

University of Rochester EPO Proposal for Rochester East High School
#2. DETAILED SCOPE OF SERVICES

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#2. DETAILED SCOPE OF SERVICES

1. EXECUTIVE SUMMARY

1.1 Describe the proposed mission and vision of the restart school. Address key design elements of the educational program and other unique characteristics of the approach. Indicate why you've selected this approach.

Mission and vision

The mission of East High School will be to prepare all its students for a successful transition into adulthood.

We will accomplish this mission by incorporating “best practice” in school and district leadership, curriculum design and implementation, teaching, social-emotional support and school and community partnerships. We used the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) as our working definition of “best practice.” It is our intention to develop internal capacity within the school structure so that best practices established with the support of the EPO can be sustained in the long run.

We also seek to create a school culture where all members of the East High School community, students and their families in particular, are valued as assets to learning and development, and in which high expectations are the norm. We will emphasize students at the center of the learning through our inquiry approach and engagement-centered assessments. Students will develop their leadership potential in an environment that nurtures individuality while teaching students to be active citizens who advocate for justice and to innovate across all fields. Our students will have the knowledge, skills, and attitudes to become successful adults and innovators in their communities. Our emphasis on civic participation and leadership development will inspire young people to believe in themselves and take charge of their destinies.

It is our vision to create a comprehensive urban high school that can be a model for urban school reform.

The University of Rochester, as EPO, has engaged and is committed to continued and expanded engagement of all stakeholders in developing an enduring and compelling mission and vision for East High School.

All of our decisions are evidence based; that is, we either gleaned our recommendations from the literature or examined successful practices in other settings.

Key design elements

We propose that East High School be a **best practice, comprehensive community high school**. By this we mean that students from East realize a full and rich high school experience, similar to what is offered in nearby suburban districts. Since the community is

critical to the success of East High School, we also see the school as centered in and serving primarily the larger community neighborhoods surrounding the school. Students will work both in small family groups where their individuality is supported and as investigators, researchers, scientists, historians, artists, authors, teachers, entrepreneurs, tradespersons, and scholars who interact with the wider community as they prepare for their futures as leaders by being active citizens as students. We have used the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) as our working definition of “best practice.” The DTSDE is research based and serves as the NYSED Joint Intervention Team (JIT) evaluation tool for all Priority and Focus Schools. East will be evaluated on the DTSDE rubric and we have designed our Comprehensive School Plan using that standard of practice. (See Section 6 for a detailed discussion of how our proposal reflects Tenets 2-6 of DTSDE, and Appendix E under Tenet 3 for an articulation of other key principles informing this proposal.)

In our proposal, **East High School will be organized in two separate schools, each with its own BEDS code** (Basic Educational Data System registration with NYSED). We think this is critical as we believe we can guide the Lower School to achieving Adequate Yearly Progress (AYP) in a shorter period than the upper school and that achievement of those short term goals is critical to the schools’ overall success.

The first component is the **Lower School**, currently grades 7-8. It is our intention to add grade 6. We believe that adding grade 6 gives us the potential to provide students a jump-start to develop the needed foundational skills and attitudes necessary for success in high school. In addition to extended time in math and English language arts, we want to instill values and academic habits including collaboration, self-regulation, planning, reflecting, focusing, inventing, and inquiring in younger students to increase their years of practice in these 21st century skills to ensure their further success. Additionally it is our goal to allow students to earn more high school credits before entering 9th grade. The more credits students can earn early on, the less likely they will be to drop out.

The second component is the **Upper School**, grades 9-12. Though part of the upper school, first year freshmen will be housed in a separate Freshman Academy. Research tells us that the first year in high school is pivotal. No student entering grade 9 is behind in units of credit, yet most urban high schools experience their greatest failure rate with grade 9 students. Freshmen need their own place, their own social and emotional supports, and their own approach to academics. At East, freshmen will have their own wing in the building, their own lunch, and physical education. We will work to develop a focused culture of success within the Freshman Academy that is unique and geared toward the developmental needs of these students.

At the end of grade 9, students who are on track to graduate are in transition to their adult roles, focusing on finding a clear path to graduation and beyond which requires college and/or career preparation. For those students, the Upper School offers both rigorous academic programs, including Advanced Placement (AP) courses, as well as rigorous Career and Technical Education (CTE) options, both within the school and at one of the surrounding BOCES (Boards of Cooperative Educational Services). Advanced programing

will enable students to earn college credits while still in high school through community college partnerships and advanced placement classes. Additionally we will foster workforce partnerships and a high quality CTE experience beginning in grade 10.

For those who are not on track after Grade 9, additional supports should be established to get them back on track to make graduation and long-term college and career planning a viable goal. These additional supports will include alternative off-site programs, alternative on-site programs and credit recovery outside of normal school hours. These alternatives will be explored in depth later in this proposal. However, currently there are too many students at East who finished grade 9 with ZERO credits, only to be scheduled for summer school and, when that is unsuccessful, repeating 9th grade during the school year. Our understanding is that students, who finish ninth grade with ZERO earned credits, have nearly a 100% probability of dropping out. We need a different model for these students.

Our proposed structure is intended to help manage the needs of different age levels, and also provide additional support for the challenging transition occurring at grade 9.

We are also proposing that East High School have fewer students than it currently serves. Our intense focus on civic responsibility, leadership, and an inquiry mindset that encourages innovation is enhanced by an overall smaller grade level size. Each grade level cohort 9-12 is planned to be approximately 180 pupils being served in the building. Cohorts for grades 6-8 are planned to be eventually 160, allowing for up to 20 local students who attend K-8 schools to enter at grade 9. The downsizing of East will be accomplished by smaller entering cohorts and voluntary transfers of students who do not agree with the educational philosophy of the school. No current East student will be required or encouraged to transfer.

The overall theme of the school will be “Leadership for Innovation.” We believe that all individuals have a role to play as leaders and that leadership development is central to college and career readiness. The theme of Leadership for Innovation is developed through the full school experience starting with the Leader in Me during the Lower School Years, transitioning to Leadership for Success in the Freshman Academy to Leadership for Innovation in the Upper School.

A more detailed description of the unique features of the organization of the school follows:

- **The Lower School** (grades 6-8) program is designed to develop academic and social foundations. This includes:
 - Entrance to the Lower School is by student choice (consistent with current practices in RCSD), but giving priority to students who live in proximity to the East High School community, with a cohort size of 160 in the Lower School and 180 in the Upper School.
 - The Lower School will be led by an individual principal with two assistant principals. The principal is the primary instructional leader of the school and will not have assigned responsibility for student management.

- Each grade will be organized into small “family groups” (about 10 students each if possible). Each grade level will have a counselor and social worker that will move with the cohort through the lower school experience. Each “family unit” will have a community advocate from a local agency who will provide additional individual and group support.
 - Lower School students will experience extended learning time every day through a longer school day. The student day shall be seven and one half hours.
 - The Lower School will have increased instructional time devoted to math and literacy, supported by high quality culturally relevant curriculum focused on Common Core – Expeditionary Learning curriculum for ELA, and the Connected Mathematics Project for mathematics.
 - All Lower School faculty engage in daily sessions around collaborative planning, assessment development, data analysis, curriculum development, professional learning and coaching. These sessions are led by trained teacher leaders and school administrators.
 - A goal for *ALL* Lower School students will be to gain some high school units in grade 8; some specific units available may include LOTE (Languages Other Than English), mathematics, science, business, art, or other areas.
 - The Lower School will utilize a school-wide approach to ensuring decorum and focus based on the principles of Restorative Justice while incorporating the explicit lessons included with PBIS (Positive Behavioral Interventions and Supports). Lower School faculty and staff will be trained in *Leader in Me* as a foundation for goal setting and positive interaction supporting a school-wide theme of *Leadership for Innovation*.
 - Lower School students will use a separate transportation system than that used by Upper School students, featuring “yellow buses” rather than city buses.
 - All entering students will participate in a five-day summer preparation program as a prerequisite of entry.
 - Additionally, the school will offer the full range of athletic, co-curricular and extra-curricular activities found in high performing suburban schools.
- The **Freshman Academy** (9th grade), while part of the Upper School, will be a separate entity with its own identity, core mission and focus on first time 9th graders only (9th grade repeaters will have different options, as articulated below as part of the description of the Upper School).
 - Our goal is to have all students successful on at least two Regents examinations by the end of the Freshman Academy. It will be possible for students to enter the Freshman Academy with as many as four high school credits.
 - Freshmen will be given extended time for success resulting in a longer school day with extended flexible periods in core academic subjects.
 - All Freshman Academy students will participate in a summer orientation program as a prerequisite of entry.

- Freshmen will have their own wing of the building, their own physical education classes and lunchtime, and their own social emotional support team.
 - Freshman progress will be tracked closely, with immediate support for students who struggle academically.
 - Freshman benefit from membership in small “family groups,” headed by a faculty member, which meet daily. These families focus on academic, social emotional and organizational support.
 - Family time is augmented by community advocate support to engage students and families on a daily basis.
 - The school day at the Freshman Academy is seven and one half hours.
- **The Upper School** (grades 9-12) focuses on transition into adulthood, with strong college readiness programs, CTE programs, and social emotional support.
 - The Upper School is organized to provide maximum choice and flexibility to students, and to support student success with flexible scheduling and a menu of rigorous and relevant electives in all areas.
 - The Upper House includes an extended day component devoted to the unique needs of some of our students including course recovery and small group remediation.
 - Upper House students may access “East Evening” which includes opportunities for both students and community members to experience high quality school electives, obtain course credit recovery and receive support in ordinary schoolwork.
 - Upper House students who are “on track” to graduate are offered a comprehensive program including:
 - The full range of classes leading to a Regents Diploma, a Regents Diploma with Advanced Designation and a Regents Diploma with CTE Designation.
 - A full range of early college classes. Starting in grade 11, Upper School students who are on track, may choose from a traditional or late start time. Both start times will lead to a full high school experience.
 - Both in-house and BOCES based CTE programs. The in-house programs will include Health Related Careers, featuring a partnership with the University’s extensive health care system; Culinary Arts, featuring a partnership with Wegmans; Information Technology; and Advanced Manufacturing (including the manufacturing of optical components). East already has a program in Clinical Optics that will be part of the Health Related Career Program. Additionally, East students will have access to the full range of BOCES programs currently available in Monroe County.
 - All students will continue to be members in “family groups.”
 - All students participate in college and career awareness as part of their daily “family group” activities.

- Upper School students who are not “on track” to graduate are offered choices that result in credit recovery and realignment with graduation plans including:
 - *Later start time*: Often, students who fail experience difficulty with the traditional early start time in high school; East will allow off track students to start up to two hours later than their peers, and to focus their school time specifically on credit recovery in compressed standards-based classes.
 - *East Evening*: For some students the challenges of family and work make day school impossible; we will offer the same focus on credit recovery in compressed standards-based classes in the evening.
 - *East Off-Site One*: In conjunction with Big Picture Schools, we will develop an off-site option for up to 60 students who are no more than one year off track to graduate; this school will meet SED requirements and will provide the full range of academic and social-emotional support the participating students will require.
 - *East Off-Site Two*: We have a number of students who are more than one year off track for graduation; we will develop a second option for these students, all of who are older, in a partnership with a community based organization, using the same principles of our other off-site school.
 - NOTE: Both Off-Site programs are by student self-nomination. No student is assigned to these programs.
 - Additionally, the school will offer the full range of athletic, co-curricular and extra-curricular activities found in high performing suburban schools.

- **Common academic elements across the school:**
 - We employ only high-quality curricula incorporating universal design principles augmented by relevant and meaningful interdisciplinary projects that can help generate student interest and motivation, and facilitate application and transfer of knowledge (see specific curriculum recommendations included in the “Restart School Plans” section on pp. 42-48).
 - Teachers meet daily at a common time period to engage in curriculum design and modification, assessment design and data analysis to inform instruction, cooperative planning and professional learning.
 - Faculty and staff at East are “all in” and available to re-teach, conference and re-assess on a daily basis.
 - Instruction is planned and implemented with the benefit of a data protocol. This protocol will be selected or designed after the University is named EPO.
 - Teachers benefit from high-quality, sustained and content-specific instructional coaching – to ensure effective improvement of instructional practices.

- The Lower School and Upper School have a separate start and end time and the two schools are located in different parts of the building. The Freshman Academy is part of the Upper School, but is separately housed within the building.
 - We utilize a flexible scheduling model so as to provide teachers with longer periods of time required to implement constructivist, inquiry-based and project-based approaches.
 - All East students will be able to participate in a high-quality multi-faceted summer school program for both credit recovery and acceleration.
- **Social Emotional Support for all East students:** East High School students often experience a high-stress urban environment. This creates a need for a well-developed approach to providing social emotional support in the school and community. We will therefore articulate and systematically promote a vision for social and emotional developmental health that is aligned to a curriculum that provides learning experiences and a safe and healthy school environment for families, teachers and students. This will involve the following components:
 - Each faculty and each administrator is responsible for leading a small “family group” (ideally 9-10 students per family). There will be time available to conduct daily family meetings. Families will focus on issues including growing into adulthood, attendance, school performance, job readiness skills, life skills, decision-making and specific social emotional supports within the school. A new student code of conduct will be created in collaboration with students and a special committee on Student Life in early Spring 2015.
 - Each grade is served by a full-time counselor and a full-time social worker that follows the students over time as they move on.
 - The counselor and social worker for each grade will coordinate the school-wide Restorative Justice program for that grade.
 - East will continue to make available the comprehensive health services provided by the School Based Health Center run by the University of Rochester School of Nursing, to serve both students and their families. The University seeks to expand those services to include East Evening.
 - East employs a comprehensive, formal, closed loop referral process for student support. Students may self-refer and/or refer a peer. All referral providers will meet as a team regularly and receive professional development from a student support coach identified by the University of Rochester.
 - The administrative structure includes a Director of Special Programs (DSP) who will be responsible for coordinating all social emotional support including support provided by outside agencies.
 - The existing Student Support Center is expanded in size and scope. Support services are provided all day, every day during the school year and through the summer months and made available when it is most convenient to the students and their families.

- All support programs and services are documented and defined. Data is collected and analyzed to coordinate and improve support services. The DSP is responsible for overseeing this work.
 - All faculty and staff receive professional development to enable them to facilitate the student support system for maximum success.
- **Professional Learning:** On-going, embedded and intensive professional learning for all school staff is a critical component of the East culture, and an essential ingredient for developing the internal capacity required not only to implement our plan, but also ensure sustainability over time. To that end, components of the plan include:
 - Required participation in professional learning for 2015-16 faculty and staff to develop skills and practices necessary to effectively implement the daily cooperative professional engagement experiences critical to the development of professional capital at East, and preliminary training in the Restorative Justice principles that are foundational to the East student culture.
 - Required participation in professional learning for the 2015-16 faculty during the summer to develop curriculum and assessment expertise, develop initial unit plans and deliver high quality data driven instructional practices.
 - Required participation in professional learning in the fall of 2015, in addition to the daily professional collaboration time, to further develop curriculum and assessment practices, and monitor and develop the school culture.
 - The development of site-based subject-specific coaches that can support and coordinate teachers' work on improving their instructional practices, designing curriculum and assessments, and productively engaging in the analysis of students' data.
 - Daily participation in collaborative experiences that include professional learning.
 - Provision of Warner experts to plan, monitor and evaluate the professional learning experiences.
 - **Data and Enrollment Management:** The EPO will re-register each and every student at East High School in Spring and Summer 2015. No current East student will be denied entrance to the new East High School, but the intent of this registration is to:
 - Begin the process as EPO with clean, updated and correct student data
 - Clearly identify each grade level cohort
 - Meet with each student and family to review the educational philosophy and expectations of the new East, and have students sign on to the new student code of conduct.

It will be the policy of the EPO not to accept transfers from other schools unless the student has moved into the predetermined East catchment area. Exceptions are at the start of the school year for students seeking entrance into East CTE programs and must be approved by the Deputy Director. Such admission shall be on a space available basis.

2. PRIORITY SCHOOL EXPERIENCE

2.1 Please describe the populations of students you expect to serve and discuss your team’s experience serving similar populations. Discuss how you will address the population of students with disabilities, students who are English language learners, and students from households that are eligible for the federal free and reduced-priced lunch program. Provide the number and percentage of actual or projected enrollment of these students in the restart school. Specifically describe the restart school’s plans for their education, how the school’s curriculum and approach to instruction will be designed or adapted to serve those students, and how their progress will be monitored.

Student population to be served

The student population we will be serving will reflect the current population of the Rochester City School District [RCSD], the poorest urban school district in NYS, and will likely not be very different from the current student population in East High - especially as we will be giving priority to students living in the neighborhood.

The following data is from the most recent (2012-13) NYS Report Card and documents the high percentages of students with limited English proficiency (also referred to as English as a New Language, or ENLs), students with disabilities, and students on free/reduced lunch both within East and the entire district. It is worth noting that the percentage of ENLs and students with disabilities at East are higher than the already high representation of these students across the district.

2012-13 NYS Report Card Enrollment Data

	Total # of students	Total # of Limited English Proficient students (ENLs)	Total # of students with Disabilities	Total # of Economically Disadvantaged students	Total # of students eligible for Free/Reduced lunch
RCSD	29,197	3,259 (11%)	5,244 (18%)	24,892 (85%)	24,174 (83%)
East	1,720	259 (15%)	343 (20%)	1,416 (82%)	1,240 (72%)

We also accessed 2013-14 data directly from East High School, as follows, showing an even greater percentage of students with disabilities and ENLs:

2013-14 Enrollment Data Provided by the School

	<i>Number Enrolled</i>	<i>% of Students Enrolled</i>
<i>Total Students</i>	<i>1764</i>	<i>100%</i>
<i>General Education</i>	<i>1343</i>	<i>76%</i>
<i>Students with Disabilities</i>	<i>421</i>	<i>24%</i>
<i>English Language Learners</i>	<i>387</i>	<i>22%</i>

Note that nearly a quarter of East students are classified as having a disability. This is almost twice the NYS average. According to district data, 81% of the students are economically disadvantaged, although there is general agreement that is a low estimate as many students do not provide the necessary information to determine economic status. Of the 387 English language learners, 91 received bilingual instruction.

An additional element that characterizes the East student population is significantly low attendance – as each day less than 80% of the students come to school. While low attendance rates are unfortunately typical of urban secondary schools, they represent another significant challenge that will need to be addressed and overcome in order to ensure better student achievement.

Most recent official data regarding East students’ graduation rates and achievement in state tests, as reported in the Tables below, should be considered in light of these challenges:

2012-13 Graduation Rates

<i>Student Group</i>	<i>4 year graduation rate</i>	<i>5 year graduation rate</i>
<i>All Students</i>	<i>42%</i>	<i>48%</i>
<i>African American</i>	<i>42%</i>	<i>48%</i>
<i>Latino</i>	<i>41%</i>	<i>41%</i>
<i>White</i>	<i>50%</i>	<i>NA</i>
<i>SWD</i>	<i>24%</i>	<i>16%</i>
<i>LEP</i>	<i>NA</i>	<i>NA</i>
<i>Economically Disadvantaged</i>	<i>43%</i>	<i>50%</i>

NOTE: 4 and 5 year graduation rates are calculated on different cohorts

2013-14 East High School State Cohort Results (% at level)

	Level 1	Level 2	Level 3	Level 4
ELA 7	78	20	1	0
ELA 8	85	13	2	0
Math 7	84	15	1	0
Math 8	92	8	0	0
ELA Sec	18	10	47	6
Math Sec	12	15	56	2
Global	18	8	39	4
US His	18	6	35	10
Science	8	7	49	4

University of Rochester's and EPO team's experience in serving similar populations

The University of Rochester, and its Warner Center for Professional Development and Education Reform (Warner Center hereafter) in particular, have a strong record of initiating and/or participating in outreach initiatives that have served the RCSD student population and populations with similar needs. Members of the EPO leadership team have served in these initiatives in a variety of roles.

In what follows, we will briefly identify a selection of these outreach initiatives that we believe best illustrate the capacity of our institution and the EPO leadership team to lead and support the initiatives we propose to transform East High School. To avoid repetition, the members of the EPO leadership team (identified in bold in what follows) will be identified later in this section along with more information about their qualifications and experience, including the specific roles played in the initiatives described below.

