Office |  |
| Abandon Common Core | Not Incorporated | NYS required |  |
| Use Cluster Model for 7th/8th grade – whole class has the same core teachers | Not incorporated | Already used as the instructional organization for the middle school schedule |  |
| Do away with block scheduling for 7th/8th grade; see classes every day for 7th/8th with 45 minute periods | Not Incorporated | School scheduling structure includes block scheduling and cluster model for 7th/8th grade middle schools |  |
| 5th and 6th grade rotate classes like they do at 7th and 8th | Not Incorporated but noted | 5th and 6th grade classes are taught by one teacher; there will need to be additional staffing allocated to the school to departmentalize 5th/6th grade; however, consideration will be given to ways to provide this experience of sharing |  |
| More transition time | Not Incorporated | Bell schedule is set per our overall start/end time which is set by Central office |  |
| Family groups – 30 minutes every day whole school and all stuff involved | Not Incorporated | Creation of extra time in the school day to account for additional period needs to be approved by Central Office |  |
| Classrooms that are not “stacked” with behavioral issues because that teacher can handle it – more equity | Not incorporated but noted | Classes are arranged randomly to ensure a range of performance and need |  |
| Behavior Support Person for just our school - everyday | Not Incorporated | Budget and staffing allocations – Central Office |  |
| Instructional center time at higher grade levels (more than just K—3) | Incorporated |  | Tenet 4 |
| Bank of students supplies/materials to share; math manipulatives and classroom libraries | Incorporated |  | Tenet 4 |
| More hands-on manipulative/materials | Incorporated |  | Tenet 4 |
| Give real time updates on behavior to BOTH parents | Incorporated |  | Tenet 4 |
| More School Security Officers; building too big for elementary and middle – hard to cover all of the areas of the school | Not Incorporated  But noted | Budget and staffing allocations– Central Office |  |
| More security cameras in the school – it was promised 3 years ago but have not been installed yet | Not Incorporated but noted | Office of Safety and Security provides budget and plan for installing cameras |  |
| A break room with exercise balls and yoga to get out energy | Incorporated w/modifications |  | Tenet 4 |
| Bouncy ball seats for classrooms and other alternative seating | Incorporated w/modifications |  | Tenet 4 |
| Make lessons engaging and fun using hands on and relatable topics; Less packets | Incorporated |  | Tenet 4 |
| Culturally sustaining—more than just relevant, maintain healthy cultural identity | Incorporated |  | Tenet 4 |
| Book club/book talks | Incorporated |  | Tenet 4 |
| Have an expo/ grade level show case to show the awesome work kids are doing | Incorporated |  | Tenet 4 |
| **Tenet 5 – Social/Emotional Health** |  |  |  |
| “Stop Bullying” program – consistent with all teachers | Incorporated |  | Tenet 5 |
| Training for all teachers in bullying training to be consistent | Incorporated |  | Tenet 5 |
| Have bathroom times for all the class at the same time | Incorporated w/modifications | Inclusion with school-wide discipline plan | Tenet 5 |
| Pass for bathroom only 3 times per day | Incorporated w/modifications | Inclusion with school-wide discipline plan | Tenet 5 |
| A lot of work for the students in the ISS room | Incorporated |  | Tenet 5 |
| No talking in the ISS room unless about its about behavior expectations | Incorporated |  | Tenet 5 |
| Take away Chromebook from lids who do not behave | Incorporated |  | Tenet 5 |
| Increase Support Staff – Crisis Center | Not Incorporated | Budget – Central Office |  |
| Provide students with tools when in crisis (safe place; buddy room or person) | Incorporated w/modifications |  | Tenet 5 |
| Student issues communicated to school and students sent directly to counseling instead of classroom | Incorporated |  | Tenet 5 |
| Insure that teachers have tools to recognize students who need help | Incorporated |  | Tenet 5 |
| Have relationships-first model in classrooms   * Morning meetings/check in with students * Having students engage in reflective practices that align with the curriculum * Homerooms in middle School “Peace Circle” * More community meetings in class * Highlight students that do the right thing Acknowledge positive behaviors and celebrations with students and parents * Offer positive incentives (open gym | Incorporated |  | Tenet 5 |
| Hold student athletes accountable for behavior/academics | Incorporated |  | Tenet 5 |
| Take risks and have more student activities   * More after school clubs and transportation for after school programs * Participate in National Kindness Month * Provide activities during lunches for students who do not want to eat in the cafeteria | Incorporated |  | Tenet 5 |
| Communication about discipline with restoring relationships   * Meeting when students return from suspension * restorative conversation + parent presence; * more follow through after referral- possible email; * School-wide procedure for answering referrals; what happens after? What happens exactly? * Share list of ISS and OSS daily with teachers * Out-of-school suspension - follow thru for trespassing | Incorporated |  | Tenet 5 |
