# EAST HIGH SCHOOL CTE 2020-2021 DEPARTMENT SELF-STUDY MANUAL

# STANDARD
## 3. EDUCATIONAL PROGRAM

### Curriculum

3.1 East High School offers a carefully planned curriculum which is consistent with its mission and which reflects the needs of students, the community, and business/industry.

3.2 East High School offers a carefully designed technology plan which is consistent with its mission and its curriculum plan; this includes but is not limited to a vision, goals, East High School Wide objectives, administrative plans, professional development, instructional technology integration, and planned steps to accomplish the goals.

3.3 Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the Technology Plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)

3.4 The program design guarantees that every student regardless of gender, race, ethnicity or disability is offered a quality education.

3.5 To ensure that an integrated program is operational and that program objectives are met, adequate time is provided in the following areas: Applied Academics, Technical Education, Student Services, Student Support Services, Student Activities, English as a Second Language, and Bilingual Education.

3.6 Curriculum design creates opportunities for the student to understand educational expectations and to receive recognition for achievement, and gives guidance to improve performance.

3.7 Technical programs are competency-based education identifying specific duties and tasks.

3.8 The program design provides for identification of expected student performance and learning outcomes in applied academic and technical programs.

3.9 The equipment used in the technical and in the academic programs adequately supports and enhances all aspects of the educational program, and is maintained to ensure an environment that is healthy and safe for all.

3.10   Co-curricular activities are provided to enhance the students' leadership skills, self-esteem, and career awareness.

3.11   East High School encourages innovative and experimental programs designed to serve the needs of students and to contribute to the East stated mission.

3.12   Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

## Instruction

3.13   The design of the instructional program reflects the mission of East.

3.14   Strategies provide for the integration of academic and technical instruction.

3.15   Teachers fully utilize available technology in their planning, teaching, and data collection, analysis and reporting.

3.16   The application of computers is integrated within the technical and academic instruction program.

3.17   Learning resources required to implement the instructional program are available and utilized.

3.18   Faculty and staff demonstrate creativity and initiative and use a variety of resources in the delivery of instructional programs.

3.19   Instructional materials address a variety of learning styles and ability levels.

3.20   All technical programs provide safety instruction, instruction in hazardous chemical awareness (material safety data sheets), and written and applied safety testing.

3.21   Individual Education Plans are implemented and maintained on file for each special needs student.

## Evaluation

3.22   Student assessment measures have been established and utilized to measure the attainment of expected performance levels.

3.23  An evaluation of the assessment of student performance is reviewed periodically to measure student achievement, to improve curriculum, and to impact planning and instruction.

3.24  A systematic program review is conducted periodically to guarantee effective program design.

## SELF-STUDY QUESTIONNAIRE

**Please enter responses directly below each question. This questionnaire may be obtained on diskette or it can be e-mailed to you.**

**As you organize your school to respond to the following self-study questionnaire items, please bear in mind the following:**

1.  **The visiting team will want to review, in as much detail as possible, the school's academic policies as they apply to each educational program at East High School.**

2.  **The visiting team will also want information about each educational program at the East High School in as much detail as possible. Thus, individual program faculty should engage in a review of their programs using the enclosed self-study questionnaire.**

**If you are in doubt concerning any aspect of this section of the self-study manual, please contact the Commission Director at your earliest convenience.**

I.  **BACKGROUND DATA - Part I should be completed by the individual(s) most familiar with the overall curricula and the instructional delivery system of your school.**

    1.  Attach a copy of the program of study or course selection guide.

        **See Appendix**

    2.  Describe how the East provides a carefully planned curriculum consistent with its mission and which reflects the needs of students, community, business/industry and reform initiatives.

        In order to gain State Education Department approval, curriculum committees consisting of teachers, parents, students, and University of Rochester faculty were formed in spring, 2014. These committees evaluated existing curricula using a template which included 11 criteria; (**See Appendix Curriculum Template)** recommendations were submitted to the Committee for Curriculum and Teaching, which approved the selected plans. Throughout the school year 2015-2016 an extensive series of activities collected input from parents, students, faculty, community members, and staff relative to mission and vision which was completed early July, 2016 (**See Appendix Mission/Vision statement**).

Curriculum at East and in the CTE Department is a fluid and continuous improvement process.  Prior to the start of every school year in mid  August every teacher in the school takes a look at the existing curriculum and does an evaluation of: instructional standards, national and local curriculum updates and the long term (transfer) goals aligned to our mission and vision. A school wide, cross stakeholder Professional Learning Committee and a school wide, cross stakeholder Instructional Council plan for programmatic changes, based on recommendations from the CTE department and school Governance Council and administration. **(See Appendix Course Approval Form).**

3.  Explain how the curriculum delivery model is organized (e.g., department, team, house, cluster, and academy).

    The school is organized into Lower School, grades 6-8, Ninth Grade Academy, and Upper School, which includes Ninth Grade Academy and grades 10-12.

    Our curriculum model is ***Understanding by Design*** and our instructional model is based on evidence-based practices using the work of Dr. John Hattie. Every staff member is required to participate in between 8 and 10 days of curriculum and instruction professional learning and curriculum writing each summer. Curriculum development is supported across the year by a variety of participants at a variety of levels for all departments.

    The UbD curriculum model requires long term, transfer goals, unit understandings, aligned recurring assessments. Daily lesson plan expectations include learning target, assessment, and feedback, level of challenge, deliberate practice, collaboration & reflection.

    Each CTE program/content area must submit both a program overview of units and fully developed UbD model units, a plan for department wide five-week assessments, and at least one fully developed, curriculum embedded performance task aligned to our mission and vision.

    Departments have collaborative planning time (CPT) for 72 minutes (one period) every other day and are expected to spend that time planning together, doing data analysis, examining student work, and otherwise focused on curriculum and instruction. A series of protocols are provided for this work and the recommended data cycle is based on *Datawise*, through Harvard University. This year the department is led by a formally designated CTE Instructional Coach, who also maintains a part time teaching schedule.

4. Indicate the types of programs offered (e.g., academic, technical, college preparatory, general, electives).

   There are a variety of programs offered at East. These programs mainly fall under academic, college preparatory (Advanced Placement/Dual Enrollment classes), and general electives, World Languages ( French and American Sign Language), Music and the Arts, as well as our Career and Technical Education courses. Additionally, there are online credit recovery courses that allow participants to recover credit for classes they have failed.