Selected UR projects that directly serve this student population:

- ***School Based Health Center at East:*** Since 1995, the UR School of Nursing has provided an array of physical and mental services to students at East High School through a health clinic located on the school premises. Last year alone, 83% of the students physically located in the East building were served by this clinic. A total of 1,918 visits were recorded for the period July 2013-March 2014 alone (1,277 for primary health and 641 for mental health).
- ***Upward Bound program:*** Supported by multiple federal grants, the UR David T. Kearns Center for Leadership and Diversity in Arts, Science, and Engineering currently provides an intensive summer program as well as mentoring services and other supports during the academic year to 165 RCSD students (of which about half attend East High School). Overall, 94% of Upward Bound participants are low-income students and approximately 95% are from under-represented minorities; 96% of the students enrolled in the Upward Bound program so far have graduated on time and gone to college.
- ***Science STARS afterschool program:*** Since 2006, UR education professor April Luehmann has offered Science STARS, a unique after-school science program serving 20-70 middle school RCSD girls each year. The program, which has been housed in East High School for the past 5 years, involves girls in grades 7-12 in a semester-long authentic scientific investigation on a community problem they are interested in, culminating in the dissemination of their findings through a public presentation and the creation of a film-documentary under the guidance of expert filmmakers. Attendance in this voluntary after-school program averages 74% across the year. Science STARS has recently received a grant from the National Science Foundation in recognition of its effectiveness and innovative features.
- ***Project READ at School #36:*** For the past three years, UR education professor **Carol St. George** has designed and implemented a reading intervention program at RCSD School #36, fully supported by an individual gift, which included diagnostic assessment and interpretation, individualized literacy plans, and progress monitoring of a group of 20-45 at-risk K-3 students each year, along with staff professional

development and parent involvement initiatives. The data-driven individualized reading program is based on Fountas & Pinnell Level Literacy Intervention, and has been delivered by UR students pursuing Advanced Certification in Teaching Literacy, who are trained and supervised by Dr. St. George. Children served by this program showed growth of over one year more than those of a comparison group in the same school that did not receive this intervention.

- ***Transition services offered to students with disabilities and their families by the Institute for Innovative Transition (IIT):*** Since its establishment in 2008, the UR Institute of Innovative Transition has provided an extensive set of initiatives to improve the quality of life for individuals with intellectual and developmental disabilities and their families in the Rochester region as they transition from school age to adulthood, including employment and postsecondary education. The Golisano Foundation has invested \$1.9M in the Institute’s operations, and an additional \$5 million in federal funding has also been leveraged to improve the transition outcomes for students with disabilities in our region. IIT has relationships with regional and state-wide leaders of the 10 NYSED Regional Education-Technical Assistance Service Centers (RSE-TASCs) as well as the 13 NYSED Special Education Parent Centers.
- ***Curriculum units for SIFE students at the Rochester International Academy:*** As part of a \$2M grant from the U.S. Department of Education to increase schools’ ability to better serve English Language Learners (ELL) or English as a New Language (ENL) students (Western New York Collaboration for ELL Success [CELLS hereafter]), Warner faculty have collaborated with teachers in the Rochester International Academy [RIA], a special transition program for “newcomer” ENL secondary students in RCSD, to design and implement units specifically designed to support Students with Interrupted Formal Education (SIFE).
- ***Horizons program:*** Since 2010, the Warner School has offered a 6-week full-day summer program to K-8 RCSD students on the UR campus. The program now serves over 130 students each year, and includes a diverse set of informal learning activities to support the participants’ development of basic skills in literacy and math (as documented by pre-post standardized tests), along with self-esteem and social-emotional growth.
- ***Tutoring services:*** For the past several years, dozens of UR undergraduate students have been trained for and served as volunteer tutors in various RCSD schools each year.

Selected UR projects involving professional development, coaching and other training for school personnel serving this student population:

- ***Warner Center math professional development for RCSD:*** Since its founding in 2001, the UR Warner Center for Professional Development and Education Reform has provided high quality intensive professional development and coaching to math teachers in the region to develop more effective instructional practices, mostly through the support of federally and state supported grants (including DDE, TLQP and MSP programs) for a total of over \$7M. Most recently many of these

professional learning opportunities have focused on the implementation of the new Common Core State Standards for Mathematics (*see Appendix D.1 for an example*).

- ***Development of STEM Master Teacher Fellows for RCSD:*** With the support of a \$3M Noyce grant from the National Science Foundation, for the past four years the Warner Center has provided intensive training to a group of 19 math and science RCSD teachers to develop their capacity to serve as models and mentors for other teachers about effective instructional practices. This training has included a minimum of 36 credits of specialized coursework in pedagogy, urban education, instructional leadership, data-driven school improvement and program evaluation, as well as individual mentoring. Three of the participating teachers currently work in East High School.
- ***Professional development to better serve ENL students for teachers, administrators and counselors:*** A key component of the CELLS grant mentioned earlier is the design and delivery of free professional development to help all K-12 school personnel across the region – including ESL teachers, content teachers, school counselors and school leaders – to better serve ENL students. (MJ Curry, PI; **Alicia Van Borssum**, Project Coordinator; **Mary Rapp** and **Bonnie Rubenstein**, faculty associates)
- ***Genesee Valley Writing Project:*** The Genesee Valley Writing Project (GVWP) is a chapter of the renowned National Writing Project. Directed by **Joanne Larson**, a leading scholar in new literacies, the project serves teachers and students from urban and suburban schools in Monroe and surrounding counties. Using a teachers-teaching-teachers model, the GVWP allows participating teachers to tap into what is known about writing and the teaching of writing from all sources—key research findings, important books and articles, and most importantly, the classroom practices of effective and successful teachers. In its mission of improving the quality of student writing and learning in area schools, the GVWP sponsors an array of programs including an annual invitational Summer Institute, school-based in-service programs, and professional development continuity programs.
- ***Training of school administrators for RCSD:*** In 2012, the UR Warner School of Education was awarded a 3-year TLQP grant to provide enhanced clinically-rich training to develop a new cadre of school leaders to more effectively serve urban schools (**Stephen Uebbing**, PI; **Mary Rapp**, Co-PI). A first group of 12 RCSD teachers identified as showing high promise as future leaders has just graduated from this program, and a new cohort of 12 more RCSD teachers started the program in summer 2014.
- ***Warner Center leadership coaching services:*** Since 2007 the Warner Center, under the leadership of UR professor **Stephen Uebbing** and most recently **Mike Ford** has provided high-quality and intensive Leadership Coaching for 50-60 school leaders each year in the greater Rochester region.

Involvement of UR and/or EPO leadership team members in school reform/transformation projects and/or development of new school models:

- ***Turn-around work at School #3:*** The Warner Center, with **Michael Occhino** as the liaison and project director, is one of the key partners in RCSD's School #3 School

Improvement Grant (SIG) that started in 2013. The Warner Center's main responsibilities include providing content-focused coaching in math and science education, designing and implementing multi-day STEM institutes, and developing STEM teacher-leaders.

- **All City High: Michael Occhino**, now the Director of Science Education Outreach in the Warner Center, was a member of the leadership team that designed and launched RCSD's *All City High School* several years ago. This special program was created with the goal of providing alternative and more effective learning experiences to graduating juniors and seniors from five different phase-out schools. Last year, *All City High* had 368 graduates, the highest number of graduates in any RCSD school. *All City High* employed some successful strategies that informed the proposed plan for East, such as the "Families of Five" mentoring program, multiple starting and end times for the school day, and more intensive socio-emotional supports.
- **Warner Center consulting work to support strategic planning in area school districts:** Under the leadership of **Stephen Uebbing**, the Warner Center has supported a number of struggling school districts in the region in developing plans that would improve student academic achievement and graduation rates. These services included, among others, leading the Joint Intervention Team for the Geneva City School District high school when it was in Year 1 of restructuring. The implementation of the recommendations made by the JIT led to an increase in graduation rate from a baseline of 63% in 2009 to 78% in 2012 and projected 85% in 2015 (for an overall increase of over 30% in graduation rates), in a school with 62.5% of students on free or reduced lunch.
- **Development of Greece Odyssey High School: Sue Meier**, Visiting Assistant Professor at the Warner School starting July 2014, was part of the leadership team that designed and launched Greece Odyssey 23 years ago as an alternative school to better serve students at-risk in a local suburban district with a high poverty rate. Odyssey is a non-selective grades 6-12 school of choice which serves about 800 students and began with a very non-traditional format and evolved to include a highly successful International Baccalaureate Programme. In 2012 the school had a major transition as it was relocated to a larger facility and expanded by 40 percent due to its success, resulting in routine waiting lists of over 1,000 students. The school has been ranked number 12 in the nation in *US News & World Report's* Best High Schools report and includes such innovations as graduation by exhibition (the Exhibition of Self-Knowledge), an advisory program, Shadowing Day, College Admissions Officers' Transcript Review, Graduate Day, career interviews program, school-wide training in Jungian personality type, and active student involvement in school improvement processes.

EPO leadership team members' qualifications and experience serving similar populations:

NOTE: An abbreviated CV for each of the identified EPO leadership team members has been provided under Tab #3 of the application binder.

- **Stephen Uebbing, EPO Team Leader and Proposed Superintendent:** Dr. Uebbing is a full professor at the Warner School and highly successful former superintendent

of schools for 23 years. Dr. Uebbing was NYS Superintendent of the Year in 1999 and recipient of the NYS Council of School Superintendents Distinguished Service Award in 2009 (the only superintendent to receive both awards). Dr. Uebbing has had extensive experience working in support of high-need schools in various roles, including:

- Serving as Joint Intervention Team Leader for Geneva High School, and continuing in a consulting role to the Geneva City School District.
 - Serving as a NYS approved Outside Education Expert in Geneva, Batavia and Medina Schools. Dr. Uebbing provides additional support in these school districts for teachers, school leaders and others to align their practices to the Diagnostic Tool for School and District Effectiveness.
 - Serving as consultant to the NYS Association of Small City Schools regarding capacity needs in four high need districts including Mt. Vernon, Newburgh, Port Jervis and Kingston.
 - Designing and implementing alternative education programs for high-need students that resulted in higher graduation rates in three different settings.
 - Served as superintendent for five years at Ft. Plain Central School District (a rural district with about 70% of the students on free/reduced lunch at the time) when elementary school won the National Blue Ribbon Award.
 - Serving as superintendent at Canandaigua when Canandaigua Academy won National Blue Ribbon Award.
- **Sue Meier, EPO Chief Academic Officer:** Susan Meier, a new visiting professor at Warner School starting in July 2014, was on the original Vision Committee in 1991 that started Greece Odyssey, and has since been involved with the school for its 23 year history, first as assistant principal, then parent, then as principal (from 2001 until 2014). Dr. Meier also served on the JIT review committee for Geneva Schools with Dr. Uebbing, and has previously served on two Schools Under Registration Review (SURR) reviews in New York City. She has taught as adjunct for UR in the areas of curriculum and instruction, leading change, and using data for instructional improvement. She has attended training at The Principal's Center at Harvard twice, including training in Harvard's Turnaround Principal model. Among her accomplishments as a transformational school leader, we would like to highlight the following:
 - As a principal, she led her school through a challenging transformation that involved a 40% increase in size, a move to a new location, the creation of a new vision and mission statement together with staff, students and families, and new initiatives in PBIS and Response to Intervention (RtI).
 - As a BOCES Assistant Superintendent for Instructional Support, initiated and implemented regional investigations into (a) differentiated instruction, (b) Data Driven Professional Development, and (c) Misinterpreted Minds (Mel Levine).
 - As a school leader in various positions, she initiated, or collaborated to initiate, innovations including Exploratory Program, Connective Advisory program, S-Cubed Day for Transition to grade six, Student Leadership Group, WISK Career Development Day, Senior Career Interviews, Senior Exhibition of Self-Knowledge and grade 8 Mini-ESK, Sophomore College Admissions

Interviews, Panel Interviews, Graduate Day, and multiple counselor and teacher visitations.

- Co-designed the Summer Leadership Academy for Greece administrators.
- **Mike Ford, EPO Professional Learning Coordinator:** Mike Ford brings to the project almost 30 years of experience as a school leader in various positions, including instructional specialist for a school district, director of instruction and staff development at BOCES, district assistant superintendent for instruction, and district superintendent. He has also served on the NYS Council of School Superintendents, is currently the Chair of its APPR Task Force, and has served on the Board of the National Staff Development Council and of the National Center for Education, Research and Technology. As of July 1, 2014, Mr. Ford joined the Warner Center of Professional Development and Education Reform full-time in the role of Director of Leadership Development. In these various roles, Mr. Ford has achieved some remarkable results, including as superintendent:
 - Increasing Regents' graduation for general education students from 45% to 92%, and for students with disabilities from 0% to 62%;
 - Achieving fully articulated and aligned curriculum in all areas;
 - Improving staff retention through building a positive culture and strong professional development program.
- **Mary Rapp, EPO Curriculum Coordinator:** Mary Rapp is the Director of the School Leadership Preparation Program at the Warner School, and served as the Assistant Superintendent for Instruction in the Penfield School District from 1995-2006, as well as principal of two elementary schools prior to that. In the role of Assistant Superintendent, she initiated and oversaw a number of significant innovations that are relevant to the proposed plan, including:
 - Led the mathematics curriculum re-design that increased rigor for students beginning in their fifth grade year and instituted a mathematics curriculum that was differentiated-by-unit for grades 6-8;
 - Collaborated with Monroe Community College in the creation of several dual credit courses, and partnered with Syracuse University to create a Forensics Science dual credit course;
 - Introduced the role of Transition Coordinator for students with disabilities, and led the team that integrated high school students from BOCES 6:1:1 classrooms back into their home school;
 - Supported interdisciplinary curriculum and instruction (US History and 11th grade ELA; composition of an integrated unit for the Smithsonian traveling exhibition "Jazz in Paris"; "Dance the Curriculum");
 - Created the role of instructional coaches in 2000 to support teachers as they transitioned to standards-based curricula;
 - Created Reading in the Content Area middle school course and reading teacher support for content teachers;
 - Instituted student-led parent teacher conferences.

Professor Rapp is also Co-PI in the TLQP-grant providing clinically-rich training for urban school leaders and Faculty Associate in the CELLS grant developing professional development to support all school personnel to better serve ENL students.

- **Bonnie Rubenstein, EPO Socio-Emotional Services Coordinator:** Dr. Rubenstein is currently an Associate Professor at the Warner School, and former Director of Counseling for the Rochester City School District from 1982 until June 2012 (during which time the counselors at East received a state-wide award for exemplary counseling practices). Dr. Rubenstein has counseling experience at elementary, middle and high school levels, as well as school leadership experience, and has held leadership positions at the State level and at The College Board. She has also produced numerous publications, educational manuals, handbooks, and videos in the areas of grief and loss, career development and student transitions. Dr. Rubenstein is also a Faculty Associate in the CELLS grant mentioned earlier.

- **Joanne Larson, EPO School-Community Engagement Coordinator:** Dr. Larson is the Michael W. Scandling Professor of Education at the Warner School of Education and nationally recognized researcher on literacy practices in schools and communities. Author of 4 books and over 30 peer-reviewed articles, Dr. Larson has served in national leadership positions in the National Council of Teachers of English and the American Educational Research Association. Dr. Larson currently directs the Genesee Valley Writing project site at the University of Rochester mentioned earlier. A Rochester City resident and parent of three children who went to RCSD schools, Dr. Larson serves in several Rochester community groups including:
 - As a research partner with Northeast East Area Development (NEAD) on a long-term community transformation initiative.
 - As a co-chair of Mayor Warren's Early Learning Council.
 - As a board member for Hillside Children's Center.

- **Dena Swanson, EPO Student Life Specialist:** Dena Swanson is an Associate Professor in the Counseling and Human Development program at the Warner School of Education. Her research has examined the impact of school experiences on youths' developmental and academic outcomes. She is the former director of the Center for Health, Achievement, Neighborhood Growth, and Ethnic Studies at the University of Pennsylvania. She has worked extensively in studying youth needs and examining the contexts necessary for creating supportive conditions.

- **Michael Occhino, EPO Science Specialist:** Michael Occhino is currently the Director of Science Education Outreach in the Warner Center for Professional Development and Education Reform, and a recently retired RCSD veteran science teacher. A National Board Certified Science Teacher and 1993 Eastman Kodak 21st Century Learning Challenge Teacher of the Year, Mr. Occhino taught a wide range of high school students for over 20 years in various science courses at all levels in the RCSD, including International Baccalaureate courses in Advanced Biology and Theory of Knowledge. He also served for over five years as the Science Department Chair at Wilson Magnet High School. Additional experience in supporting school transformation efforts include:
 - Serving as Project Manager on the current SIG grant for RCSD School #3, supporting professional learning in STEM to prepare the school to become a STEM Magnet.

- Serving as science mentor and instructor in the already mentioned NSF-funded Noyce Master Teaching Fellows grant.
 - Served as a charter member of the committee that developed and implemented All City High School in the RCSD, and as the Coordinator of Professional Learning and University Partnerships for a year once this school was opened in 2013.
 - Served on the design and implementation team for the International Baccalaureate Program at Wilson Magnet High School, now an IB World School.
 - Served as staff in the Science STARS after-school program, playing various roles.
- **Carol St. George, EPO Literacy Specialist:** Dr. St. George, a former classroom teacher and reading specialist with over forty years of experience, is currently an Assistant Professor at the Warner School and Director of the Reading and Literacies Teacher Preparation Program. Dr. St. George was a recipient of the Reading Teacher Emeriti Award from The College at Brockport, recognizing significant contribution in the area of literacy instruction in 1997. Dr. St. George has extensive experience working with teachers and students to support literacy learning, including:
 - Serving as a teacher on special assignment for the Greece Central School District for five years as full-time instructional mentor to new teachers and teachers on improvement plans in all content areas, focusing on supporting student literacy learning. She was also mentor to teachers working with high school students in the residential drug rehab and district alternative school.
 - Serving as professional development provider in the area of literacy instruction for Greece Central School District staff and administration from 2004-2009.
 - Serving as Parent Involvement Consultant for Title 1 Schools in the Greece School District and Rochester City School District.
 - Leading the design and implementation of the previously mentioned Project READ in RCSD School #36.
- **Jane LaVoie, EPO Math Specialist:** Former high school mathematics teacher for 26 years and now the Mathematics Outreach Co-Director at the Warner Center for Professional Development and Education Reform, Jane LaVoie has a wealth of experience as an innovative math teacher, teacher leader, coach, and professional development provider. Among the many relevant experiences Ms. LaVoie brings to the project, we will highlight the following:
 - Currently a mentor and professional development provider as part of the SIG grant in School #3.
 - Designed and implemented many common core math professional development sessions in the region, including the one included as an example in Appendix D.1.
 - Trained by Western Michigan University as a Core Plus Mathematics Professional Development Facilitator.
- **Martha Mock, EPO Special Education Specialist:** Dr. Mock is an Associate Professor at the Warner School and the founding Director of the Institute for Innovative Transition (IIT), mentioned earlier. Dr. Mock, a former special education teacher for students with all levels of disabilities and the 2012 recipient of the Marc Gold Innovative Practice Award from the

Council for Exceptional Children, has extensive experience in working with local school districts and disability agencies in the Greater Rochester Area, including:

- Successfully establishing and improving special education transition programming for high school students in the RCSD, Monroe 1 BOCES, and Monroe 2-Orleans BOCES.
 - Conducting technical assistance with teachers and administrators from RCSD, Monroe 1 BOCES and Monroe 2-Orleans BOCES in development of transition programming for students with disabilities.
 - Serving as Director of the U.S. Department of Education funded Transition Postsecondary Programs for Students with Intellectual Disabilities (TPSID) model demonstration project in New York State.
 - Consulting on U.S. Department of Education funded Ohio State transition curriculum for students with disabilities, EnvisionIT.
- **Alicia Van Borssum, EPO English as a New Language (ENL) Specialist:** Dr. Van Borssum is currently the full-time Project Coordinator of Project CELLS: Western New York Collaboration for English Language Learner Success at the University of Rochester. In this role during the current school year she has been supporting the planning related to ENL at East High School. Dr. Van Borssum, a former ESOL and French teacher for 30 years, has extensive experience in working with ENL students, teachers and school districts, including:
 - ESOL teacher for ten years in the Rochester City School District and eight years in the Greece Central School District.
 - Developed and taught in the first ESOL program for Hilton, New York, School District.
 - Extensive experience with curriculum development and publication, grant-writing, presentations at professional conferences and professional development for language teachers.
 - Recipient of National Geographic grant to support content-based curriculum development using realia and primary documents for social studies (e.g., *Touch the World: Lessons for Using the Regions of the World Artifact Archives*)
 - Recipient of Fulbright-Hays Grant to take teachers to Ethiopia.
 - Conducted doctoral research in Ethiopia, supporting her understanding of the cultures, needs and experiences of many immigrant/refugee students to the Rochester/Western New York area.
 - **Dave Miller, EPO Instructional Technology Specialist:** Dr. Miller is an Assistant Professor at the Warner School of Education and expert in online learning. Dr. Miller has a long history of developing successful business ventures and teaching instructional technology courses at the college-level. During a previous college teaching appointment at the Rochester Institute of Technology, he published a textbook with McGraw-Hill, entitled *Data Communication and Networks* (Miller, 2006).
 - **Gary Valenti, Business Operations Consultant:** Mr. Valenti is a recently retired Assistant Superintendent for Administration with over 30 years of school business administration experience. In addition to this role, Mr. Valenti has supported other districts in a consulting role, including participating in the development of a strategic plan for two districts, engaging

in a consolidation study involving several school districts, and assisting another school district in monitoring the finances for a Capital Plan.

