

Tenet 1: District Leadership Team

Member	Representing/Function
Angie Rivera	RAP
Raffaella Borasi	UofR (Dean Warner School)
Adele Bovard	RCSD
Laura Brophy	UofR
Carmen Febles	BENTE
Christina Otuwa	RCSD
Kyle Crandall	RTA
Michael Ford	Chair, Professional Learning Committee
Gary Valenti	UofR, Business Official
Joanne Larson	Chair, Tenet 6, Family and Community
Caterina Leone-Mannino	RCSD
Margie Brumfield	RAP
Susan Meier	Chair, Tenet 4, Teaching
Michael Occhino	UofR
Paula Linza	RTA
Anthony Pioncznski	UofR, Kerns Center
Mary Rapp	Chair, Tenet 3, Curriculum
Bonnie Rubenstein	Chair, Tenet 5, Social Emotional Support
Anibal Soler	ASAR, East Principal
Sasha Tulgan	UofR
Amy Schiavi	RCSD
Stephen Uebbing	Chair, Tenet 1,2, District and School Leadership
Dena Swanson	Chair, Student Voice Committee

Charge to Tenet 1 Committee

Discuss all issues that will constitute a change to the current CBAs

Provide adequate budgeting projections for all school operations

Study transportation to and from school for students

Review Building condition and overall facility needs

Consider security issues

Provide a high quality school meal program for students and staff

Identify and deal with all NYSED issues

Agenda

East Planning Team

May 21, 8:00 Greece Central School Central Office

Members invited: with emails, Susan Meier (Susan.Meier@greececsd.org); gvalenti52@gmail.com; Larson, Joanne <JLarson@Warner.Rochester.edu>; Shaun.Nelms@greece.k12.ny.us; Rubenstein, Bonnie <brubenstein@warner.rochester.edu>; Borasi, Raffaella (RBorasi@Warner.Rochester.edu); Rapp, Mary MRapp@Warner.Rochester.edu; Michael Occhino MOCchino@Warner.Rochester.edu

Opening: Mission and Vision: We will conduct a short M/V activity around our hopes and dreams for this enterprise. (20 minutes) by group

V/M: here are some of the attributes that came from our activity. Here are some highlights:

Decline in number of students in criminal justice system

Teachers value students as learners, student centered learning

Teachers engaged in professional learning

Wider community engaged in high expectations, accountability and presence

Structures for accountability

Vibrant robust community center

All feel empowered

Students engaged in learning as a function of good teaching

Choice of classes in new areas

Support for life

A culture of trust in which all see themselves as together in a common learning experience.

Transformed instruction

Interest driven activities

True learning environment.

Update: I will update you on the various discussion and agreements that have been achieved thus far and the timelines we will have to meet. By SJU (15 min)

Complete, Reviewed background and current status.

Planning Process: I will review the proposed planning process, both short term and long term. (10 min)
SJU

We had extended discussion around the need to get more input from all stakeholders, specifically to hold a “town hall” type meeting. I indicated that I had offered to do a faculty meeting update at East, and if that occurs, I will invite all of you. After discussion, we agreed that a large group community type meeting should occur only after we have been appointed as EPO by NYSED.

We need to get the actual proposal to SED by July 1 (actually it comes from RCSD.) Each Tenet group will “populate” the proposal with their input and get to Raffaella by June 16. That gives the writing team about 12 days (with weekends) Each Tenet group leader is empowered to use any resources at their disposal to get the initial work done. We will not proceed unless SED agrees that we can modify the proposal as needed. They will require as much detail as possible.

Unpacking the documents: We will discuss each of the documents provided in the e-mail with emphasis on the DTSDE. (20 minutes) by SJU **We did not spend time with the DTSDE. Please review your Tenet carefully. Our proposal should address each area, and our plans to be effective in that area. Essentially, this is the NYSED improvement model, and we must plan to it. You are not bound by your Tenet.**

Our work: I will lay the tasks and timeline for our work. We will engage in discussion regarding what that looks like and implications for collaboration. (40 minutes) group **See notes under planning process**

Calendar work: We will lay out proposed meeting dates through mid-June. Please start to think about who you want to help you with this work, and feel free to have initial non-binding discussions. We will not put out a call for volunteers as we will be under a tight timeline and will need to move quickly if we are to meet the Commissioner’s deadlines. (20 min) **We agreed to the following meetings. May 29 @ 8 am, (I invited Annabel) June 3 @ 8 am, (tentative), June 9 @ 1pm**

I have asked CG to assign us a room and provide for coffee etc.

Please be aware, that we are receiving information from the SED that will help clarify some of our work tasks. I am hoping to have that by the meeting.

We will start promptly. Plan 10 minutes from the time your park to get to the room. Shaun will send you directions and arrange for security clearance.

See you all next time. Please feel free to make any suggestions for changes to this document.

Agenda with notes

East Planning Team

Wednesday June 4, Le Chase Hall Rm. 312; 8:00 am- 9:45 am

Members invited: with emails, Susan Meier (Susan.Meier@greececsd.org); gvalenti52@gmail.com; Larson, Joanne <JLarson@Warner.Rochester.edu>; Shaun.Nelms@greece.k12.ny.us; Rubenstein, Bonnie <brubenstein@warner.rochester.edu>; Borasi, Raffaella (RBorasi@Warner.Rochester.edu); Rapp, Mary MRapp@Warner.Rochester.edu; Michael Occhino MOCchino@Warner.Rochester.edu; Anibal.Soler@RCSDK12.ORG

Updates:

- Labor negotiations **I am meeting with Adam today (Friday June 6)**
- Field Trip

Faculty meeting: Reminder, I am planning on meeting with East faculty on Monday, June 9 @ 2:30 pm. Any team members interested in attending are welcome. **We have moved our June 9 meeting to EHS. Anibal will arrange for space. We will start at 12:30 not 1:00, so mark your calendars.**

Events: the teaching and Learning Institute at East is hosting an end of the year event on the 10th of June at 7:00 pm. Parent meeting 11th at 6pm.

Timeline:

Key Dates:

- By 6/30 RCSD submits application to NYSED
- By 6/24 Submit application to RCSD
- By 6/23 Submit application to University (we need a team meeting that day) , achieve labor agreements.
- **By 6/13 turn over all work to writing team If possible, please try to have all your bullets to ME by the 13th ...I have cleared the weekend to organize them into the actual proposal. Remember, we will not need everything you give us for this first proposal to NYSED, but will continue to carry all recommendations as we put our full proposal together for the RCSD BOE by December.**

We have a number of key benchmarks we need to achieve in order to adhere to these key dates.

We need to come to agreement on the following:

Grade structure. I believe **we have moved to 6-8**, 9 “attached” to MS but treated as a separate academy, 10-12. I advocate separate start times for each group. I also advocate a “late” school for students who are behind in credits, have to work, have family responsibilities etc. **All confirmed.**

- **Overall supervision structure.** I believe we have moved to a MS and HS principal, and an assistant principal for grade 9 specifically. I believe we will need at least 3 more assistants, a business administrator and several "deans." **We agreed on the basic structure, it is not clear yet how many assistants and or deans we will recommend. MY SENSE, is that there would be one assistant for the upper house, one for the lower house and one for grade 9 plus three deans.**
- **There needs to be a place kids can go when they feel they are struggling behaviorally....ie support center, that and other structural supports should mitigate some of the disciplinary issues.**
- **There needs to be both options to intervene prior to bad things happening as well as a level of administrative support.**
- **We suggested administrators and counseling be paired as much as possible. We don't want them to be seen as separate entities, but as part of a full team.**

Teacher leadership support. We should be thinking on two levels, coaches and subject area "chairs." A coach can support DDI, lesson design, unit design, teaching etc. The chair supports the same issues specifically in the discipline.