5. Describe the English Second Language, bilingual, or rural migrant education programs, if applicable.

   There are two programs at East that support English Language Learners.

   Our Bilingual Program is 9-12. Transitional Bilingual Education (TBE) programs offer students of the same home language the opportunity to learn to speak, understand, read, and write in English while continuing to learn academic content in their home language. The students' home language is used to help them progress academically in all content areas while they acquire English.

   The goal of a TBE Program is to provide students with the opportunity to transition to a monolingual English classroom setting without additional support once they reach proficiency. Even though the amount of English instruction students receive will increase over time, in a TBE program, there will always be home language instruction/support allowing students the opportunity to develop bilingually.

   Our second program is for all our ELLs. Our English and a New Language (ENL) program is for scholars at 6-12th grade. Depending on their language level they receive units of service. Scholars can be Entering, Emerging, Transitioning, Expanding or Commanding. Scholars receive their units of service through stand-alone ENL, integrated ELA/ENL and integrated Social Studies/ENL.

6.  Describe any supplementary program offerings (e.g., "East School-within-a School," academy, work-study, cooperative education, field placements, off-site training).

    - MCC Liberty Partnerships Program
    - UR David T. Kearns Center College Prep Center, Talent Search, & Upward Bound
    - Hillside Work-Scholarship Connection
    - Step to College Program

    There are several Work Based Learning programs offered to scholars and East has hired a full time in-house WBL Coordinator to support this work. They are as follows:

    **The CO/OP Apprenticeship Program (CO-AP) at Rochester Regional Transit Authority (RTS)** is a school-to-work program for high school students who are interested in a career in Information Technology (IT). This is a unique opportunity to obtain skills that are critical to a student's success in college, in the IT profession and throughout life. Student's work in the IT department at RTS where they will learn critical thinking, problem solving, time management, communication, teamwork and customer service skills. Through this paid internship, which combines school-based and work-based learning, students will earn up to two (2) high school credits and gain invaluable IT helpdesk and technical support experience, by working directly with other IT support specialists and college students who serve as their customer base.

    **The Career Exploration Internship Program (CEIP) at:**

    **CEIP Nursing**
    Students will have the opportunity to explore professional careers in nursing while accruing high school credit. Students will have classes at the University of Rochester School of Nursing for one day per week for 3 hours. This exciting class is an introduction to nursing careers. Students will have classroom time with presentation of varied nursing careers, various body systems. There are hands-on learning experiences such as, how to take vital signs (pulse, blood pressures and respiratory rates), calculating IV drip rates, the ability to become certified for CPR, and Stop the Bleed.  There will be an observation day in the Operating Room with instruction on sterile technique.   The program will explore pathways to college study and will include guidance for student application to area nursing schools.  Students will have a final poster presentation due at the end of the semester on a community health issue. (54hrs including post presentation event)

### CEIP Law

Students will have the opportunity to explore professional careers in law while accruing high school credit. Students will have classes at Underberg and Kessler, and East (virtual field experiences in the courthouse and local government buildings). Students learn and explore different areas of law and law practice. Throughout this exploration students participate in an accumulating mock trial were the class works as a team to act on both defense and prosecution in the courthouse before a judge. The competition is amongst local county schools. (54hrs including mock trial event)

### CEIP Architecture, Construction, Engineering (ACE)

Students will have the opportunity to explore professional careers in surrounding construction trades while accruing high school credit. This internship is aligned with the national ACE mentoring program. Students have weekly classes at The Pike Company,  student teams work directly with professionals from leading area firms, who volunteer their time to mentor the teams as they design hypothetical projects, tour local construction sites, and visit architectural, engineering and construction offices. Students learn how to use advanced computerized tools, such as AutoCAD, while special exercises and activities illustrate the industry's demand for young people skilled in math, physics, economics, art and other disciplines. There are two culminating events: 1. team playhouse build, 2. house blueprint design. At both events teams present their concepts to mentors, families, teachers, and community leaders. (72hrs, playhouse build)

### CEIP Neuroscience

Students will have the opportunity to explore professional careers in laboratory science and research while accruing high school credit. Students will have classes at the University of Rochester Department of Neuroscience and virtual lunch and learns. This program gives students an inside view of a functioning research lab and hands on daily lab tasks. Students are assigned additional tasks in specimen dissection, computer animated design, 3D printing, optical technology, and research. Students are given the opportunity to attend and present at a scientific conference, it is optional to attend however all participants must have research to present. (54hrs, research presentation)

**The Youth Apprenticeship Program (YAP) at Rochester General Hospital** is a school-to-work program for high school students who are interested in a career in healthcare. This is a unique opportunity to obtain skills that are critical to a student's success in college, in the medical profession and throughout life. Working in the hospital, students will learn critical thinking, problem solving, time management, communication, and teamwork and customer service skills. Through this paid

internship, which combines school-based and work-based learning, students will earn up to 4 high school credits and gain invaluable medical experience by working directly with medical professionals and patients.

### General Education Work Experience Program (GEWEP)

The General Education Work Experience Program is a work-based learning option for non-CTE students, age 16 and above. The program consists of 150-600 hours of paid, supervised work experience, supported by the equivalent of at least one classroom period per week of related instruction. Students typically earn ½ to 2 units of high school credit. .

7. Describe the instructional material selection procedures (e.g., texts, software, commercially prepared materials).

The instructional materials selection process at East is done at the department level. Staff as a team will agree on any new materials needed then submit that request for approval from their administrator.

8. Describe and list affiliation and/or articulation agreements.

Monroe Community College (MCC) has a long-standing Dual Enrollment partnership with the Rochester City School District (RCSD).  Through this partnership we have been able to offer a selection of courses to their students that count for both high school graduation and college credit. This academic year, students at East High School will be able to earn college credit in the following:

| Course | MCC Course Name/Number | Credits | |
|---|---|---|---|
| TLI Seminar IV | Introduction to Teaching - EDU100-01P | 1 | Fall |
| Spanish 4 | Elementary Spanish - SPA 101-07P | 3 | Fall |
| Spanish 4 | Elementary Spanish Conversation-SPA 111-07P | 2 | Fall |
| Spanish 4 | Elementary Spanish II - SPA102 | 3 | Spring |
| Spanish 4 | Elementary Spanish Conversation II-SPA 112 | 2 | Spring |
| Calculus | Calculus I - MTH 210-12P | 4 | Fall |
| College Optics | Intro to Optical Technology - OPT110-12P | 3 | Fall |
| Advanced Computers | Microsoft Office-CRC 125 | 4 | Fall |

Through our Dual Enrollment partnership the school district has worked with MCC to ensure a quality program that supports student achievement and enhances the high school curriculum. Monroe Community College is pleased to have East High School

as a Dual Enrollment partner and plans to continue this relationship for at least another five years should college policy and practice allow.

