

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

School Name:	Northwest/Northeast College Prep High School
District:	Rochester City School District
Superintendent:	Dr. Bolgen Vargas

Directions:

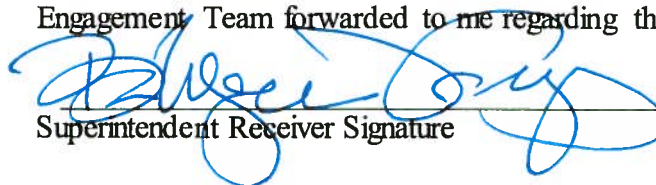
1. This template must be completed for each identified Persistently Struggling or Struggling School that has a provisionally approved school intervention plan (SIG, SIF, or SCEP) within the district and is therefore under a Superintendent Receiver.
2. Please attach a copy of the CET's recommendations, 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 (SIG, 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 decision, 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.
Continue on the path/progress established to minimize classroom distractions and interruption of instructional time. The Team feels that the approach to handling student behaviors is working and wants to keep developing and monitoring the Panther Help Zone. Specific actions the Team wants to take include building student leadership with a Peace Ambassadors program, and creating non-classroom opportunities for student and staff to interact more.	Incorporated.	Builds on existing plan, inserting a few more specific actions. Shows support for the path already identified and showing progress.	Educational Plan (School-Level Plan – Part H) Section v Page 11

<p>Restorative Practices The Team supports the progress being made in this arena and offered ways to be more concrete about the actions this year:</p> <ul style="list-style-type: none"> • Create communications that clearly spell out the experts in the building, the various tools staff can use, and the general progression of the practices • Continue the recent formation of proactive, targeted student groups (e.g., girls group, students known from last year as needing additional support, etc.) that are being led by support staff to equip students to know their triggers, address trauma, etc. • Continue to develop the newly created, highly engaging, standalone Panther Pride Academy for all 7th graders which is aimed at social-emotional developmental health, development of mindset and metacognition, embeds literacy and incorporates both community service and relationship building. • Conduct a survey of students and staff, to assess progress and learn from implementation. 	<p>Incorporated.</p>	<p>Builds on existing plan, inserting a few more specific actions, and allowing flexible use of schedule and staffing. Shows support for the path already identified and showing progress.</p>	<p>Educational Plan (School-Level Plan – Part H) Section 1</p> <p>Educational Plan (School-Level Plan – Part H) Section vi</p> <p>Pages 12 - 13</p>
<p>Attendance The Team wants to maintain the new systems put in place for rapid follow-through with students, using the counselors and support staff. Wants to continue the Help Zone and various other structures.</p> <p>The Team recommends even more focus on transitions including re-entry from suspension and/or conflicts, utilizing Bridges to provide direct support to catch up.</p> <p>Student members recommend having more options for lunch and after-school “help rooms” for academic support.</p>	<p>Incorporated, either maintaining what is the plan or in some cases expanding, such as engage teachers in dialogue about mobilizing volunteers for the “help rooms.”</p>		<p>Educational Plan (School-Level Plan – Part H) Sections iii AND v</p> <p>Pages 9 and 11</p>
<p>Better, more parent communication and engagement The Team recommends that the 7th/8th grade teams carry out the already begun work to improve the quality of the evening events. Strategies include a more intentional approach to advertising and ways to capitalize on the increased opportunities such as sports and arts events. The school should also work to build a PTA.</p>	<p>Incorporated more explicitly in plan.</p>		<p>Educational Plan (School-Level Plan – Part H) Section vii</p> <p>Page 13</p>

The Team supports the efforts to build a more positive, engaging school culture / spirit. This includes supporting the fledgling sports programs, offering more arts and clubs, working toward the name change to “Frederick Douglass Jr. & Sr. High”, creating a more aesthetically pleasing school, etc.	Noted, but already in plan so doesn't need to be added.		
One of the suggestions was to create more relevant curriculum, create social justice connections to the community. This is being explicitly incorporated into the circles in the 7 th grade Pride Academy, which will also provide opportunities for community service to the campus and in the larger community.	Incorporated.		Educational Plan (School-Level Plan – Part H) Section 1 Page 7
Year-long professional development with full faculty, “Developing a Culture of Learning”.	Incorporated more explicitly into plan.		Educational Plan (School-Level Plan – Part H) Section ii. Page 8 Training, Support and Professional Development (School-Level Plan – Part I) Section 1 Page 14

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.



Superintendent Receiver Signature

Date 9/30/15