- Math (3), ELA (3)
- Chairs in each content area 6-12
- **Teacher Leadership. We agreed on department chairs with release time for each core area and coaches in ELA (3) and Math (3)....**
- we then went forward to discuss socio emotional support and teacher leadership. Can dept chairs with release time provide support? Can the coach help here? Can CITs provide support with APPR?

Basic approach to curriculum and instruction: We are designing a comprehensive **best practice** school. Therefore we need several thrusts. Academic preparation for all students, a focus on college readiness and high quality CTE. I have shared my strong belief that early accumulation of credits is essential. **I met with the math folks on Wednesday and we have agreement about a 6-8 approach including summers that would make it possible for any child to have the opportunity to acquire a math credit by grade 9. Meanwhile, I know that Mary has met with social studies experts about changing the approach to US History.**

Curriculum team is talking about LOTE, Math (possibly) US History (possibly) Art (remember keyboarding!)

There would also be an exploratory component in MS.

We agreed that we want to foster a cooperative teaching model at all grades. Upper school may be organized into houses

We want teams of teachers to know kids over time....to move ahead with them.

Basic approach to professional development I want to require all teachers to engage in summer PD (next year) and daily PD and planning.

College and career ready need to be defined

Data on students needs to be shared

Teachers need to use data to inform instruction. We need to either use an established data protocol or create our own. PD here is critical.

Kids need life skills training and a sense of value on their own life.

Metrics In the application, we need to state our goals in terms of metrics. To me, the key is graduation rate. But we also must deal with cohort tests 6-8 and Regents.

Field Trip: Raffaella, Susan, Anibal, Jen, Willa, Sasha and I visited East HS in Buffalo on Thursday. The EPO at EHS is Johns Hopkins University.

Interestingly, they are doing many of the things we discussed, including a 9th grade academy, doubling up on Math and ELA in grade 9, a Freshman Seminar class every day that focuses on life skills, and use of social workers to assist in social-emotional issues. Buffalo's EHS is a 9-12 school with smaller cohorts (target, 150) . This raises the question of our target cohort size...right now my own view is 180, two teams of 90 at middle school.

We agreed to meet on June 9 @ 12:30pm at East. We also need a longer meeting on June 23.

July 8, 2014

East-Warner Leadership Team

Noon Le Chase 312

Agenda and Minutes from Meeting

- 1.) What has happened since we last met? MOUs, (I will review) SED submission and process. I provided an update.
- 2.) Next Steps.
 - a. Leadership team. I would like us to continue to meet, so we can plan the planning. We decided to meet every other week. Through the summer, this will be Wednesday at 12:30 pm
 - b. Listening and talking. We committed to conducting focus groups at East in late August, ending in very early September. The purpose will be to create a SWOT analysis that will inform our work. These focus groups are to include all stakeholders and we may need to do considerable outreach to achieve that goal.
 - c. Expand the stakeholder base. Can we brainstorm the best approach? I will meet with the teacher group later that afternoon. I am hoping to leave the meeting with a “plan in hand” dates etc. (some attached) In addition to the focus groups, we decided to do a “town hall” event shortly after school opens. This will be a chance to share what we have done thus far and mostly listen to community members. We will need support to advertise.
 - d. Committee expansion I created an introduction for all committee work. I met with teachers and forwarded you contact information. Each committee needs to proactively invite stakeholders. I will get contact info for the other CBOs. Joanne is a great source for family members.
 - e. Time and task...we need to be ready to write by mid-November. I have included an updated PERT chart.
- 3.) Overlaps and coordination. How do we anticipate issues and handle them when they occur? Example: PD, PBIS, or role of parents in curriculum. I have the beginnings of a matrix (attached)...lets share charges (also attached) Again, you all have the matrix...if you have time, go ahead and share your ideas and send back to me. We did agree that some of the inter committee sharing can be coordinated at our bi weekly leadership meeting.
- 4.) How do we define agreement? Consensus? Public and private support...consensus defined by? Agreement is clearly defined in the committee introductions I sent to you.
- 5.) What are our non-negotiables? For me, it is use of the SED Rubric, separate schools and start times, late school and a few others. Committee of five...
- 6.) What can you expect from now until November 15...and then what?

East-Warner Leadership Team

July 23, 2014

12:30 pm Le Chase 312

Agenda for Meeting with Minute Notes

- 1.) What has happened since we last met? (5 min)
 - a. Preliminary transportation meeting *We met with representatives from the Regional Transportation Authority to Discuss multiple start times. The Authority is moving to totally scanable bus tickets and does not foresee and issue for 2015.*
 - b. Committee expansion. *Each union will pick their own reps, but you can always accept additional reps. Co-chairs when appropriate will be chosen by unions. You should feel empowered to pick others such as parents and students for appropriate tenets specifically Tenets 5 and 6.*
 - c. We talked about collaboration with other colleges and universities, specifically Nazareth, *We need to focus on what is in front of us and reach out as we can, but given the tight timeline, we cannot create a specific goal around collaboration with other institutions until a bit further down the line.*
 - d. Joanne is reaching out to neighborhood groups, looking at location clusters. *The Mayor wants to help fill the gap after school program,. Joanne's next community meeting is Aug 4 at East, 6pm. Her team meets on the 5th at 5 pm at the Freedom School.*
 - e. *Mary and Sue had an ad hoc meeting at east, 25 teachers came...another is scheduled.*
 - f. *We have a preliminary meeting scheduled regarding capital project work at East. We are reasonably certain we will not be moving to another location.*
 - g. I update on issues associated with 2014-15. Scheduling is a bit of an issue, but I am confident that Anibal and Amy will work it out.
 - h. I am told that social workers are in the works...and the district has an expert on PBIS who will conduct training. (one of our students). I will push this.
- 2.) We would like to have the Town Hall meetings at East on September 10 for the community and September 17 for students. The community meeting would be at 6:30 and consist of a 20 minute presentation by us followed by open mikes and us listening. I expect we will hear quite a bit about grade 6 that night. The student piece would consist of 4-5 open meetings of an hour each...our presentation would be about 15 minutes followed by an open mike. Details need to be developed.
- 3.) If you are contacted by the press, or want to involve them in your meetings, kindly use Theresa or Laura to do so, as they need to coordinate.
- 4.) We need to clear up building availability and use issues. Anibal...need your help here.
- 5.) I have a request in to build a BB site for this team.
- 6.) I have a request into Monroe 1 BOCES to take a leadership role in the CTE committee...hopefully Anibal and Paula can indicate appropriate East folks to participate.