Additional specialized services will also be provided by other UR employees, including but not limited to:

- Kim Urbach, Program Manager of the School Based Health Center at East and Mary Ellen Dennis, nurse practitioner at the School Based Health Center at East (School of Nursing).
- Beth Olivares, Executive Director of Kearns Center for Leadership and Diversity, and other Kearns Center staff working on the Upward Bound grant programs (College of Arts, Sciences, and Engineering).
- Susan Hetherington, Co-Director of the Strong Center for Developmental Disabilities
- UR Department of Optics (including Professor Wayne Knox)
- Glen Cerosaletti, Director of Rochester Center for Community Leadership, who in this role will coordinate tutoring and other volunteer services provided by UR undergraduates.
- Professor Chris Azzara and other faculty in the Eastman School of Music Department of Music Education.
- Paul J. Burgett, Vice President, Senior Advisor to the President, and University Dean.
- Chester Starowitz, former principal of Blue Ribbon Award winning Canandaigua Academy with extensive experience in building design and operation.

Other Warner School faculty will also serve as a resource in their area of expertise, bringing to the project their knowledge of relevant research and best practices in teaching and learning, school improvement, and counseling and human development. The following faculty members have already expressed their support of the project and willingness to act in this supportive role:

- Marium Abugasea Heidt, Assistant Professor, Foreign Languages
- Nancy Ares, Associate Professor, Youth Development and Learning Processes
- Raffaella Borasi, Frederica Warner Professor and Dean, Mathematics Education and Online Learning
- Brian Brent, Earl Taylor Professor, School Leadership and Finance
- Ed Brockenbrough, Assistant Professor, Urban Education
- Mary Jane Curry, Associate Professor, English as a New Language (and PI of CELLS grant)
- Andrea Cutt, Visiting Assistant Professor, Science Education
- Dave Donnelly, Clinical Assistant Professor, Human Development and Applied Behavioral Analysis
- Joyce Duckles, Assistant Professor, Human Development
- Kara Finnigan, Associate Professor, Educational Policy and Urban School Reform
- David Hursh, Professor, Teaching & Curriculum
- Jayne Lammers, Assistant Professor, English Education and Media Literacy
- April Luehmann, Associate Professor, Science Education (and founding director of the Science STARS after-school program)
- Karen Mackie, Clinical Assistant Professor, Counseling
- Kevin Meuwissen, Assistant Professor, Social Studies Education
- Dave Miller, Clinical Assistant Professor, Online Learning

- Julia White, Assistant Professor, Disabilities and Inclusion

Approach to better support students in poverty

The Rochester City School District serves the poorest city in New York State and the third poorest city in the United States. Currently, 81% of East High students are technically economically disadvantaged according to Free and Reduced Lunch data; it is highly likely that many of the remaining students are eligible but have not submitted the required application and verification documents. Therefore, our entire plan, as summarized in the executive summary and described in more detail later in sections 4 and 5, is intended to better serve this population.

Below we highlight some elements focusing on developing a relationship between families and the school that will contribute to student needs being met and students achieving the academic success required to become college and career ready, consistent with best practices as articulated in the NYS Diagnostic Tool for School and District Effectiveness.

- We use the terms “family” and “family involvement” purposefully to account for contemporary family structures that include indirect kinship; we will count as family anyone the child identifies as part of his/her support network.
- We will develop an intentional model of engagement and relationship building that focuses on strengths of students and families.
- We believe that families are equal partners in a child’s education. Through our work with families, communities, and schools, we will re-conceptualize family engagement by creating meaningful opportunities for shared decision-making along with the youth and adults in our community. Our goal is to build collaborations among stakeholders that re-center community and families and build capacity for families and youth to transform themselves, their schools, and their communities. We believe that when families are strengthened and connected to their communities, they take the lead in improving the quality of their lives.
- All school stakeholders will work together to develop a common understanding of the importance of their contributions in creating an effective, safe and inviting school community. Family members and students will serve on the Governance Council of each school and play an important role in determining school policy, curriculum and programs.
- The school building will be open evenings and weekends so as to serve as a focal point for the community.
- East will feature extensive partnerships and both formal and informal relationships with families and community groups and agencies.
- Students and families will be part of the hiring process for principals and teachers.
- Families and community members will be enlisted to develop and implement a broad-based effort to assist in student reregistration and to improve student attendance.
- Personal connections between students and adults in the school will make them more accountable and responsible (as well as feeling valued and cared for).
- East Evening will serve both students and their families. East Evening will allow students to access additional support services (academic, socio-emotional, career-

development), achieve credit recovery, take courses at a more convenient time, or take additional courses for acceleration. East Evening will also provide learning opportunities and supports for over-age students and families to pursue a GED or additional education.

- We will support multiple options for athletic and other extra-curricular activities, recognizing that these components may be very important to ensure student attendance and full participation in core learning activities.

Approach to better support students with disabilities

Current challenges:

- There is a disproportionate percentage of special education students currently in East High (24%, compared to 18% across RCSD and 13.1% statewide).
- There is a lack of dedicated special education administrators overseeing services to students with disabilities at East (current CASE is assigned to another school building in addition to East).
- There are an insufficient number of dual certified/ highly qualified special education teachers.
- Integrated co-teaching is the predominant model for providing special education services and while this aligns with inclusion goals, the practices observed are not optimal for meeting the needs of included students with disabilities.
- Some students may be self-contained more than necessary, especially within 12:1:1 settings. These students must be prepared for NYS assessments and many would benefit from a supported general education setting.
- Teachers are rarely observed/supported/coached by individuals with expertise in special education, reading instruction and/or co-teaching.
- Professional Learning on effective practices to support learning of students with special needs, including differentiating instruction and materials, and universal design principles is needed.
- Testing organization and accommodations are not effectively implemented.
- Instruction offered in the resource room does not always optimally meet student need as identified on the individual education plan.
- Behavior Intervention Plans need more monitoring and improvement.

Proposed strategies to address these challenges:

- Have a dedicated administrator with special education background that will oversee all services offered to students with disabilities at East. The number of students and special education staff warrants a full-time coordinator of special education so that compliance and quality instruction can be addressed adequately. This would allow for planning and implementation of bi-weekly or monthly special education department meetings, providing some professional learning and coaching, and supervision and coordination of specialized services.
- Ensure that both special education and general education teachers receive high-quality professional learning about working with students with disabilities including differentiation and co-teaching best practices and principles of universal design.

- Adopt a model of multi-tier systems of support (such as Response to Intervention [RTI] and Positive Behavioral Interventions and Supports [PBIS]), for general education as well as special education students, to better address both behavioral and academic needs of individual students.
- Provide more support for the transition of students with disabilities after school-age, starting in 7th grade. A full review of current curricular practices and assessment of transition skills students are learning should be conducted. In addition, high quality transition-based curricula (such as Envision-IT or the Life Centered Education Curriculum) should be utilized to improve the transition skills and preparedness of students with disabilities. Given the high number of students with disabilities in the building, we will identify a transition coordinator at East to address the transition and exiting needs of students with disabilities ages 14-21, which could significantly improve the outcomes for students with disabilities. The transition coordinator will liaison with Adult Career and Continuing Education Services (ACCES-VR) and Office for People with Developmental Disabilities (OPWDD) regarding student eligibility for funding, support teachers in developing meaningful transition programming and IEP goals, work with families to address possible additional transition barriers, as well as be the liaison with the UR Institute of Innovative Transition to leverage services offered by this unit within the EPO.
- Ensure that students with disabilities have equal access to educational opportunities, such as CTE, with the needed support.
- Improve the Functional Behavioral Assessment (FBA) and Behavior Intervention Plans (BIPs) process. Special education teachers currently develop FBAs and BIPs. While the special education teachers' knowledge and input in the development is essential, social workers with specific FBA and BIP training and implementation experience will help develop and coordinate the process as needed. We are also considering using applied behavior analysis approaches as appropriate for specialized social-emotional support. This would allow for timely and meaningful engagement of the student and the family in the FBA and BIP development process.
- Develop meaningful partnerships with disability support and other community-based agencies, as well as community-based foundations to increase access to resources for students with disabilities.

Approach to better support English as a New Language (ENL) students

Current challenges:

- Content teachers are not well equipped to support students with limited English proficiency.
- There are not a sufficient number of faculty and staff who can speak Spanish or other languages and thus can offer effective support to ENL students and their families.
- Placement of students in program, scheduling of students, and transitioning of students out of program has been inconsistent due to a lack of exit criteria, program coordination, and bilingual counselors.

- There is currently a bilingual program offered at East, but there are concerns about its effectiveness and limitations.
- Many ENL students and their families do not feel their culture and identity is sufficiently understood and valued in school.
- ENL families do not always feel welcomed in school.
- Newcomers have additional issues that are not fully addressed by the current ESL or bilingual program (yet they may not always be accommodated by the Rochester International Academy [RIA]).
- There has been friction among groups of African American and Latino students in the school, a symptom of race/ethnic tensions within the school.

Strategies to address these challenges:

- Consistent with the new State regulations, we are ready to offer a full continuum of programs for ENL students, including the following three options:
 - Integrated ENL for students meeting criteria as determined by state cut-off numbers on the NYSITELL or NYSESLAT assessments. Students in this category will receive one to three periods of ENL according to their needs and proficiency levels determined by the assessments.
 - One-Way Dual Language Bilingual Program for students meeting the following criteria:
 - Through the NYS Identification Process, identified as an English language learner, and
 - Home language is Spanish, and
 - Parents choose enrollment in the bilingual program, and
 - Not identified as SIFE
 (We are aware that we may need to offer Dual Language in a second language, Nepalese, depending on student population growth.)
 - Program for Students with Interrupted Formal Education (SIFE): Entrance to the program will be based on the student's identification as a SIFE student per the CR 154 definition. Further assessments, to be determined, will help to place students in leveled groups within the program. This program is intended to be limited to one year, at which time students will be transitioned to either a bilingual program or an integrated ENL program at East. NOTE: Whether a SIFE program will be housed in East or provided elsewhere will be decided by the Rochester City School District depending on the best way to serve East SIFE students.

To support these programs, the EPO will:

- Provide professional learning to content teachers to better equip them to serve ENL students in their classes (for example, by employing Universal Design principles in the design of their lessons and learning activities, using strategies to support ENL students' development of the specialized vocabulary needed for their courses, and

developing a greater appreciation for the contributions that students from other cultures may provide). To provide this professional development, we will leverage resources from the UR CELLS grant, which will offer several free PL opportunities to teachers, administrators and counselors in the region for the next three years.

- Provide professional learning to ENL teachers to design learning experiences that prepare their students to meet the new Common Core Standards, also capitalizing on the PL offered as part of the UR CELLS grant.
- While hiring new faculty and staff, take into consideration the value of having personnel that can speak languages other than English.

Additional information requested

Information about the number and percentage of current and projected enrollment of students in the restart school has been provided in the Table included later in Section 6.1 (see pp. 55-57).

Highlights of how we plan to re-organize the school and create a strong curriculum and approach to instruction have already been provided in the Executive Summary as well as the previous section. Additional information will also be provided in the context of Sections 4 and 5.

3. ORGANIZATIONAL CAPACITY AND INSTRUCTIONAL LEADERSHIP

EPO experience in providing similar services

3.1 Summarize your experience in providing similar services, oversight and impacts.

As reported earlier in Section 2.1, the University of Rochester in general, and the EPO leadership team in particular, has substantial experience in providing services that will be relevant to the proposed plan, including:

- *Direct services to urban students*, including the design and implementation of a literacy intervention plan, innovative science after-school program, curriculum units for SIFE, summer programs, health services, and support services for students.
- *Training and other services to support professional learning in the following areas:* mathematics (with special emphasis on implementing Common Core), literacy, ENL, special education, science, and leadership.
- *Support in school transformation initiatives, such as:* participating in the design and implementation of new programs and schools, partnering in SIG grants, leading Joint Intervention Teams for failing schools, and providing other kinds of consulting services to schools and districts.

Management structure and implementation plans

3.2 Who will the on-site principal report to within the EPO? Who will be involved in each of the following phases: planning, implementation and oversight? Attach additional data, if necessary. Please describe the staff and resources your team will establish to ensure a successful launch and on-going management of the school.

The proposed administrative structure is a part-time superintendent (Dr. Uebbing) who oversees a Deputy Director who oversees principals of the Lower and Upper Schools.

Key EPO personnel and their roles in the various phases of the project have been identified in the following Table:

	<i>Planning phase (July-Dec. 2014)</i>	<i>Launching phase (Jan.-June 2015)</i>	<i>Implementation phase (July 2015-June 2020)</i>
EPO Superintendent (Steve Uebbing)	Oversee and coordinate the development of the Comprehensive School Plan	Oversee selection of Deputy Director and then, with that person, oversee all faculty and staff selections and launch of the School Plan.	Supervise the Deputy Director in the implementation of the School Plan. At some point, the part-time superintendent and Deputy Director roles will be combined.
EPO Chief Academic Officer (Sue Meier)	Serve as co-Chair of the Curriculum & Teaching Planning Committee. Serve as personal leadership coach to the existing principal.	Serve as instructional leader in the launch; coach to the both existing and Deputy Director. Participate in faculty and staff selection. Serve as Chair of the Curriculum & Teaching Implementation Committee.	Monitor and oversee the overall implementation of the educational plan. Serve as Chair of the Curriculum & Teaching Implementation Committee. Serve as leadership coach. Select and oversee coaches for other school leaders. Participate in faculty and staff selection.
EPO Professional Learning Coordinator (Mike Ford)	Serve as co-Chair of the Leadership Planning Committee. Serve as co-chair of the Professional Learning Planning Committee.	Participate in faculty and staff selection. Serve as chair of the Professional Learning Implementation Committee. Member of Launch Team.	Participate in faculty and staff selection. Serve as Chair of the Professional Learning Committee. Serve as leadership coach.
EPO Curriculum Coordinator (Mary Rapp)	Serve as co-Chair of the Curriculum & Teaching Planning Committee.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee.
EPO Social Emotional Services Coordinator (Bonnie Rubenstein)	Serve as co-Chair of the Social Emotional Services Planning Committee.	Participate in selection of counselors and social workers. Serve as Chair of the Socio-Emotional Services Implementation Committee.	Participate in selection of counselors and social workers. Serve as Chair of the Socio-Emotional Services Implementation Committee.
EPO School-Community Engagement Coordinator (Joanne Larson)	Serve as co-Chair of the School-Community Engagement Planning Committee.	Participate in faculty and staff selection. Serve as Chair of the School-Community Engagement Implementation Committee.	Participate in faculty and staff selection. Serve as Chair of the School-Community Engagement Committee.

EPO Student Life Specialist (Dena Swanson)	Consult on student life issues.	Serve as Chair of Student Life Planning and Implementation Committee. Coordinate development of new Student Code of Conduct.	Serve as Chair of Student Life Planning and Implementation Committee.
EPO Literacy Specialist (Carol St. George)	Consult for the Curriculum & Teaching Planning Committee.	Participate in faculty and staff selection. Provides selected literacy PL and coaching.	Participate in faculty and staff selection. Provides selected literacy PL and coaching.
EPO Science Specialist (Michael Occhino)	Serve on the Curriculum & Teaching Planning Committee. Co-chairs the Professional Learning Planning Committee.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee and Professional Learning Implementation Committee, with special responsibilities for science. Member of Launch Team.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching and Professional Learning Implementation Committees. Provides selected PL and coaching.
EPO Math Specialist (Jane LaVoie)	Serve on the Curriculum & Teaching Planning Committee.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching and Professional Learning Implementation Committees, with special responsibilities for Summer 2015 PD on math and math curriculum development. Member of Launch Team.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching and Professional Learning Implementation Committees. Provides selected math PD and coaching.
EPO Special Education Specialist (Martha Mock)	Consult for the Curriculum & Teaching Planning Committee.	Participate in faculty and staff selection. Provides selected PD and coaching on transition planning and programming and serving students with disabilities.	Participate in faculty and staff selection. Provides selected PD and coaching on transition planning and programming and serving students with disabilities.
EPO ENL Specialist (Alicia Van Borssum)	Serve on the ENL Planning Task Force.	Support the Curriculum & Teaching and Professional Learning Implementation Committees with respect to ENL initiatives.	Provide selected ENL PD and coaching, as well as support to the Curriculum & Teaching and Professional Learning Implementation Committees with respect to ENL initiatives.
EPO Instructional Technology Specialist (David Miller)	Serve on the Instructional Technology Task Force.	Consult on instructional technology issues.	Consult on instructional technology issues.
Business Operations Consultant (Gary Valenti)	Develop EPO and new East budget together with the EPO Superintendent. Consult on other aspects of business operations.	Consult on budget and other aspects of business operations.	Consult on budget and other aspects of business operations. Represent EPO in capital project meetings, assist in transportation and food service issues.

EPO key staff and outside consultants

3.3 Provide names, qualifications and experience of key applicant agency staff that would be assigned to the project, including an explanation of how additional resources, if needed, would be identified and retained. If applicant will use outside consultants, provide explanation and justification for the use of outside consultants. Also provide names, qualifications and experiences of consultants. Include draft MOUs describing the scope of work with outside consultants.

Members of the EPO leadership team have already been identified in the Table above, and their relevant qualifications and experiences summarized earlier in Section 2.1. Additional information about each member of the EPO leadership team can be found in the abbreviated resumes and curricula vitae provided in Tab #3 of the application binder.

We expect to also employ some consultants and providers outside of the University of Rochester and RCSD, including community organizations that have complementary expertise and are already offering services that can support East students' socio-emotional needs and the needs of their families in unique ways.

As part of the planning process leading to this application, we have reached out to and benefited from collaboration with the following entities:

- The ***Ibero American Action League*** provides a full scope of direct services to children, youths, seniors, families, and the developmentally disabled in the areas of education, employment, and housing. Ibero strengthens communities and families by empowering the individual to achieve their greatest potential, while appreciating cultural values. (<http://www.iaal.org/about/index.html>)
- The ***Center for Youth*** provides comprehensive programs and services from prevention education to counseling to emergency shelter to youth development opportunities with respect for and full participation of youth. They deliver these services with the deep belief that young people, given information and support, want to and can make their own positive life choices. (<http://centerforyouth.net/index.php?cID=73>)
- ***Partners in Restorative Initiatives*** is the region's leader in using restorative practices to build relationships, repair harm and restore communities. Restorative practices are used effectively by victims, courts, schools, neighborhoods, families and organizations. Located in Rochester, Partners in Restorative Initiatives is a 501 © 3 organization serving Western New York. (<http://www.pirirochester.org/>)
- ***North East Area Development, Inc. (NEAD)*** is a not-for-profit neighborhood organization governed by a volunteer board of directors. The volunteers and staff work with city officials and agencies to revitalize and stabilize the Sector 8 neighborhood in the northeast quadrant of Rochester (<http://neadrochester.org>). Their mission is to improve quality of life through economic development coupled with Housing, Education, Cultural, Recreational and Social activities.

