

**University of Rochester Educational Partner Organization Proposal for
Rochester East High School**

#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 will be using the NYSED Diagnostic Tool for School and District Effectiveness (DTSDE) as our working definition of “best practice” (also see Appendix 1A for a further articulation of key principles informing our vision). It is also our goal to develop internal capacity so the school structure and 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.

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, is committed to engaging all stakeholders in refining this mission and vision for East High School, as well as in planning how to translate them into practice, soon after we are formally approved by NYSED. Our work as a planning team so far, and thus this document, has been informed by the mission and vision articulated above.

Key design elements of educational program and approach (and their rationale):

We preface all aspects of this application with a reference to our request to the Commissioner to provide additional planning time so that we may fully collaborate with key stakeholders and create the best possible plan to be implemented in the 2015-16 school year. The Commissioner granted this additional time, but with the stipulation that we would still provide a full application by the original July 1 deadline. Since the application needed to be reviewed and approved by the Board of Education of the Rochester City

School District before that date, we only had a few short weeks to pull this proposal together. We consider this proposal to be Phase I of the planning process; a much more substantial and comprehensive Phase II planning process will follow approval of our preliminary application. Because this will be a fully collaborative process with all potential stakeholders, some aspects of the preliminary plan may be altered. As such, we submit these proposed innovations with the understanding that we will continue to develop a Comprehensive School Plan, which we will submit to all parties by December 15, 2014.

In researching and developing this application, however, we already reached out to several people, including numerous stakeholders at East High School (as detailed in Appendix 1B), for input and feedback. We also presented the fundamental principles informing our approach in our Letter of Intent (see Appendix 1C) to East faculty and staff, along with some initial ideas developed up to that point, in an open meeting on June 9, 2014. The University's Letter of Intent is foundational to our work.

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. 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 will design our Comprehensive School Plan using that standard of practice. 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 surrounding the school.

In our proposal, East High School will be organized in three grade level groups. The first is the Lower School, currently grades 7-8. We will give serious consideration to adding grade 6, with a final decision by early Fall 2014. We believe that adding grade 6 would give us the potential to provide students a jump start to develop the needed foundational skills and attitudes prior to 9th grade, also allowing them 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 grade level group is the 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 those students. Freshmen need their own place, their own social and emotional supports, and their own approach to academics.

The third group is the Upper School, grades 10-12. At this point, students who are not behind are very much in transition to their adult roles, focusing on finding a clear path to graduation and beyond, involving college and/or career preparation. For those who are behind, additional supports need to be established to get them back on track to make graduation and long-term planning a viable goal.

Our proposed structure is intended to help manage the needs of different age levels, and also provide additional support for the most challenging transition occurring at grade 9. Each grade level cohort is planned to be approximately 180 pupils. 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.

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

- **The Lower School** (grades 6-8 or 7-8) program will be designed to develop academic and social foundations. This will include:
 - Entrance to the Lower School will be by student choice (consistent with current practices in RCSD) but giving priority to students who live in proximity to the East High School community.
 - The Lower School will be led by an individual principal with two support leaders.
 - Each grade will be organized into small family units. The Lower School will be supported by appropriate support faculty including counselors, social workers, and special education teachers.
 - Lower School students will experience extended learning time every day through a longer school day.
 - The Lower School will have increased instructional time devoted to math and literacy, supported by high quality curriculum (supplemented to ensure cultural relevancy and respond to East students' interests), professional development and coaching.
 - 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, Mathematics, Science, Business, Art, or other areas.
 - The Lower School will utilize a school wide approach to ensuring decorum and focus such as PBIS, Leader in Me, or an approach designed by the EPO. This approach will be determined by summer 2015.
 - All entering students will participate in a summer preparation program as a prerequisite of entry.

- **The Freshman Academy** (9th grade) will be a separate entity with its own identity, core mission and focus.
 - 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 periods in core academic subjects.
 - All Freshman Academy students will participate in a summer preparation program as a prerequisite of entry.

- **The Upper House** (grades 10-12) will focus on transition into adulthood, with strong college readiness programs, CTE programs and social emotional support.
 - The Upper School will be organized to provide maximum choice and flexibility to students, to support student success with at least some semester-long courses and a menu of rigorous and relevant electives in all areas.
 - The Upper House will feature an extended day component devoted to the unique needs of some of our students including course recovery and very small group remediation.
 - Upper House students may access the evening school (“East Evening”) which will include opportunities for both students and community members to experience high quality school electives, obtain course credit recovery and receive support in ordinary school work.
 - Upper House students may choose from a traditional or late start time. Both start times will lead to a full high school experience.
 - We will offer a diverse and relevant set of CTE programs. Some of these programs will build on and expand successful programs at East (including programs in optics, culinary arts, teaching, and information technology). We will also work with partners to develop strong CTE programs in medical support services, and with our BOCES partners to offer the full range of CTE offerings currently available in the Monroe County area. In addition, we will work with the community to identify and develop unique CTE opportunities for our students including work experiences and supervised internships.
 - All East students will be able to participate in a high quality multi-faceted summer school program for both credit recovery and acceleration.

- **Common academic elements across the school:**
 - We will employ only high quality curricula augmented by relevant and meaningful interdisciplinary projects that can help generate student interest and motivation, and facilitate application and transfer of knowledge.
 - Teachers will meet daily at a common time period to engage in curriculum design and modification, assessment design and data analysis to inform instruction.
 - Instruction will be planned and implemented with the benefit of a data protocol. This protocol will be selected or designed prior to summer 2015.
 - Teachers will benefit from high-quality, sustained and content-specific instructional coaching (with special emphasis on literacy, math, and special education in the Lower School) – to ensure effective improvement of instructional practices.
 - The Lower School, 9th Grade Academy and Upper School will have a separate start and end time and be located in different parts of the building.
 - We will utilize a flexible scheduling model so as to provide teachers with longer periods of time required to implement inquiry-based and project-based approaches.

- **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 support staff, including each administrator, will be responsible for leading a small student family (ideally 5-9 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, and specific social emotional supports within the school. Family leaders may also be approved volunteers.
 - Each grade will be served by a full time counselor and a full time social worker.
 - The social worker for each grade will coordinate the school wide behavioral intervention 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.
 - East will employ 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.
 - Services will be available for extended hours and beyond the 10 month academic schedule to students and their families.
 - The Student Support Center will be expanded in size and scope. Support services will be 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 students and their families.
 - All support programs and services will be documented and defined. Data will be collected and analyzed to coordinate and improve support services.
 - All faculty and staff will receive professional development to enable them to facilitate the student support system for maximum success.

On-going and intensive professional learning for all school staff is at the core of the model we are proposing, and a needed ingredient for developing the internal capacity needed to not only implement our proposed plan, but also ensure sustainability over time. To that end, a component of the plan will involve 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.

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.

Population of students we expect to serve

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 even if we give priority to students living in the neighborhood.

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

2012-13 NYS Report Card Data

	Total # of students	Total # of Limited English Proficient students (ELLs)	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 ELLs:

	<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 receive bilingual instruction.

An additional element that characterizes the East student population is significantly low attendance – as each day only about 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.