- 7.) Review PERT chart. I asked each of you to look at the PERT Chart and add your events. Thank you to those chairs that have done so...so far (none). I am attaching it again.
- 8.) Research; We will not be doing a SWOT analysis in August. We will focus on the town halls.
- 9.) Privacy Issues. Basic student info such as address, phone etc. is appropriate if provided by the school.
- 10.) Upcoming guests. I want to bring in Amy Schiavi and Caterina Leone Manino who are our district liaisons, to our next meeting.
- 11.) I want you to also meet Jennifer Ghidui, who works for Big Picture Learning, and perhaps others. I have ordered the book for you...should be available next time.
- 12.) President Seligman has also offered to attend a meeting and get our perspective. That will probably be after school starts.
- 13.) Please make me aware of your meetings. I would like to attend. Remember, as superintendent, I have to own whatever we decide, so keep me in the loop.
- 14.) Student Life Committee. Dena Swanson has agreed to Chair of this committee with Nancy Sheldon as co-chair. Again, I see this committee fully functional in September and very active in the spring.
- 15.) Professional Learning. I have asked Mike Ford to take overall responsibility for professional learning involved with the project and will invite him to be part of the Warner team.
- 16.) I provided cc of the Stiggins book for your use.

This is my summation of our meeting. Please feel free to add or correct.

Warner Tenet Leader Meeting

August 6, 2014

12:30 pm, Le Chase 312

Agenda and Notes for Meeting

Attendees: J. Larson, D. Swanson, M. Rapp (via phone), S. Meier, B. Rubinstein, M. Occhino, G. Valenti, D. White, C. Leone-Mannino, M. Ford, S. Uebbing, R. Borasi

- 1.) What has happened since we last met? (5 min)
 - a. Capital Project Meeting with RCSD. Gary and I are meeting with the district on Monday to review what is in the second phase of the project and better understand the issues facing school opening this year. *We have an additional meeting scheduled for the 18th which will include Anabel and others.*
 - b. Check in on current budget issues. Gary met with RCSD to review current East budget issues and UorR planning costs. *There are others also requesting budget consideration through the district. I am following up on this.*
 - c. Joanne held a community meeting on Monday at East and has additional meetings scheduled as follows: August 12th 2014 @ Ryan Center in the Community Room 6-8p.m., August 13th 2014 @ Danforth Community Center 200 West Avenue 6-8p.m.
 - d. I met with the district regarding scheduling for the coming year. Amy and Anibal both participated. My feeling is that these issues are being resolved. I have not yet convened any meeting of Tenet 2 given the challenges they have in opening school.
 - e. Check in with SED. I participated in a conference call prior to the meeting with SED. (I actually was only listening at first, as my phone was on mute and I did not realize it). There is a perception on the part of Adam that we are not fully involving RTA. Apparently he was not aware of the multiple teachers and specifically building reps who have been involved. I have a meeting with several of the reps next week and I will ask them to keep RTA in the loop.
- 2.) Town Hall Meetings: Town Hall meetings at East are planned for **September 10 for the community and September 17 for students**. 6-8. Dena, Steve and Joanne will plan these meetings with help from Anibal or his designee.
- 3.) Black Board Site: I have requested a site for our team.
- 4.) CTE: Monroe BOCES 1 District Superintendent Dan White was in attendance to discuss launching a subcommittee on CTE. Dan outlined what had been accomplished so far in conjunction with East. He also shared that a possible 4+ graduation requirement was being kicked around by legislature which would bypass the global regents.

We are looking to include several East teachers in this plan, including someone involved in CTE and one or two others, one of whom would be an ELA teacher. Caterina offered to link us with the new RCD CTE leader, Keith Babuszcak, (Keith and I have since exchanged emails) . Attached is a proposed charge to the subcommittee.

It is likely that Mike Doughty will support the group from the BOCES side. I will also reach out to one or two others. The group will fall under the general Tenets 3 and 4.

- 5.) **Sixth Grade.** We had a solid discussion around including 6th grade. Sue, Raffaella and Joanne all providing rationale based on literacy and math development and building a culture that carries over into middle school. Most schools in Monroe County outside the city are organized in a 6-8 structure. Caterina noted issues around certification, parents concerns, feeder schools and principal concerns. She offered to provide information based on the potential feeder schools and catchment. We need to develop a description of how we conceptualize grade 6 (yet to be assigned). The group committee voted to proceed with grade 6.
- 6.) PERT Chart: An updated PERT chart is attached.
- 7.) Big Picture Schools: I managed to acquire a few copies of Dennis Littky's book, which I put in your mail boxes. At our second August meeting Jennifer Ghidiu, who works for Big Picture Learning will make a presentation.
- 8.) Professional Learning. Mike Ford has overall responsibility for coordinating all professional learning involved with the project. East needs to submit a professional learning plan for this year. We will assist the district as needed. We are providing training for administrators and teacher leaders this year.
- 9.) Leader in Me. We had a quick discussion on this model for middle school. I will follow up.
- 10.) Budget. Tenet Leaders need to decide how many FTEs are in the 2015-16 budget. We need that information by October 1.
- 11.) **Anabel....please send update enrollment projections to all committee members.**

Warner Tenet Leader Meeting

August 20, 2014

12:30 pm, Le Chase 239

Agenda and Notes

Notes are in italics.

1.) What has happened since we last met? (10 min)

- a. Capital Project Meeting with RCSD. Gary and I are meeting with the district on Monday, Aug 18 to better understand and influence issues associated with the district's capital plan for East. If we are to be a middle-high school, it is important that we have appropriate spaces for middle school students. *We have scheduled regular meetings with the District's architect (Canon). They had already developed phase 2, but are open to rethinking based on our input. They agreed not to require the entire school to move to a different location.*
- b. Budget issues. Gary has prepared a template for our budget development process using FTEs as the basis. I will ask him to share at the meeting. *We will submit our request in the form of FTEs...I suspect we will need some internal negotiations to get where we need to be.*
- c. We have advocated maintaining the full assistant principal group and returning the middle school library media specialist to East. The district has been open to these suggestions. Additionally the Board has advocated adding parent liaisons. There were also some other requests that should be resolved by our meeting. *Based on my correspondence with the district, all these positions are approved, however, not yet moved through the district hiring process.*
- d. Joanne held community meetings on August 12th 2014 @ the Ryan Center in the and on August 13th 2014 @ Danforth Community Center 200 West Avenue. I attended the first meeting. At the second meeting she received push back on the 6th grade issue. *I attended a community meeting with the North Winton community group. It went fine. We share many common desires (improve attendance, reduce use of drugs and alcohol) We don't agree on everything. I will update at our next meeting.*
- e. Gary and I will have had our meeting with RTA reps on process and upcoming work to be done on Monday. Now that summer school is over, we will have RTA reps at our meeting. *This meeting was cordial and open. We need to come to consensus around the issue of "All in", which could be a major barrier to agreement. Both sides agreed to review the contract and to return with issues that need to be discussed. Another issue is the "default agreement." If we fail to agree, what happens?*
- f. Dena, Joanne and I are meeting after this meeting to plan the Town Hall meetings at East.

Anibal and I identified September 24 as the right date for this meeting so as not to conflict with the open house scheduled for September 18. I cannot be at the September 18 open house and feel we should have a presence there. So...ideas? I am developing the Town Hall meeting and will need about a dozen volunteers to help. I will ask faculty first, then turn to others.

Joanne and others are working with Anibal and staff to develop an approach to solicit student voice. Again, I suspect we will need about a dozen or more volunteers to help facilitate.