- **Hillside Work-Scholarship Connection** was established in 1987 to help students at risk of dropping out to stay in school and achieve academic success. Their goal is to increase the graduation rates of students within the city school districts of Rochester, Syracuse, and Buffalo, New York and Prince George's County, Maryland by providing long-term advocacy, academic resources, life skills development, job training, and part-time jobs, resulting in self-sufficient, contributing adults for the community. On average, Hillside Work-Scholarship Connection students graduate high school at twice the rate of their peers and between 70 and 80 percent of these graduates attend college. (<http://www.hillside.com/HWSCROchester.aspx>)
- **Expeditionary Learning:** We have entered into an exploratory partnership with Expeditionary Learning to consider making East Lower School an Expeditionary Learning school. The core principles of Expeditionary Learning are consistent with ours, specifically emphasis on inquiry, student agency, use of data.
- We have begun conversations with Education Enterprise of New York to provide services through **EnCompass**. Services under review include academic support and tutoring during the day and after school including social emotional supports; extended learning programs for middle school students including enrichment and project based learning; and academic outreach (wraparound) services for families engaged with legal challenges.
- We are in conversations with **Big Picture Schools** to pilot an alternative program for some over-age, under-credited high school students.
- **City of Rochester Department of Recreation and Youth Services (DRYS)**, including Pathways to Peace: DRYS is an integral part of the Mayor's vision to be the best mid-sized city. Their primary focus is to enhance the City of Rochester with youth initiatives such as recreation, youth development, youth employment programs, and a premier park system. DRYS promotes asset development, safe havens (Safe Place and Safe Zone), and diversity. Youth Services and Office of Employment Opportunities Bureaus provide education, employment training, and job development services for Rochester's youth and their families. Pathways to Peace provides outreach workers to help steer young city residents toward an array of community resources to prevent youth violence. (<http://www.cityofrochester.gov/DRYS/>)
- **Reinvesting in Youth (Hillside):** a community collaboration that provides an effective community-based alternative to detention for local youth within targeted Rochester neighborhoods identified by the NYS Office of Children and Family Services as the highest need neighborhoods in Monroe County. RIY works in partnership with EnCompass Resources for Learning, SWAN, Community Place of Greater Rochester, Charles Settlement House, Monroe County Department of Human Services, Monroe County Department of Probation, and the Rochester City School District to provide a network of services targeting youth, ages 11 to 17, at critical moments of involvement with law enforcement or the juvenile justice system, in an effort to prevent family court placements (<http://www.hillside.com/ServicesDetail.aspx?id=1110>).

We have received proposed MOUs from several of these community agencies. We will enter into formal discussions with each of these agencies and access the RCSD RFP process as we proceed to establish formal partnerships once we are named as EPO.

4. ACADEMIC PERFORMANCE

4.1 Describe your capacity to promote dramatic increases in student achievement. 1) Describe achievement targets for each of the following areas. 2) Describe how you will accomplish the following achievements within the Priority school, and the key strategies and tools you intend to use. 3) Briefly discuss how your organization will annually set and update targets for assessments.

Note about achievement targets: It is worth noting that in setting achievement targets as requested in this document, we are cognizant of research findings on urban school reform that point out the delay often experienced by comprehensive reform projects in terms of increased student outcomes. In order to ensure long-term success and sustainability, initial efforts will need to focus resources in the first year on retraining staff and developing new expectations and school culture, shifting the full implementation of curricular and instructional innovations (and, thus, improved student outcomes on tests) to later years.

Improving performance in ELA and mathematics

4.1.1 Increase student achievement and decrease student achievement gaps in reading/language arts and mathematics. What performance target are you committing to for the 2015-16 school year, and the subsequent 2 years, for ELA and math?

Our Focus in Year 1 will be ELA and Mathematics, for the following reasons:

- Scores of current East students in the Math and ELA 7th and 8th state tests based on Common Core Standards were extremely low, with very high percentages of students scoring at level 1 – which is considered below basic, and thus indicates that students cannot perform school work at their grade level. More specifically, for ELA, 78% of East 7th graders and 85% of East 8th graders scored at level 1; for math, 84% of East 7th graders and 92% of East 8th graders scored at level 1.
- Since a student’s ability to read and write is a strong determinant of success in all Regents exams as well as high school level courses, students’ ability to succeed in required courses and eventually graduate will be impaired unless and until they achieve a certain level of literacy proficiency.
- A lack of foundational math skills and conceptual understanding will impede students’ success not only in the required high school math courses and tests, but also in other scientific subjects.

Assuming that, based on NAEP guidelines, a score of 2 (basic) is the minimum needed for students to be able to perform at grade level, our main goal will be to reduce as much as possible the number of students scoring at level 1, and increasing the number of students performing at other levels.

More specifically, taking into consideration that the preparation of students entering 7th grade will not change in Year 1 (as entering students are prepared in other schools where the EPO will have no control or influence) and will only gradually increase over time as more 6th graders and 7th graders will go through the proposed math program, we think it is a realistic target to increase student achievement as measured on NYS cohort assessments by reducing the number of students scoring at level 1 (below basic and thus what is required to perform at their grade level) by 10% in Year 1, 20% in Year 2, 25% in Year 3, and 30% in Year 4. The Table below reflects the impact of this rate of progress over four full years. These data are illustrative only, as they are based on Grade 7 results in the 2013 testing (as reported earlier and used in the table below as our baseline).

East High School State Cohort Targets (% at level) current/target

Score %	Year 1 (Baseline)			After Four years		
	1	2	3&4	1	2	3&4
ELA 7	78	20	1	33	45	22
ELA 8	85	13	2	38	41	21
Math 7	84	15	1	38	41	21
Math 8	92	8	0	42	38	20

Achieving these goals would result in a decrease from “below basic” of as much as 50% in Math 8. Having students enter East in grade 6 (so we can provide them with intensive and high quality ELA and math programs for one more year) will be critical to achieving these targets.

To achieve the goals identified in this section with respect to East students’ achievement in math and ELA, we will employ the following strategies with respect to each subject.

Key strategies to improve East students’ reading and writing practices:

- We propose a 6-12 Literacy program that will include:
 - A daily additional period of instruction called Literacy for all students in grades 6-9.
 - Development, professional learning, and implementation of a readers and writers workshop and embedded literacy practice within the workshop and stations model.
 - Differentiated and flexible grouping by readiness for the Literacy period based on assessment data is being considered.
 - The addition of at-large literacy specialists both to support Literacy teachers and to provide direct services to targeted students including at the high school level.
- While recognizing the need to improve students’ literacy proficiency, we want to assume an “asset-based” rather than “deficit-based” approach, which will involve among other things:

- Engaging teachers in initial contacts with students which include surveying East students to identify their interests, experiences and “funds of knowledge” to better leverage these strengths in reading and writing workshop as well as implementation of the NYS modules.
- Using ELA teachers to share their findings with their house colleagues.
- Engaging students in the choice of reading materials as well as the choice of some topics through the inquiry process.
- Utilizing students’ social interests in creating collaborative student teams for creating positive interdependence and fostering social skills in academic settings.
- Engaging students in authentic projects that require them to use literacy skills and practices, as a way to develop a greater appreciation of the value of those skills and practices and thus their motivation for improving those skills.
- Engaging students in 21st century literacy practices associated with information and communication technology and the digital literacies needed for college and career.
- Given the implications for students’ success in other courses and exams, we will make it a priority to increase East students’ literacy proficiency in the middle grades, by:
 - Requiring all students grades six through nine to participate in a literacy course focusing on strategies to read and write effectively in the content areas (in addition to ELA), taught by a reading specialist or qualified English or special education teacher. The literacy teacher will participate in cross-subject meetings of the teachers serving the same group of students, both to support reading materials the students are using in the content units they are studying at that time and to collaborate on common literacy intervention and teaching strategies such as protocols for guided reading, Thinking Maps (graphic organizers) and Fix Up Strategies.
 - Using existing Common Core units for middle school designed by Expeditionary Learning, supplemented to ensure that the reading materials are culturally relevant and reflect students’ interests (see the process for modifying readings below).
 - Providing diagnostic reading assessment to all entering students (as well as older students who have not yet achieved proficient level in the ELA state test), to identify who may need additional individualized or small group interventions, as well as to inform the specific kind of intervention that may help each student make progress. We will explore the most appropriate diagnostic tools to use to this end, including the recently published Fountas & Pinnell’s middle-high school benchmark assessment tool.
 - Providing individualized and/or small group reading interventions to students who need it, in addition to their regular ELA class and the Literacy period. These interventions will be provided by certified reading specialists, supplemented by UR students conducting their

practicum as part of their advanced literacy certification program, trained and supervised by Carol St. George.

- Continuing to provide targeted support in reading and writing to high school students who experience difficulty with reading the complex texts and doing the writing tasks required by Regents courses and exams. This support will be most intense at grade nine with the Literacy period. Literacy specialists have not previously been available to support older students. This will be an additional program support on an as-needed basis as part of the new Literacy Program.
- Providing professional learning and targeted coaching to ELA and other content area teachers so they can effectively support their students in the reading and writing required to be successful in their courses. This PD could be provided by reading specialists in the school, literacy coaches, and/or UR literacy experts, including through the Genesee Valley Writing Project.
- “East Evening” could also serve as a resource to enhance literacy skills for students and their families.

Key strategies to improve East students’ math achievement:

Recognizing the low starting point of East students, and the sequential nature of math learning, we need to invest heavily in the middle school years to provide students with the conceptual foundations as well as basic skills that will enable them to be successful in more advanced mathematics courses. This will involve:

- Providing for increased instructional time for math courses in the Lower School.
- Using a selection of units from the Connected Mathematics Project, an NSF-funded curriculum program that is consistent with the Common Core Standards with proven results in terms of student achievement, augmented by a few “project-based” interdisciplinary units/experiences that can increase students’ interest and motivation and help them see potential applications and connections for the math they learn.
- Employing research-based effective instructional practices that are student-centered and culturally-relevant.
- Given the foundational role of Algebra for other math and science courses, we will provide the opportunity to as many students as possible to take the Regents Algebra exam at the end of 8th grade. Students who do not pass the exam will be given the opportunity to retake the exam at the end of the summer (after going to summer school) or enroll in a 9th grade Algebra course and re-take the exam the following year.
- Provide subject-specific professional learning and coaching to all math teachers so they can effectively support their students learning of mathematics through student-centered culturally-relevant pedagogy. This PL will be provided by Warner Center math educators in collaboration with school-based math coaches, who will be receiving PL from Center coaching/PL institutes on content-focused coaching.

- Once again, “East Evening” could also serve as a resource to enhance math skills, quantitative and financial literacy for students and their families.

Improving graduation rates

4.1.2 Increase high school graduation rates and focus on serving at-risk high school student populations (including re-enrolled drop-outs and those below grade level). What are your target graduation rates for 2014-2015 school year and the subsequent 2 years?

The table below illustrates our targets for increased graduation rates for all students by incoming cohort in 2015-16. These targets assume that the percentage of students with disabilities and ENLs will not further increase from the baseline provided in the 2013 school report card rates (the most recent available) and that all the conditions articulated in our Letter of Intent as necessary to support positive changes at East are realized.

Note that the target graduation rates are focused on cohorts. Ultimately, it is our goal to meet NYS graduation standards for students who spend their entire middle school and high school experience at East. In other words, students who enter East as 6th graders in the first year of the EPO are targeted to reach the NYS Standard of 80% graduation rate. Students who are in the “senior cohort” during the first year of the EPO, regardless of credit accumulation, will be targeted to see a 10% increase above the current graduation rate.

Student Group	Current 4yr Graduation-Rate	<i>Projected Graduation Rates under EPO for students entering at each of the following grades during the first year of the EPO</i>						
		6	7	8	9	10	11	12
All Students	42%	84%	80%	74%	63%	55%	50%	46%
African American	42%	84%	80%	74%	63%	55%	50%	46%
Latino	41%	82%	78%	72%	62%	53%	49%	45%
White	50%	84%	82%	74%	63%	55%	53%	52%
SWD	24%	54%	48%	42%	36%	32%	29%	26%
LEP	NA	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Economically Disadvantaged	43%	84%	82%	75%	65%	56%	52%	47%

As graduation rates are closely linked to the numbers of credits students are able to complete at each grade level, the Table below shows our targets for cohort credit accumulation:

<i>Credits Achieved by end of</i>	<i>Incoming 6th grade</i>	<i>Incoming 7th grade</i>	<i>Incoming 8th grade</i>	<i>Incoming 9th grade</i>
<i>Grade 8</i>	<i>3</i>	<i>1</i>	<i>.5</i>	<i>Na</i>
<i>Grade 9</i>	<i>7</i>	<i>6.5</i>	<i>6</i>	<i>5</i>
<i>Grade 10</i>	<i>14</i>	<i>12.5</i>	<i>12</i>	<i>10.5</i>
<i>Grade 11</i>	<i>18</i>	<i>17.5</i>	<i>17</i>	<i>16</i>
<i>Grade 12</i>	<i>22+</i>	<i>22+</i>	<i>22</i>	<i>22</i>

As East’s current attendance rate of 82% (per the most recent NYS Report Card data) is not conducive to credit completion and graduation, one of our main goals is also to increase the attendance rate for middle school students to 92% in Year 1, 93% in Year 2 and 94% in Year 3. Targets for high school students will be somewhat lower.

Key strategies to improve graduation rates for at-risk students:

- We intend for East to be a community-based high school and thus will not accept outside transfers into the school after October 1, except for students newly moved into the East service area.
- We address the low attendance issue through the combination of the following complementary strategies:
 - Monitoring attendance as one of the “Early Warning Indicators” and having social workers, attendance officers and agency partners interact with students with low attendance, including making home calls and visits for students who are absent, to try to understand the root causes of this behavior, and work at addressing those causes.
 - Establishing strong relationships for each student with at least one adult in the school (“family” strategy, described in 5.4 later), who will monitor and follow up with the student.
 - Attracting students to school through a strong and appealing curriculum, athletic programs, music and arts, and extra-curricular activities.
 - Making school work more interesting by employing more student-centered and culturally relevant pedagogy, engaging in interdisciplinary/exploratory units that excite students and make them better appreciate the value of what they are learning, giving students choices and input whenever appropriate.
 - Having strong student supports to keep students in school including well developed partnerships with community agencies.
- The higher levels of achievement in literacy and mathematics realized in the middle grades should result in better performance in high school.
- We provide multiple options to middle school students to earn high school credits, before other pressures and distractions may interfere. Early high school credits will result in the average cohort member having achieved more credits upon entering grade 9.

- The Freshman Academy serves as an incubator for high school readiness and results in higher levels of success for our students.
- We ensure students have options for CTEs and attractive electives to complete their required credits (including Physical Education [PE], as we know that some students do not graduate because they avoided PE for a variety of reasons); this will include:
 - Strengthening programs already at East.
 - Proactively provide access to other CTE programs offered through BOCES.
- We offer a semester schedule in Grades 10-12, at least for some courses, to allow for faster credit recovery.
- Building on RCSD's existing records and data systems, we will conduct individualized credit analysis, and then create and monitor a realistic recovery plan for each over-age student and other at-risk groups.
- We reach out to students who dropped out and provide them with opportunities and concrete plans to complete high school either by attending the courses they need or by pursuing a GED.
- The "East Evening" program will provide additional opportunities for students to gain needed credits for graduation and allow students who dropped out (and family members) to work towards a GED.

Improving middle school students' performance

4.1.3 Increase the focus on academic achievement of middle school student populations and preparation for transition to high school (if applicable). What methods and strategies will you use?

Current challenges:

- As documented by their 7th grade scores in math and ELA state tests, most students enter East significantly behind in math and literacy – so unless we address and overcome this low starting point, they will also experience challenges in succeeding in other content courses.
- Poor attendance is an important issue across the school, and it becomes worse with student age.

Key strategies to improve Lower School students' achievement:

- There is a distinct advantage to starting with 6th grade – as it allows us more time to work on the math and literacy skills the students need to be successful in high school courses and tests, as well as to develop better expectations and habits.
- Instructional time and focus on ELA and Math will be increased in grades 6-8 (as already discussed earlier).
- Students complete some high school credits by 8th grade.
- We focus on student attendance using the complementary strategies outlined in the previous section.
- Each adult in the building will be assigned a small group of students ("family group") that will stay with him/her as an advisor for them through their lower

school experience; this is intended to create closer relationships with an adult, to support student success.

- The daily emphasis on collaborative professional practice will enhance curriculum, assessment design and lesson development, making school more interesting and relevant.
- In conjunction with a broad range of stakeholders, the EPO develops new expectations as part of the new culture. This includes a new code of conduct, which is reflective of student and family voice. The EPO asks all students (as well as faculty and staff) during the reregistration period to sign a “contract” and to live by that code of conduct. These expectations are strengthened through home visits or “coffee hours.”
- Incoming 6th and 9th grade students participate in a summer preparation program to learn the East culture, improve readiness and boost their academics. In Year 1, incoming 7th graders will also participate in the summer program.
- We offer a strong summer program to help with transitions and summer learning loss.

Assessment

4.1.4 Utilize a variety of high quality assessments to measure understanding and critical application of concepts.

Students are assessed and given feedback regularly on their progress toward meaningful goals from the common core standards in math and English Language Arts and aligned with the CCLS College and Career Readiness Anchor Standards for Reading and Writing in all other subjects. Assessments align with the cognitive structure of the content and engage students in a variety of experiences, which introduce them to the world of each discipline to enable their future selection of preferred courses of study for further learning. In addition to traditional tests and papers, these assessments can also involve speeches, skits, projects, presentations, and so on, as long as they are aligned to learning goals and preserved as artifacts for analysis and feedback. This is also an opportunity to involve families in the school experience as some of these assessments may be public or by invitation.

High-quality assessments that are aligned to each unit’s learning targets will be utilized. Note that a teaching target becomes a learning target only when students use it to aim for understanding throughout the lesson, and students can aim for a target only when they know what it is. More specifically, targets differ from instructional objectives in both design and purpose, as instructional objectives guide **instruction** and are written from the teacher’s point of view, while learning targets guide **learning** and as such are written from the student’s point view and they are shared with students throughout the lesson so that they can use the targets to guide their own learning.

Assessments informed by learning targets are used by teachers, who, working in teams and with instructional coaches as guides, will clarify their lesson’s specific targets and use them to:

- Decide which evidence to accept or reject while determining whether or not the teaching achieved what it was set out to do (clear criteria for success);
- Design how the lesson resides in the larger learning trajectory;
- Identify the next steps students must take to move toward the overarching understandings described in standards and unit goals;
- Design formative assessments and rubrics aligned with the targets that enable students to reflect upon how they are progressing toward the standard and can be used longitudinally to record progress and influence program adjustments.

Use of data to inform instruction

4.1.5 Increase implementation of local instructional improvement systems to assess and inform instructional practice, decision-making, and effectiveness. How will you use data for instructional planning?

The data cycle is the foundation of collaborative inquiry to build teacher capacity. Specific data protocols (e.g. Love, Using Data) will need to be developed in conjunction with the East community, and then these protocols will be used regularly during common planning periods by teachers from the same department or team depending on subject area. The instructional leader or coach for that department will facilitate the data cycle, at least for core teachers, and will be trained in data processes (e.g. specific protocols, error analysis, criteria analysis, and disaggregation of data). The data cycle will include examination of student work for trends in areas of strength or struggle. After trend analysis, the teachers will research with Warner support best strategies to address the area of concern, determine professional development needs, seek new learning, and then collaborate on instructional strategies to address concerns and/or build on strengths; again, action based on data is the key. An example of a protocol for effective collegial learning of new teaching strategies includes Lesson Study, again, facilitated by instructional leaders/coaches trained in this model. Teachers then execute agreed upon lessons (or specific strategies or interventions) and regroup with student evidence. At this point the data cycle repeats, with an analysis of student provided evidence.