In addition to MCC, East has collaborative Dual Enrollment partnerships with Genesee Community College. We offer GCC's dual credit course, Introduction to Healthful Living.

East's Vision Care CTE pathway has an articulation agreement with Erie Community College for Vision Care, scholars successfully completing the Vision Care program and passing the ECC exam, upon acceptance into ECC will receive credit for VC 245-Optical Fabrication I – 2 credits. Easts Culinary CTE pathway has an articulation agreement with Alfred State that upon completion of the ServSafe NRA Managers Certification exam, with a grade of 75% or better and acceptance into Alfred State, will receive credit for their CULN 1083 Food Safety and Service Training course-3 credits.

9.    Indicate the average number of classes for which teachers are responsible.

Teachers teach an average of 3 classes per day, with each class being 72 minutes in duration. Staff may also have additional assignments such as Instructional Support Classrooms, and Family Groups, which support the Social and Emotional Developmental Health of students.

10.   Indicate the average number of preparations for which teachers are responsible.

CTE teachers have an average of three preparations with an expected course load of five classes.

11.   Describe East's grading policy.

A standard grading policy is instituted across the Rochester City School District. Our grades are converted from a numeric grade to a letter grade in the district's online grading system. Teachers are not allowed to assess students below a grade 50, which is equal to a "F". Teachers award grades based on the scale of 64 and below is an F, 65-69 is a D, 70-75 is a C, 76-79 is a C+, 80-85 is a B, 86-89 is a B+, 90-95 is an A, and 96-100 is an A+.

*Academic Standards and Assessment*

The Board believes that accountability for student progress, including those with disabilities and limited English proficiency, depends on each member of the school community.

An ongoing assessment of each student's strengths and needs is critical to student success.  The Board endorses a success-based system, one that is focused on enriching, supporting, and including all students, and recognizes that students must meet specific academic criteria in order to advance to the next level.

All partners in the educational process must fulfill specific roles and responsibilities to ensure student success. The partners include:

• The Board of Education
• The Superintendent and Central Office Staff
• Building Principals
• School-Based Planning Teams
• Teachers
• Counselors
• Students
• Parents, families, and
• Business Partners
• Community Agencies


12.  Describe the student attendance policy.

East has outlined a general guideline of tiered responses to absenteeism, the most important role of the staff members involved is to help determine the root cause of the scholar's absenteeism and successfully intervene through collaboration with the scholar and family.

## Student Success Begins with Attendance

The Rochester City School District is committed to increasing our student's academic performance through student attendance. It is our mission and goal to establish a clear collaboration and communication between RCSD departments, families and the community by implementing strategies for improving student attendance.
 RCSD will focus on maximizing student attendance by clarifying responsibilities of staff, students, parents, and community, identifying appropriate resources, and ensuring that students are successful academically, economically, and socially. The expectation is that all schools will continually strive toward 100% attendance.

We acknowledge that parents and guardians have primary responsibility for ensuring that students arrive at school daily and on time, are obligated to inform the school that their child will be absent or is absent from school or classes, and responsible for encouraging students to stay in school.

In the event a student is absent, the parent is to provide a written excuse within five days of the absence. Parents should call the school when their child is going to be absent and follow-up with written notification to the school.

If you have any questions regarding the student attendance policy or have any general inquiries, please contact the Office of Student Attendance at: 585-262-8105.

Betsy Hoffer
Associate Director of Attendance
585-262-8105

13. Describe the following: graduation requirements, promotion requirements and/or retention policies.

    Graduation requirements are set by the NYSED whereby all students are expected to acquire a minimum of 22 credit hours, except those students deemed eligible for alternative assessments as indicated in Part 200 regulations.  All students in secondary schools will have a grade designation in accordance with the following criteria:

    ● To be designated Grade 10, a student must have earned five (5) credits toward graduation.

    ● To be designated Grade 11, a student must have earned 11 credits toward graduation.  Of these 11 credits, 5 credits must have come from the successful completion of core classes (i.e. English, Math, Science, Social Studies, Language Other Than English (LOTE), Art, Music, Physical Education and/or Health).

    ● To be designated Grade 12, a student must have earned 16 credits toward graduation, and that student must have a class schedule that will allow them to graduate in June of that school year.  This class schedule may include credit recovery classes that are scheduled beyond the normal school schedule.

14. Describe the philosophy, process and/or procedures utilized in the development of the master schedule.  Please include the student course selection process, development of the master schedule and resolution of scheduling conflicts.

Development of a master schedule is done at East for all students through our Registrar who works in conjunction with the District's Placement Team.  Students request classes when they fill out a student course selection sheet, after which they meet with their counselors to finalize their selections. Items for consideration include graduation requirements, necessary interventions, CTE designations, and other appropriate elective choices. Student course requests drive the formation of the master schedule.  Scheduling conflicts are corrected and counselors do their best to provide students with schedules that match the courses they requested.  The goal of the course selection process is to ensure accurate course sequencing; credit accumulation, and ensuring our scholars are scheduled accordingly to meet graduation requirements.

15. Describe East's procedures for monitoring student progress (e.g., deficiency reporting, grade reporting, competency reporting).

    All grades and attendance are kept electronically so all teachers can access their student's data, both present and past. Teachers input grades into the RCSD online grading system and report cards are generated every 6 weeks for parents/guardians. Seniors are closely monitored throughout the year by counselors and teachers to ensure that students meet the graduation requirements in a timely manner.   In addition, East monitors attendance data, marking period data, assessment data and audit transcripts to perform in-depth individualized monitoring of students.

16. Describe East's homework policy.

    Teachers may assign homework as they see fit and students are expected to complete it. The homework grade may not exceed 10% of their final grade.

17. Describe East's response to educational reform initiatives and explain how it has affected or will affect the instructional delivery system.