- g. CTE: We are moving along getting the subcommittee together. I will have met with Keith Babuszcak, who is the new district leader for CTE, prior to our meeting. *I have a meeting scheduled with Mike Doughty from Monroe 1 who will chair this group. Keith is happy to assist and I have two volunteers from East and another expert from ON BOCES. I will also solicit community and workforce volunteers. I will ask Mike to start work as soon as school opens.*

2.) Big Picture Schools. Please continue to pass around Dennis Littky's book. Jennifer Ghidui, who works for Big Picture Learning will make a presentation at our meeting on Wednesday. (30 min) presentation and questions and answers. *Jennifer gave us an overview on the work of Big Picture Schools. There was interest among the group, but many questions and some pushback as to why we would look to an outside group for this support. I intend to visit at least one of the schools in the fall.*

3.) Tenet updates. As we will have further expanded our group, I think it is a good time to update the team on the progress and plans for each Tenet group. (10 min)

- a. Tenet 1. Completed initial meetings with district on transportation, capital project, current year building needs, budget and current year hiring. Completed first meeting with RTA on contract changes.
- b. Tenet 2. Generated initial building organizational structure. We needed to allow building leaders to focus on opening school, but will have additional work meetings in September and October.
- c. Tenet 3 and 4. Organized CTE subgroup, met with East teachers to solicit input, conducted meetings with various curriculum experts (Math, Social Studies and Science), considered data protocol, considered instructional framework.
- d. Tenet 5. The group has divided into 3 subgroups: School Based Health (chaired by Kim Urbach from the East High Health Clinic), Student & Family Support Services (chaired by Elaine Spaul from Center for Youth) and Counseling (chaired by Bonnie Rubenstein). Subcommittees and focus groups will be meeting throughout September and the next whole committee meeting will be at East on September 26th.
- e. Tenet 6. Joanne and her group held two open meetings for families. She has a vibrant group that is meeting on a regular basis.
- f. Tenet 7. Student Life Planning Committee (SLPC) is the newest tenet. Dena Swanson, chair and Nancy Sung Shelton, co-chair will be recruiting members from East High staff, the student body, and the Rochester community. Their charge is to ensure every East High student (1) can identify and engage in exploring their interests and develop their talents and (2) is welcomed, accepted, and supported in contributing to the current and future culture of East High.

- 4.) Inclusion. I would like to have a general discussion around the issue of inclusion and how we will model best practice at East. (20 min) *Joanne provided us with the T&C statement on inclusion. What follows is an excerpt from that statement:*

A commitment to inclusion of students with disabilities.

We believe that all teachers should be prepared to recognize the diverse needs of their students and they should have strategies to differentiate instruction so as to meet those needs. We believe that all students bring rich and meaningful experiences to school and that those experiences should be resources for curriculum development. Warner School graduates lead efforts to advocate for the full inclusion of all students, particularly students with disabilities, as part of their efforts to reform schools. We view inclusion as a commitment to the education of all students in heterogeneous schools and classrooms within environments that value the various backgrounds and experiences of all students and to maintaining high expectations based on student's individual strengths, needs, and interests. Inclusion promotes and requires collaboration among school, family, and community while providing students and teachers with the necessary supports and services.

For purposes of our vision statement, the short sentence we included should be adequate.

- 5.) Bilingual Education program. There is a small bilingual program at East. We need to understand the district's plan for this program and how it would be included or not included at East in 2015. (10 min) I will ask Amy or Caterina to lead this. *(we did not proceed here...we need district guidance and they could not be at the meeting.)*
- 6.) Media request. Justin Murphy from the D&C is requesting to be embedded in our process, not for ongoing reporting, but for a larger piece later on. For the record, I am fine with this request, but there are issues especially, others who want to do the same thing and our own sense of the press. We should discuss this. I also need to clear it with the UofR. Theresa will attend our meeting. (10 min) *There was not consensus to move forward with this idea, nor was there university support.*
- 7.) Vision Statement. I am working on a statement to explain the general vision we have for East. I will send it to all on Monday afternoon, and spend time gaining feedback at the meeting. This statement will be a "long elevator" speech if you will...(20 min) *I asked for continued feedback...it is attached.*
- 8.) Meeting change. Our next meeting won't be for three weeks and, **from this point on, our meetings will be at East.** I am thinking 2:00 pm so most RTA reps can participate...do any of our group have a Wednesday class? Let's spend 5 minutes discussing.

We decided 2:15...Calendar reminders have been sent.

September 10, 2014

Warner Tenet Leader Meeting

2:20 pm, East High

Agenda and Meeting Notes

Attendees: C. Otuwa, A. Soler, K. Crandall, B. Rubenstein, D. Swanson, S. Meier, P. Linza, L. Brophy, M. Ford, G. Valenti, L. Washington, C. Starowitz, M. Occhino, M. Rapp, J. Larson, C. Leone Mannino, S. Uebbing

1.) What has happened since we last met? (20 min)

- a. Capital Project Meeting: *We are now in regular meetings with the A/E and district over short and long term building needs. This issue becomes how much of a project do we need, are we committed to, and willing to undertake given the other things we are doing with the school.*
- b. Budget issues. *There are parallel processes in budget development. Warner team will input needs, we will take input from East team, Gary and I will merge and mold and bring back what we think can reasonably be advanced.*
- c. Neighborhood meetings. *We have been running neighborhood informational meetings. I believe we have had a total of five meetings. The reactions have been positive, but concerns are out there on a number of fronts including safety for younger kids.*
- d. East teachers voted overwhelming to continue the EPO development process by waiving the 80% requirement for any contract changes. This is very positive and welcome news. *Kyle and Paula indicated a strong desire on the part of faculty to make UR-East connection work. The homecoming tee shirt features an "all in" theme! I think Paula can sell you one (put me down for an XXL!)*
- e. Thanks to Anibal for inviting me to address the East faculty on opening day...even if I did go a bit over in time.
- f. East open house is the 18th...I cannot be there, but we should have a presence. *Joanne and Bonnie will run an informational table. Laura has designed a tri-fold to be handed out that night. (Laura, please provide a cc to the group when available)*
- g. Mike Doughty is planning the first meeting of the CTE subcommittee. *That meeting will be Monday at East. I plan to attend.*
- h. *Laura and her team are "all in" on communications issues. That means we must use them....send your communication concerns to Laura.*
- i. We had our second phone in with SED on Monday. I asked them to recommend schools we might want to visit. *They suggested a school in Queens...I am working on some others and still thinking of the first week in October. Let me know if you want a ticket on the plane (my mini-van).*
- j. I met with the new RCSD Deputy Superintendent, Adele Bovard, to bring her up to speed on our project. She will be a great asset to our work. *Thanks also to Christiana, Lorna and Caterina for attending our meeting.*
- k. *Kyle invited Warner faculty to co-teach at East...Joanne has already put out the word for those interested.*
- l. *We need access to wi-fi in the building. Carerina will send instructions for permission to me.*