Current data regarding East students’ graduation rates and achievement in state tests, as reported in the Tables below, need to be considered in light of these challenges:

<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>

East High School State Cohort Results (% at level)

	1	2	3	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 urban students, students in poverty, ELLs and students with disabilities

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/or 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 served 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 1918 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 went to college.
- ***ScienceSTARS afterschool program:*** Since 2006, UR education professor April Luehmann has offered ScienceSTARS, 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 7-9 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 film-makers. Attendance in this voluntary after-school program averages 74% across the year. ScienceSTARS 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 1 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 ELL 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” ELL 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 are trained for and serve 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 2.1A 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 ELL 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 ELL students. (MJ Curry, PI; **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 to 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 inservice 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 has just been recruited and is starting the program this summer.
- ***Warner Center leadership coaching services:*** Since 2007 the Warner Center, under the leadership of UR professor **Stephen Uebbing**, has provided high-quality and intensive Leadership Coaching for 50-60 school leaders each year in the 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 SIG grant that started in 2013. The Warner Center 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 Outreach in the Warner Center, was a member of the leadership team that designed and launched RCSD's *All City High School* a few 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 2014 (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 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 1000 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 Superintendent Designee:** 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.
- **Sue Meier, EPO Implementation Coordinator:** 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 years history first as assistant principal, then parent, then as principal (from 2001 until now). 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 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, Connecttime 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 Leadership 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 will join 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 ELL 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. 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 the current co-chair of Mayor Warren's Early Learning Council.
 - As a board member for Hillside Children's Center.

- **Michael Occhino, EPO Professional Learning Coordinator:** Mr. 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 ScienceSTARS after-school program, playing various roles.

- **Carol St. George, EPO Literacy Services Coordinator:** 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 Services Coordinator:** Former high school mathematics teacher for 26 years and now the Secondary Mathematics Outreach 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 2.1A.
 - Trained by Western Michigan University as a Core Plus Mathematics Professional Development Facilitator.
 - **Martha Mock, EPO Special Education Services Coordinator:** 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 (TPPSID) model demonstration project in New York State.
 - Consulting on U.S. Department of Education funded Ohio State transition curriculum for students with disabilities, EnvisionIT.

- **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.

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:

- 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
- 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 ScienceSTARS 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

Plan 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. Parents and students will serve on the EPO Advisory Board and play an important role in determining school policy, curriculum and program.
- The school building will rarely close, but instead serve as a focal point for the community.
- East will feature extensive partnerships and both formal and informal relationships with parents and community groups.
- Students and families will be part of the hiring process for principals and teachers.
- Parents and community members will be enlisted to develop and implement a broad based effort to improve student attendance.
- We will develop personal connections between students and adults in the school that makes them more accountable and responsible (as well as feeling valued and cared for).
- We will have an evening school program, referred to as East Evening, that will serve both students and their families. East Evening will allow school-age students to access additional support services (academic, socio-emotional, career-development), take courses at a more convenient time, or take additional courses to accelerate credit

recovery. East Evening will also provide learning opportunities and supports for over-age students and families to pursue a GED or additional education.

Plan to better support students with disabilities

Current challenges:

- There are 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 administrator 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.
- Teachers are rarely observed/supported/coached by individuals with expertise in special education.
- PD on effective practices to support learning of students with special needs is needed.
- Testing organization and accommodations are not effectively implemented.
- Instruction offered in the resource room is often weak.
- 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 development and coaching, and supervision and coordination of specialized services.
- Ensure that both special education and general education teachers receive high quality professional development about working with students with disabilities.
- Explore different models 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, transition-based curricula (such as Envision-IT <http://nisonger.osu.edu/specialed-transition/envisionit/curriculum> or the Life Centered Education Curriculum <http://www.cec.sped.org/Home/Publications/LCE-Transition-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, a transition

coordinator role at East to address the transition and exiting needs of students with disabilities ages 14-21 could significantly improving the outcomes for students with disabilities. The transition coordinator could 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 CTEs, 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, having a social worker with specific FBA and BIP training and implementation experience to develop and coordinate the process is needed. 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.

Plan to better support ELL students

Current challenges:

- Content teachers are not well equipped to support students with limited English proficiency.
- There are not a sufficient number of teachers and staff who can speak Spanish or other languages and thus can offer effective support to ELL students and their families.
- There is a bilingual program offered at East, but there are concerns about its effectiveness and limitations.
- Many ELL students and their family do not feel their culture and identity is sufficiently understood and valued in school.
- ELL 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 have been fights among groups of African American and Latino students in the school, a symptom of race/ethnic tensions within the school.

Proposed strategies to address these challenges:

- Continue to engage in a dialogue with East ELL students, their families, ESL and content teachers, as well as local organizations such as IBERO, to better understand

the challenges encountered by different groups of ELL students and ways to leverage the “funds of knowledge” offered by these students and their families.

- Provide professional development to content teachers to better equip them to serve ELL students in their classes (for example, by employing Universal Design principles in the design of their lessons and learning activities, using strategies to support ELL 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 PD opportunities to teachers, administrators and counselors in the region for the next three years.
- Provide PD to ESL teachers to design learning experiences that prepare their students to meet the new Common Core Standards, also capitalizing on the PD offered as part of the UR CELLS grant.
- Conduct a rigorous review of the current bilingual program to find ways to strengthen this service (*see point 6.4 for a more in-depth discussion of this recommendation*).
- Identify ways to leverage and strengthen community services such as the mentor program offered by IBERO. Currently United Way funds two full-time mentors to provide individual support to Latino students who are most at risk of dropping out, but this service may have to be discontinued in the future due to changed funding priorities.
- While hiring new faculty and staff, take into consideration the value of having personnel that can speak languages other than English.

Actual and projected enrollment of students in the restart school

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 (p. 42).

Restart school’s plans

We have provided general information about how we plan to create a strong curriculum and approach to instruction in the Executive Summary and Appendix 1A. Additional information will be provided in Sections 4 and 5 of this document – so we refer to those sections to avoid repetition.

Please note that, as mentioned earlier, if approved as EPO of East by NYSED, we are committed to engage in a much more detailed “Phase II” planning process in collaboration with East teachers, administrators, staff, students, families, community and community organizations, to culminate with a written Comprehensive School Plan (including an operating budget) to be presented to RCSD and NYSED in December 2014 for final approval.

3. ORGANIZATIONAL CAPACITY AND INSTRUCTIONAL LEADERSHIP

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, ELL, 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.

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 supervising principal 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 Supervising Principal and then, with that person, oversee all faculty and staff selections and launch of the School Plan.	Supervise the Supervising Principal in the implementation of the School Plan. At some point, the part time superintendent and Supervising Principal roles will be combined.
Implementation Coordinator (Sue Meier)	Serve as co-Chair of the Curriculum & Teaching Planning Committee. Serve as personal leadership coach to the existing principal.	Oversee the launch of the School Plan as leader of Launch Team. Serve as personal leadership coach to the both existing and supervising principal. Participate in faculty and staff selection. Serve as co-Chair of the Curriculum & Teaching Implementation Committee.	Monitor and oversee the overall implementation of the School plan. Serve as co-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.

Leadership Coordinator (Mike Ford)	Serves as co-Chair of the Leadership Planning Committee. Serves as co-chair of the Professional Learning Planning Committee.	Participate in faculty and staff selection. Serve as co-Chair of the Leadership Implementation Committee and as co-chair of the Professional Learning Implementation Committee. Member of Launch Team.	Participate in faculty and staff selection. Serve as co-Chair of the Leadership Implementation Committee and as co-chair of the Professional Learning Implementation Committee. Serve as leadership coach.
Curriculum Coordinator (Mary Rapp)	Serve as co-Chair of the Curriculum & Teaching Planning Committee.	Participate in faculty and staff selection. Serve as co-Chair of the Curriculum & Teaching Implementation Committee, with special emphasis on initiatives to better serve ELLs.	Participate in faculty and staff selection. Serve as co-Chair of the Curriculum & Teaching Implementation Committee, with special emphasis on initiatives to better serve ELLs.
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 co-Chair of the Socio-Emotional Services Implementation Committee.	Participate in selection of counselors and social workers. Serve as co-Chair of the Socio-Emotional Services Implementation Committee.
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 co-Chair of the School-Community Engagement Implementation Committee.	Participate in faculty and staff selection. Serve as co-Chair of the School-Community Engagement Implementation Committee.
Professional Learning Coordinator (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. Co-Chair of the Professional Development Implementation Committee. Member of Launch Team.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee. Serve as Co-Chair of the Professional Development Committee. Provides selected PD and coaching.
Literacy Services Coordinator (Carol St. George)	Serve on the Curriculum & Teaching Planning Committee. Designs 6-8 literacy action plan.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee, with special responsibilities for Summer 2015 PD on literacy. Member of Launch Team.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee. Provides selected literacy PD and coaching.
Math Services Coordinator (Jane LaVoie)	Serve on the Curriculum & Teaching Planning Committee. Develops 6-8 math curriculum..	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee, with special responsibilities for Summer 2015 PD on math. Member of Launch Team.	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee. Provides selected math PD and coaching.
Special Education Services Coordinator (Martha Mock)	Serve on the Curriculum & Teaching Planning Committee. Identifies/develops	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee, with special responsibilities	Participate in faculty and staff selection. Serve on the Curriculum & Teaching Implementation Committee. Provides selected PD and

	transition programming and curriculum.	for Summer 2015 PD on serving students with disabilities.	coaching on transition planning and programming and serving students with disabilities.
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.