    The East EPO (Educational Partnership Organization) is a unique partnership in New York State, with the University of Rochester Warner Graduate School of Education and Human Development overseeing all aspects of both Lower School and Upper School's operation and program. This program represents a reform agenda, and is itself a major educational reform initiative. The entire plan is available on both the East High and Warner Graduate School websites or by request.  The initiative sought to maintain strengths of the existing CTE programs and to add limited numbers of new CTE programs.

To that end, we are renewing application for two existing programs
and working toward adding two more CTE pathways: Biomedical Laboratory Health Sciences and Precision Optics.

18. Describe East's curriculum development process.

See above. We follow the Understanding by Design model and have made a major investment in consultants and paid professional learning and curriculum writing time for all faculty during both after school, vacation, and summer periods. We increased support for the program by adding courses to CTE and an instructional coach as well. The curriculum development process is extensive and documented in the school's curriculum Google Drive, where each department must upload their course overviews, unit maps, lesson plans and more.  These materials are considered public domain by the University of Rochester our EPO.

Shared drives

Name

gh 2019-2020 East EPO Building Documents

2019-2020 East EPO Curriculum & Instruction Documents

Art

CTE

Dual Enrollment

ENL

Family Group

Health

Literacy

LS ELA

LS Math

LS Science

LS Social Studies

Music

Physical Education

Teacher Leaders

CTE  >  2018-PRESENT CTE Course Materials  ▾

Name ↑

📁  2018-2019 LP CALENDARS & Materials

📁  Biomedical Laboratory & Health Sciences

📁  Business

📁  CPT - 2018-2019

📁  CTE Student Work Collection Spring 2019

📁  Culinary

📁  Information Technology

📁  Optics

📁  Protocols & MAC

📁  TLI

📁  Vision

19. Describe the level of budgetary support of the curriculum development process.

> For each school year and summer thousands of dollars are allocated for paid faculty curriculum development time and for consultants and coaching related to curriculum and instruction.

20. Describe East's equipment replacement and modernization plan which includes physical plant considerations.

> East is part of the Rochester City School District's Schools Modernization Program. In Phase 2, the priority is to replace much of the aging infrastructure (mechanical and electrical) in the building.  Another major part to this initiative is the increase of the size of classrooms, as the physical space in square footage is below NYS standards.  In addition, there will be an additional 10- 15 classrooms constructed. In Phase 3 **(Beginning 2018-2022),** the existing educational areas, administrative areas and common areas (cafeteria, commons area, foyer) will be

renovated and modernized.  In this phase the entire CTE wing will be modernized and equipped with the latest CTE technologies for each pathway


21.  Provide East's educational technology plan.

Computer labs are updated every 5 years. To date, the Rochester City School District has distributed more than 25,000 Chromebooks and more than 11,000 MiFi hotspot devices to families across the District. All scholars in the high school are given their own chromebook and mifi so that they have continuous access to their grade information, online classrooms and any materials they may need to be successful as a student.

All CTE programs have at least one Chrome station for student use. Every room in the building has

and every teacher has their own laptop for home and school use. In addition, the math department has specialize TI-84 calculators for use in the class and on the regent's exams. Software and programs required for teacher success are purchased by the building or district on an as needed, and monetary availability, basis.

In today's educational landscape, the lines between instruction and technology continue to narrow. Most activities students encounter during their school day have some connection or dependency on technology. Curriculum is accessible digitally; teachers deliver instruction using interactive equipment; students submit work electronically; students are assessed via online testing; the internet is used continuously for research; our libraries are becoming media centers, rich with digital resources; school facilities must have wireless capacity to accommodate the growing number of mobile devices used in our buildings. Instruction no longer stops at the end of the traditional school day. Teachers remain connected with their students after the school day ends via learning management systems, portal environments or cloud-based collaborative environments. Teachers and students require the technology necessary to extend the school day. Organizational infrastructures must be continually monitored and upgraded to accommodate the ever-growing technology requirements of our students and staff. At the Rochester City School District, we have been focused on meeting these demands and on implementing technology-rich educational opportunities to keep our students engaged and to prepare them with advanced 21st century skill sets.

**(Link to: [Rochester City School District Technology Plan)](#)**

22. Explain how adequate time is provided to ensure that an **integrated program is ensured and that program objectives are met in the following areas**: applied academics, technical education, student services, special education, student support services, student activities, English as a second language, and bilingual education.

    Under the direction of the Superintendent, the school is organized into Lower School, grades 6-8, Ninth Grade Academy, and Upper School, which includes Ninth Grade Academy and grades 10-12. In addition we run three alternative programs for students previously unsuccessful: one in house and two off site.  East has structured committees in the areas of Instructional Council; Professional Learning; Family Group; Support Committee; Restorative Practices; and Culture & Climate.  Both Lower and Upper Schools have a Governance Council, which meets monthly to address items, including but not limited to, school concerns and practices, school operations, scheduling/class assignments, professional development needs, student progress, record keeping, grant opportunities, and questions relating to the implementation of the EPO Plan.

    CTE Teachers teach an average of three classes per day, with each class being 72 minutes in duration.  Staff may also have additional assignments such as Instructional Support Classrooms, and Family Groups, which support the Social and Emotional Developmental Health of students.

    Every staff member is required to participate in between 8 and 10 days of curriculum and instruction professional learning and curriculum writing each summer. Curriculum development was supported across the year on vacations and weekends for selected departments. The curriculum model requires long term, transfer goals, unit understandings, aligned recurring assessments. Daily lesson plan expectations include learning target, assessment, and feedback, level of challenge, deliberate practice, collaboration & reflection. Each program must submit both a program overview of units and fully developed UbD model units, a plan for department wide five-week assessments, and at least one fully developed, curriculum embedded performance task aligned to our mission and vision. Departments have collaborative planning time (CPT) for 72 minutes (one period) every other day and are expected to spend that time planning together, doing data analysis, examining student work, and otherwise focused on curriculum and instruction. The CTE Department is led by a designated CTE Instructional Coach a CTE certified teacher who also maintains a part time teaching schedule.

23. Explain how East encourages innovative and experimental programs designed to serve the needs of students and to contribute to the East stated mission.