- 2.) Bilingual Education program. There is a small bilingual program at East. We need to understand the district's plan for this program and how it would be included or not included at East in 2015. (15 min) *My challenge to the team is to think deeply about this. If we are to run a bi-lingual program we must do it well. Anibal explained some of the staffing issues. The issue is not do we do Bi-lingual, but how do we do it well. If we can not do it well...we should not do it.*
- 3.) Design for Vision Summit. We are proposing that the open meeting, i.e. town hall, be totally focused on looking forward, not backwards. No one is interested in one person after another taking the mike and sharing their complaints. I will detail the plan at the meeting. We will need help here. We also need to advertise...Laura will be at our meeting to assist. (15 min)
- 4.) Calendar. Sue Meier has graciously volunteered to be the keeper of the calendar. Please make certain she has all dates.
- 5.) Student Input. Joanne has met with social studies teachers to do a series of class visits using the teacher, a Warner team member and a student. Again, the focus will be what is your vision for the best East could be, not what your complaints are. Joanne will brief us on progress and solicit help. (15 min) *The event is September 22. Joanne will be reacing out...I am in Albany that day.*
- 6.) Teacher and Staff Input. I want to do a full day "hanging around East" during which faculty and staff can come in to our space and share their vision. Let's try to pick a date and find volunteers. I see 3-4 of us doing this simultaneously. (10 min) *I am proposing we do this on September 30.*
- 7.) Speaking about hanging around East, that is a good idea for any of us. If you want to spend some time at the school, just email Anibal in advance. I strongly suggest you get the feel of the place.
- 8.) Road Trip. I am anxious to hear recommendations from SED regarding exemplars we might want to visit. I have several ideas. Lets discuss (10 min)
- 9.) FTE meeting is Warner folks only on the 29th.
- 10.) Logistics. I have a logistic meeting planned to discuss start time and transportation as well as administrative structure...we will scope out the issues and report back.
- 11.) Quick tenet updates (10 min)
 - a. Ten 1, on going capital project meetings, preparing for MOU discussions.
 - b. Ten 2, logistic meeting planned.

- c. Ten 3, 4 reported a very positive and encouraging meeting with teachers, starting to interact with Rochester Teacher Center, CTE meeting planned
- d. Ten 5, multiple sub-committees meeting, ongoing.
- e. Ten 6,7 planning meeting with students, vision summit, hanging around East

12.) Review PERT chart. (10 min)

Tenant Leaders. if you have not done so, please reach out to BENTE (Dan DiClemente danprez@rochester.rr.com) and RAP Margie.Brumfield@RCSDK12.org .

Our next meeting is the 24th which will be a very full day....just prior Joanne, Mike, Raffaella and I meet with two Regents for lunch. That meeting is followed by a discussion with RTA reps on MOU for next year and then the Vision Summit. It will surely be an “all in” day.

Warner Tenet Leader Meeting

September 24, 2014

2:20 pm, East High

Agenda with notes

Introductions: Anthony J. Plonczynski. (5 min)

Present: R. Borasi, J. Larson, B. Rubenstein, A. Solar, M. Rapp, S. Meier, M. Ford, K. Crandall, L. Brophy, C. Callard, C. Otuwa, G. Valenti, C. Leone-Mannino, L. Washington, P. Linza, A. Plonczynski, A. Shiavi, M. Occhino, S. Uebbing,

1.) What has happened since we last met? (20 min)

- a. Capital Project Meeting: Good progress with A/E in framing out what we can look at now, and what can be determined for spring work. *I will try to focus the team on what has to happen for September to open school...and hold off a bit on the long term issues.*
- b. New member...welcome, Anthony J. Plonczynski, Associate Director of the Kearns Center.
- c. Meeting with Mayor. Joanne and I met with Mayor Warren and her staff. We need to build a model for a summer experiential for our kids. I see this model as combining academics, school readiness, recreation and interests such as sports and music. Once we are "in" I will create a task force to create this program. I believe we can garner private money to help.
- d. *The Day with the Kids was a great experience. Joanne and team have collected a ton of data which they are processing.*
- e. I attended the first CTE meeting...two more are planned. I am thinking we have the right people in the room on that one, and that we have tremendous potential.
- f. Laura Brophy has launched a really cool web site...*Laura took us to the site on the smart board...very cool. Thanks Laura for your work?*
- g. *I had a very good meeting with the Deputy Commissioner. SED is very intersected in our work. I will send him some thoughts regarding what we believe will be necessary for our success.*

2.) Bilingual Education program. *We had a good discussion on the East Bilingual program. Our goal is to offer the most effective program we can to our students, and our strong preference is to offer this program at East. In order for this to occur, we need to reexamine staffing. Currently, it does not appear that we have the number of teachers we need to meet the needs of the students in the program. The Curriculum committee will make a recommendation as to what we need to do to ensure we offer a program that is meeting the needs of our students.*

3.) Reregistration. *We talked about the idea of registering every student prior to opening in September. That would give us the opportunity to meet kids and families. There was generally a positive response to this idea, but concern as to the hours it would take to make this work. The personal touch is important. Remember, we want to reach out to all East students, welcome them and build their sense of belonging.*

- 4.) Teacher and Staff Input. Our full day "hanging around East" is scheduled for September 30. *Mike and Mike offered to help. I need one more person.*
- 5.) Road Trip. Raffaella is trying to visit the Jamaica Gateway to the Sciences High School in Queens (recommended by SED) and *Sasha actually visited the Met school in Providence, RI. I will visit Mt. Vernon (very similar population, consistent 90% plus attendance, grad rate in one HS over 80%) and Uniondale (grad rate near 80%, high FRL, dominant AA and Latino population) and Lafayette.*
- 6.) Logistics. We rescheduled as a Tenet 2 meeting on Tuesday.
- 7.) *We need to do a tech assessment and create a vision for what technology will look like next year. We had our first discussion about a tablet program for all kids. Mike Ford "volunteered" to form a work committee and report back.*
- 8.) *Vision Summit. I thought we had a very positive, interactive experience at the Vision Summit Wednesday night. Unfortunately, the numbers were low...just over 40 in attendance. Still, we collected and processed some great data, which is attached. There is a visioning group at East, which I attended on Friday. Perhaps there is a role for this group to react to this information.*

October 8, 2014

Warner Tenet Leader Meeting

2:20 pm, East High

Agenda and notes

- 1.) What has happened since we last met? (20 min)
 - a. Capital Project Meeting: We were able to present our most immediate needs to the A/E group. *I can now report that the A/E team is now focused on specific issues we need to complete to open school.*
 - b. Hang Around East: Four Warner professors spent the day at East in open discussions with faculty and staff. *I hope to provide additional narrative this week. However, several themes emerged from the sessions.*
 - People wanted East to be a place that was happy and productive*
 - There was a strong desire to see more integration in the curriculum*
 - Many indicated a need to see more collaboration.*
 - There was solid support for making East more of a neighborhood school*
 - Folks wanted to see the arts emphasized*
 - A good goal would be to duplicate the graduation rate SOTA realizes*
 - c. *Anibal reported out on the SED visit from the Deputy Commissioner. He felt the visit was positive. I also participated in the visit along with the District Leadership, and concur that SED is hopeful and supportive.*
 - d. I attended the second CTE meeting...this group is trying to identify the specific issues they need to address to make sure what we provide can be certified by SED and meet the employment needs of the students. Steve is in discussions to dramatically expand workforce opportunities for students.
- 2.) Start Times: I have charged the Tenet 2 subcommittee to recommend start times. They will have met on Monday. *The group supports separate start times for the lower and upper school. They are struggling with logistical issues regarding a later start time for students who need to get back on track.*
- 3.) Professional Learning; Mike Ford has started the process to identify the professional learning needs of our faculty and staff. I have requested additional support from NYSED for this work. *Mike Occhino reported out on discussions thus far. East faculty and staff will be engaged in PL starting this spring.*
- 4.) Catching up. We have a large number of kids who are behind, many with NO credits after more than one year at East. We need to devise a plan for those students that allow them to be successful. The Tenet 2 team had initial discussions. *We did spend some time discussing this issue. We see multiple pathways to get back on track including separate classes within the school day that allow a student to get back on track, East Evening, and at least one, and possibly two, off site alternatives.*
- 5.) Budget. Thanks to all the Warner professors and Anibal for their input on the number of FTEs needed. I will say no one was shy. Gary provided an update on process. I noted the

need to budget carefully, which included a discussion of the political ramifications of asking for resources that the RCSD cannot provide.