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.

Key EPO staff assigned to the project

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.

Possible outside consultants

We expect to employ some consultants and providers outside of the University of Rochester and RCSD, especially community organizations who 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 already reached out to and benefited from collaboration with the following entities:

- Ibero American Action League: Ibero 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>)
- 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>)
- 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/>)

Given the short timeline to put together this document, and recognizing that specific responsibilities of other service providers can only be outlined as part of the Comprehensive School Plan put together in the second phase of our planning process, we were not in a position to seek MOUs from these organizations at this stage. MOUs with identified responsibilities/roles will be included in the Comprehensive School Plan to be submitted in December 2014.

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 have been 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.

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, assuming that the preparation of students entering 7th grade will not change (as entering students are prepared in other schools where the EPO will have no control or influence), 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	29	45	25
ELA 8	85	13	2	32	42	30
Math 7	84	15	1	32	41	27
Math 8	92	8	0	35	36	27

Achieving these goals would result in a decrease from “below basic” of as much as 62% in Math 8. We believe that if we were able to have students enter East in grade 6 (so we can provide them with intensive and high quality ELA and math programs for one more year), these targets could be significantly increased.

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:

- 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:
 - Surveying East students to identify their interests, experiences and “funds of knowledge,” and communicate findings to teachers, so as to better leverage these strengths in any reading program.
 - Engaging students whenever possible in the choice of reading materials.
 - Engaging students in authentic projects that require them to use literacy skills, as a way to develop a greater appreciation of the value of those skills 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 entering students (as well as older students who have not yet achieved basic level in the ELA state test) to participate in a reading course focusing on strategies to read and write effectively in the content areas (in addition to ELA), taught by a reading specialist. The reading specialist will participate in cross-subject meetings of the teachers serving the same group of students, so they can target the reading materials the students are using in the content units they are studying at that time, and support them with the most appropriate reading strategies.
 - Using existing units for middle school that meet Common Core Standards, supplemented to ensure that the reading materials are culturally relevant and reflect students’ interests.
 - 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 reading course mentioned above. These interventions will be provided by a certified reading specialist, 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.
- Providing professional development 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.
- “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:
 - Having increased instructional time for math courses in middle 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 retake the exam the following year.
- After completing Algebra, students will be given a variety of options to complete their other math requirements, including but not limited to advanced math courses and earning math credits as part of CTE programs. These options will be identified in the July-December 2014 planning process, working with East teachers and math education experts from the Warner Center. We will also evaluate whether offering these high school math courses as semester-long courses meeting for two periods each day may help interested students accelerate their credit recovery if needed.

- Provide subject-specific professional development and coaching to all math teachers so they can effectively support their students learning of mathematics through student-centered culturally-relevant pedagogy. This PD could be provided by school-based math coaches and/or Warner Center math educators.
- Once again, “East Evening” could also serve as a resource to enhance math skills and quantitative literacy for students and their families.

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 ELLs 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 7th 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. While we are not sure yet that a 6th grade can be added to the new East High School, we have included targets for entering 6th graders as well to show how this could make a difference in terms of graduation rates and student success.

	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>						
Student Group		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%	95%	95%	88%	75%	65%	60%	55%
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%	86%	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>1.5</i>	<i>.5</i>	<i>Na</i>
<i>Grade 9</i>	<i>8</i>	<i>6.5</i>	<i>6</i>	<i>5</i>
<i>Grade 10</i>	<i>13</i>	<i>12.5</i>	<i>12</i>	<i>10</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 90% in Year 1, 92% 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 will 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 talk with students with low attendance to try to understand the root causes of this behavior, and work at addressing those causes.

- Having home calls and visits for students who are absent.
- Establishing strong relationships for each student with at least an 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 strong and appealing 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 at least some interdisciplinary/exploratory units that could catch the students’ interest and make them better appreciate the value of what they are learning, giving students choice and input whenever appropriate.
- Having strong student supports to keep students in school.
- The higher levels of achievement in literacy and mathematics realized in the middle grades should result in better performance in high school.
- We will 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 will serve as an incubator for high school readiness and result in higher levels of success for our students.
- We will ensure that 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 should include:
 - Strengthening programs in culinary arts, optics, teaching and IT already at East to ensure they get CTE status and credits.
 - Proactively provide access to other CTE programs offered through BOCES.
- We will explore the possibility of implementing 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 will 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.

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 handicap, they will also experience challenges in succeeding in other context courses.
- Poor attendance is an important issue across the school, and it becomes worse with student age.

Key strategies to improve middle-school students' achievement:

- There is a distinct advantage to starting with 6th grade – as it will allow 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. Therefore, we want to seriously explore this option.
- Instructional time and focus on ELA and Math will be increased in grades 6-8 (as already discussed in 4.1.1)
- Students will be expected to complete some high school credits by 8th grade. As part of the July-December 2014 Phase II planning, we will explore with East teachers and content area experts which high school courses could be best accelerated, as well as when and how they will be phased in.
- We will focus on student attendance. Using the complementary strategies outlined in the previous section.
- Groups of students will be divided in “houses” and assigned to take courses with the same team of teachers, so as to ensure closer collaboration across subject areas and closer relationships between teachers and students in the same house.
- Each adult in the building will be assigned a small group of students (“family”) that will stay with him/her as an advisor for the through their school experience; this is intended to create closer relationships with an adult, to support student success.
- The daily emphasis on common planning will enhance curriculum, assessment design and lesson development, making school more interesting and relevant.
- We will develop new expectations and culture by developing a new code of conduct, and asking all students (as well as faculty and staff) at the beginning of each year to sign a “contract” to live by that code of conduct, among other things. These expectations could also be strengthened through home visits or “coffee hours” where incoming high schoolers and their families can talk about expectations and opportunities.
- Incoming 6th and 9th grade students will participate in a summer preparation program to improve readiness and boost their academics.
- We will offer a strong summer program to help with transitions and summer learning loss.

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

Students will be 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 will align with the cognitive structure of the content and will 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.

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 will be 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 assessment 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.

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 cycle described above (and also in Appendix 1A) results in aligned assessments which produce data. That data becomes the foundation of the data cycle.

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. 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 need to 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 this action would be 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.

We envision this cycle embedded daily during common planning time and becoming 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.

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 development 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.

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 mentioned earlier, detailed planning to create a Comprehensive School Plan will commence in earnest immediately upon NYSED approval of the University of Rochester as EPO, and will develop over the following six months (July-December 2014). This planning process is intended to be inclusive (involving all constituencies and stakeholders), research based and focused on best practice.