East's vision for our Upper School is Innovative Leadership. Below are the innovative programs we have instituted to close the academic gap for our scholars:

**Family Group:**
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.

**Support Model:**
Our Support Model is a multi-tiered system of support for all students of which one critical component is the provision of most special education services through the support rooms. The fundamental theory behind the model is differentiation and that the primary need to make differentiation work is time. East's schedule begins with a foundation that initial instruction will be at the minimal minutes per course (180 minutes per week per year for a full year course). This combined with the ten period option (five periods per day, an every other day or semester model depending on course) means that students can move flexibly from no support to one-two-three or more support periods. Students in crisis can spend large portions of their day in support rooms. Flexibility and personalization are hallmarks of successful differentiation. The added benefit of this approach is that as students require less support they become open to more electives and other options as they age including early release for work study or early college.

This summary only targets the support known as Support Rooms. The full array of supports includes many other supports including agencies and multiple service providers within the school. Support Rooms are a Tier II support, that is, they are recommended for some students not all, and they are not a sufficient support for the smallest number of students who are in extreme crisis (Tier III).

24. Explain how Individual Education Plans are implemented and maintained on file for each special needs student.

   Special education students are integrated into regular education classes. The Special Education Department provides copies of students IEP's in hardcopy and on the RCSD's online student database. Notification of IEP's are sent out via email and in person. Special Education teachers are assigned as co-teachers to classes with large numbers of special education students. Each year input is requested from teachers to assist in evaluating the student's performance in class and the potential future needs of the student in CSE meetings. Adjustments are made when necessary for the benefit of the student.

II. **EDUCATIONAL PROGRAM: SELF-STUDY NARRATIVE - Part II must be completed by each department within the East High School responsible for curriculum and the delivery of instruction. That includes, but is not limited to, technical, academic, bilingual, special education, and other or unique programs.**

**Curriculum**

1. Describe East's technology plan and explain how it is consistent with East's mission and curriculum.

   East follows the RCSD Technology Plan **(See Standard 3, # 21)** for all equipment and software services.

   **Computer Labs**
   East has two PC labs located in both Upper and Lower School and two in our library. These are All-in-One Windows based computers and they are connected to printers as well.

   **ChromeBooks**
   Students in grades 6th-12th will receive 1:1 Chromebooks with hardware to access the internet. These individual Chromebooks are being made possible with help from the 1Million Project Foundation. There is no charge to families or students. Every device has a filter, compliant with the Free Children's Internet Protection Act, to prevent inappropriate websites from being accessed.

**ChromeBook - Stations**

Any classroom that is not a PC lab, has one Chromebook station should a scholar not come to school with their assigned Chromebook.  The main offices for both Lower and Upper School have additional Chromebooks that can be signed out for the day as well.

2.  Describe how the Program Advisory Committee is effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the educational technology plan; review both the technical and academic curricula and communicate recommendations to the appropriate authority.

    The Advisory Committee's purpose is to strengthen the Career and Technical Education (CTE) programs at East. The committee exists to advise, assist, support and advocate for career and technical education.  It has no legislative, administrative or programmatic authority and is advisory only.   At East, our Advisory Committees work cooperatively with school officials, program coordinators, and classroom teachers in planning and carrying out its work. Members are volunteers who share an expert knowledge of the career tasks and competency requirements for specific occupations. We have one overarching Advisory Board that has a minimum of one representative from each of our pathways, one student representative from each pathway, two parents, one school counselor, one special education representative as well as post-secondary college representatives.  Quarterly meeting dates take place in:  *August, November, January, March, and May*

**Roles of East's Advisory Committees:**

- <u>Advise</u> – Advisory Committee works jointly with the CTE Department to make suggestions that are designed to improve specific content areas. Such suggestions could include industry standards, the updating of curriculum, purchase of new instructional materials or equipment for the pathway or new industry safety policies.
- <u>Assist</u> – Advisory Committee members volunteer and work with instructors; program coordinators and administrators to help plan and implement CTE activities. These activities could include judging competitive skills events, setting up a scholarship program or obtaining media coverage for special events.

- <u>Support and Advocacy</u> – Advisory Committee members work to promote CTE programs throughout the community. Promotion or marketing could include identifying industry and community resources, talking to legislators, speaking for career and technical education at board meetings, working with local newspapers or arranging for publicity as needed.

3.    List the names of advisory committee members by program.  Include their titles and business affiliations.  **See Partner List East CTE Page**

4.    Describe how advisory committee minutes are developed and maintained.

The committee adopted a formal process modeled under Roberts Rules of Order to conduct meetings. Minutes are documented and shared with committee members. Minutes are stored electronically on East's CTE Google drive.

5.    Explain how the program design ensures that every student, regardless of gender, race, ethnicity and disabling condition is offered a quality education.

At East in our CTE program we follow the RCSD policies. The RCSD  and therefore our CTE programs assure that district students that they shall have all the rights afforded them by federal and state constitutions, statutes and regulations. The district also recognizes all federal, state and local laws in connection with these rights, and reminds students that certain responsibilities accompany these rights.

It shall be the right of each district student:
1. to have a safe, healthy, orderly and courteous school environment;
2. to take part in all district activities on an equal basis regardless of race, sex, religion, national origin, or disability;

The basic responsibility of a student is to become educated in accordance with "The Statement of Philosophy and Goals of the City School District." This responsibility includes regular school and class attendance, conscientious effort in classroom work and conformance with school rules and regulations.

It shall also be the responsibility of each district student:

1. to be familiar with and abide by all district policies, rules and regulations pertaining to student conduct;
2. to work to the best of his/her ability in all academic and extracurricular pursuits and strive toward the highest level of achievement possible.

6.  Describe the process used to devise, update and revise or modify scope and sequences for your programs.

    We followed NYS CTE Program Approval Process to revise program scope and sequence; and to evaluate the quality of our programs.

    We used NYS's checklist which contains major categories and quality indicators, to ensure our programs are awarded "Approved" status. **See excerpt below**:

      C2 Program Sequence of Courses
      C3 Curriculum Alignment with State/Industry Standards
      C5 Preparing Students for Program's Technical Assessment
      W4 Connection between WBL and Class Instruction

    The results of the aforementioned areas are then used to modify, update or revise the scope and sequence of our CTE programs.

7.  Explain how your curriculum design creates opportunities for students to understand educational expectations, to receive recognition for achievement, and guidance to improve performance.