- 6.) Road Trip. *Raffaella visited four schools in NYC including the Jamaica Gateway to the Sciences High School in Queens (recommended by SED). Sasha visited the Met school in Providence, RI. (notes previously provided. I will visit Mt. Vernon (very similar population, consistent 90% plus attendance, grad rate in one HS over 80%) and Uniondale (grad rate near 80%, high FRL, dominant AA and Latino population) and Lafayette along with the Met. We have a group set to visit the Tapestry School in Buffalo.*
- 7.) Reports: I would like to do some quality time reports from Susan, Mary and Bonnie....we will do Joanne, Dena and me next time.

Here are some specific notes from Bonnie.

Tenet 5 has three active subcommittees (Health Center Initiatives, Student & Family Support Center and Counseling) All three have been meeting in between whole Tenet 5 meetings.

-School Based Health Center Initiatives is chaired by Kim Urbach—extensive discussions have resulted in recommendations which include extending clinic hours after school for students and families and for a 12 month period. Comprehensive risk screening for all students (i.e., drug/alcohol, depression, anxiety, and developmental assets) is being planned. School nutrition expert from UR is connecting with Chef Jeff. Wellness programs will be offered to the entire school community (including parents, etc.) School nurse services should be integrated into the health center and located in close proximity. We need a full time drug/alcohol professional on site. Equipment in the Health Center is 30 years old and needs to be replaced.

-Student & Family Support Center is chaired by Elaine Spaul. We need a closed loop computer based referral system. Need a lead agency coordinator to avoid duplication of effort and maintain consistency. Quality of service. Elaine has been working hard to access monies from the RCSD which were approved in August (for coordination of services). Restorative practices will create the school Climate and environment which is necessary to impact student achievement.

-Counseling is chaired by Bonnie Rubenstein. Retired school counselor, Jeanne Carlivati, has now joined the counseling team and did a fabulous presentation at the last meeting on restorative practices. She has developed a professional learning plan for East which includes summer training, and year long support coordinated by a .5 professional. There is a huge need for more bilingual counselors—right now there is only one who works primarily with 8th grade students. We placed a bilingual counselor intern from Warner to help this year along with other interns/practicum students from Warner Karen Mackie and Bonnie will be working closely with the counselors in revitalizing the comprehensive school counseling program—which won a NYS “best counseling practices” award 7 years ago. We need to have counselors housed in suites (lower school, high school) to facilitate communication and services.

- 8.) Getting ready for submission of the application. I am meeting with individual Tenet professorial leaders to better understand budget and talk about the submission.
- 9.) New members. We welcomed our colleagues from BENTI (Carmen Febles) and RAP. (Angie Rivera and Margie Brumfield)

October 22, 2014

Warner Tenet Leader Meeting

2:20 pm, East High

Agenda and notes

1.) What has happened since we last met? (20 min)

- a. Capital Project Update:
- b. CTE update: The CTE committee will issue a report to us for our final regular meeting (2 weeks) Here is what we are seeing right now
 - i. Strong interest in a health related CTE program.
 - ii. Strong interest in an early childhood program
 - iii. Desire to bring back the Fire program or, possibly create a first responder program.
 - iv. Need to expand space for existing successful programs.
 - v. Interest (preliminary) in an Aviation program.

Keep in mind that we are aiming for cohorts of approximately 180 students.

- 2.) Hillside Work Scholarship. I updated you on my conversations with Hillside regarding possible expansion of the work at East. (5 min) *We will recommend the position of Director of PPS to oversee all counseling, psychologist, social worker and outside agency support.*
- 3.) Catching up. *There was general agreement that we needed to do something different with over age, credit deficient students...we discussed multiple options including East Evening, later start and off campus alternatives. .* (20 min)
- 4.) Budget. By the time we meet, I think we should be close to putting together a budget we can submit with our EPO proposal...hopefully Gary will be able to update.
- 5.) Bilingual Report. *We received a detailed report with recommendations to bring us up to the new regs for all students for whom English is a new language. These recommendations are for a full Dual Language program for Spanish and perhaps Nepalese students, potentially a SIFE program for students with an interrupted formal education, and ENL programs that include content area instruction by certified content area teachers.*
- 6.) Joanne reported out on the work her committee has done to elicit family support and involvement. *We are adopting the language of FAMILY involvement, not Parent Involvement. The existing model in schools is an "informed" model, meaning parents are informed and expected to respond. This model we will use, coming from the Harvard Family Involvement work, is a true outreach model in which families are part of all important decisions regarding their children and participate in a meaningful way in school governance.*
- 7.) Enrollment stability. One of the cornerstones of our work is to create enrollment stability within the school. That is based, in part, on only accepting new students during the year

who are new to the general neighborhood. Our EPO proposal was based on a total school size of about 1250 students. (still larger than many suburban high schools). What has been the experience thus far and how can we assure that the letter of intent is honored? (10 min) *Anibal and I met with Central Office staff to resolve this issue...we are not quite there yet.*

- 8.) Dress Code. At our last meeting attention was given to a dress code poster that many felt was offensive. The school leadership team, which had solicited student input into the previous poster, examined the issue and decided to remove the existing poster and replace it with something designed to be less offensive.
- 9.) Student Code of Conduct. If we are approved by SED, I will ask the student live group to begin work on creating a new student code of conduct so we can share this with our students as early as April. We intend to re-register all our students so we have a solid view of who is part of our student body. No student currently registered will be denied.
- 10.) Severely Disabled Program. Is the District planning on maintaining the program for students with severe disabilities at East? Hopefully our district colleagues can share. *We still need clarity here.*
- 11.) Still hoping to hear from SED regarding support for the essential PD work we will be doing with all staff. This is a key aspect of our proposal and our work is contingent upon that support.
- 12.) Next meeting. Our next meeting is in 2 weeks and then we will suspend our activities as we prepare our actual NYSED proposal. I want that to be ready for review prior to Thanksgiving. I would like to discuss the proposed vetting procedure as follows:
 - a. November 5. Final Leadership Committee Meeting. Discuss in depth the parameters for the application. Receive final reports from Tenet Teams. Each team given 20 minutes to report out.
 - b. November 6-18. Warner staff write actual EPO proposal, including staffing and budget documents.
 - c. November 21. Report out to Leadership Team (2:20 pm meeting)
 - d. November 23. December 3. Vet with UofR leadership.
 - e. December 3-10. Modify based on feedback.
 - f. December 10. Final report back to leadership team (2:20 pm meeting)
 - g. December 11. Submit to RCSD BOE and Superintendent. (I assume this will include a public presentation, not sure when BUT, this is an all hands on deck activity, meaning if you can possibly make it, you should)
 - h. December 21 (and this is important!) Steve goes to Florida. Hopefully the BoE will conclude its discussions by this date and send the proposal on to SED.

I assume we will hear from SED by early January, and then the next phase of our work begins. I intend to ask for permission to post leadership positions within the RCSD as early as November 1. Our staffing plan is to first hire the supervising principal (or similar title) followed by the leadership team and then teacher leaders.