As indicated in our Letter of Intent (see Appendix 1C), we are also working on implementing in 2014-15 some initial recommendations that do 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 will not only be immediately beneficial to current East students, but also provide the EPO leadership team and East staff with valuable information that can further inform the creation of the Comprehensive School Plan.

Upon accepting the School Plan, the RCSD Board of Education will authorize the EPO to hire the supervising principal and support staff. The supervising principal will be expected to start as soon as possible, with no other duties except working at launching the new East High School. The supervising principal will then, in collaboration with the EPO leadership team and all stakeholders, hire the administrative and teacher leadership team. The administrative and leadership teams, in collaboration with the EPO and all stakeholders, will then hire the East faculty. 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 supervising principal to operationalize the School Plan and put it into action, including designing summer activities for the staff.

At this stage there will be much to do to launch the new structure, expectations and initiatives included in the Comprehensive School Plan, 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 development and other implementation start-up activities, as determined during the launching phase.

We also expect that not all the innovations outlined in the detailed School Plan will be implemented immediately in Year 1, but rather be phased in over time according to a detailed timetable and 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.

The supervising principal 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.

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 grade 9-12 and Other Subjects 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, teachers of record for a given course will determine, in consultation with their lead evaluator (an administrator) and within the agreements made with teachers and APPR requirements, what pre-assessment will be given to a specific class in late September/ early October. The pre-assessment will be aligned to a given course curriculum or teacher(s) could use assessment results from a prior year's post-assessment when such assessment is relevant to the current year's

course content (for example, Global 1 post-assessment data could be used for Global 2 teachers as a pre-assessment of student knowledge and skills). Based on the assessment data determined to serve as the pre-assessment benchmark, teachers will collaboratively set targets (with lead evaluator) for course specific student growth or achievement (for example, growth measure target could be pre-assessment range [40-50%] whereby 80% of students will grow by 25% on post-assessment; achievement target could be pre-assessment range [40-50%] whereby 80% of students will achieve 75 or better on the identified post-assessment).

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.

However, we envision a five year EPO contract with RCSD, to be reviewed and renewed after three years. The 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

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.

Our proposed key curricular strategies and practices are informed by the following considerations:

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 regular and built into the schedule 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 which 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.

These strategies and practices are aligned with the common core standards because the Common Core Learning Standards will be the foundation of the instructional goals across content areas across the school. These will be explicitly taught in summer professional development 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.

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, and professional learning more generally, will be critical to the successful implementation of the School Plan, as well as to building internal capacity to independently sustain in the long-haul the innovations and practices initiated with the support of the EPO. We also know from research that in order to be effective this professional development needs to be high-quality, intensive, focused on practice, and sustained over time. 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 Development (PD) will be a core aspect of the culture of East High School. It will be embedded, specific, relevant and collegial. School leaders will participate in teacher PD 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 PD through the school itself, as their ongoing presence in the school is critical.

All stakeholders will receive a level of planned job development from security personnel to administrative assistants to teachers and the superintendent. A school wide Professional Learning Committee will use evidence to plan and implement a program of individual and group growth that impacts every staff member.

There are a few complementary types of professional development that we already know will be needed (although additional ones may be identified as we progress):

- *Content-specific PD for teachers:* This PD 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 PD 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 2.1A 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 PD for teachers:* Given the challenges we identified earlier, all teachers could benefit from PD about reading and writing in the content areas, instructional strategies to meet the unique needs of ELL 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.
- *PD for all school personnel:* All East personnel could also benefit from inter-professional PD 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, and implementation of chosen student support models.
- *PD for parents and families:* More meaningful and rewarding parent and family involvement could be achieved with PD that serves families. We would like to work with community agencies like IBERO and NEAD that have developed successful ways to do this.

While we believe that the PD identified above is needed, we also realize it will not be possible to deliver it all prior to the launch of the new East High School in July 2015, or even during the first year of implementation. Therefore, we will need to carefully decide the sequencing and timing of specific PDs, to best utilize the available resources and help teachers focus their attention on a few key priorities at any one time. Some of these decisions will be finalized as part of the July-December 2014 planning process, while others will be made on an on-going basis by the Professional Learning Committee, with input from all stakeholders.

We are planning two main forms of professional development for teachers:

- *Intensive PD over the summer:*

- We are planning to have teachers engage in up to 20 days of paid professional development each summer – especially as new innovations are launched, and new teachers join the school. This will be a combination of content-specific and cross-disciplinary PD, to be determined each year for each teacher based on their roles and needs.
- *On-going PD during the school year/day:*
 - We are also planning to complement the summer PD with applications to practice followed by reflections with peers and/or coaching, which will take place during the work day. To make this possible, we want to schedule common planning periods for teachers in the same subject area; this time can also be used for common unit planning, discussion of students’ work, or other professional learning activities.

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 plan to work with IBERO’s parent leadership training to develop professional development for teachers on working with community partners, and with the Center for Youth and NEAD’s Family and Community Engagement team to work with teachers and administrators on developing meaningful and sustained relationships with families and community partners.

Site-based subject-specific coaches will play a key role in our model. We envision having math and ELA coaches devoted to East, 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. 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 and leadership coaches.

**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.**

Key strategies to provide students with academic support

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 Room must be staffed with teachers who have sufficient content expertise to reinforce, reteach 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 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.

Other strategies to support students in areas that may affect their academic success

We will also partner with community agencies such as Hillside Work Scholarship, IBERO, 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. This could 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.

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 should 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.
- Each staff member will be responsible for supporting a small student mentoring “family.” A block of time will be provided to meet with mentees every day. Work may include reviewing attendance, school performance, community service projects, restorative justice practice, and work aligned with specific school support programs. Teacher mentors may also utilize volunteers (for example, Warner School MS Counseling interns/students).
- 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.
- 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 explore using 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.
- All Students, staff, parents and community will participate in summer programs to acclimate them to the specific programs and expectations of East High School.
- PD for all faculty and staff will include social emotional support.

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 his/her 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.
- School based planning team will serve as the governance team for the school (e.g. Board of Directors). It will consist of teachers, administrators, parents/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.

COMPREHENSIVE PLANNING

6.1 Enrollment projections: Complete Chart below.

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).

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%

It will also be the policy of East High School to attract students mostly from the East community, and to not accept cross-city transfers after October 1 unless it is new students moving into the East community.

Our projections are based on entering cohorts of approximately 180 students and reduced retainage rates for students entering as 7th graders. Eventually, the school will be approximately 1250-1450 students (depending on whether 6th grade is added) including all cohorts and evening school. This chart also suggests a higher success level with previously retained students as a function of multiple supports and time starts.

Grades	Current		Projected Enrollment Table			
	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
7th	<u>229</u>	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>
8th	<u>300</u>	<u>229</u>	<u>180</u>	<u>180</u>	<u>180</u>	<u>180</u>
9th	<u>525</u>	525	<u>430</u>	<u>220</u>	<u>200</u>	<u>190</u>
10th	<u>272</u>	270	280	360	<u>200</u>	<u>180</u>
11th	<u>215</u>	250	250	260	340	<u>190</u>
12th	<u>223</u>	200	240	240	250	320
Totals	1764	1654	1560	1440	1350	1240

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 percentages of ELLs, 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 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.

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

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

Despite the short timeline to put together this application (less than a month), we made it a priority to consult and consider input from representatives of many constituencies, as EPO leadership team members met with several teachers and administrators as well as community organizations involved in East, reviewed a planning document created by a Collegial Group of East teachers, and held an open meeting with teachers and another with parents and students. (See Appendix 1B for a list of stakeholders involved up to this point).

While these initial conversations informed this preliminary document, if approved as EPO for 2015-16, we plan to engage in a much more inclusive planning process to produce a detailed Comprehensive School Plan by December 15, 2014, to be submitted for approval by RCSD and NYSED. To this end, each of the planning teams created to prepare this preliminary application will be expanded to include a wider membership, including representatives from East and co-chairs representing the most relevant stakeholders. The Comprehensive School Plan thus created will be vetted with all stakeholder groups before being presented for approval.