    Students are provided with a course syllabus at the beginning of the school year, or upon entry to the class. The syllabus for each class includes the course description, student expectations, resources, grading procedures, and a timeline of the year with expected outcome of various activities. In addition, course descriptions and aforementioned are provided to the school community at recruitment and open house events. Syllabus can also be found on the school's website: Career Pathways Section

8.  Describe the competency based system utilized and how it is built upon clearly defined duties and/or tasks.

    **See: East CTE Industry Specific Employability Profiles**

9. Describe how you, as a department, provide for expected student outcomes through your instructional design.

**See: Summary of Understanding By Design**

At East with our new partnership with the University of Rochester, we have moved to the Understanding by Design® framework (UbD™ framework). This framework offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends.

10. Describe how co-curricular activities within your program are provided to enhance students' leadership, self-esteem and career awareness.

11. Describe how your instructional program is designed to meet the licensure or certification requirements.

**See: CTE Pathway Scope & Sequence – Individual Flow Charts**

12. Describe procedures used in your program to promote student participation in East School-to-work and cooperative work experiences.

Students are recruited by East's School-to-Work/Co-op coordinator, school counselor and CTE teachers based on a student's attendance, class performance, attitude, and academics – GPA of 2.0 or above. Students go through the full employment process to obtain the various positions provided by business partners. These opportunities are stressed to students at the beginning of the school year and as opportunities arise. Students are also

encouraged to apply and are assisted in the application process for the Rochester City Summer Employment Programs.

13. Explain those affiliations and/or articulation (i.e., Tech Prep) agreements appropriate to your program.

Monroe Community College (MCC) has a long-standing Dual Enrollment partnership with our CTE programs at East. Through this partnership we have been able to offer a selection of courses to their students that count for both high school graduation and college credit. This academic year, students at East High School will be able to earn college credit in the following:

| Course | MCC Course Name/Number | Credits | |
|---|---|---|---|
| TLI Seminar IV | Introduction to Teaching - EDU100-01P | 1 | Fall |
| College Optics | Intro to Optical Technology - OPT110-12P | 3 | Fall |
| Advanced Computers | Microsoft Office-CRC 125 | 4 | Fall |

Coming Fall 2021:

FSA-109 (East's Culinary I)
Culinary Arts I: Fundamentals of Food Preparation - 5 Credits

East's Vision Care CTE pathway has an articulation agreement with Erie Community College for Vision Care, scholars successfully completing the Vision Care program and passing the ECC exam, upon acceptance into ECC will receive credit for VC 245-Optical Fabrication I – 2 credits. Easts Culinary CTE pathway has an articulation agreement with Alfred State that upon completion of the ServSafe NRA Managers Certification exam, with a grade of 75% or better and acceptance into Alfred State, will receive credit for their CULN 1083 Food Safety and Service Training course-3 credits.

## Instruction

14. Explain how the design of your instructional program reflects the mission of East.

   The CTE teachers actively engage students in a variety of instructional strategies to reach the expected learning outcome. Activities are designed to relate to all diverse backgrounds. Teachers utilize the services provided by community resources and business partners. Students are constantly introduced to colleges and the workforce to help reach higher success.

   In order to gain State Education Department approval, curriculum committees consisting of teachers, parents, students, and University of Rochester faculty were formed in spring, 2014. These committees evaluated existing curricula using a template which included 11 criteria; (**See Appendix Curriculum Template) recommendations** were submitted to the Committee for Curriculum and Teaching, which approved the selected plans. Throughout the school year 2015-2016 an extensive series of activities collected input from parents, students, faculty, community members, and staff relative to mission and vision which was completed early July, 2016 (**See Appendix Mission/Vision statement**). Curriculum writing which included every teacher in the school has as its first requirement that each curriculum reevaluated long term (transfer) goals and align them to the new mission and vision. A school wide, cross stakeholder Professional Learning Committee and a school wide, cross stakeholder Instructional Council plan for programmatic changes, based on recommendations from the CTE department and school Governance Council and administration. A new course approval process was put in place for 2015-2016 and is revised by our instructional council yearly **(See CTE Certification Materials)**

15. Describe the strategies used within your program which provide for the integration of academic and technical instruction.

   Students are taught using both lecture and hands-on learning opportunities. The academic portions are taught using lecture and activities to deepen understanding and technical portions are taught the same way, along with the introduction of self-directed modules. The students then practice the skills on their own and under the supervision of the CTE teacher.

16. Describe how teachers are fully utilizing available technology in their planning, teaching, and data collection, analysis and reporting.

Technology is used as time-saving tools for CTE teachers. Teachers use electronic grade books, such as, gradebook, grade keeper, and Excel Spreadsheets. Teachers use lesson plan software and access internet resources. It is also used as an instructional tool. Teachers also use the online RCSD student tracking resources to obtain information regarding student achievement and behaviors, as well as for Student Learning Objectives data entry.

17. Explain how the application of computers is integrated within your instructional program.

   Scholars have access to a Chromebook at all times. Instructors utilize Google Classroom to post assignments, give feedback, reflective journaling and some content delivery. The rooms are also equipped with SMART Board technology for delivery of content and sharing of ideas. IPads are also used inside the kitchen itself for videotaping, recipe cards per station, and to access their culinary textbook through Amazon.

In IT, scholars are in a full Computer Science lab, equipped with Windows units that are loaded with variety of special software that is used for specific coursework: i.e. Java – Bulgy or Adobe CS5. As this is a Computer Science/IT pathway, a majority of the instruction takes place using the Windows units as it is in industry.

18. Explain how the learning resources required to implement your instructional program are made available to and utilized by you.

CTE Teachers have access to: Library, Professional Development, College Courses, and Professional Organization newsletters, Workshops with College and/or Business Partners, Online Resources and training from consults with the University of Rochester.

19. Describe how you demonstrate creativity and initiative and utilize a variety of resources in the delivery of your instructional program.

   Each CTE Pathway is equipped with industry specific equipment and supplies. The building is undergoing a renovation of its CTE wing, which will bring these hands-on lab spaces even more into the 21$^{st}$ century. Our pathway partners can be found in our classrooms on a regular basis; working alongside our staff as they deliver curriculum.

All of our pathways use the Understanding by Design Curriculum Model, which includes an **embedded performance task** often with an outside audience.

20. Explain how instructional materials are developed to address a variety of learning styles and ability levels.

The program is based off a series of career based competencies – every scholar starts out at the entry level of that competency. Consistent assessment and feedback is given to the scholars as they advance from entry level to proficiency level in that competency. For those who have not met proficiency in the skill, they are given extra support through a menu of options that help improve their understanding such as: written, oral, visual aids, teach what you know, etc.