This cycle will be embedded daily during common planning time and is an integral part of the teachers' day. It is a primary means by which we envision building instructional capacity. This is especially true because we envision the instructional leaders as school-based part-teacher, part-coach, and as a group, they will form the primary guiding coalition for ongoing collective learning in curriculum, instruction, and assessment. This is also the primary mechanism, in conjunction with observations and walk-throughs, by which capacity-building needs are identified.

It is important to note that this data cycle may lead to curricular developments and modifications as part of examining the student work and the assessments themselves. We understand this process to be recursive and want to emphasize the importance of the instructional leaders or coaches, the scheduling and provision of daily time, and the necessity of common professional learning and conversations among the guiding coalition of leaders to ensure alignment across the school of best practices.

It will also be important to meet regularly with students and their families to review data and to develop plans for instructional change – for example, by having student-led “teacher-family conferences,” and/or holding “coffee hours” at East and in community locations or homes where families can discuss student learning and development. Finding other data sources that are more related to family background and experience (environmental factors; family asset survey) should also be considered.

Start-up strategies

4.1.6 Demonstrate the ability to overcome start-up challenges to open a successful school through management and leadership techniques.

We have set in place the following process to ensure a strong plan and implementation for the new East High School starting on July 1, 2015. The plan takes into consideration and tries to respond to the many known complexities and challenges of a re-start school.

As indicated in our Letter of Intent (see Appendix A), we already implemented in 2014-15 some initial recommendations that did not require a comprehensive overhaul – such as increasing the number of social workers assigned to the school so as to immediately provide increased socio-emotional support and address some attendance issues, offering greater elective choices, providing leadership coaching to school leaders, and allowing the school to control the schedule. We believe that these innovations were immediately beneficial to current East students, and they also provided the EPO leadership team and East staff with valuable information that further informed the creation of the EPO Plan.

Upon accepting the EPO Plan, the RCSD Board of Education will authorize the EPO to hire the Deputy Director, the Director of Pupil Personnel Services (overseeing all socio-emotional support services and special programs) and a support staff. The Deputy Director and the Director of Pupil Personnel Services will start as soon as possible, with no other duties except working at launching the new East High School. The Deputy Director will then, in collaboration with the EPO leadership team and all representative stakeholders, hire the remainder of the administrative and teacher leadership team. In collaboration with stakeholders, the leadership team will hire the East faculty and staff. All current East teachers will be invited to apply to be part of the faculty. During this launching phase (January-June 2015), the EPO leadership team will work closely with the Deputy Director to operationalize the EPO Plan and put it into action, including designing summer activities for students and staff.

At this stage there will be much to do to launch the new structure, expectations and initiatives including development of a new Student Code of Conduct and re-registering all students, and we expect the EPO leadership team to play a major role in this roll-out.

Summer 2015 will also be critical to a successful start of the new East High School, and will involve all staff in intensive professional learning and other implementation start-up activities, as determined during the launching phase.

We also expect that not all the innovations outlined in the detailed EPO Plan will be implemented immediately in Year 1, but rather be phased in over time according to a detailed timetable which is further reviewed and revised as needed at the end of each year of implementation. One of the new structures we are considering is an Instructional Council to provide a space where instructional supports and obstacles encountered in the implementation of the School Plan can be discussed, and new ideas generated. This would be a sub-committee of the Governance Council, and would thus report to the EPO through the Governance Council.

The Deputy Director will be fully supported by the EPO leadership staff and other UR personnel as appropriate in overcoming startup challenges. Specifically, the principals will be assigned a leadership coach/partner with extensive school leadership experience.

Assessment targets

4.2 Describe how your organization will set and annually update targets for assessments.

Student Learning Objectives (SLOs), which are mandated by NYSED regulations for all teachers, will be used as metrics to measure effective teaching and to set and update annual targets for assessment. Consistent with the process mandated by NYSED, SLOs will be determined by the teachers of record for a given course, in consultation with their lead evaluator (an administrator) and within the negotiated APPR agreements. The current district-approved APPR agreement will be used until a new agreement will be reached with the teachers hired to work at East in 2015-16.

Sustainability plan

4.3 Describe how you will plan for sustainability of the school model and upward achievement trends with emphasis on year 3 and beyond when significant finding reductions are planned.

Our agreement with the Rochester City School District is not dependent on grant funding and thus there is no built-in reduction of funding after three years.

We envision a five-year EPO contract with RCSD. The ultimate goal will be to develop internal capacity in East High School so that eventually there will be no need for an EPO, although the University of Rochester plans to continue to be a long-term partner.

5. LEARNING ENVIRONMENT

Key curricular strategies and practices

5.1 Describe key curricular strategies and practices that the school will use to drive student achievement. How will you ensure that these strategies and practices are aligned with common core standards? Explain why you choose this approach and why you believe it will be effective.

Considerations informing our proposed key curricular strategies and practices

In order to ensure that the curriculum is culturally relevant, meaningful, based on student interest, builds on assets students and families bring to school, and includes problem-based learning that is connected to community issues, it is important that we find ways to involve family and students in curriculum development. More specifically, teachers will be taught to enlist student input and involvement (within disciplinary and course standard guidelines) in content, instructional strategies, thinking and reasoning skills, modes of demonstrating knowledge, timeline of work, and nature of support, among other things.

Cross disciplinary experiences will be a part of the student experience to ensure students see how the disciplines interact in problems and projects in life outside of school as well as to engage students in the world of work. There will be regular opportunities for students to see the value of what they are asked to learn, how it relates to past learning and how it will relate to future learning. Lessons will have clear learning targets, which define surface and deep knowledge to be mastered through a teaching method that prioritizes inquiry and begins with the student. Learning experiences will be carefully sequenced to engage students in acquisition of knowledge and making meaning with content that connects to their lives and the world outside of school at an appropriate and rigorous level of challenge to connect to learners' interests, past knowledge, and strengths. Teachers and coaches will collaborate daily, focusing on evidence of student learning for the purpose of informing their ongoing instruction and giving feedback to students on their progress.

We will communicate an expectation of strong positive student teacher relationships developed through working together on meaningful and manageable tasks, where teachers will continuously ensure students have accurate feedback on their progress toward clear goals. Students will be taught to collaborate and engage with others of all ages. They will work in small interactive groups with an emphasis on teaching students the strategies that result in success. Student strategies include advocating, questioning, summarizing, clarifying, and predicting. Teachers will be taught strategies associated with success including scaffolding, sequencing, Socratic questioning, teaching students to ask questions, and strategy cueing. Social skills and cognitive strategies will be taught in tandem as membership in a caring community where each student is known and feels he or she can be successful.

The school will employ standards-based grading in all areas, with a re-teaching, spiraling approach to mastery. Students who do not reach standards will be identified and immediately spiraled back into the teaching learning process through extra time and supports.

These strategies and practices are aligned with the common core standards because the Common Core Learning Standards (CCLS) will be the foundation of the instructional goals in content areas across the school. These strategies and practices will be developed in summer professional learning and then mandatory elements of the emerging curriculum. The thinking which underlies the CCLS will inform our curricular decisions as well as our theoretical base informed by Self-Determination Theory, Sociocultural Theory and a social constructionist epistemology.

Key curriculum recommendations

In what follows we provide more details about (a) curriculum recommendations generated by the Curriculum Planning team for the four main content areas (produced after engaging with multiple stakeholders and examining several existing curriculum materials using the guidelines articulated in *Appendix E, Tenets 3 & 4*, with the goal of developing a rigorous and culturally relevant curriculum for East) and (b) recommendations about CTEs generated by a planning committee dedicated to this topic. Additional information about curriculum recommendations and CTEs can be found in *Appendix E, Tenets 3 & 4*.

English Language Arts, Grades 6-8:

Main recommendation: Use the New York State/Expeditionary Learning Modules. For the second period of ELA, use Reading and Writing workshop model, planning in collaboration with a Reading Certified Teacher and using Nancie Atwell's work (*In the Middle*) supplemented by resources from Scholastic's *Code X*, books by Alfred Tatum, lessons from Carol Jago, and units from *Rethinking Schools*.

Rationale: Rochester City School District uses the modules and most teachers have experience with them for the last three years; they report steady student progress which they attribute to consistency of practice and sequencing of key skills across years.

Additional recommendations:

- Students will be heterogeneously grouped for their initial period of English language arts instruction with no additional honors sections in the middle school. For the additional daily period of ELA instruction, students will have differential groupings.
- Summer school could use NYS Module "Researching to Deepen Understanding" for 7th and 8th grade, which is focused on non-fiction texts and which is not used during the regular school year.

English Language Arts, Grade 9-12

Main recommendation: Use the New York State English Modules for high school, PCG units. For students below grade level, for a second period of English use Reading and

Writing workshop model, planning in collaboration with a Reading Certified Teacher and focusing on cooperative learning. Strategies and skills used in the workshop model are employed school-wide to ensure both transfer and longevity of effects.

Rationale: Teachers at East and across RCSD have utilized the units previously and believe they form a strong curriculum foundation.

Additional recommendations:

- Groups at grade level and above grade level will also work in reading and writing workshop but will also work with study skills strategies (see for example, AVID strategies) with the explicit intention to prepare students for Pre-Advanced Placement and Advanced Placement coursework in high school. Groups below grade level will work on intensive literacy skills in the reading and writing workshop. Groups far below grade level will be provided additional support by literacy specialists, special educators and ESOL teachers as appropriate.
- Students in Honors classes will also use the modules on engageny.org but the units will be supplemented with work that increases the rigor and depth of the units while continuing to emphasize relevant skills and content. Equitable access will be a guiding principle for Honors programs as we make every effort to ensure that these classes reflect the racial, ethnic and socioeconomic diversity of our student body.
- Interest has been gathered from families and students for electives across the spectrum of disciplines.
- Summer school for students who fail English during the regular school year utilizes a diagnostic/prescriptive approach to address students' needs and prepare them to benefit from regular classroom instruction in the fall. Those who do not succeed in summer school are scheduled into over-age, under-credit (OA-UC) alternate programs per ninth grade options, depending on the number of credits they have earned to date.

Mathematics, Grades 6-8:

Main recommendation: Use the Connected Mathematics Project, enhanced by interdisciplinary and culturally relevant inquiries that emphasize the relevance of mathematics in students' lives.

Rationale: These curriculum materials, created by an interdisciplinary group of mathematicians, math educators and math teachers with funding by the National Science Foundation, have been extensively field-tested and proven to be effective with similar populations when implemented with fidelity. Connected Math assumes a problem-centered approach that promotes inquiry-based learning, and is well aligned with the Common Core State Standards for Mathematics.

Additional considerations:

- Students will be grouped heterogeneously, with the exception of accelerated sections beginning in grade 8.

- Students will be supported in a second math period to solidify the underlying concepts contained within current classroom units, in flexible groups by readiness as determined by unit pre-assessments and/or their NYS Mathematics Exam scores.

Mathematics, Grades 9-12:

Main recommendation: Use Meaningful Math, a derivative of IMP (another NSF-funded comprehensive math curriculum).

Rationale: This is one of three comprehensive high-school mathematics curricula identified as “Exemplary” by the U.S. Department of Education for providing convincing evidence of its effectiveness in multiple schools with diverse populations.

Additional recommendations:

- In 9th grade, students will be supported through a second math period, where the core content from the Meaningful Math curriculum will be pre-taught and/or re-taught as needed. During this additional period, students will be regrouped by readiness and receive differentiated levels of support including enrichment and extension work.

Science, Grades 6-8:

Main recommendation for grade 6: Use the *Full Option Science System (FOSS)*.

Rationale: These curriculum materials are aligned with the Next Generation Science Standards (NGSS) and incorporates engineering (design) practices with science practices. Each FOSS investigation follows a similar design to provide multiple exposures to science concepts.

Main recommendation for grade 7: Use *Science & Global Issues* modules (SGI).

Rationale: This is a standards-based, issue-oriented two-year high school integrated science program. SGI focuses on the role of science in addressing the needs of modern society and the use of technology in advancing scientific knowledge. SGI includes a year of high school biology and a year of physical science. Modules will be organized into a coherent course of study that integrates the biological, chemical and environmental science components based on NYS standards that must be met in preparation for the 8th grade assessment.

Main recommendation for grade 8: Use “*It’s About Time’s*” *Active Physics*.

Rationale: This conceptual physics curriculum focuses on examining common phenomena (a bird in flight, a magnet sticking to a refrigerator, chewing bubble gum) to introduce and explore fundamental laws of nature. There is an emphasis on observation, problem-solving, data analysis, and communicating ideas clearly. Students are challenged to develop a strong conceptual foundation in physics as a result of the exploration of familiar events and invention.

Science, Grades 9-12:

Main recommendation for grade 9: Living Environment (Regents) – use Biological Sciences Curriculum Study (BSCS) - A Human Approach, enhanced by Project Lead the Way (PLTW)- Introduction to Engineering Design (IED) as additional curriculum resources.

Rationale: The 5E instructional model informing this program matches and complements Next Generation Science Framework as it also proposes Driving Questions and Big Ideas.

Main recommendation for grade 10: Chemistry (Regents): use “It’s About Time” Active Chemistry; General Chemistry: use “It’s About Time” - Active Chemistry and ChemCom (as warranted); both programs can be enhanced by Project Lead the Way (PLTW)- Introduction to Engineering Design (IED) as additional curriculum resources.

Rationale: These programs provide a strong foundation for active learning as the students always have a common lab experience upon which to base their understanding of a concept.

Main recommendation for grade 11: Earth Science (Regents): use Earth Comm: It’s About Time OR Education Development Center (EDC) - Earth Science (Lab-Aids); either program can be enhanced by Project Lead the Way (PLTW) - Introduction to Engineering Design (IED) as additional curriculum resources.

Rationale: The problem-based nature of these curricular materials supports relevance to students and student-centric thinking by fostering creative problem solving and making student thinking explicit.

Main recommendation for grade 12: Physics (Regents): use “It’s About Time” Active Physics, possibly enhanced by Project Lead the Way (PLTW) capstone project and AP Physics.

Rationale: This provides an ideal complement to the 8th grade conceptual physics and includes opportunities for in-depth foundational understandings with mathematical modeling.

Additional recommendations:

- Science electives could include:
 - IT (grades 9, 10, 11)
 - Anatomy & Physiology (grades 10, 11)
 - Precision Optics (grades 10, 11)
 - Vision Care (grades 10, 11)
 - Med-Tech (grades 10, 11)
 - AP Biology (grade 11)
 - AP Environmental Science (grade 11)

Social Studies, Grades 6-12:

Main recommendation: create an original curriculum conforming to the coherent curriculum model while also using the following guidelines and drawing from the recently initiated New York State Social Studies Resource Toolkit as a scaffold for designing curriculum:

1. Organized around compelling questions, well-structured inquiries, and disciplinary practices, as articulated in the National Council for the Social Studies' (NCSS's) College, Career, and Civic Life (C3) Framework;
2. Constructed collaboratively by teachers and curriculum and instruction experts from the Warner School to include tools and procedures from existing programs that are deemed effective via credible research;
3. Including authentic assessments that require students to act upon their knowledge and skills in ways that are valid and meaningful inside the classroom and beyond it.
4. Specific content understandings as identified by New York State Core Curricula will continue to be the basis for coursework, grades 6-12. (e.g., grade 6 Eastern Hemisphere)

Rationale: Social Studies curricula, 6-12, are needed that will align with the New York State K-12 Social Studies Field Guide. That document incorporates Social Studies learning standards, CCLS and the National Council for the Social Studies College, Career, and Civic Life (C3) Framework. An inquiry arc is recommended as the basis for integrating content and social studies practices into unit design. The Task Force heartily endorses this approach to social studies instruction but was unable to locate curricula that adequately addressed the East curricular guidelines AND aligned with the various documents noted above. Resources currently under development by New York State Education Department (Resource Toolkit) will be used to formulate such a curriculum.

The C3 Framework will link to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

Additional recommendations:

- Students will be grouped heterogeneously for social studies instruction.
- Social studies electives could include courses in psychology, sociology, and anthropology, each of which could be taught as a dual-credit course. This would provide students with opportunities beyond Advanced Placement courses to obtain college credits during high school.

Career and Technical Education

Students at East will have multiple opportunities for enrollment in Career and Technical Education programs. RCSD will continue to offer participation in their programs to East students (see chart of available programs in *Appendix E*, Tenets 3 & 4). Further, collaboration with BOCES I and BOCES II is underway to involve East students during this school year in visitations and enrollment in programs offered through those organizations. Most notable, however, are the career pathways programs that are already currently offered at East as well as new ones currently being explored.

The career pathways programs currently offered at East have been tailored to national and local labor demands, created with industry and post-secondary partners, and are focused on preparing students for success by developing employability skills and dispositions. There is a strong commitment at East to continue and refine these programs so that they may become fully certified CTE and, as such, will provide opportunities for students to

earn academic credit distributions through integrated or specialized courses. And while CTE programs are often characterized as career focused, the current East programs definitely address both college and career readiness. Students may explore a career field, commit to a career direction or satisfy a curiosity as they complete their college preparatory coursework.

Additional programs are also currently being investigated to enhance these offerings and ensure that all major career fields will be represented by a pathway at East. The timing and nature of these program offerings will depend on funding and industry partners as well as students' interest and course scheduling.

The table below identifies both current and additional programs being considered within each major career field:

Career Field	Current East High Pathway Program	Additional Programs Being Investigated	Anticipated Start Date (Pending funding)
Agriculture, Food & Natural resources	Culinary Arts		
Arts, Communications and Information Systems	Information Technology	Geospatial Information Systems	9/15
Engineering, manufacturing and Technology	Precision Optics	Aviation Careers Supported by Jet Blue Foundation	9/16
Health Science Technology	Vision Care	First Responders	9/16
Human Services	Teaching & Leadership	Early Childhood Education	9/17
Business Management and Administration		Finance	9/15

To give a better sense of the course and scheduling implications of some of the CTEs under consideration, in the table below we have identified typical course sequences for each of the current career pathways at East.

Typical Sequence of Courses for Career Pathways

Grade	Information Technology	Precision Optics	Vision Care	Culinary Arts	Teaching & Learning Institute
9 th	Intro to IT	STEM Math	STEM Math	Delivering Great Customer Service	TLI I
10 th	Computer Hardware & System Support	Precision Fab I (General Elective)	Vision Care I (CTE Elective)	Culinary Skill Development I	TLI II
11 th	Computer Programming	Precision Fab II (Science)	Vision Care II (CTE) – Dual Credit	Culinary Skill Development II	TLI III
12 th	Advanced Computers	Geometric Optics (Dual Credit)	Geometric Optics (Dual Credit)	Kitchen & Restaurant Management	Senior Internship

NOTE: We recognize that the curriculum changes described in this section will have implications in terms of textbooks, supplies and other instructional materials, including technology, that have not been fully evaluated yet and will need to be addressed as part of the implementation if the EPO is approved.

Professional learning plan

5.2 Identify and describe your approach, key strategies and practices to professional development. Be specific, how will you organize this plan? Address the use of data, common core alignment, mandated hours, and professional learning time.

We believe that engaging East personnel in professional development/professional learning is critical to the successful implementation of the EPO Plan, as well as to building internal capacity to independently sustain in the long-run the innovations and practices initiated with the support of the EPO. We also know from research that in order to be effective this professional learning needs to be high-quality, intensive, focused on practice, sustained over time, and job-embedded. It also needs to be accompanied by practicing what has been learned and by reflections on that practice, with the support of a coach who is an experienced practitioner in the same subject area.

Therefore, Professional Learning (PL) will be a core aspect of the culture of East High School. It will be embedded, specific, relevant and collegial. School administrators will participate in teacher PL on a regular basis, as well as in a leadership coaching program that they will help design. As much as possible school leaders will realize their PL through the school itself, as their ongoing presence in the school is critical.