East personnel, students and their families, and community organizations will also be involved in the launch and implementation phases. The nature of this involvement will be an explicit goal for each of the planning teams working towards the detailed School Plan.

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 ELL students at East the best learning opportunities and conditions for academic success.

We recognize that bilingual programs can offer the best option to some ELL Latino students – especially new comers. Currently RCSD has two bilingual programs at the

secondary level: the one at East serving about 100 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.
- 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).

It has been a recurring question for RCSD whether Latino students with limited English proficiency would be better served by having one consolidated bilingual program (which would provide students with more choices and stronger support, but increase the concentration of Latino students in just one school) or by having multiple smaller bilingual programs (which will be by necessity more limited in the options and in the support they can offer).

Therefore, it will ultimately be up to RCSD to decide whether the bilingual program at East should continue or be consolidated with the program currently offered at Monroe High School for the 2015-16 school year. If approved as EPO, we expect to be participating in that discussion and request that a determination be made in early Fall 2014, so as to allow us to incorporate the implications of this decision in the Comprehensive School Plan we will be producing by December 2014.

If the decision is ultimately that the bilingual program at East should continue, an integral part of our post-approval planning process will involve working with RCSD and experts in bilingual education, as well as CELLS grant staff, to come up with a plan to offer a model bilingual program informed by research and best practices, using strong curriculum and instructional materials, and employing highly-qualified bilingual teachers.

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.

6. **PERFORMANCE EXPECTATIONS**

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 “effective” descriptors as per the DTSDE Rubric 	<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
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 • Increased options in CTE and electives • Better services to students w/ disabilities and ELLs • Individualized credit analysis and recovery • More internship opportunities • Multi-tiers systems of support (esp. RTI) 	<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 	<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. • Expanded mental and physical health services (UR Clinic) 	<ul style="list-style-type: none"> • Attendance data • Suspension and other discipline data

	<ul style="list-style-type: none"> mental health for students • Less teacher turn-around 	<ul style="list-style-type: none"> • Mentoring “Families” • Staggered starting time • Multi-tiers systems of support (esp. PBIS) 	
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 of our planning team. 	<ul style="list-style-type: none"> • Our financial management will be subject to outside and internal auditing.
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 will construct a Comprehensive School Plan by December 15, 2014, to be vetted by all stakeholders and approved by the RCSD Board of Education and NYSED by December 31, 2014. 	<ul style="list-style-type: none"> • The Comprehensive School Plan will be implemented with fidelity with the oversight of an implementation team and the Supervising Principal.

7. **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.

Text in the table below is suggested

	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 Common Core Standards . Specifically, how will you address literacy to the common core standards?	PD will be provided during summer months each year and during the school day. Attendance is required, and compensated during summer.	MOU as proposed by EPO	On-going, starting Summer 2015
Provide professional development around use of data for instructional and planning decisions.	PD will be provided on an ongoing basis during common planning time. Full engagement is required.	MOU as proposed by EPO	Ongoing, starting Sept. 2015
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.	The school will be in full compliance with CR 100.2 (o) as per the approved APPR plan	None	Ongoing, starting Summer 2015
Programmatic Changes			
Describe screening of staff for rehire/removal prior to start of school year.	All employees will be required to apply for positions at East High School. The EPO will hire the principal, who will supervise the	MOU as proposed by EPO	January-April, 2015

	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.		
Describe your process and approach to extending the school day or year . How will you include extended learning time for all students? When will this start?	The basic school day will be longer (approx. 2 periods). Additionally there will be an evening school, and summer program (required for incoming students and freshman).	MOU as proposed by EPO	Ongoing, starting Summer 2015
Describe how you will address the school governance structure . When will the changes be implemented?	The EPO will include a School Advisory Board 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	PD will be provided on an ongoing basis during common planning time. Full engagement is required.	MOU as proposed by EPO	Ongoing and at least weekly, starting Summer 2015

APPENDICES TO #2. DETAILED SCOPE OF SERVICES

Appendix 1A. Principles that will inform the design of a “coherent curriculum” for East

A Coherent Curriculum is a “plan by which everyone can envision the end results and develop coherent and logical work plans derived from and in support of the common long term goal.” (Wiggins and McTigh)

The following is an articulation of how we envision key components of the school’s curriculum to be aligned with the East High’s mission to graduate college and career ready youth:

1. Mission Related Accomplishments
 - a. Our school community, teachers, parents, students will be involved in specifying what our students need to be like and know how to do (beyond the CCLS) in order for them to become college and career ready
 - b. SCANS and community/business input will be used to inform the habits of mind that we will foster
2. Curriculum Philosophy and Learning Principles
 - a. Inquiry will be at the center of our curriculum practice
 - b. Strong conceptual bases will be the focus of grades 6 and 7 in all subject areas and thus students will be able to confidently enter into more complex bodies of knowledge with confidence and success
 - c. Because literacies are the gateways to on-going learning, students will have both integrated literacy instruction, e.g. reading in the content areas, and concentrated reading instruction through at least grade 8.
 - d. Research based beliefs about how people learn will guide all classroom practice.
3. Curriculum Specifics
 - a. Students will be systematically educated about career options through the middle years and grade 9 through dedicated period including visitors, field trips, virtual trips and research.
 - b. Systematic behavior and habits of mind will be integrated into classroom instruction (e.g. collaboration, negotiation). Instruction in how the human brain functions will be utilized as a component of PBIS program
 - c. Curriculum materials that have been externally validate by research or rigorous field testing whenever possible
 - d. Interdisciplinary planning and implementation of units will be utilized to support motivation and student interest/motivation
4. Content standards
 - a. The CCLS will be used with regard to content and thinking standards for the extant disciplines
 - b. Recurring big ideas and questions will conceptually anchor the standards to content
5. 6-12 Curriculum Maps
 - a. Will integrate the habits of mind and big ideas that spiral through the curriculum
 - b. Assessments will be aligned across grade levels to assure rigor
6. Assessments
 - a. Will include authentic tasks reflective of the key accomplishments and challenges in the disciplines
 - b. Common rubrics used to provide feedback toward standards and evidence for program improvement

- c. Grade level teams will be responsible for recording assessment data via standards-based reporting to show progress over time.
 - d. Tri-State rubric will be used to query alignment with CCLS
 - e. Tangible examples of student work with commentary will be used to illustrate specific performance levels
 - f. Pre-assessments and ongoing checks to assure the appropriate level of challenge for students and to provide feedback
7. Differentiation
- a. specific suggestions for responding to individual student's misconceptions and learning profiles
8. Trouble Shooting Guide
- a. Advice and tips for addressing predictable learning-related problems

Appendix 1B. Individuals and organizations involved in the planning.

While the timeline to prepare this application did not allow for the in-depth planning and collaboration we think is necessary to complete a strong School Plan (and which, if approved, we are committed to for the Phase II planning period to take place in July-December 2014), in the few weeks since NYSED informed us of the extended deadline we have made every possible effort to reach out to various categories of stakeholders to gather their input.