Instructional materials are developed through a variety of sources: industry e-journals, course textbook, online resources, and partner feedback. These materials are then aligned with the NYS CDOS, Common Core ELA and Math, and the National Common Career Technical Core Standards which focuses on 21st Century skills. In the various courses taught, the learning activities are designed to engage students as they advance through the curriculum. This is done through materials and resources that encourage hands-on activities using a variety of resources including the latest technology. The result is a series of lessons that support instructional outcomes and reflect important relationship concepts. The learning activities are designed to differentiate instruction for the individual learner in order to advance their learning. Scholars can choose what order we proceed in most lessons and whenever starting a new unit, start with Whole – Pairs- Independent walk through on the Target for that Unit. As scholars progress through the IT materials a variety of Lesson Differentiation strategies are used: Anchor Activities, Compacting, Flexible Grouping, Graphic Organizers, Group Investigations, Independent Study, Jigsaw, Problem Based Learning, Socratic Seminar, Think, Pair, Share and Tiered Assignments.

21. Where applicable, explain how you provide safety instruction, instruction in hazardous chemical awareness, and written and applied safety testing.

Internet and Computer Usage Contracts are provided to each student prior to access to the computers. CTE teachers discuss the proper use to protect the student

and East's equipment, utilizing eye and ear protection when warranted. Students are required to complete safety checks on machines and are monitored to ensure safety at all times. In addition, our School Resource Officer is used to review safety issues in the school and the community throughout the school year formally and informally.

22. Explain how you utilize IEPs or /504 Plans to maximize students' success in your program.

Special education students are integrated into regular education classes. The Special Education Program provides copies of student's IEP plans in hardcopy and/or on the RCSD's Chancery System for review.  Notifications are sent out through email and/or interoffice mail. Input is requested from teachers to assist in evaluating student's performances for CSE meetings. Adjustments, if necessary are made for the benefit of the student. This process assists CTE teachers in providing additional one on one attention and extended testing time. These plans help teachers to capitalize on student's strengths and to develop student's weaknesses.
Our students with disabilities will receive the appropriate special education supports, supplementary aids and services, and testing accommodations. Our goal is for them to be successful in achieving and demonstrating their knowledge of the CTE curriculum.

## Evaluation

23. Explain the student assessment measures you have established to measure the attainment of expected performance levels in your program.

    Any scholar enrolled in a Career Pathway will have a formative assessment quarterly on the skills within their career discipline– then a summative annually on the their employment readiness with goal setting taking place for both evaluations

    **See: Employability Profiles**

24. Explain what measures you have instituted regarding the evaluation of student performance and how they are reviewed periodically to measure student achievement, design curriculum improvement strategies, and improve teaching and learning.

The grading policy is instituted by the Rochester City School District. The policy is shared with students at the beginning of the school year. Reports are shared with parents and students over four marking periods. Parent teacher conferences are held three times a year. Home contacts are made on a consistent basis to involve parents. Individually, CTE teachers review and adjust instruction to improve teaching and learning based on student's performance(s).

25. Describe the process you use to review your program(s) to guarantee effective program design.

CTE programs at East are reviewed annually by teachers, administrators, and our Instructional Council.  Informal evaluations are also done with partners during visits and advisory meetings.

26. If your state requires high stakes tests, report the testing program score results since the last decennial visit by year, by educational program and by subject area.  Indicate how those results impacted the East educational program to improve the effectiveness of teaching and learning.

    Students must pass a minimum of five (5) Regents exams to graduate from East with a Regents diploma.  The CTE program incorporates Math, ELA, and Science components, to help increase student's ability to pass the exams. Beyond this, individual teachers and course teams are beginning to use a variety of common, formative assessments at the classroom level, which is a priority area for professional learning and development in the upcoming year as teachers work to establish common, parallel 5-week assessments to measure academic progress in priority skill/standards areas over time.

27. In detail, describe how East assesses the effectiveness of teaching and learning.  Provide evidence that East has implemented an assessment program designed to measure the effectiveness of teaching and learning in all educational program areas.

    The timetable for evaluating the performance of tenured teachers, probationary teachers and contract substitutes follows the Rochester City School District's policy.  All tenured teachers who select PART/Summative Appraisal are required to complete PART requirements annually.

Underlying the program of supervision and evaluation of teacher performance, the Rochester City School District believes that:

1. Teachers constantly strive to update, modify and improve their teaching techniques.
2. Assistance is often required in the process of attaining excellence.
3. Supervision is carried out as a cooperative venture.
4. Evaluation reaches beyond the classroom to include parent and community relationships.

The Rochester City School District and East utilizes Charlotte Danielson's Rubric as the criteria for supervision and evaluation.
(**See RCSD Danielson Rubric**)

1. Domain 1:  Planning and Preparation
2. Domain 2:  Classroom Environment
3. Domain 3:  Instruction
4. Domain 4:  Professional Responsibilities

At this time East primarily utilizes student course grades and NYS required assessments such as the NYS 3-8 Assessments for our Lower School scholars and NYS Regents exams for our Upper School scholars to determine academic achievement.  Additionally, we utilize some diagnostic screeners such as the NWEA MAP assessments in our middle level Math program and the SRI (Scholastic Reading Inventory) as a reading measure for grades 6-12.  Beyond this, individual teachers and course teams are beginning to use a variety of common, formative assessments at the classroom level.

28. Describe the methods/types of assessments and the sources of data used by the East High School to determine the attainment of student academic and technical achievement.

At this time East primarily utilizes student course grades and NYS required assessments such as the NYS 3-8 Assessments for our Lower School scholars and NYS Regents exams for our Upper School scholars to determine academic achievement.  Additionally, we utilize some diagnostic screeners such as the NWEA MAP assessments in our middle level Math program and the SRI (Scholastic Reading Inventory) as a reading measure for grades 6-12.  Beyond this, individual teachers and course teams are use a variety of common, formative assessments at the classroom level, as well as common,

parallel 5-week assessments to measure academic progress in priority skill/standards areas over time.

29.    Explain how East currently evaluates its assessment program and list any possible changes for the future.  Give timelines for such changes.