We have identified the following schedule of professional learning:

- Required participation in professional learning for 2015-16 faculty of up to 16 hours to develop skills necessary to effectively implement the daily cooperative professional engagement experiences critical to the development

- of professional capital at East, and preliminary training in the Restorative Justice principles that are foundational to the East student culture.
- Required participation in professional learning for the 2015-16 faculty of up to 20 days to develop curriculum and assessment expertise, develop initial unit plans and deliver high quality data-driven instructional practices.
 - Required participation in professional learning of up to twenty four hours in the fall of 2015, in addition to the daily professional collaboration time, to further develop curriculum and assessment practices, and monitor and develop the school culture
 - The development of site-based content-specific coaches that can support and coordinate teachers' work on improving their instructional practices, designing curriculum and assessments, and productively engaging in the analysis of student data.
 - Daily participation in collaborative experiences that include professional learning.
 - Provision of Warner experts to help plan, monitor and evaluate the professional learning experiences.

All stakeholders from security personnel to administrative assistants to teachers and the superintendent will receive a level of planned professional learning. A school-wide Professional Learning Committee initially led by a Warner specialist will use evidence to plan and implement a program of individual and group growth that impacts every staff member.

There are several aspects of summer professional learning that we can describe further:

- *Content-specific PL for teachers:* This PL will be focused on developing instructional units and teaching practices that are specific to the content taught and consistent with a culturally-relevant and student-centered approach while at the same time addressing the common core standards. This PL may involve deepening content knowledge as well as pedagogical content knowledge, developing skills in designing curriculum and assessment (using approaches such as Understanding by Design [UbD] and Universal Design), analyzing student work to inform data-driven instructional decisions, learning to create and interpret assessments, and learning specific instructional strategies, among other things. (See Appendix D.1 for an example of professional development to prepare math teachers to teach to the Common Core offered by the Warner Center for Professional Development and Education Reform)
- *Cross-disciplinary PL for teachers:* Given the challenges we identified earlier, all teachers will participate in PL about reading and writing in the content areas, instructional strategies to meet the unique needs of ENL students and students with disabilities, principles of culturally relevant pedagogy, writing and using formative assessments, and use of specific protocols to inform data cycles, just to mention a few.
- *PL for all school personnel:* All East personnel will benefit from professional learning on issues of common interest, such as changing perceptions of urban students and families from a deficit-based to an asset-based perspective, cultural

sensitivity, practices in restorative initiatives, and implementation of chosen student support models.

- *Focused PL on specific initiatives:* Middle school teachers will receive focused PL from specialists in the Expeditionary Learning ELA approach and Connected Math. Grade 9 teachers will receive support from literacy specialists and specialists in Connected Math. High School Teachers will receive additional PL in the instructional model (see tenet 4 below). Teachers working in alternative programs will receive specific support from Big Picture Schools and other resources.
- *PL for parents and families:* More meaningful and rewarding parent and family involvement could be achieved with PL that serves families. We will work with community agencies that have developed successful ways to do this.

We believe that the PL identified above is essential to the EPO success. These are start-up efforts, and are not fully repeated in following years, although we always envision at least 10 days of summer PL for all staff and 15 for new staff. **Our cost estimates through Fall 2015 for PD are \$1.6 million. Our work as EPO is not possible without this professional learning.**

PD will be provided by a variety of experts – including EPO staff (from our Center for Professional Development and Education Reform, as well as other Warner faculty), site-based coaches, lead teachers, expert consultants and even parents and community members. For example, we hope to work with community agencies to develop professional development for teachers on working with community partners, and developing meaningful and sustained relationships with families and community partners.

Site-based content-specific coaches will play a key role in our model. We envision having coaches devoted to East, at least in math and ELA, each teaching one or two courses (to be used as a demonstration site for other teachers) and devoting the rest of the time to visit other teachers in their subject area, facilitating unit planning and/or lesson studies, and providing targeted PD as needed, as well as participating in professional learning themselves around coaching. These coaches will receive training and support by the Warner Center for Professional Development and Education Reform, which has extensive experience preparing and supporting math, science, and leadership coaches.

Student academic support

5.3 What academic supports will you provide to students to drive achievement?

Address school structures, resources/tools, and partners. Identify how you will determine and address specific student needs.

Support will occur flexibly, by need, through push-in, pull-aside, and additional time models. Support Rooms will be organized with multiple support teachers and other staff and computers, including credit/learning recovery programs, for students who need additional academic support in order to be successful. These support rooms must be staffed with teachers who have sufficient content expertise to reinforce, re-teach and

assess the team curriculum. Over time, peer tutoring, peer assistance, and community volunteer programs will be developed to increase student supports, taking advantage as much as possible of UR student teachers, UR undergraduates and other trained volunteers from the community.

The schedule will enable support periods, so that students who need more support can stack periods including extended school day and students requiring less support can engage in more electives or independent choices. Additional time will be spent in summer enrichment programs and East Evening Programs, which continue exploration of career/work options, subject area interests, service learning, advisory activities, and physical activity, health, and social activities.

All staff will support the understanding that students need multiple opportunities to practice and to receive regular and specific feedback related to progress against standards, and to be given timely opportunities to use the feedback to re-do and improve.

The following table further identifies specific academic support initiatives we are planning for 2015-16. In addition, we are continuing to explore additional tutoring options (especially after school and leveraging community resources through other organizations) as well as opportunities for online credit recovery.

<i>Initiative</i>	<i>Brief description and notes</i>	<i>Who will provide the support</i>	<i>Who will receive the support and where</i>
Second period of ELA	Grades 6-9 Differentiated support period using various strategies (e.g., grouping) to allow lowest students to receive additional supports and more advanced students to receive pre-AP type skill work to prepare for more advanced work, such as AVID strategies . Workshop model; students trained to use stations, mini lessons on core skills, self-directed independent reading and writing. <i>Note: this is not additional time to complete the ELA curriculum.</i>	Certified literacy specialists are the first choice; in some cases possibly English teachers or other certifications (library, sp & lang) could be appropriate based on skills; additional teachers push in. PD will be required for effective implementation of reading and writing groups in the workshop model. Expeditionary Learning and Warner faculty can support.	All students grades 6-9; top students will either continue to receive pre-AP support work or may be able to add an elective In classrooms
Second period of math	Grades 6-9 Additional period to support the Connected Math and Meaningful Math curriculum.	Certified math teachers; supported by the UR Center for Professional Development and Education Reform	All students grades 6-9

Integrated co-teach (ICOT)	Second adult in the classroom Certified special education teacher Provides modifications and differentiation in a co-teaching model	Certified special education teachers in gen ed. classes	Students with IEPs who have direct services on IEP; in classrooms
Support periods	Determined together at the grade level team meetings which students should have a support period and for what intensity Can add support periods throughout the day; students come out of study halls usually; safe haven	Special education teachers with support from teacher assistants, and paras	SWD with CT on their IEP; 504; and non-labeled students in need (“scoop” kids). Rooms are designated as support rooms.
Club 22	Table top tutoring During the school day; after school Certified content area teachers present each period; Warner and community volunteers added here, would require training	Retired content area teachers; East teachers as administrative assignment; trained volunteers from East community, alumni, University of Rochester	Any student who requests it
Compacted Classes (formerly review classes)	Credit recovery Offset schedule for students Double/triple periods Allowed to exit as standards are met OR As required exam is passed	East teaching staff as part of their assignment	Students who have met seat time requirements; in classrooms
East Evening	Fully functioning night school allows students to pursue credit recovery or offset schedule to accommodate various needs	East Evening will be fully staffed with certified teachers (see details in MOA)	Any student; primarily over-age, under-credited students; in classrooms
Online credit recovery	Programs such as Right Reasons Technology supplement support rooms, compacted classes, after school tutoring, and Club 22	Support teachers, after school service providers, teachers on administrative assignment	Grades 9-12 Anywhere: web based

After school recreation and tutoring	Combination social, recreational, and academic support after school for two hours; can work around students in sports or other clubs	Faculty to be hired or partners to be contracted (e.g. EnCompass)	Grades 6-8; location still to be finalized
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We are also in the process of developing partnerships with community agencies such as Big Picture Learning, Expeditionary Learning, the Assessment Training Institute, Hillside Work Scholarship, IBERO, Encompass, Northeast Area Development, and the City of Rochester, as well as area colleges, businesses, media outlets, and neighborhood organizations, to support students toward improved attendance, achievement, graduation, conflict resolution (restorative justice) and workforce training. These partnerships include:

- Developing pathways to employment (such as internships) for students and their family members through these community partnerships and East Evening classes.
- Working towards a transportation system that allows students who live further away to get to school more easily.
- Holding family conferences and school events at partner organization facilities where students are located to facilitate family participation.
- Holding community events that celebrate successes.

School culture and socio-emotional support

5.4 Describe the culture that your team envisions for the proposed school and any social-emotional supports necessary to create the culture.

As stated earlier in the Executive Summary, we seek to create a school culture where all members of the East High School community, students and their families in particular, are valued as assets to learning and development, and in which high expectations are the norm.

To create this culture, we believe the following socio-emotional supports will be needed:

- All incoming students will be provided with a comprehensive profile report documenting their needs and assets. Each student will have an individual plan of social emotional support organized in an RtI tiered approach to supports. Supports will be provided through three focused efforts:
 - The first is school-based services. This includes the counseling staff, psychologists, and certified school social workers. Ideally, each grade will have a counselor and social worker.
 - The second tier is formal ongoing partnerships with community organizations such as the current School Based Health Center, which provides a full health center in the building capable of primary care for all East students.
 - The third focused effort is the training of faculty and staff to include social emotional support as part of their job.

- The Health Center and school counselors will screen students, using validated risk screening tools. Screens may include CRAFFT screen for drug and alcohol abuse, depression/anxiety screen, RAAPS screen for adolescent risk behaviors and a developmental assets survey. The self-evaluation of students is incorporated in the comprehensive profile and is updated and revised regularly.
- Services will be available for extended hours and beyond the 10-month academic schedule to students and their families. The Health Center will offer extended days and health and wellness screenings for the community.
- Each faculty member and selected staff are responsible for supporting a small student mentoring “family unit.” A block of time will be provided to meet with mentees every day. Work will include reviewing attendance, school performance, community service projects, health, restorative justice practice, and work aligned with specific school support programs (e.g., *Leader in Me*). Teacher mentors may also utilize trained volunteers (for example, Warner School MS Counseling interns/students). College and career readiness will also be emphasized through programs from Junior Achievement and the David Kerns Center. Community-based student advocates will be regular participants in the small family gatherings, as advocate assignments will align with family membership.
- Data will be collected and utilized to inform support service providers as they refine and change supports.
- Crisis Intervention, conflict resolution, decision-making, and peer mediation will be incorporated in the comprehensive model. We will use restorative justice practices to create the school climate and environment, with professional staff from Center for Youth and other community partners providing training and interactive skill building.
- Students, staff, parents and community will participate in summer programs to acclimate them to the specific programs and expectations of East High School.
- PL for all faculty and staff will include social emotional support. Specifically, training will be provided in restorative justice practices, the intentional teaching aspect of PBIS and, for Lower School teachers and staff, the teacher staff aspects of *Leader in Me*.

Family involvement

5.5 Describe your organizational philosophy on parental involvement. Also, describe the role you envision for parents, including but not limited to, participation on the school leadership team, participation on existing Board parent advisory committees, information on how parent/teacher conferences will be conducted, and how the organization will comply with New York State Commissioner’s Regulation 100.11.

Philosophy on parental and family involvement

We believe that families are equal partners in a child’s education (note that our definition of “family” includes anyone the child identifies as part of their support network). Through our work with families, communities, and schools we will re-conceptualize our understanding of family engagement by creating meaningful opportunities for shared decision making along with the youth and adults in our community. Our goal is to build collaborations among stakeholders that re-center community and families and build capacity for families and youth to transform

themselves, their schools, and their communities. We believe that when families are strengthened and connected to their communities, they take the lead in improving the quality of their lives.

We will use an interdependent model of developmental processes and transformational pathways to frame and re-conceptualize family engagement.

As we build collaborations, we must ensure time to build relationships and trust, to create models that center community knowledge and resources, and work toward co-constructing successful developmental pathways for families and youth.

Strategies to implement this philosophy:

- We seek to support this process through authentic family engagement practices. For example, we will redefine the “parent/teacher conference” to a student-led family conference at which all parties will share in the positive educational development of the child and in finding the right path for the individual child and her/his family.
- Together with families and community partners, we will use an asset-based perspective of students and families to develop a collaborative culture of celebration and high expectations in which all parties feel respected and valued.
- Governance Council will serve as the governance team for the school (e.g. Board of Directors). It will consist of teachers, administrators, family members, students, community partners, representations from each union, and EPO representatives. The School Based Planning Team will meet at least monthly and produce a monthly report, including meeting minutes, for the EPO superintendent and the larger school community.
- Social media will be leveraged to facilitate communication with families and community partners.

6. COMPREHENSIVE PLANNING

Enrollment projections

6.1 Enrollment projections: Complete Chart.

In order to understand our enrollment projections, it is important to consider the context of retentions at East High School. The following East High data illustrates the current high level of retaining students at current grade level (holding them back). It will be the policy of the EPO to reduce the number of students retained through very high quality curriculum and teaching and well-developed social emotional support systems (as described in the previous sections) and rigorous alternative systems to support students who need to “catch up” as a result of course failure. It will also be the policy of East High School to attract students from the East community, and to not accept cross-city transfers after October 1 unless it is new students moving into the East community.

Retentions in Current School Year

School Year	Student Population	Code	Grade Level Retained	Enrolled	Retained	% of Enrollment	Ever Retained	% of Enrollment	
2013-2014	General Ed Students	6	Grade 6	0			0		
		7	Grade 7	187	2	1%	36	19%	
		8	Grade 8	254			38	14%	
		9	Grade 9	382	74	19%	139	36%	
		10	Grade 10	207	29	14%	78	37%	
		11	Grade 11	158	8	5%	32	20%	
		12	Grade 12	155	17	10%	45	29%	
		13	Graduated	0			0		
		GD	GED	0			0		
	General Ed Students Total				1343	130	9%	368	27%
	Special Ed Students	7	Grade 7	42			23	54%	
		8	Grade 8	46	1	2%	12	26%	
		9	Grade 9	143	39	27%	69	48%	
		10	Grade 10	65	5	7%	25	38%	
		11	Grade 11	57	5	8%	23	40%	
		12	Grade 12	68	25	36%	45	66%	
		13	Graduated	0			0		
		GD	GED	0			0		
	Special Ed Students Total				421	75	17%	197	46%
	Grand Total				1764	205	11%	565	32%

The enrollment projections we are providing in the table that follows are based on current data for 2013-14 and 2014-15, along with the following key assumptions:

- No student will be encouraged to leave East – although we expect some will opt not to return if they do not agree with the new expectations, so we have projected some attrition from current 2014-15 enrollment numbers.
- We are targeting to have eventually a cohort of 160 entering 6th graders served in the building, although we expect to start at 80 in Year 1 and gradually ramp up to this level (as we expect that at the beginning parents may have reservations about moving their 6th graders out of their elementary school).
- We are targeting to have eventually a cohort of 160 served in the building in each Lower School grade.
- We are targeting to eventually have entering 9th grade cohorts of approximately 180 students; these will be “first-time” 9th graders, as repeaters will have different options (see below). Most of these students will come from the Lower School, although the school will also accept some additional students in grade 9 coming from other K-8 schools.
- Repeating 9th graders are noted in the table below as “alt 9” and/or “continuing”. Alternative 9th graders will be first-time repeaters and will be attending the Big Picture Alternative School; students in this school must self-nominate and be screened for entry. Continuing students may be first or multi-year repeating 9th graders; they will attend “Late Start” “East Evening” or our second alternative, but for older students.
- We are targeting to have eventually a cohort of 180 in each Upper School grade, with better retention.
- We will also allow entering sophomores and juniors to the CTE program on a space available basis.

The chart below is also using the following additional assumptions:

- Improved culture, curriculum and instruction will decrease failure in the Lower School.
- Improved culture, curriculum and instruction will decrease failure in grade 9.
- The school will accept about 20 additional students in grade 9 coming from K-8 schools.
- The school will accept about 10 additional students in grade 11 for certain CTE programs.
- About 60 students who fail grade 9 for the first time will enter the Big Picture Alternative School. About 30 students who have failed grade 9 multiple times, will enroll in our second alternative school.
- About 40 students who have failed grade 9 will enroll in the late start option.
- About 40 students who have failed grade 9 will enroll in East Evening.
- Students counted as “Alt 9” or “Continuing” move to 10th grade once they receive adequate course credits (and not all of them will likely achieve this result in a year).
- The 2019-20 cohort has a graduation rate of about 81%.

Grades	2013-14	Sur Rate	2014-15	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
6 th	0		0	80	100	120	140	160
7 th	229	1.043668	203	160	160	160	160	160
8 th	300	1.57	239	212	160	160	160	160
9 th	525	0.56381	471	259	232	180	180	180
alt 9				60	60	60	60	60
Continuing				120	80	80	80	80
10 th	272	0.694853	296	292	228	211	177	177
11 th	215	0.837209	189	226	223	175	197	175
12 th	223		180	174	208	206	173	188
Totals	1764		1578*	1583	1452	1351	1327	1340

**Currently 157 East students are not served in the building. They may be in the Young Mothers program, Youth in Justice program, SIFE programs at other schools etc.*

Eventually, the school will be approximately 1350 students including all cohorts, alternative settings and evening school.

Comparison of current versus projected student population

6.2 Describe how the enrollment projections contained in the chart above are aligned with the former Priority school’s organization enrollment. The projected should mirror the current RCSD student disabilities enrollment numbers.

We anticipate that East High will continue to have high percentages of ENLs, students with disabilities, and students on free/reduced lunch very similar to the school’s existing enrollment, although we are proposing smaller entering cohorts (of about 180 in grade 9, instead of current 230). It is important to remember that the cohort reduction will be in

effect only with each new entering class. No student currently at East will be asked to leave.

Community involvement

6.3 Describe how you will engage the community in your implementation process.

We have been committed to a planning and implementation process that fully engages the East community and its various stakeholders.

The University made it a priority to consult and consider input from representatives of many constituencies. A partial list of formal engagement efforts to date follows:

- We established seven primary planning committees and numerous subcommittees to create this EPO plan. All committees were chaired by a representative from the EPO and co-chaired by a constituent group member.
- All CBOs had full representation on planning committees.
- Dr. Rubenstein included neighbor advocacy groups, family members and internal stakeholders in all social emotional health committees.
- Dr. Larson included neighbor advocacy groups, family members and internal stakeholders in all family and community partnership committees.
- EPO staff met with community groups in their neighborhoods on a number of occasions. Family and Community involvement coordinator, Dr. Joanne Larson conducted three neighborhood input meetings in surrounding neighborhoods during the summer of 2014. EPO superintendent designee, Dr. Stephen Uebbing met with two neighbor associations in the neighborhood setting, and participated in two other meetings hosted by Dr. Larson.
- The EPO held an open “Vision Summit” for all constituents to gain input regarding the hopes and dreams of constituents for East High School.
- The EPO formed teams made up of one student, one East faculty member, one Warner volunteer, and one EPO representative and visited every classroom and engaged every student present regarding their perceptions and hopes for East High School.
- Dr. Larson reached out to students who have dropped out of East High School to gauge their perceptions of the strengths and weaknesses of the school.
- Dr. Uebbing presented to the Rochester Business Alliance, Rochester Workforce Development Team, Rochester AM Rotary, and various other constituent groups.
- Dr. Larson and Dr. Uebbing met with and forged an alliance with Mayor Lovely Warren’s administration, specifically the City Department of Recreation and Youth Services. We continue to develop our partnership with the City of Rochester.
- Dr. Uebbing addressed the full faculty and staff of East High School on opening day to present the EPO plan to engage faculty and staff.
- Dr. Uebbing met with each CBO unit head to plan for negotiations.
- Area CTE experts from BOCES participated in a focused committee to examine CTE opportunities at East.