| Community-wide standards for behavior   * Clear expectations, * Develop together as a whole school consistent classroom management from Admin. * Social emotional- calm down area in classroom/ more direction * students take ownership w/ peer mediation- student leadership | Incorporated |  | Tenet 5 |
| More support for House System | Incorporated |  | Tenet 5 |
| More support for restorative practices | Incorporated |  | Tenet 5 |
| Address distortive students   * Remove distortive students * Teachers need to get involved in disputes before it gets physical * Behavior accountability sheets/time | Incorporated |  | Tenet 5 |
| Positive Behavior Incentives –   * extra gym time; * Buddy rooms for positive reasons * Tickets for library time, chrome book time * “No uniform” pass to reward students | Incorporated |  | Tenet 5 |
| “Paycheck” system that pays students in credits for adhering to the code of conduct | Incorporated |  | Tenet 5 |
| “Go Live” in school or use other social media tools to make class exciting | Incorporated |  | Tenet 5 |
| Therapy Dogs in the school | Incorporated w/modifications | Use with formal training and accompanied by formal trainer; reinstate contract with the service provider | Tenet 5 |
| Social/ Emotional instruction in the ISS room | Incorporated |  | Tenet 5 |
| Hire social/emotional coach to help teachers—push into class | Incorporated w/modifications |  | Tenet 5 |
| Guest speakers to address different challenges/traumas | Incorporated |  | Tenet 5 |
| Center for youth crisis support person for k-5/ for 6-8 | Incorporated | Already have a support person as Help Zone Counselor |  |
| Life space training for support staff and SSO’s | Incorporated |  | Tenet 5 |
| Implement social curriculum throughout grade levels | Incorporated |  | Tenet 5 |
| Outpatient MH counselor in school | Not Incorporated but noted | Consideration through work with Social Workers |  |
| Family/Staff/Student Groups | Incorporated |  | Tenet 5 |
| Require calm downs areas in rooms | Incorporated |  | Tenet 5 |
| Mentor program | Incorporated |  | Tenet 5 |
| Have a classroom to teach behavior | Incorporated |  | Tenet 5 |
| Have fun days in school | Incorporated |  | Tenet 5 |
| Kids want to be better in school than their parents | Not incorporated but noted | This is an opinion but noted! |  |
| **TENET #6 – Parent/Community Engagement** | | | |
| Call parents when students misbehave | Incorporated |  | Tenet 6 |
| Call parents when good things happen | Incorporated |  | Tenet 6 |
| Call parents when kids do not come to school | Incorporated |  | Tenet 6 |
| Take a firmer stance on parents who are belligerent/disrespectful (students feel they have backup or affirmation when parents come in with disrespect to adults) | Incorporated |  | Tenet 6 |
| Any issue parents have should be addressed at an out-of-school time not during instruction | Incorporated |  | Tenet 6 |
| After school clubs for kids   * who are low in math and reading * Sports for elementary * Drama activity/class * Lunch time “Just Dance” * Step Team for boys and girls | Incorporated w/modifications | Clubs and activities after school will be determined by student interest, adult availability, and transportation | Tenet 6 |
| Parent support requests:   * More information on state and local testing and assessments * Increase communication with parents on grades * Asthma Workshop * ADHD workshops / ADD * Buddhist Monastery mindfulness * More info about IB * Parent circles and Restorative with parents * Access to Encompass, Lexia, MyOn from home * Invite parents to learn the curriculum so they can help their kids * GED services/Housing information * Budget> how to stay and pay in your apartment | Incorporated |  | Tenet 6 |
| Improve Family/Parent Activities and have an Event Calendar:   * Family pick up report card night * Saturday family day * Bring your parent to school day and invite to lunch * Friday drop in w/donuts * Family Night – more fun activities; maybe once every month * Family movie night * Ice Cream Social * Monthly/Weekly Newsletter * Ethnicity+ Religion based family nights | Incorporated | Some activities are a part of Title 1 Parent Involvement Plan | Tenet 6 |
| Some moms are good role models | Not Incorporated | This is an opinion, but noted; considered when identifying parent volunteers |  |
| Kids love suspension because they can be home and watch TV | Not Incorporated | This is an opinion, but noted as an item to be addressed when considering suspensions |  |
| Ask parents what they would like to contribute | Incorporated |  | Tenet 6 |
| Ribbon cutting for playground | Incorporated |  | Tenet 6 |
| School events calendar | Incorporated |  | Tenet 6 |
| Collect emails/Parent phone list | Incorporated |  | Tenet 6 |
| Use more PAWS tickets | Incorporated |  | Tenet 6 |
| No uniforms—creates conflicts | Not incorporated  but noted | This is an opinion, but noted |  |
| More welcoming entrance; everyone look up and smile; too many people standing around the desk | Not Incorporated but noted | This is an opinion, but noted |  |
| Better food in cafeteria —students don’t like going to the cafeteria because of the food choices | Not Incorporated but noted | Cafeteria menu is developed from Central O Kitchen; outreach to the director of food service has been made to set time to discuss with students |  |

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.

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Superintendent Receiver Signature Date