I will brief you on how we will select the leadership team and invite your feedback. For the immediate future, the University has determined that I will be the Superintendent. It is our intention to find a supervisor who will eventually fulfill those responsibilities. Thus this person reports to both the BoE and the University President. Thus several key approvals are needed to move forward.

Don't forget to include the following the format of goals will be determined by the EPO for staff.

November 5, 2014

Warner Tenet Leader Meeting

2:20 pm, East High

Agenda and notes from meeting

- 1.) What has happened since we last met? (20 min)
 - a. Visits: We have completed several visits including Buffalo and Lafayette...*Anibal reported out on the Big Picture School we visited, which sounded well aligned to our needs. These students are mostly economically disadvantaged, half are SWD and many are minority students, often American Indian. The program is small with four teachers each overseeing an advisory of 15 kids. Results are very positive...75% go to college, close to 85% graduate. Regents results are so good, SED investigated their math program. We also visited the Tapestry School in Buffalo. Sue, Mike and Raffaella reported out. Although a charter school, the background of the students was remarkably similar to ours. This is an Expeditionary Learning School. It has achieved widespread recognition for its results. Teachers and leadership were "all in" and kids fully engaged.*
 - b. Update to SED. *I talked to the Ast. Comish again giving him a briefing on our work and noting the very important contribution they need to make in Professional Learning. We are not there yet.*
 - c. Encompass. *Susan visited an Encompass school. We are very interested in adding this resource to our work. We are also interested in continuing the use of teachers and retirees in what East calls Club 22.*
 - d. Leadership Search. *We are fully advertised for the EPO Deputy Director Position*
 - e. Budget. *We have completed a preliminary budget...we will update.*
 - f. Enrollment stability. *I am trying to schedule another meeting with CO to solidify the catchment issue.*
- 2.) Curriculum update. *Teaching and Curriculum tenets have met and come to general consensus on most issues....there is a final meeting next week of Tenet 4.*
- 3.) Research: *We have the UofR legal team working to define research parameters with the folks from RCSD.*
- 4.) Tenet 2, 5 and 6...*each provided a final update.*
- 5.) *I sent the EPO proposal to you for review...that is our sole agenda item on Nov. 21.*
- 6.) Upcoming dates: Note, these are updated.
 - a. November 21. *Report out to Leadership Team (2:20 pm meeting)*
 - b. Nov 24. *Receive final feedback from leadership team, submit to UofR*
 - c. December 3-5. *Modify based on feedback.*
 - d. December 8. *Submit to RCSD BOE and Superintendent. (I assume this will include a public presentation, not sure when BUT, this is an all hands on deck activity, meaning if you can possibly make it, you should)*
 - e. December 21 (and this is important!) *Steve goes to Florida. Hopefully the BoE will conclude its discussions by this date and send the proposal on to SED.*

East High School – City of Rochester School District

Status Report

Facilities Planning Team

December 1, 2014

During June 2014, Dr. Stephen Uebbing of the University of Rochester, Warner School of Education, requested a room utilization study be undertaken to determine the student capacity for East High School of the City of Rochester School District.

Hired to complete the study was Chester Starowitz, retired high school principal, from the Canandaigua City School District.

The study was undertaken using the following guidelines, as requested by Dr. Uebbing:

- A grade 6- 12 configuration
- A student population of two hundred per grade level
- A class size of 16 students per class
- A bell schedule with various start times
- A strong support and counseling system for students at each grade level
- Establishing grade level academies within the school.

In summation this reviewer reached the following conclusions:

- East High School has sufficient classroom capacity to accommodate grades 6 -12.
- That 200 students per grade level would be a number where a sufficient number of classrooms is available every period of the day.
- The grade configuration could be Grades 10 -12, Grade 9 and Grades 6 – 8.
- A house/ team approach should be considered for Grades 6 – 8.
- Different start and dismissal times be established for each of the three grade configurations.
- There are numerous small offices and classrooms that may be used to house counseling and support services.
- The University of Rochester Health Clinic continues to remain as per its current structure.
- There is sufficient small class room and office space to locate an administrator and counselor on each floor according to their grade level configuration.

Beginning on Wednesday September 10, and meeting every Wednesday during the months of September and October, a Facilities Planning team began to plan for East High to open in September 2014 as a 6-12 building with approximately 200 students at each grade level.

Present at the meetings were Representatives from the University Of Rochester, Cannon Design, the Rochester City School District, and East High School.

The following were established as guidelines for alterations that would make the building ready for a September 2015 opening:

- Construction would have to be done during the summer.
- Construction should not be of a temporary nature but should be compatible with the five year plan.
- Maximum separation of grades 6-8 and 9-12 be paramount in the planning process.
- Separate entrances be established for the Middle School and High School students.
- Two separate Administrative Hubs be established. One for 6-8 and the other for 9-12.
- Offices for Assistant Principals, Counselors, and Social Workers be located throughout the building and be located on each floor.
- A separate cafeteria, library, and large meeting room be established for the Middle School.
- The Middle School would have its own music suite.
- The CTE area would need major revision and reorganization.
- The problem with the HVAC be corrected.
- The physical education locker rooms need major repair.
- A major identification and signage project be completed.
- The University of Rochester Health Clinic remain as is.
- Program Development Rooms for teachers be identified.

As of November 1 there is agreement on the following:

- Maximum separation of the various grade levels can be achieved
- Offices have been identified and marked and would be constructed over the summer.
- The U of R Health Clinic would remain as is.
- The locker rooms will have some improvements to address safety and security needs but major changes would be part of the five year plan.
- The signage would be completed during the summer of 2015.
- A separate cafeteria, library, and large meeting room for the Middle School could not be completed over the summer but should be a priority in the five year plan.
- The Program Development rooms have been identified and will be available in September.
- The current Performing Arts Area would be shared by all grade levels, but some alterations would be made to assure greater separation for the various grade levels.
- The folding partition in the cafeteria be repaired and made useable to insure separation of grades 6-8 and 9-12 during the lunch periods.

- The revisions to the CTE area is currently under study
- An attempt to correct some of the problems with the HVAC will be made this summer, however a major overhaul at this time is not financially feasible as these costs would end up as throwaways during the next phase of construction.

In the next few months the following should be completed:

- Bids be secured and finalized in order to have all necessary construction completed this summer.
- That the finalized educational program be utilized to determine the number of science rooms and computer rooms necessary and that there location and size be located.
- That a master schedule be completed to identify the various classrooms that will be used by each grade level, guaranteeing maximum separation
- Continue to identify and define the remainder of the five year construction plan.

The following were present at the Facility Planning Team meetings:

Dr. Stephen Uebbing – University of Rochester

Chester Starowitz – University of Rochester

Gary Valenti – University of Rochester

Tom Renauto – Executive Director – Rochester Joint Schools Construction Board

William Ansbro – Chief Financial Officer Rochester City School District

Michael Schmidt – Chief of Operations – Rochester City School District

Eric Hansen – Associate Architect – Rochester City School District

Richard Little – Associate VP – Cannon Design

Roland Coleman – Principal Architect – Cannon Design

Robert Dipaola – Consultant- Gilbane Building Companies

Anibal Solar – Principal – East High School

Kyle Crandall – East High School Teacher

Paula Linza – East High School Teacher

Professional Learning Plan for East High School

East High School will be rich, professional learning laboratory. Educators within the school will be immersed in an ongoing learning environment that intentionally keeps learning at the center of teaching.