East personnel, students and their families, and community organizations will also be involved in the launch and implementation phases. The Lower School and Upper School will each have their own governance committees with full membership by families, students and other stakeholders.

Bilingual program

6.4 Describe how you will continue to implement the current bilingual program offering at East High School.

It is one of our priorities to offer ENL students at East the best learning opportunities and conditions for academic success.

We recognize that bilingual programs can offer the best option to some ENL Latino students – especially new comers. Currently RCSD has two bilingual programs at the secondary level: the one at East serving about 130 students each year, and a larger one at Monroe High School.

According to several of the stakeholders we consulted with, the bilingual program at East High School is facing a number of challenges, including:

- Difficulty in hiring a sufficient number of highly qualified bilingual teachers for the program.
- Difficult working conditions for the teachers, as the small numbers require them to teach many different classes and limits specialization.
- Difficulty in placement and scheduling decisions regarding entrance and transition from the bilingual program, at least partly attributable to the difficulty in hiring bilingual counselors.
- Overall poor student achievement.
- Difficulty for students to transition out of the program once they have achieved sufficient English language proficiency (which in turn limits their choices of advanced courses and electives).

As mentioned earlier, the Bilingual and ESOL Task Force recommended that we continue to offer a bilingual program at East as one of the options available to ENL students (see *Appendix E* for a report of this Task Force). More specifically, the task force recommended the implementation of a One-Way Dual Language model.

A One-Way Dual Language program is a maintenance bilingual education model. The goals of this program are the development of academic literacy in home language and English and high academic achievement in content areas in English. The goal of biliteracy is reflected in principle #4 of the NYSED Blueprint for ELL Success (2014) which recognizes the assets of bilingualism and biliteracy. Entrance and exit criteria will follow the guidelines form part 154-2.3a/b of the Commissioner’s Regulations. Identification as an English language learner will occur through the NYS ELL Identification process, and Spanish as the home language, and parents will agree to enrollment in the bilingual education program, and the student has not been identified as SIFE (see SIFE program). Exit Criteria (154-2.3m) for the One-way Dual Language program includes

students earning a proficient level on all four subtests of the NYSESLAT, or Advanced or proficient on NYSESLAT subtests and a score of 3 or 4 on the 8th grade ELA or a score of 65 on the ELA Regents. ENLs will be scheduled for courses in the One-Way Dual Language program based on their Home Language literacy levels. A continuum of stages allows for more intensive HLA instruction if needed at Stage A, with the expectation of progressing to Stage C or D within one or two years.

A vital component in establishing a One-Way Dual Language Bilingual program at East is professional development for bilingual teachers. Their certification requires expertise in Home Language Arts and for Bilingual core content teachers, certification in the content area and a bilingual endorsement. In addition, teachers serving in the bilingual program need professional development in designing, selecting, and implementing high-quality curriculum that is grade-appropriate, academically rigorous, and aligned with NYS P-12 Common Core Learning Standards as described in principles #3 and #6 of NYSED Blueprint for ELLs Success (2014). In order to be effective, it is our goal to provide multiple teachers in each key subject area as well as a bilingual counselor and other bilingual support personnel.

Additional information requested in this section

6.5 Provide the following information regarding your organizational track record. If applicable, complete the following information from the lead organization (do not include data from work or independent partner organizations). Use percentage increase in total number of students meeting or exceeding on state test for the total student population:

Our organizational track record has already been discussed and documented in section 2.1.

7. PERFORMANCE EXPECTATIONS

Performance expectations table

7.1 In the following chart, identify the specific results your organization expects to achieve in each of the five areas of improvement and how you intend to achieve those results.

Performance Expectations Framework for East High School			
Critical School Improvement Measures (NY)	What results do you expect?	How will you achieve the results?	What evidence will you use?
Organizational Capacity and Instructional Leadership	<ul style="list-style-type: none"> • Organization structure will allow for school leaders to focus on instructional leadership • Administration and Supervision will meet 	<ul style="list-style-type: none"> • Leadership responsibilities will be parsed to allow for specialization including administrative and instructional functions. 	<ul style="list-style-type: none"> • By year 2, SOP 1.0 and 2.0 will be rated as effective in JIT review

	“effective” descriptors as per the DTSDE Rubric		
Academic Performance	<p><i>(see section 4 for more detail)</i></p> <ul style="list-style-type: none"> • Increased graduation rates • Increased scores in ELA & math state exams • Increased % passing Regents Exams and college-level courses • Literacy & math skills enabling students to succeed in advance learning • More graduates going to college • More graduates finding jobs 	<p><i>(see sections 4 and 5 for more detail)</i></p> <ul style="list-style-type: none"> • Focus on math and ELA in middle school • Options to gain high school credits in 8th grade • Multiple pathways to graduation including alternative start times and programs. • Increased options in CTE and electives • Better services to students w/ disabilities and ENLs • Individualized credit analysis and recovery • More internship opportunities • Multi-tiers systems of support 	<ul style="list-style-type: none"> • Graduation records • Credits and grades earned • Scores in various state tests • Student assessments • Attendance data
Learning Environment	<p><i>(see section 5 for more detail)</i></p> <ul style="list-style-type: none"> • Increased attendance • Decreased suspensions • Decreased fights • Increased respect for students • Increased student recognition • Better physical and mental health for students • Less teacher turn-around 	<p><i>(see sections 4 and 5 for more detail)</i></p> <ul style="list-style-type: none"> • More culturally-relevant and student-centered pedagogy • Interesting electives, CTEs, etc. • Alternative start times and programs. • Expanded mental and physical health services (UR Clinic) • Mentoring “Families” • Staggered starting time • Restorative Justice approach • Multi-tier systems of support 	<ul style="list-style-type: none"> • Attendance data • Suspension and other discipline data
Financial Management	<ul style="list-style-type: none"> • We expect to operate within budget and all generally accepted accounting principles. 	<ul style="list-style-type: none"> • We have retained a highly competent school business administrator as part 	<ul style="list-style-type: none"> • Our financial management will be subject to outside and internal auditing.

		of our planning team.	
Comprehensive Planning	<ul style="list-style-type: none"> • The school will operate under a systematically designed plan that is fully vetted with all stakeholders and revised on an annual basis to meet changing needs. 	<ul style="list-style-type: none"> • We submit this EPO Plan for approval by the RCSD Board of Education and NYSED 	<ul style="list-style-type: none"> • The EPO Plan will be implemented with fidelity with the oversight of an implementation team and the Deputy Director.

Performance expectations with respect to the DTSDE

In this section, we present the EPO plan performance expectation from the lens of the Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets 2-6. The DTSDE served as the template for our school design. This is intended to mirror the DTSDE review process.

Text from the DTSDE is in italics, to distinguish it from what we are proposing.

Tenet 2 – School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students through systems of continuous and sustainable school improvement

Statement of Practice 2.2:

The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission, and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).

University of Rochester Proposal:

- a) East leadership submits updated SCEP plans by July 1, 2015 based on the EPO proposal submitted to NYSED with clearly articulated SMART goals. The SCEPs are created with full stakeholder input and support including staff, families, students and school partners.
- b) The Governance Councils adopt a data-driven mission for student achievement and the social emotional health of all students. The EPO plan clearly articulates how the school will meet this mission.
- c) The Governance Council conducts a monthly monitoring process with major reviews every quarter. These reviews are transparent, open and the results are published to all stakeholders.

Impact: The vision of School is clearly articulated, accepted and owned by all stakeholders and aligned and accomplished by the SCEP plan.

Statement of Practice 2.3:

Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.

University of Rochester Proposal:

- a) In collaboration with faculty, staff, students, families and partners, the school leader has created systems that foster student achievement through a research based, flexible program that includes a creative expanded learning time program aligned to student achievement including:
 - a. An extended day for all students.
 - b. Separate start times for the Lower School and the Upper School.
 - c. Later start times for some high school students experiencing school failure.
 - d. Off-site, alternative programs for some students by application.
 - e. East Evening, which will offer credit recovery and acceleration options including in house CTE and GED.
- b) As part of the MOU with RTA, all current East employees are required to reapply for their positions. Interview committees will make recommendations to the EPO, which is obligated to accept at least half of those recommendations. All positions will be advertised and considered system-wide and beyond, depending on the candidate pool. The EPO will recruit Spanish speaking staff aggressively going outside the State to recruiting conferences.
- c) The EPO has analyzed the budgetary requirements to achieve the EPO proposal and has submitted appropriate budget estimates to the RCSD. In addition, the EPO has sought support for PD through the NYSED. The school leader is in a position to make ongoing strategic decisions to fund the SCEP plan based on achievement of these requests.

Impact: The school has the capacity to achieve the SMART goals contained in the SCEP plan and systematically implements program and evaluation practices to achieve these goals.

Statement of Practice 2.4:

The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.

University of Rochester Proposal:

- a) The school leader in collaboration with the Governance Council, collaboratively develops a school-wide plan published to all faculty, and aligned to the district's APPR plan, for observing and providing actionable feedback throughout the school year on teaching practices based on student data. Such observations are collaborative, and may include teacher leaders and collegial observations.
- b) Observation and professional growth are separate from evaluation for employment decision purposes, and in that spirit, professional capital is built and nurtured by an ongoing system of feedback and improvement which provides timely, on-going, evidence-based, actionable feedback to staff that is aligned best practice.
- c) The school leader and other school administrators monitor the plan for observing teachers and use observation data and other measures of teacher effectiveness for evaluation decisions and to provide on-going targeted professional development opportunities in multiple formats (e.g., coaching, mentoring, peer support) to staff.

Impact: The school has a culture of professional capital in which growth and improvement are fundamental goals for all faculty and staff while school leaders and staff maintain a high level of accountability for the continuous improvement process.

Statement of Practice 2.5:

Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).

University of Rochester Proposal:

- a) The school leader models excellence for the staff in the creation and use of evidence-based systems including frequent monitoring and attendance at daily collaborative professional experiences for all staff, focused on teaching, curriculum development, assessment development and professional learning and incorporation of systematic process monitoring.
- b) The school leader, in collaboration with the school Governance Council creates an on-going system to monitor and revises evidence-based systems connected to improvement areas in the SCEP. Such monitoring is based on the Process Evaluation for Continuous Improvement model. Implementation of this model involves all stakeholders and is led by the Deputy Director. All processes in the school undergo process evaluation annually.

Impact: The school has a culture of professional capital in which growth and improvement are fundamental goals for all faculty and staff while school leaders and staff maintain a high level of accountability for the continuous improvement process.

Tenet 3 - Curriculum Development and Support: *The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.*

Statement of Practice 3.2:

The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.

University of Rochester Proposal:

A robust curriculum identifies targeted goals that are both scaffolded and sequenced in a manner that ensures increasing complexity and rigor and that integrates fundamental thinking and literacy skills across grades and disciplines. Measures of effectiveness are embedded across the curriculum, including both formative and summative assessments. Such a systematic plan can only be implemented by professionals who share the same understandings about how people learn and who also understand and are committed to the standards their students are seeking to attain. Thus a coherent curriculum begins with a clear statement of mission and includes the principles of learning which will guide all instruction. Because student learning requires varying levels of instructional customization, resources that provide appropriate adaptations for various subgroups are documented and available for teachers. Another critical part of a coherent curriculum is the creation of differentiation and trouble-shooting guides to support the achievement of students with particular learning styles and needs. Cornerstone assessments are used to monitor students' progress toward their accomplishment of East's mission of graduating students with the skills and dispositions to become leaders and innovators.

The specific model we are using is described by Wiggins and McTighe in *Schooling by Design* (2007). The curriculum is being developed collaboratively with input from Warner faculty, and East teachers, parents and community members. Initial groups utilized the CCLS as a major filter for evaluating potential resources, and as the development of our fully coherent curriculum progresses, the tri-states rubrics will provide structure for ongoing alignment to the depth of the standards, lesson/unit design for key shifts in instructional focus and the creation of assessments that “elicit direct, observable evidence of the degree to which a student can independently demonstrate the targeted CCLS.”

See *Appendix E*, Tenets 3 & 4 for the other curriculum guidelines that were used to reach recommendations during this initial phase of the multiyear process. These include:

- specific principles of learning
- curriculum philosophy guidelines
- subject specific task force deliberations by discipline

Impact: Students’ academic experiences are aligned with the mission of graduating individuals who have the skills and dispositions to lead and innovate. Teachers’ energies can be focused on quality, customized instruction with the support of robust curriculum resources.

Statement of Practice 3.3:

Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

University of Rochester Proposal:

Statement of Practice 3.3:

Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.

University of Rochester Proposal: Teachers monitor and adjust their use of curriculum resources based on data at the several levels—impacting classroom instruction (see tenet 4) and curriculum development. At the individual student level, they ensure that students know each daily learning target and receive feedback on their progress toward the target. Students are taught to track their own progress which culminates in student led family conferences. Students receive feedback on standards -aligned instruments (rubrics and checklists) which lead to the grading system. **At the classroom level** teachers gather data on commonly created and aligned assessment tasks. **At the cluster level**, teachers, coaches and other instructional leaders analyze the data regularly, not less than four times a year. This protocol includes 1) examination of student work on common tasks 2) identification of problem areas 3) action research to address problem areas 4) identification of success areas 5) analyzing, sharing, co observing, and practicing successful strategies 6) revisiting action research addressing problems and adding success strategies to ongoing professional development work.

Impact Statement: Student agency is developed in a standards-based system where pathways toward expectations are explicit and students understand what they did or need to do to attain success. Teachers have real time information upon which to base subsequent lesson targets and choose appropriate supports from curriculum resources. Cluster level data inform subsequent curriculum development.

Statement of Practice 3.4: Statement of Practice 3.4:

The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.

University of Rochester Proposal:

Interdisciplinary units will be developed by the East faculty across departments and/or with community partners. A portion of the collaborative time that is foundational in East's schedule will be used to develop such units. The Social Studies and Science departments will be invited to partner with other disciplines in the first phase of this development because local models exist that may serve as launch points. For example,

- **Within the school across departments:** A model curriculum, "The Jazz Age," was created for the Smithsonian by one of Rochester's suburban districts in 1998. That project integrated ELA, Music and US History. Another locally developed example that could serve as a model is a Science and Social Studies unit entitled: Revolution: Stability:: Change: Homeostasis
- **With community organizations:** Young Audiences of Rochester has previously collaborated with 6th grade teachers to create an interdisciplinary art and photosynthesis unit.
- **With colleges and universities: Digital Earth,** a dual credit (with Monroe Community College) course, will be offered. Students will study such topics such as sustainability, renewable energy, and the economy while utilizing geospatial technology for data collection.

Impact: Students have increased opportunities for success as their lessons utilize novel instructional methods and they experience the relevance of the academic standards to their lives and future endeavors.

Statement of Practice 3.5:

Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

University of Rochester Proposal

Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans, foster student participation in their own learning process and adjust curriculum resources.

1. **Learning targets** are written to focus on learning (not activities), to ensure rigor, to enable student self-assessment, to support independence and student motivation, and to create an overarching learning trajectory that results in attainment of long term goals of meaningful content.
2. **Best practices in assessment and feedback** include daily embedded formative assessment of the learning target which identifies explicit criteria and exemplars. Aligned and authentic (whenever possible) performances of understanding serve both formative and summative purposes. Students are engaged in tracking their own progress and empowered to own their learning as a result of clear and daily feedback.
3. **Standards based grading** ensures alignment between CCLS, instructional practices, feedback to students, and reporting mechanisms for students and their families.

4. **At the department level**, student work on common tasks is analyzed for the purpose of adjusting and aligning the tasks vertically for student engagement, rigor, embedded thinking skills, and lesson/unit coherence.

Impact: Authentic classroom data informs student effort, achievement and grading. Curriculum is infused with specific, tested differentiation strategies, and assessments are adjusted for appropriate complexity and rigor.

Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.

***Tenet 4 - Teacher Practices and Decisions:** Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.*

Statement of Practice 4.2:

School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.

University of Rochester Proposal

- a) Required lesson plan components, (see model format) ensure that teachers apply best practices. Best practice in instruction includes: explicit learning targets, appropriate level of challenge, sequenced and deliberate practice, assessment and feedback, and reflection (metacognition) and collaboration. Additional professional learning that supports the instructional model includes student engagement strategies, standards-based grading, and meetings protocols including data protocols. Assessments developed through the curriculum development process serve as the backbone of annual, unit, and daily lesson plans. Meeting protocols ensure that teachers are responsive to the performance of individuals and groups and make curricular and instructional modifications. Curricular alignment results when learning targets are organized and sequenced to promote mastery of CCLS and other subject specific learning standards. Daily learning targets accumulate to reach unit goals, which address long term goals for understanding. Long-term goals are the foundation of curriculum, which is constructed to address major understandings in the content areas and 21st century skills including academic literacy skills and civic participation goals across curricula. (*Appendix D.2: Model Lesson Plan template*).
- b) Teachers and instructional coaches meet the needs of the full range of learners through best practices in instruction including differentiation. Differentiation occurs in the specificity of learning targets, with identified groups such as students with disabilities requiring more specific and smaller steps between learning targets to accomplish the same trajectory of learning. Timely and appropriate instructional interventions and extensions are provided through:
 - precise task analysis of standards which allows them to be broken down into achievable daily learning targets;
 - provision of smaller units of texts or content for selected learners (but not different texts or content);

- in class checks for understanding which enable students to know their learning status relative to the target in time to gain additional learning and which enable students to both reflect on their own learning status and receive assistance in meeting those standards, while allowing students at standard in the class to engage in enrichment activities;
 - on-site service providers (special educators, ENL teachers, librarians, literacy specialists) pushing in, co-teaching, and/or consulting with classroom teachers to both create accommodations and ensure appropriate delivery;
 - when appropriate, pull aside instruction or provision of additional time (e.g. support periods) for pre-teach and re-teach or additional diagnostic work;
 - An array of support options relative to the specific curriculum as well as school wide. (*Appendix D.3: Support Chart*)
 - Professional development informed by universal design principles will occur in conjunction with training for increased success with ELLs, which informs both curriculum development work and instructional delivery. Universal design includes multiple means of representation, of action and expression, and of engagement. Multiple means of representation include options for presentation (visual, auditory, kinesthetic); options for language and symbol systems; and options for comprehension. Multiple means of action and expression include options for physical action, options for media, and options for executive functioning. Multiple means of engagement includes options for recruiting interesting, sustaining effort and persistence, and self-regulation.
- c) Teachers and instructional coaches ensure data are used to establish goals when designing curriculum and planning protocols: 1) require daily evidence of learning and feedback, 2) involve students in self-assessment and progress monitoring, 3) utilize common formative assessments, and 4) engage in cluster meetings around individual students as well as around unit and lesson planning, responding to CFAs. Professional development summer of 2015 will focus on research-based instruction resulting in a school-wide instructional approach. In addition, faculty collaborates with Warner School and service providers to work across the year on subject specific learning aligned to the specific curriculum.

Impact: teachers and instructional coaches have a common understanding of best practices in instructional strategies and actively support a culture of collaboration for meeting students' needs, which results in high levels of student success.

Statement of Practice 4.3:

Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.