Members of the leadership team (as identified in Sections 2 and 3 of the application) had preliminary conversations with the following individuals and organizations – either in face-to-face meetings, phone calls, or email exchanges; individuals marked with an asterisk (*) were part of specific planning teams, and individuals marked with a plus sign (+) provided written documents that were studied by the leadership team:

East High School personnel:

- +Anibal Soler, principal
- Jen Rees, assistant principal
- Ben Rhodes, CASE
- *Sherylanne Diodato, Head Counselor
- +*Collegial Circle working on East High School Redesign* (Christine Burnell; Paul Conrow; Dan Delehanty; Kristine Fredericks; Susan Gross; Amy Lewis; Dan Sullivan)
- *Laura Delehanty, teacher
- *+Dan Delehanty, social studies teacher
- Kristine Fredericks, teacher
- Susan Gross, teacher
- +Paul Conrow, science teacher
- Logan Newman, science teacher
- Fayne Winter, math teacher
- An additional 70+ teachers participated in open meeting

East High alumni, students, and family members

- +Rowland Williams, alumnus
- Justice Barnes, student
- Jerome Barnes, student
- Jovan Smith, student
- Darius Walker, SOTA student, East High football player
- Keith Bryant, student
- Niyoker Foster, Parent
- Jerome Barnes, Parent
- Dynastia Barnes, student
- Mrs. Vatista Jones, Grandparent
- Denzel, 9th grader at East
- Imani Monroe, student
- Lakee Magunter, Parent

Other RCSD personnel:

- Van White, President of RCSD Board of Education
- Willa Powell, RCSD Board of Education
- Malik Evans, RCSD Board of Education
- *Makita Saloane, RCSD Parent Committee Chair
- Allen Williams, City of Rochester Director of Special Projects and Educational Innovation

Community and community organizations' members:

- *+Elaine Spaul, Center for Youth
- *Paul Clark, Center for Youth
- *Ray Mayoliz, City of Rochester, Pathways to Peace
- *Hilda Rosario-Escher, Ibero
- +Gladys Burgos, Ibero
- Daniel Vega, Ibero
- Ornella Figueroa, Ibero
- *Marisol Ramos-Lopez, City of Rochester Commissioner of Recreation and Youth Services
- *Augustin Melendez, Hillside Work Scholarship
- *Donald Armstrong, Hillside Work Scholarship
- Ty Kelly, Paul Speranza, and Joe Wesley from Wegmans
- Jeremy Smith, NEAD Freedom School
- *George Moses, NEAD
- Robert Moses, NEAD
- Wallace Smith, NEAD
- Brittany Calvin, NEAD
- Hughan Reid, NEAD
- Kimberly Jones, NEAD Family and Community engagement

University of Rochester personnel (besides leadership team):

- Joel Seligman, President
- Peter Lennie, Provost and Dean of the College of Arts, Sciences and Engineering
- Ron Paprocki, Chief Financial Officer
- Holly Crawford, Associate Vice President for Budgets and Planning
- Peter Robinson, Vice President and COO, URMC; Executive Director Government and Community Relations
- Cindy Callard, Director of the Warner Center for Professional Development and Education Reform
- *+Kim Urbach, Program Manager of the School Based Health Center at East, School of Nursing
- *Mary Ellen Dennis, Psychiatric Nurse Practitioner, School Based Health Center at East
- Kathy Rideout, Dean, School of Nursing
- Beth Olivares, Executive Director of Kearns Center for Leadership and Diversity in Arts, Sciences, and Engineering; PI of Upward Bound program

- Anthony Plonczynski, Associate Director, Pre-College Programs
- Jamal Rossi, Dean, Eastman School of Music
- Donna Brink-Fox, music education faculty, Eastman School of Music
- Christopher Azzara, music education faculty, Eastman School of Music
- *Nancy Ares, Warner School faculty involved in Freedom School
- *Joyce Duckles, Warner School faculty involved in NEAD's Corner Store project
- *Karen Mackie, Warner School faculty
- Kevin Meuwissen, Warner School faculty, Faculty Associate in RCSD Teaching America History (TAH) grant
- April Luehmann, Warner School faculty, Director of ScienceSTARS program
- Wayne Knox, Institute of Optics

Buffalo East High School (contracting with Johns Hopkins as EPO) – site visit on June 5, 2014:

- Casey Young, Principal
- Tamara Branch, EPO Superintendent, Johns Hopkins University
- Rebecca Donnelly, School and Student Support Services Facilitator, Johns Hopkins University
- Beth Boyle, School Transformation Leader, Johns Hopkins University
- Ruthie Dines, ELA instructional specialist, Johns Hopkins University
- David Mauricio, Buffalo Chief of School Leadership, expert in bilingual education

Appendix 1C. University of Rochester Letter of Intent

May 6, 2014

John King, Jr.
Commissioner of Education and
President of the University of the State of New York
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Re: Letter of Intent

Dear Commissioner King:

The University of Rochester (the “University”), primarily through its Center for Professional Development and Education Reform at the Warner School of Education, is interested in assisting the Rochester City School District (“RCSD”) in substantially improving student achievement at East High School under the Restart Model. Specifically, the University submits this letter of intent (the “Letter of Intent”) as its commitment to submit a proposal as EPO for East High School (“East”) for the 2015-2016 academic year implementation, provided all the conditions articulated in this document are met.

Introduction

The University had considered the possibility of applying as an Educational Partner Organization (EPO) under Section 211-e of the Education law for the Request for Proposal (RFP) due on April 15, 2014. Due to the complexity of the issues presented, however, it was concluded that there was not sufficient time to engage in the in-depth analysis and planning required to prepare a well thought-out proposal during the twenty-one days afforded by the original deadline. We continue to believe, however, that East High School will not be well served under any of the options currently under consideration; therefore, we would like to offer a new alternative for RCSD and the New York State Education Department (“NYSED”) to consider.

The alternative we are proposing involves (a) postponing to February 2015 a final decision about the options NYSED set for East in order to allow the time needed to prepare a quality EPO proposal, while in the meantime (b) enabling the University to lead some new initiatives in East during the 2014-15 school year that will immediately increase learning opportunities for East students and provide the opportunity to pilot and refine some innovations before they are included in an EPO proposal.

Commissioner John King, Jr.
May 6, 2014
Page Two

In this scenario, the University would be interested in submitting a proposal as EPO for East. We have already identified and secured the participation of Dr. Stephen Uebbing (a full professor at the Warner School of Education with over 23 years of experience as a Superintendent of Schools, as well as experience as a school improvement consultant for Focus Schools and schools in restructuring including schools in Geneva, Medina and Batavia - see attached CV for additional detail) as the potential Superintendent for the proposed EPO and leader of the planning team, as well as the person who could lead the proposed 2014-15 innovations at East.

Given the significant commitment of effort and resources that planning an EPO proposal will require, however, the University is willing to invest in this process only if (a) there is a preliminary agreement in principle by all key parties about some fundamental conditions identified as necessary to the success of the project, based on research on school turn-around and what we currently know about East (particularly with respect to reaching agreements in principle with the four employee bargaining units), and (b) the 2014-15 school year can be used to pilot and refine some of the innovations to be included in the EPO proposal. The remainder of this letter articulates these conditions.

Timeline

To ensure sufficient time to complete the planning process, on the one hand, and to complete personnel hiring and other key initiatives needed to implement the plan by 2015-16 if approved, on the other hand, the following key deadlines must be met:

- RCSD reaches a decision about whether they support the conditions articulated in this Letter of Intent by May 7, 2014, and communicates this in writing to the University President.
- Each of the applicable bargaining units commits in writing to negotiate in good faith to reach an agreement in principle regarding the key employment-related terms and conditions necessary for the University to act as an EPO. Such agreement in principle must be reached by July 1, 2014.
- Subsequently, the University President will contact the Commissioner to present this Letter of Intent and to request the postponement of the current May 16, 2014, deadline for a decision on East.
- A new deadline to submit an EPO proposal is set for no earlier than December 15, 2014.
- NYSED final decision about the EPO proposals is communicated by February 1, 2015.

