

Tenet 6: Family and Community Engagement Team

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George Moses, NEAD

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Ana Santiago, East High student

Wallace Smith, Jr., East High parent

Jessica Wilson, IBERO

Family and Community Engagement charge

- Develop a collaborative culture of celebration and high expectations (both academic and civic) that views students and families from an asset-based perspective.
 - Establish “East Evening” as a resource for students and their families
 - Work with curriculum team to ensure that the curriculum is culturally relevant, meaningful, based on student interest, and that builds on assets students and families bring to school.
 - Conduct professional development that centers family and community to change teachers’ perceptions of urban students and families; students and their families may provide some of this professional development.
 - Create a family and community team that includes parents and students who will use data to identify strengths and challenges.
 - Develop additional data points that account for family interest and capabilities.
 - Hold regular meetings with family and community team members to discuss data to develop strategies that support students’ learning and development.
 - Partner with community agencies such as Hillside Work Scholarship, IBERO, Northeast Area Development, and the City of Rochester to support students toward improved attendance, achievement, graduation, conflict resolution (restorative justice) and workforce training.
 - Expand our partner relationships to include area colleges, businesses, media outlets, and neighborhood organizations.
 - Create a community partner coordinator position that will coordinate the work of all of these partners.
 - Develop a website, Facebook page, and Twitter feed to make sure all information is widely available to both the school community and the larger Rochester community.
 - Develop relationships with East High alumni, perhaps a Booster Club, that would organize activities, including development work.
 - Develop mentoring relationships with alumni and East High students, including possible work internships.
 - Have an alumni office.
 - Establish family liaisons, likely one per grade level, who will be in the school building during school hours as contact people for families.
 - Create a family room in the building
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- Develop the school based planning team that 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, UR representative.
 - The SBPT will meet at least monthly and produce a monthly report, including meeting minutes, for the EPO superintendent and the larger school community.

UR/East High Project
Family and Community Engagement Team
5/28/14

Present: Elaine Spaul and Paul Clark, Center for Youth; Hilda Escher and Gladys Burgos, IBERO; George Moses and Wallace Smith, NEAD; Marisol Ramos-Lopez, City of Rochester Commissioner of Recreation and Youth Services; Laura Delehanty, East High teacher; Mary Rapp, UR; Bonnie Rubenstein, UR; Nancy Ares, UR; Joanne Larson, UR; Raffaella Borasi, UR

Discussion notes

- Summer school can be run in a number of ways for example an extended orientation; social/emotional to understand the values and expectations; open the building, get lockers etc. for incoming 7th graders; could organize around different programs
- Commit to an asset-based perspective of students and families
 - People need to feel respected, valued and loved
 - Develop a culture of celebration; every gain is celebrated; invitations to parents for celebrations should come from students
 - Make calls home for good things
 - Develop a pledge that teachers, students and parents would sign as part of the beginning culture change
 - Professional development to change teachers perceptions of students and families; parents as leaders of professional development

- Move away from testing culture
 - Include research to produce knowledge useful to the local community; be researchers
- Go into homes to build relationships; work with alumni as part of this action; how do we track alumni and bring them back
- Collaborative approach; bring together the different areas that are working; coordinate and communicate; someone in charge of student affairs for example; need to avoid competition culture – stay away from turf issues
 - Have someone who helps facilitate coordination (of services) and change of practice/culture;
- Foster teacher developed programs (TLI, optics, IT, culinary – CTE) in partnership with community
 - Need support from leadership in terms of coordination, data collection, etc.
 - BOCES will handle other CTE programs
- Family service – continuous engagement of parents, parent leadership training with family service advocate who helps to develop goals and service plan (La Raza); 8 week course; authentic parent engagement; in English and Spanish
 - Identify who are the cultural brokers across the communities
- Have all materials in at least English and Spanish; have translators present
- Develop “East evening” high school that would offer GED, night school (family literacy) – optics classes; TLI for parents who want to be teachers;