University of Rochester Proposal:

- a) East is a model site utilizing best practices with a continuous improvement mindset. The lesson plan model is a living document and will flex as our collective learning grows across time. In conjunction with the professional learning, we ensure teachers use instructional practices that are systematic and research-based, which result in sequential growth toward long-term goals and understandings, which lead to high levels of achievement. The instructional approach ensures teachers have explicit learning targets that are written for understanding and aim toward long term goals but are also in

- language students can understand. It ensures that learning is examined closely for its declarative and procedural nature, vocabulary content, and the level of challenge at which it must be understood. Teachers plan for students to obtain feedback throughout lessons on their progress toward the specific learning target and toward the larger trajectory standards, and students have time to reflect on their learning daily. A focus of initial professional learning (summer, 2015) on assessments ensures the creation of high quality tools that both enable student knowledge of their learning status and also enable data based collaboration among teachers of a) the same students or b) the same subject. Lessons which build in student reflection on their learning daily also increase student achievement by increasing student involvement in and ownership of their own learning. The curriculum development process ensures all learning targets are sequenced to support major understandings or long-term goals that incorporate the CCLS shifts.
- b) The following instructional practices stimulate deep levels of understanding which result in student achievement when implemented thoughtfully.
- Engagement centered curriculum and instruction seeks to utilize best practices with the goal of ensuring that students are engaged in cognitive processes central to the learning target. Learning targets are written to focus on learning, to ensure level of rigor, to be able to be self-assessed by students daily as well as by the teacher through a performance of understanding, to enable independence and motivation for students, and to create an overarching learning trajectory that results in attainment of long term goals of meaningful content. Key characteristics of engaging classrooms include 1) explicit and expert organization of knowledge; 2) meaningful and relevant curriculum; 3) an emphasis on products and performances with clear and compelling criteria for success including models and exemplars; 4) student choice within boundaries; 5) collaboration; 6) multiple learning opportunities with freedom from fear of adverse consequences for falling short of standards; 7) novelty and variety; 8) authenticity including work designed to meet external standards; and 9) feedback and affirmation including from outside audiences. Student engagement is assessed using a level of engagement rubric including five levels (authentic, ritual, passive compliance, retreatism, and rebellion). (*Appendix D.4: Guiding Material*).
 - Teachers design work at the optimal level of challenge by meeting in common planning periods which results in both vertical alignment (by subject area) and horizontal integration (interdisciplinary) where possible. Level of challenge is a critical feature of the work.
 - Best practices in assessment and feedback include daily embedded formative assessment of the learning target that includes clear criteria and models of successful performance. Aligned and authentic (whenever possible) performances of understanding serve both formative and summative purposes. Students are engaged in tracking their own progress and empowered to own their learning through clear and continuous feedback. Feedback on progress toward learning targets happens daily and results in standards based grading. Students keep their work across content areas which results in individual portfolios.
 - Deliberate practice requires focus on the sequence of instruction. Gradual release of responsibility models occur in lessons emphasizing procedural knowledge and provide the skill base for student-driven inquiries. Lessons predominantly

characterized by declarative knowledge require explicit memory work: 1) connecting content to prior knowledge, 2) organizing content into coherent frameworks, 3) designing challenging experiences for students to make meaning of the content, and 4) utilizing strategies such as interleaving and intermittent play back to ensure adequate practice for retention of key concepts.

- Learning theory research informs us that three findings can be asserted from all the studies of learning: 1) teachers must build on students' prior experiences and knowledge including misconceptions; 2) content must be a mix of surface and deep knowledge that represents expert organization of knowledge; and 3) learning is greatly enhanced by metacognition and reflection. Therefore students are taught to attend to and track their own learning, become comfortable with error and uncovering misunderstanding, struggle and persist through ill structured and authentic problems, and organize and recreate structures for knowledge in their own schema. Inquiry curriculum and instruction and workshop models enable these outcomes, which are aligned to CCLS shifts.
- Standards based grading ensures alignment between state and national standards, instructional practices, feedback to students, and reporting mechanisms for students and their families.
- Examination of student work at cluster and department meetings supports the instructional approach. Co-observing and teaming enhance collaborative professional learning, as across the year teams and departments build capacity in both instruction and curriculum development.

Impact: Students make meaning and engage deeply with complex content and are successful at cognitively demanding tasks which in turn prepares them for workplace and academic challenges.

Statement of Practice 4.4:

Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students

University of Rochester Proposal:

- a) Explicit and consistent expectations are the norm in well-managed classrooms and schools. In addition to clarity and communication, teachers make assumptions of positive intent and therefore respond to behavioral concerns with a teaching orientation. Students learn and practice successful academic behaviors in a sequence of skills throughout all classes grades six through twelve. Academic habits are woven through the curriculum and further enhanced through the schools small family approach. In addition, opportunities such as student-run meetings and assemblies, as well as student justice roles, empower students to not only learn the skills of successful scholars but also to become leaders in the school.
- b) Relationships and collaboration are foundational for both students and adults working to enhance student learning. Students, staff, families, and community work together to define, manage, and celebrate the East identity. Relationships are not solely developed through advisory family groups but are integral to the teaching methods East supports. Student collaboration as well as adult collaboration aligns to the principle that all learning is social. Positive adult-student relationships flourish in an environment of student-

centered inquiry. This is enhanced both within classrooms with an emphasis on best practices in cooperative learning and outside of the classroom with our small “family groups”. Partnerships with organizations including Expeditionary Learning, the Big Picture Schools, Ibero and NEAD, are in part motivated by their success as models which build exceptional relationships and motivation for students, including students not always successful in school.

- c) Student voice is privileged at East. Student agency is one of the eleven criteria guiding the selection of all curriculum and professional learning for East (see *Appendix D.5*, East Teaching & Learning Committee Charge, and *Appendix D.4*: Guiding Materials) Students are leaders of their own learning when they understand the learning goals and they are meaningfully engaged in steps toward those goals, including appropriate choice. Student perspectives are continuously sought through class meetings, focus groups, school-wide family unit discussions, surveys, and a student leadership structure. In the classroom, students work on inquiries and projects, which gradually increase their independence. Authentic tasks distributed across curriculum and the year help students make the connection between scholarship and life outside of schools.

Impact: Students thrive in an environment that empowers them and places them at the center of school life.

Statement of Practice 4.5:

Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).

University of Rochester Proposal:

- a) Teachers use a wide array of relevant data in their instructional design. Assessment forms the core of the curriculum. Authentic assessment engages students in meaningful learning and can serve both summative and formative purposes. Extensive curriculum development work may be anchored by Stiggins’ training on quality assessments beginning Summer 2015. This is crucial because common assessments by subject area will serve as the basis for professional self-analysis and capacity building through the cluster meeting.
- b) Teachers and leaders use summative and formative assessments as a critical tool in both their self-analysis and their collaboration with colleagues.
 - Assessment literacy is established through common professional learning. It includes clarity around summative and formative assessments; subject-specific knowledge about best practices in use of assessments for student progress monitoring; universal screening assessments and assessments used to check for response to intervention; assessment tools (such as data-trackers, rubrics, checklists) used to enable students to monitor their own learning and to become over time and age increasingly responsible for their learning.
 - Assessment examination through the data cycle is crucial to the success of our approach. Because of the extent of new curriculum, teachers will require extensive feedback on the success of their lessons based on student learning data. Data meetings provide feedback both on instructional quality but also on curriculum strength in those subject areas where curriculum development is newest. The data meeting protocol includes but is not limited to: 1) examination

of student work on common tasks; 2) identification of student learning problems, 3) verifying and refining of the problems through further data analysis 4) identification of problems of practice and professional learning opportunities 5) implementation and further data analysis 6) evaluation.

- c) Students will own their learning data and become expert in talking about it and sharing it with their families through student-led conferences grades six through twelve which follow a common protocol. Students set goals and evaluate their academic and social emotional progress. These conferences will help families and the community understands the new grading system, as students will be receiving feedback relative to course standards throughout the year and in their report cards. Through this process students develop their voice and families learn about their children the curriculum, and the program, and the East approach.

Impact: The East staff, students, and family are knowledgeable about data use in instruction and all school processes because they see routinely how this translates into both increased student leadership and achievement.

***Tenet 5 - Student Social and Emotional Developmental Health:** The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.*

Statement of Practice 5.2:

The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

University of Rochester Proposal:

- a) Each certified staff and selected civil service staff member is responsible for approximately 10 student mentees. This “family unit” loops together throughout students’ school experience. There is a block of time to meet with mentees every day and process for mentee work (i.e., review attendance, school performance, community service projects, restorative justice practice, developmental assets and career and college planning). Teacher mentors may also utilize volunteers (ex: Warner School MS Counseling interns/students). Community advocates are assigned to support each small family group.
- b) Regular and ongoing referral meetings occur among all providers of support services. There is a comprehensive, formal, closed loop referral process. Referral steps include the initiation of the referral, documentation of student needs, determination of appropriate service match, dissemination of referral to provider and reporting back referral outcomes. Students may self-refer and/or refer a peer. These meetings are supervised by the Director of Pupil Personnel Services.

Services are aligned within a holistic community school model and available to students and families for extended hours and beyond the 10-month academic schedule to and in some case extended to families as well. The Health Center will offer extended days and health and wellness screenings for the community.

SFSC services are provided all day, every day during the school year and through the summer months and will be made available when it is most convenient to the student. Training is provided to staff on how to identify and when to refer students needing SSEDH support. All support programs and services are documented and defined on a computer-based referral system. An interactive system which includes student self-assessment and updates as to progress is incorporated to place full value on student engagement. Computer based referral system and individual service plans can be accessed and revised in the SFSC with professional staff support.

c) All incoming students participate in the development of a comprehensive profile report that integrates multiple domains and assessments so that student needs can be tiered and resources directed accordingly. The Health Center and school counselors screen students, using validated risk screening tools. Screens may include CRAFFT screen for drug and alcohol abuse, depression/anxiety screen, RAAPS screen for adolescent risk behaviors and a developmental assets survey. The self-evaluation of students is incorporated in the comprehensive profile and is updated and revised regularly.

Impact: There are overarching systems in place to support and sustain student social and emotional developmental health (SSEDH) and academic success. These systems are available to all students and faculty and staff understand and use the systems. The potential negative impact of social emotional stressors, especially on academic achievement, is minimized.

Statement of Practice 5.3:

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

University of Rochester Proposal:

- a) Safer Saner Schools Program, a program of the International Institute for Restorative Practices (already an approved curriculum in NYS), is implanted system wide with faculty and staff receiving appropriate professional learning. Additionally the school has adopted the Comprehensive School Counseling Model NYSSCA/ASCA which provides direct and ongoing support for crisis Intervention, conflict resolution, decision-making, and peer mediation. Restorative Justice practices will create the school climate and environment. Center for Youth and other community partners provide training and interactive skill building. Additionally, the school boosts the full range of athletic, co-curricular and extra curricula activates found in high performing suburban schools.
- b) Students, staff, parents and community complete professional learning to support school culture and climate. Prior to hiring, staff must endorse this vision as a condition of hiring. Students will receive 2 day orientation for incoming students to – share the mission and vision, meet with their mentor and small family unit, enroll in all support services, complete initial screenings and have their first EAP (educational advancement plan).
- c) All professional learning is continually evaluated based on a foundational rubric with defined competencies and outcomes by the Professional Learning Committee.

Impact: The culture and climate of the school promotes safety and health. Student learning is enhanced, enabled and nurtured by the school culture and climate.

Statement of Practice 5.4:

All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school's vision.

University of Rochester Proposal:

- a) The school Governance Council embraces all stakeholders through regular, consistent communication utilizing a variety of venues. Creative use of social media, the purple locker concept for student suggestions, and an open communication system for total improvement is part of the school culture. Student voice is nurtured through access to formal power structures such as including the Governance Council and its work groups.
- b) The EPO has helped create a Community School Model in which all stakeholders have a voice in decision making to ensure the goals of the school are met. The school Governance Council includes and values all stakeholder groups. Students and families are given access to school communications systems and genuine voice in shaping policy and regulations that impact them. Events such as community dinners, family events, Family talk for parent and community groups, and town hall meetings with neighborhood, community and school are all common.
- c) Each student has an SSEDH Individual Plan connected to academic success. The school utilizes an Individual student report system with risk tally in major domains to create a tiered approach to services. Domains are behavioral, academic, attendance, and protective factors. Students benefit from Asset Development and Enrichment as well as assessment for social and emotional needs and supports. The school is diligent in the provision of prevention education across the school building to respond to high risk behaviors, as well as opportunities for intervention such as alternatives to out of school suspension, peer mediation, leadership and recreational and artistic opportunities

Impact: Stakeholders are fully engaged in making the school a safe learning environment that allows it to meet its stated goals. Stakeholders are able to articulate how and why the school culture and climate support the academic and learning goals of the students.

Statement of Practice 5.5:

The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.

University of Rochester Proposal:

- a) The school uses a data analysis model that incorporates all services provided to students to better understand how services and programs align with students' identified needs and assets. There is coordination of the referral process with full feedback to all stakeholders to coordinate all service providers, staff and administration, through a dedicated and consistent team.
- b) A comprehensive referral process including early identification and assessment, determination of needs, dissemination of referrals, and reporting back provides a full feedback loop so that student progress can be monitored, and necessary revisions to individual service plans can be implemented.

Impact: The social emotional support systems in the building help students overcome barriers to learning in a systematic, responsive manner.

Tenet 6 - Family and Community Engagement: *The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.*

Statement of Practice 6.2:

The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

University of Rochester Proposal:

- a) East develops an intentional model of family engagement and relationship building that focuses on strengths of students and families. The school leader establishes systems to work with staff to learn and implement the model and to develop annual targets that document family participation in events and school participation in community events. Some aspects of this plan include:
 - 1) Hold “coffee hours” at East and in community locations (City recreation centers) and homes where families can discuss student learning and development.
 - 2) Utilization of at least one advocate per grade level who will help coordinate activities with families.
 - 3) East High Home Contact Log is used to document the school’s contacts with families.

We also use a tool in this system that documents when families contact school. The Electronic Referral Form is used to document student needs. Follow-up with students and their families is prompt and authentic which leads to meaningful support for student success.

- b) East utilizes a strong research base in how it views family engagement. Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children’s learning and development. Family engagement is continuous across a child’s life and entails enduring commitment but changing parent roles as children mature into young adulthood. Our efforts in family engagement cuts across and reinforces learning in the multiple settings where children learn—at home, in school, in after school programs, in faith-based institutions, and in the community. <http://www.hfrp.org/publications-resources/browse-our-publications/redefining-family-engagement-in-education>; <https://www.surveymonkey.com/mp/harvard-education-surveys/>
- c) We develop a collaborative culture of celebration and high expectations (both academic and civic) that views students and families from an asset-based perspective. East holds regular celebratory events, including cultural events. The Governance Council for the school includes family and student members and recognizes them as full and valued voices in school governance matters.

Impact: Student and family voice are enabled and nurtured. There is a strong relationship among families, students and the school that contributes to student and family needs being met and students achieving the academic success required to become college and career ready.

Statement of Practice 6.3:

The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.

University of Rochester Proposal:

- a) All materials are produced in multiple languages based on languages of the students and families and available in other languages upon request. For example, if there are no Korean students in the school, but we are made aware that a specific family has Korean speaking family members who need access to school materials, we will arrange to add Korean to the available languages of school materials.
- b) The school fosters student-run family conferences where student data are discussed and used to increase student success. Conferences are held at varying times to families who work can attend. Childcare is provided.
- c) All school events will have translators available for non-native English speakers.
- d) We engage community advocacy agencies to visit homes to monitor progress, issues, and concerns with an emphasis on building relationships with families.
- e) Curriculum is culturally relevant, meaningful, student focused, and that builds on assets students and families bring to school.
- f) Utilize the Internet and social media to make sure all information is widely available to both the school community and the larger Rochester community. Monthly newsletter (both electronic and paper, and includes all social media outlets). Students produce the newsletter as part of a literacy class such as journalism or media or photography.
- g) Create strong relationships with East High alumni, to develop mentoring relationships with alumni and East High students, including possible work internships.
- h) School family events are common and include celebratory family and cultural events. Events are held in school and the community.

Impact: The school and families collaborate through consistent, measurable, and ongoing communication to support students learning and development.

Statement of Practice 6.4:

The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

University of Rochester Proposal:

- a) Provide a program of professional learning for the East High community to change perceptions of urban students and families; family members may provide some of this professional development
- b) Work with local community agencies to provide family leadership training for families and to develop professional learning for teachers on working with community partners.
- c) Partner with community agencies such as Hillside Work Scholarship, IBERO, Northeast Area Development, Reinvesting in Youth (Hillside), and the City of Rochester to support students toward improved attendance, achievement, graduation, conflict resolution (restorative justice) and workforce training.
 - a. Expand our partner relationships to include area colleges, businesses, media outlets, and neighborhood organizations.
 - b. Seek funding for a community partner coordinator position that will coordinate the work of all of these partners.
- d) Provide expanded learning for students and families at East Evening: Classes are provided in both academic and CTE areas in the evening for students and families.

Impact: Students benefit from a robust and focused home-school connection that supports the teaching learning process.

Statement of Practice 6.5:

The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.

University of Rochester Proposal:

- a) The Governance Council has a family and community team that includes families and students who use data to identify strengths and challenges. This team is empowered to develop additional data points that account for family interest and capabilities.
- b) The Governance Council receives regular data reports from the family and community team to analyze family and community involvement issues and to discuss strategies that support students’ learning and development.

Impact: Family and community involvement is developed in a systematic manner, informed by data that is authentically shared and analyzed.

8. INTERVENTION STRATEGIES

8.1 New York State Department of Education requires RCSD to complete the following chart. In preparation of final submissions to the state, please complete the chart below by providing a description of the core operational, programmatic, and SED required changes it will make in the school as part of your contract with RCSD, and delineate the timeline for the proposed changes. For each SED Required Change and each Programmatic Change, you must 1) describe the process you will use for making the change, 2) indicate and describe any potential collective bargaining agreement (CBA) changes that will be required, and 3) provide a projected timeline for implementation of the change.

	Process for Making Change	CBA Changes Required?	Projected Timeline
SED Required Changes			
Describe the process by which the school leader will be selected . Provide justification if the current principal will be retained, citing qualifications to lead the restart. Who will the school leader report to at the EPO?	School leader will be selected by EPO in collaboration with stakeholder groups.	MOU as proposed by EPO	January, 2015
Provide professional development to prepare for implementation of the	Professional Development (PD) will be provided during	MOU as proposed by EPO	On-going, starting Spring 2015

<p>Common Core Standards. Specifically, how will you address literacy to the common core standards?</p>	<p>summer months each year, during the school day and occasionally afterschool hours during the school year. Attendance is required, and compensated when it occurs outside the regular school day.</p>		
<p>Provide professional development around use of data for instructional and planning decisions.</p>	<p>PD will be provided on an ongoing basis during in school collaborative professional engagement time. Full participation is required.</p>	<p>MOU as proposed by EPO</p>	<p>Ongoing, starting Sept. 2015</p>
<p>Describe how you will implement the Commissioner's Regulation 100.2(o), as consistent with Education Law 3012-c in 2014-2015 including in identified high schools.</p>	<p>The school will be in full compliance with CR 100.2 (0) as per the approved APPR plan</p>	<p>MOU as proposed by EPO</p>	<p>Ongoing, starting Summer 2015</p>
<p>Programmatic Changes</p>			
<p>Describe screening of staff for rehire/ removal prior to start of school year.</p>	<p>All employees will be required to apply for positions at East High School. The EPO will hire the principal, who will supervise the hiring of the administrative and instructional leadership team who will supervise the hiring of the faculty and staff. The hiring process will be collaborative including families and other stakeholders. All new hires will be required to read and indicate acceptance of the EPO plan as a condition of consideration for hiring.</p>	<p>MOU as proposed by EPO</p>	<p>January-April, 2015</p>
<p>Describe your process and approach to extending the school day or year. How will you include extended</p>	<p>The basic school day will be longer (7 ½ hours). Additionally there will be an evening school, and summer</p>	<p>MOU as proposed by EPO</p>	<p>Ongoing, starting Summer 2015</p>

learning time for all students? When will this start?	program (required for incoming students and freshman).		
Describe how you will address the school governance structure . When will the changes be implemented?	The EPO will include a Governance Council for both the Lower School and the Upper School made up of representatives of the EPO, teachers, school leaders, partners, families and students.	MOU as proposed by EPO	On-going, starting Spring 2015
Describe how you will address changes to the school schedule to provide collaborative planning time . When will the changes be implemented?	All teachers will have at least one, and often two periods of CPT daily. The schedule is yet to be developed	MOU as proposed by EPO	On-going, starting Sept. 2015
Describe how you will address mandated professional development hours/days . How will you incorporate at least 90 minutes per month of professional learning community time into the school schedule	All staff are required to participate in up to 20 days of summer professional learning and in up to 20 days of after school PD during the spring and fall of 2015. PD will be provided on an ongoing basis during daily collaborative professional engagement time. Full participation is required.	MOU as proposed by EPO	Ongoing and at least weekly, starting Summer 2015