East is held to a rigorous set of expectations including SED's Demonstrable Indicators as well as the EPO's goals and the RCSD's additional expectations as part of their agreement with the EPO, The University of Rochester. Progress is expected in all courses and a position exists in the organizational chart for a Chief Accountability Officer whose role is to find, examine, and report assessment data. The five year plan has required the creation of original common formative assessments for all content area which are administered at least six times a year. Content area supervising administrators are expected to lead a series of meetings throughout the year using the data cycle described in the Data Wise (Harvard University) process. East has invested extensively in the Understanding by Design (UbD) curriculum model (see our unit template and new unit checklist for rating units). In this model all teachers are trained to define their courses' transfer goals in alignment with the mission and state standards and then design assessments for each unit. These assessments must include an array of formats including curriculum embedded performance tasks (CEPTs) which must be performed including an external audience and which must have rubrics, checklists, and models (can provide checklist for PTs). All units are expected to conclude with performance tasks (PTs) which aim toward the conceptual understandings most central to the unit and aligned to the transfer goals. In addition to CFAs and PTs/CEPTs, every lesson is expected to provide evidence of learning, (see our expectations for in-class assessment quality, and our Lesson Quality Checklist) [Sue let me know if I need to provide any of these

30.    Explain the process utilized to communicate assessment results to parents, community members, teachers and governing boards.

Assessments are communicated to parents, community members, teachers, and governing boards through meetings of Governance Council, Full Faculty, FACE

(Family and Community Engagement Committee), special parent meetings, individual parent meetings, phone calls home, emails, and report cards home. In addition, the online student data software allows other teachers, administrators and counselors to check student grades and the online grade reporting software allows parents to see grades in real time as they are uploaded, provided the parent has signed up for the program. The Superintendent reports out regularly on key data indicators to both the University of Rochester's EPO Steering Committee as well as the RCSD Board of Education.

31. Describe how assessment results have been used to systematically improve teaching and learning.  Cite examples of changes that have been made in curriculum and instruction in the last three years due to analysis of student and East's performance data.

    Our ongoing half day release days and PL faculty meetings as well as our summer work for the past four years has been heavily focused on creating assessments in alignment with our UbD model and Learning Principles.  This year's focus is on using scholar work to evaluate whether or not our units and assessments are providing the appropriate depth and evidence of learning (can provide LASW protocol.] Every course could provide evidence of continuous revision because they are google documents. This year's SMART goals include specific measureable data to show that our curriculum is written, enacted, supported, and learned by the end of 2021, with interim goals along the way. This involves a massive collective undertaking to evaluate all phases of our curriculum implementation while still engaging in continuous revision. For example, our evaluation of classroom instruction indicated to low an expectation for scholar initiation and engagement. This was followed by additional professional learning, often led by teacher leaders as well as consultants, on active learning and increasing scholar engagement (and also helped lead to our no cell phone policy.). We are also expected to serve as a Technical Assistance Center to other schools in the District in our processes related to curriculum and assessment creation, implementation, and evaluation.

32. Indicate who is responsible for ensuring that assessment results and data sources are organized, analyzed, interpreted, reported and utilized in the

evaluation of curriculum and instruction.

Superintendent of the EPO, Assistant to the Superintendent, Chief Academic Officer, Vice Principal of Data and Accountability, Administrative Team, Instructional Coaches, and RCSD Central Office.

## Communication

33. Describe parental involvement in the IEP team process.

The parental involvement roles during IEP include: completing a level 1 assessment form, increasing the teachers understanding of their child's strengths and weaknesses, improve understanding between home and East, and mutually agreed upon goals to be attained. CSE guidelines are used for state mandates. CTE is not a part of the process.

34. Explain what measures are taken to insure that parents understand the program developed by the IEP process.

Parents are involved in their child's CSE meeting. They are expected to review the mutually agreed upon educational goals and respond back within 30 days with any questions, concerns, or suggestions. Additional information is provided to parents that lack understanding regarding the program and their child's goals. Parents are provided with CSE parental guides.

**IV.    EAST HIGH SCHOOL INITIATIVES - Part IV must be completed by each department within the East High School responsible for curriculum and the delivery of instruction.  That includes, but is not limited to, technical, academic, bilingual, special education, and other or unique programs.  Additionally, Part IV should be completed by the individual(s) most familiar with the overall curricula and the instructional delivery system of the East High School district.  This should be written from a systemic and summative perspective.**

In April of 2014, the University of Rochester was asked by the Rochester City School District Board of Education to become the Educational Partnership Organization for East High School.  East was facing possible closure due to a long history of failure to meet New York State Education Department (SED) benchmarks.  At first the University declined, as the timeline established by SED was too tight, and it was not clear that the University had the capacity to undertake this work.  However, after negotiations among SED, the Board of Education and the Warner School of Education, the University developed a specific proposal to do this work in conjunction with the East educational community.

The UR-EPO proposal is based on research based established practices, appropriate staffing and high expectations for all.

For the latest update on what has been done and the results to date; please click here

**V.** **SUMMARY - Part V must be completed <u>by the individual who answered the self-study questionnaire under Roman Numeral I</u> and <u>by each department</u> within the East High School responsible for curriculum and the delivery of instruction <u>who responded to the self-study questionnaire Roman Numeral II, III and IV</u>. That includes, but is not limited to, technical, academic, bilingual, special education, and other or unique programs. Additionally, Part V should be completed by the individual(s) most familiar with the overall curricula and the instructional delivery system of the East High School district. This summary should be written from a systemic and summative perspective.**

1.  Strengths/Commendations

    List and prioritize major strengths or areas that warrant commendations with regard to this standard. Identify efforts which will be expended to maintain these.

    •

2.  Concerns/Problems to be Addressed

    List the major concerns, needs or problems that have been identified in the questionnaire.

    •

3.  Recommendations to Resolve Concerns/Problems

    List and prioritize major recommendations to address the identified needs, concerns or problems as they relate to maintaining strengths and addressing concerns.

**<u>We will work diligently:</u>**
-

4.  Adherence to the Standard

Given the information reported above, assess the degree to which East adheres to the Standard on Educational Program.

In all of our pathways, we use the Common Career Technical Core standards, NYS CDOS standards and industry specific standards.  As a school under the University of Rochester we also use the UbD platform for assessments which is a model for several smaller assessments with a large project-based authentic assessment at the end of every unit.

We use a standards-based assessment model, which encompasses several rubrics, including many opportunities for self-assessment, peer-to-peer assessment, as well as the whole group.  We will continue to build capacity in our pathways - - - What students should know and be able to do after, completing instruction in a program of study.


**Comments:**