Grounded in the literature, the work will be based on the beliefs that professional learning must:

- be intensive, ongoing, and connected to practice;
- focus on student learning and address the teaching of specific content;
- be aligned with school improvement priorities and goals;
- work to build strong working relationships among teachers.

(Darling-Hammond et al., 2009)

The ultimate goal of the professional learning within the school is in developing greater capacity for self-sustainment of high quality teaching and learning across all subject areas at East, while developing a culture and climate that is student-centered.

The professional development plan for East High will minimize the concept of “workshop” as a delivery means. It is understood that some content may be most efficiently delivered via a workshop, but it is our intention to avoid “sit and git” sessions as much as possible.

In lieu of this traditional form of professional development, we plan to engage staff in professional dialogues, professional learning communities, action research, collaborative readings, walkthroughs, and reflective practices. The majority of the professional learning at East High School will be job embedded.

Much of the professional learning work will be guided by the Warner School faculty and the staff of the Warner Center at the University of Rochester.

The professional learning content will focus on each of the following components:

- Culture and climate
- Content
- Pedagogy

Culture and Climate

It is essential that staff have time to redefine the culture and climate of the school. To do that, we must engage in a dynamic process to create new habits of mind that will help staff expect greatness from each student. The success of the school is dependent upon the culture that is established. As such a focus on character development must be embedded in all professional learning experiences. The lower school will utilize Covey’s *The Leader in Me* as a tool to fostering character and leadership among the students.

Additionally, all staff in the school will learn to use restorative practices in dealing with behavioral issues.

Content

Very specific content based professional learning experiences will be planned for each subject area. The following processes will be employed:

In-school/classroom coaching support

A content-focused coaching model will be used for the in-school/classroom coaching support. Specifically, the teacher(s) and the coach will work collaboratively to: identify the goals and purpose for the lesson; identify high quality instructional materials that will support the lesson; anticipate potential opportunities for additional content to surface from the students; determine what, how and when students will be assessed; prepare detailed lesson plans that will engage students in Common Core Learning Standards practices; and determine how the instructional experience will be evaluated. The teacher then implements the lesson(s) with the coach's support and careful observation of the interactions. Following the lesson, the coach and teacher reflect on the experience by examining the lesson for evidence of student learning, opportunities capitalized on, opportunities missed, and any misconceptions conveyed or uncovered. In light of this conversation they revise the lesson plan for the subsequent days and engage in the process again.

Capacity-building

The challenge of sustaining high quality secondary programs in the long term is well documented in the literature (e.g., Coburn, 2003). One important condition for sustainability is ensuring that there are the resources to continue to offer teachers and other school personnel the needed support and professional development – both to ensure continuous improvement, and to deal with the inevitable turn-around of personnel (Coburn, 2003; Coburn & Russell, 2008; Arbaugh et al., 2010).

We are planning the following complementary initiatives to build content-knowledge and professional development capacity at East High:

- Supporting instructional coaches who can support other teachers in the classroom as they try to put into practice what they learned from professional learning experiences; these coaches will be prepared through their experience as teacher/coach pairs for a Collaborative Classroom and participation in the specialized training on coaching.

“Fishbowl” Lessons

A Warner Center facilitator will work with a volunteer classroom teacher to plan an upcoming lesson in their class. All participants will then observe the lesson taught by a facilitator from the Warner Center taking careful note of both the teacher moves and evidence of student learning. After the observation, the participants will debrief the lesson with the facilitator, connecting the lesson to the content standards. Participants will work collaboratively to analyze the instructional strategies used. Each fishbowl cycle involves first meeting with the volunteer teacher and his/her students and then planning with that teacher so the lesson is relevant to the

instruction. A date is then set for the lesson, observed by the entire team. The lesson is debriefed that day.

We will use these “fishbowl” lessons to work up to studio classrooms.

Studio Classrooms:

The key role played by “lesson studies” in Japan (Stigler & Hiebert, 1999) has led to the recognition of the need to support teachers as they translate new approaches into practice by developing classrooms where teacher teams publicly try out the recommended approach and reflect on these experiences (Saphier & West, 2009/2010). These experiences are intended to “create a professional learning community to encourage and nurture deep and substantive professional discourse and student learning in the real context of classroom teaching” (Weaver & Dick, 2009) Our “collaboration classrooms” will build on West & Staub’s content-focused coaching model (2003) and the “studio classroom” model developed by Oregon State University (Teachers Development Group, 2010), as described below.

We will start with the implementation of the following adaptation of “studio classrooms”:

- A teacher/coach pair will work collaboratively to plan, enact, observe, and debrief 4 lessons along a specific learning trajectory as identified in the relevant standard documents. As a way to include colleagues in the professional learning, the pair will open the classroom to a team including other teachers and administrators.
- The pair will receive gradually diminishing support by a mentor. The pair will also participate in PD on coaching.
- For each of the four lessons, the studio teacher, studio coach, and mentor will develop a lesson plan that will engage students in a cognitively demanding task. On the day of the lesson, the entire studio team will begin by reviewing the lesson plan, the cognitively demanding task, and how it meets the intended standards. The studio team will work through the problem; anticipate student responses and conceptions; then make necessary revisions to the plan to facilitate the lesson in the classroom. The studio teacher and studio coach, supported by the mentor, will enact the lesson while other team members observe and collect evidence of student understanding and student discourse data to find out what students are thinking and learning. The team will then debrief the experience, analyze the lesson, and focus on student understanding using the collected data. Team members will end each session making individual commitments to tryout the productive teaching routines they learned in their own classrooms.

Pedagogy

It is imperative that there be a common instructional platform at the school. To accomplish this, all teachers will learn to utilize the Understanding by Design process created by Grant Wiggins and Jay McTighe. Faculty will also engage in John Hattie’s work on the “Six Factors of Influence.” Simultaneously, professional learning will focus on meaningful student engagement, as well as using data for instructional decision making. The implementation of the instructional model requires specific learning in the following areas:

- Learning targets

- Feedback
- Assessment
- Deliberate practice
- Level of challenge
- Reflection and collaboration
- Engagement
- Standards based grading

Used of Data Driven Instruction

East must develop a culture of data driven instructional decision making. Professional learning in this area will require:

Development of a Data Cycle/Assessment (Stiggins et. al.)

- Assessment
- Standards based grading
- Identifying assessments
 - Universal screening
 - SRI for literacy period
- Pre and post assessments for every course
- Data cycle
 - Creation of common formative assessments mapped to standards
 - Administered 6x a year
 - Analysis of results
 - Looking at performance assessments
 - Determining problems of practice and student learning problems
 - Changes Tier I, II, III

Curriculum

Professional Learning will be aligned with curriculum development in virtually every subject areas, which will be an ongoing multiyear process. Depending on the subject, what is required varies.

Data Cycle/Assessment (Stiggins) starts off the curriculum process

- Assessment
- (standards based grading)
- Identifying assessments

- Universal screening
- SRI (other?) for literacy period
 - Fontas & Pinnell ms benchmark new assessment
- Pre and post assessments for every course
- Data cycle
 - Creation of common formative assessments mapped to standards
 - Administered 6x a year
 - Analysis of results
 - Looking at performance assessments
 - Determining problems of practice and student learning problems
 - Changes Tier I, II, III

Other Areas

East Teachers will engage in professional learning to implement the Small Family Groups, the support model for students with disabilities and additional supports for students for whom English is a new language.

Operational Issues

The EPO will partner with CBOs to plan and implement all professional learning and will seek to support employee needs for flexibility and child care.