Budget neutrality principle

The University expects the project to operate under the principle of budget neutrality. This means that:

- There is no expectation that the University will subsidize any part of the plan, and thus the budget put together as part of the EPO proposal will include all costs necessary to implement the proposed plan, including:
 - costs related to any staff needed to carry out the proposed activities (including University personnel's percentage of FTE devoted to specific project activities);
 - costs required to contract with other vendors for services included in the plan for which there is no internal capacity within either RCSD or the University (including selected consulting services from experts in specific areas of school turn-around).
- Planning and implementation costs incurred during the 2014-15 year (which cannot be covered in the EPO budget) will be covered by RCSD, including but not be limited to:
 - all planning costs, including costs associated with the work of Warner faculty involved in the process, services performed by third parties for professional development on school turn-around for the planning team, and travel costs for field trips and conferences for the planning team to learn about successful turn-around efforts;
 - costs incurred to implement preliminary initiatives at East, including providing leadership coaches to each member of the leadership team at East.

Conditions that need to be in place for 2014-15

Recognizing the urgency that led NYSED to decide that East High School could not continue in its current situation, we are committed to use the 2014-15 school year not only for planning but also as an opportunity to make some initial changes in East High School that can result in immediate benefits to its students as well as pilot and refine ideas for inclusion in the EPO proposal.

We have identified the following conditions as most critical:

- The current principal (Anibal Soler) is retained in his position for the planning year (2014-15) and states in writing his willingness to fully collaborate with the University in developing a plan for the EPO proposal and beginning to institute some significant changes – *as we believe that this level of continuity and commitment would be instrumental to engaging the participation and good faith of the school community in the planning process, and to effectively implement the changes suggested below.*

- The East principal is given autonomy over the school schedule and flexibility in introducing new courses and other initiatives that may help students graduate on time; this should include, but not be limited to being able to:
 - create high-quality math and science non-Regents courses that can be offered as an alternative to graduating seniors;
 - approve Independent Study courses at the building level;
 - maintain and enhance CTE programming;
 - include common planning periods for teachers in the schedule;
 - add a 9th period credit bearing extended day (to offer students in grades 9-12 the opportunity to take an additional course for credit acceleration or credit recovery, and students in grades 7-8 the opportunity for additional intervention in math and/or literacy);
 - have its own building registrar, so that a schedule can be created and managed at the building level to include pilot initiatives;
 - hire additional social workers/counselors to address the most pressing socio-emotional needs of current at-risk students (*to begin to bridge the current gap from the recommended ratio for urban schools*);
 - offer a summer program that is specific to East High School students for summer 2014.
- No Distinguished Educator is appointed for East for the 2014-15 school year.
- The University will establish a planning team led by Dr. Uebbing and including both University and RCSD personnel. This planning team will also be charged to ensure the meaningful involvement of students, families and community members, as well as other key constituencies, in the planning process. Both the University and RCSD commit to provide the needed release time for members of the planning team to conduct a thorough needs analysis, to participate in relevant professional development and training, and to engage in a planning process leading to a quality EPO proposal by the established deadline.
- RCSD will give the planning team access to people and data as needed for the planning process (under the customary expectations of confidentiality), as well as open access to East. RCSD will also appoint a “liaison” in the Central Office who will be responsible to timely provide the requested information and/or access.
- All members of the East leadership team, including the principal, will be provided a leadership coach selected by Dr. Uebbing.
- RCSD provides the additional resources needed to support costs related to the planning activities (including professional development and travel) and the implementation of educational changes instituted during the planning year.

Foundational conditions to be included in the EPO proposal

Before the University can invest the considerable resources needed to prepare a viable proposal as EPO for East High School, we need to ensure that at least in principle (and pending approval from that relevant unions) RCSD is willing to support the following conditions that we plan to include in the EPO proposal:

- Sole authority in curriculum decisions, including that required for the development of a strong CTE program, within the constraints set by the Commissioner Regulations parts 100 and 200.
- Authority to seek waivers from the New York State Education Department without prior approval of the RCSD.
- Flexibility in scheduling, including changes in the start and end of the school day, extensions of the school day and year, etc.
- Authority to develop a new Code of Conduct.
- Ability to evaluate and potentially adjust total enrollment, including a commitment to limit the students transferred to East High School after October 1 of each year to new students who move to the general neighborhood – *to avoid disruptions caused by continuing changes in the student population after the school year begins.*
- Ability to include non-academic services that may be critical in meeting the physical and emotional needs of specific groups of students (*and, thus, necessary to put students in a position where they can productively engage in learning activities*).
- Using as a planning guide the Diagnostic Tool for School and District Effectiveness, which includes the following tenets:
 1. District leadership and capacity.
 2. School leader practices and decisions.
 3. Curriculum development and support.
 4. Teacher practices and decisions.
 5. Student social and emotional developmental health.
 6. Family and community engagement.
- Authority in staffing decisions (with the understanding that RCSD and the University will need to address the impact of these new requirements under the several collective bargaining agreements with the teachers and other employees, and a final agreement could only be obtained after each of the positions has been fully articulated as a result of the planning process); this will include:
 - Developing new job descriptions for teachers and other key staff positions – *to ensure that they include all the responsibilities needed to accomplish the proposed plan.*
 - At the start, having all the current staff, along with other interested candidates, re-apply for the positions articulated in the plan in conjunction with an MOU with the RTA – *in order to ensure that all new employees agree to accept employment under the new terms and conditions developed for the position they apply to, and they can perform according to the new expectations established for those positions.*

- Having initial as well as future hiring decisions based on merit and fit considerations, using agreed-upon and clearly articulated criteria.
- Ability to develop staffing projections based on agreed upon factors (rather than just projected student-teacher ratios), with some flexibility to adapt to changing conditions and student needs
- Having explicit criteria and systems in place to fairly evaluate personnel's performance and discontinue personnel who are not meeting the expectations articulated for their position (after following due process).
- A commitment from the RCSD to provide financial support to institute best practice in instructional staffing.

Collective Bargaining Agreements

It is our expectation that the University and RCSD will seek accord with the various bargaining units for approval for new position descriptions and any other element of the EPO proposal requiring changes in the current collective bargain agreements. Therefore, the University's ability to submit an EPO proposal will be contingent on achieving a mutually acceptable agreement in each of these cases. As a result, the University has requested written commitment from all relevant collective bargaining units stating their willingness to negotiate in good faith regarding any necessary adjustments to its current collective bargaining agreement to fulfill the objectives of the EPO.

To date, the RCSD Board of Education has received such written commitments from three of the four collective bargaining units (BENTE {Non-Teaching Employees}, ASAR {Supervisors and Administrators} and RTA {Rochester Teachers}). The fourth unit, the RAP (Paraprofessionals) has not expressed any objection, and we expect that a letter will be submitted. We will work with the RCSD Board of Education to obtain a written commitment from all four of the collective bargaining units to work in good faith together to achieve the agreements in principle outlined below by the July 1, 2014 deadline.

In order to ensure the State Commissioner of Education that the pivotal conditions required by the University to proceed with an EPO proposal are being fulfilled, the University requires that, on or before July 1, 2014, each of the collective bargaining units reach a binding agreement in principle regarding the adjustments that will be necessary to its existing collective bargaining agreement with respect to the operation of East High School so that the objectives of the University as EPO can be achieved. In the discussions and negotiations with the collective bargaining units, the parties will consider similar precedents in New York such as All City High and Green Dot.

Commissioner John King, Jr.
May 6, 2014
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To conclude, this Letter of Intent contains the University's plan to proceed with an EPO proposal should NYSED, RCSD and the collective bargaining units meet the stated terms and conditions.

Sincerely,

Joel Seligman
President

JS/ps
Attachment

cc:
Van White, President of RCSD Board of Education
Bolgen Vargas, RCSD Superintendent
Raffaella Borasi, Dean, Warner School of Education
Gail Norris, University General Counsel
Steve Uebbing, Professor, Warner School of Education

Bcc:
Beth Olivares
Rich Feldman
Peter Robinson
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Sasha Tulgan
Lamar Murphy
Peter Lennie
Bil Murphy
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Laura Brophy
Sara Miller
Paul Burgett
Sue Niggli

Appendix 2.1A. Example of common core math professional development offered by the Warner Center for Professional Development and Education Reform

“Digging Deeper into the CCSSM: Algebraic Thinking in High School” Institute Overview



In this 4-day, 30 hour institute participants have opportunities to engage in mathematical experiences related to the development of the concepts and skills of the algebra strand that are expected of secondary students under the CCSSM. Participants use the Progressions Documents related to algebra (Progression on 6-8 Expressions and Equations; Progression on High School Algebra; Progression on High School Functions; <http://ime.math.arizona.edu/progressions/>) and the “Developing Essential Understandings” series from NCTM to ground their experiences. Participants have opportunities to reflect on how to support ALL students in developing un2.1x OR derstanding of algebraic concepts and skills and consider implications for their own instruction through the creation of an “action plan”.

This institute was designed based on knowledge of effective professional development design and implementation (e.g., Louckes-Horsley, 1996; Borasi & Fonzi, 2002; Darling-Hammond et al, 2009; Sztajn, Marongelle & Smith, 2012). In particular, as recommended by this literature, this professional development institute is intensive, ongoing, and connected to practice; focuses on student learning and addresses the teaching of specific content (in this case “algebra”); aligns with school improvement priorities and goals (in particular CCSSM implementation); and is designed to build strong working relationships among teachers.

Participants have opportunities to engage in mathematical experiences related to the development of number and algebraic thinking in the Common Core and engage in and reflect on the Standards for Mathematical Practice, particularly related to algebra and algebraic thinking. In particular, throughout the 4 days, participants engage in mathematical experiences related to the following CCSS: 6.EE.1-9, 7.EE.1-4, 8.EE.1-8, 8.F.1-5, A.SSE.1-4, A.APR.1-7, A.CED.1-4, A.REI.1-12, F.IF.1-9, F.BF.1-5, F.LE.1-5.

Institute Goals

- Recognize the “big ideas” of algebra and develop strategies to make these ideas more accessible to students
- Deepen content knowledge of algebraic concepts and reasoning through mathematical experiences
- Better understand how the CCSSM content standards and standards for mathematical practice support development of student understanding of algebra and algebraic reasoning
- Re-consider what it means “to do algebra”
- Recognize the impact that the CCSSM has on instructional practice

In order to support participants’ learning related to these goals they engage in carefully sequenced and supported experiences that include:

- The use of readings to support participant learning and bring in relevant research and mathematics from other sources (e.g., the Progressions documents, NCTM Essential Understandings series);
- Engaging in mathematics as genuine learners in a supportive learning community;
- Engaging in mathematical discourse sharing solutions and strategies and examining others' work;
- A focus on “big ideas” in mathematics and examining the CCSSM Content Standards both within own grade level and beyond to see how these “big ideas” play out in CC;
- Opportunities to view video, read cases or examine their own experience to look for and discuss evidence of Standards for Mathematical Practice and to gain an image of what a CC classroom could look like;
- Examining student thinking through written and video case discussions;
- Reflection on their own learnings and implications for their practice;
- Time to work on developing an action plan individually and in small groups.

DAY 1

Introductions; Course Goals; CCSSM Overview

What does it mean to “understand” mathematics? (using Wiggins & McTighe and CCSS descriptors)

Introductory Algebra work grounded in the “Progressions on High School Algebra”

<http://ime.math.arizona.edu/progressions/>

Engaging in mathematics as learners and examining student work to explore:

- The Concept of Variable (6.EE.2, 6.EE.6, 6.EE.9)
- Seeing Structure in Algebra (A.SSE.1, A.SSE.3)
- Solving Linear Equations and Inequalities using technology (7.EE.1, 8.EE.5, 8.EE.7, 8.EE.8, 8.F., 8.F.3, 8.F.4, 8.F.5, HAS.CED.1, HAS.REI.3)

Homework:

Read the “Progressions for High School Algebra” and reflect on the following:

- What is the vision that the authors of CCSSM have for high school algebra?
- How is this vision different from what has been important traditionally in high school algebra courses?

DAY 2

Progression Discussion from HW; Institute Norms

Standards for Mathematical Practice: How do the practices impact instruction?; Reading and responding to the practices through the lens of student engagement and teacher moves

Exploring Functions

- The Big Ideas of Functions from “Developing Essential Understandings of Functions 9-12” (NCTM)
- Engaging as Learners: Exploring Linear Functions and Recursion considering the themes of focus and coherence (7.RP.1, 7.RP.2, 8.EE.5, 8.EE.6, 8.EE.7, 8.EE.8, 8.F., 8.F.3, 8.F.4, 8.F.5, HSF.IF.3, HSF.IF.9, HSF.BF.1, F.BF.2, HSA.CED.1, HSA.REI.3)
- Examining student work

Homework:

Read the Progressions for High School Functions pgs 1 – 16 and reflect on the following:

- How are the CC themes of focus and coherence evident in the high school functions progression?
Read p.7-22 of “Developing Essential Understandings of Functions 9-12” and reflect on:
- What is it about the definition of functions that students should understand?
Read p.78-83 and reflect on: How does multiple representation support the understanding of functions?

DAY 3

HW Discussion

Modeling as a Practice (SMP4)

- Modeling Linear Relationships and building on students’ prior knowledge: Using reasoning to solve systems of linear equations (7.EE.1, 8.EE.5, 8.EE.7, 8.EE.8, 8.F., 8.F.3, 8.F.4, 8.F.5, HSA.CED.1, HSA.REI.3)

Engaging as learners: Exponential Functions (HSA.LE.1, HSA.CED.1, HSA.REI.11, HSF.IF.7, HSF.IF.8, HSF.BF.1)

- What is an exponential function? What are the defining characteristics of an exponential function?
- Modeling Non-Linear Relationships in Context: A Vignette - Using Student Discourse
- Modeling exponential relationships

Examining rich mathematical tasks and their implementation (based on the work of Peg Smith): Characteristics of “high cognitive demand tasks”; Factors associated with the maintenance and decline of high cognitive demand tasks; and what the research tells us.

Considering Assessment: Looking at PARCC and NYS released items

Homework:

Read the summary of the Henningsen and Stein research, “Supporting Students’ High Level Thinking, Reasoning, and Communication in Mathematics” and reflect on the following:

- Why do you think the factors identified by Henningsen and Stein led to the maintenance or decline of “doing” mathematics? How can we create a classroom culture that promotes the maintenance of high cognitive demand?

Read “Exponential Functions” pgs 53-59 in “Developing Essential Understandings of Functions 9-12” and reflect on the following:

- What are the defining properties of exponential functions? Why are exponential functions receiving new emphasis in the CCSSM? Why have exponential functions been largely ignored in most state standards, in mathematics curricula, and in assessments?

DAY 4

Homework Discussion Part 1: Exponential Functions

Looking Deeper at Exponential Functions

- What does the following statement mean: “Exponential functions are characterized by a rate of change that is proportional to the value of the function”?

Comparing linear and exponential functions: A Look at the Content Standards (HSF.LE.1, HSF.LE.2,

HSF.LE.3, HSF.LE.5)

Quadratic Functions (HSA.SSE.1, HSA.REI.4, HSA.CED.1, HSA.IF.7-9, HSA.LE.1-3,5,6)

- Using context and technology to solve quadratic equations leading to the quadratic formula
- Quadratic Polynomials—Access to concepts
- Examining student work to identify algebraic reasoning

Homework Discussion Part 2: Tasks and Cognitive Demand

Modeling (SMP4 and CCSS HS Modeling Standards)

- The Modeling Cycle
- Engaging in mathematics as learners: Using Modeling to solve a problem

Individual Action Plans

Sharing Professional Commitments

Course Evaluations