- Make it a community school; a local resource
 - Community school with community partners needs internal structure that has a coordinator (not a controller)
- Health care center (run by UR): can enroll families
- Bring youth and families in at ground level
- Family and student support center with high level expectation; alternatives to suspension; after school program
- Neighborhood involvement; North Winton group, Kyle Crandall, RGRTA
 - East High students decorate street, etc.
 - Broad strokes for June 16 but be more specific later
- Develop vision with communities and families of what counts as career and college ready; DO BEFORE JUNE 16; Pace (parents assessment on a child's education)
 - Meet at East
 - Laura to help with getting students and some parents; George to help with parents; Hilda to help with parents and translators (find out funding for translators)
 - Have questions we want answered ahead of time
- Use Comet data; 40 developmental assets (Search Institute) (available in Spanish); collect data across stakeholders about engagement
 - Organize so that teachers work with 5 students each as a "family"

- Home based advisory; teachers responsible for 15 students (could be mixed grade); home visit once a year; stay with kids for as long as they are in the building; total family involvement
- Webpage, twitter feed, facebook page as communication tools
- Hold “coffee hours” at a local shop or home; intentional model of engagement and relationship building; other focused work with the more disengaged students
- Not necessarily dollar for dollar; agencies also invest; balance activism with funding
- Set up a crisis plan that brings together all the resources we have to bear on the issue;
- Student resource center (lead agency being Center for Youth); full time Oasis counselor/drug and alcohol counselor
- Regular meetings with family and community team members to discuss data and culture change
- Workforce development (both Hillside and the City – Marisol); children and adults
- Utilize Pathways to Peace program from City
- Students and families, teachers participate in writing job descriptions
- Child care for kids

6/6/14

Senior - Darius

- Home visits as reach out for parents; have it so kids grow up together, get kids get to know each other, even though the school – building relationships
- Building on their talents, whatever those are
- Change the “get a D at least so you can play” for the season; expectations are too low
- A lot of kids just don’t care to fit in or to be cool; you will stand out if you do well in school; won’t fit in if you do well; need leadership excellence as in the Freedom School model
- Need to talk to kids along with parents; a lot of kids don’t listen to their parents; there are kids who are successful even if their parents don’t care and some kids use that as an excuse; school folks (teachers, counselors) feel sorry for the kid who doesn’t have a dad and let them get away with stuff.
- Need to make learning fun
- Need adults (or someone) that care for you

9th grader - Denzel

- 3.1; want to be lawyer or doctor; wrestling, basketball, football and soccer
- need school supplies; not a lot of homework
- teachers have low expectations

- kids are not told anything
- counselor is never in her office; only guidance counselor; unable to meet with her about his college plans; is winging it
- one on one basic teaching; more attention
- not safe; more security; most of the kids are not going to change; gang intervention specialists
- kids don't care; maybe if parents intervened more ((his parents have been involved all along; wants to go to Yale, Harvard, other ivys))
- blacks fighting Puerto Ricans; fight the other day; get suspended or to PM school; doesn't work, come back and do the same thing
- never met the principal
- race has a lot to do with how kids react; mostly white teachers who don't understand where I am coming from
- support system: both family and fictive kinship; has a large system; there's no way he's going to mess up because there are too many people working with him
- every kid needs at least one adult who cares
- Chiano (English), Brown (Math), Johnstone (Global) – are good
- Kids need to participate in the interview process for teachers; pay them
- More classes to choose from in addition to the requirements; have student choice in schedule; have kids participate in designing classes that interest them

- What makes a bad teacher: have attitudes, don't pay attention to the kids, they think they are better than them, say in class that they will get paid anyway so they don't care

East/UR Family and Parent Engagement Team
6/11/14
Student and Parent meeting

Group 1:

- Culturally relevant classes/teaching (African-American)
- Job Readiness
- College preparation: college connections, tours, admissions
- Internship opportunities
- Vocational courses
- Student/teacher collaborations
- Financial Literacy
- Parent committee (planning, events)
- Flexibility in scheduling parent/teacher conferences
- Co-op/class credit opportunities
- Life skills/youth researchers
- Support systems/navigating through process
- Diversity with teachers

Group 2:

- High expectations
- Access to employment – both children and parents; provide economic opportunities (keeping women off the street)
- Physically clean house
- Healthy lunches
- Quality teachers, athletics program, curriculum – more African American and Latino curriculum materials, culturally relevant
- Safe environment (safe corridors)
 - “There was a time we sent our children to school and didn’t worry about them coming home”
- Pathways after school
- Dress code
- Parent/family room (like at School 33) – designed/determined by parents/families
- More input from students (have a rep on EPO board) and parents on EPO board
- No ISS – restorative justice instead; no PM school
- Students need opportunities to have their voices heard
- Professional development with parents, teachers, and community together
- More rewards for students; achievements should be recognized
- Field trips – being out in the community

Group 3:

- Develop a curriculum with a stronger art program

- Arts or have a project to work on together as a school
- College ready program – maybe summers – instead of summer school
- Sports management? Alternate hands on program
- A “D” is not a good enough grade (move away from coaches saying “just get a D so you can play”)
 - Make C+ a requirement to play sports
- Unify the school – pep rallies, more school pride
 - What is causing the divide? Gangs?
- Sports clubs/ more clubs in general
- More community hours or a service project requirement a year
- More teachers/kids time – mentor? More out of just school work time. Attitude/youth development training
- Showcase talents and accomplishments/academics

Group 4:

- Electives
 - Sports management
 - Architecture
- College courses
 - Dual credit
- More interesting classes
 - EMT
 - Real estate
- More appealing lunch food
 - Fried chicken
 - Real chefs
- Community
- Car washes (sports, uniforms)
- Field trips
 - Darien Lake
 - College visits
- Clubs
 - Intramurals
 - Bush Mango
 - Theater
 - Karate
 - Tae Kwando
 - Agriculture
- Attendance
 - Go get them
 - Start later
- College teachers
- Advanced math
- Internships
- Time management

- Rec center
- Make school more appealing (cosmetically)
- Clean the bathrooms
- Locker room supervision

Group 5:

- Teachers that are willing to work at students' pace
- Smaller class sizes (15-18 students)
- Would like more ethnic classes
- Help with afterschool homework (program)
- Community based school
- More student teachers in classrooms
- Partner with local businesses to produce more internships
- More field trips
- Classes that will have substance for the real world (i.e. African American literature)
- Better food and better opportunities during lunch
- Better security measures to protect students from bullying
- More access to computers and the ability to bring home books
- Capital punishment for students (paddle)
- More after school educational programs
- More tutors
- Better transportation (i.e. if a kid misses a bus have it where they can catch another one within 15 minutes)

East High - Family Engagement Meeting
6.11.14

Notes from group discussions and sharing

Each group began with their three top recommendations but conversations followed that quickly engaged all participants.

- Generating high expectations for students to achieve
- Safety
- Quality of teaching; culturally relevant curriculum
 - Means not just more variety of our lessons; want to learn more about our African background - other than White; African American studies; kids are learning about the Civil War and the War of 1812, what about their background
 - When you see these young kids, they want to know what their forefathers did, what their people did, to build America. "We need to know what our inventions are so that we can create ourselves."
 - I think the common core takes away from that tremendously. Our teachers try to teach us so much from the common core and they have to rush it. We need more time with each idea.
 - For example, in my Global class we've gone over so much in such a short time, he's trying to prepare us for the test.
 - The test they are struggling with is Global – some taking the test 6-7-8 times.
 - Teachers are using the engage New York curriculum which is not culturally relevant.
 - I think they should talk about Obama as the first colored president, not black; Lincoln had slaves;
 - Everyone has to be in the curriculum; need to know what's going on behind the heroes. For example, I found out a few weeks ago the US government was on trial for killing Martin Luther King, and that they were convicted.
- Thinking of ways that students can be part of constructing the curriculum
 - More input from students; should be an annual process; may involve an extra week in the summer
 - Say to students, here is what the state wants you to learn, now let's hear what you want to learn; express your opinion; the curriculum should not be the same thing every year
- Professional development with teachers, parents, and community, so we all know the same thing, we're on the same page together
- Families can also do professional development with teachers;
- Have students on EPO board as reps, along with families/family members

- Higher expectations - Coaches need to stop saying that you just need to get D to play sports
- Sports clubs – lots of kids don't make the teams and they should have opportunities to engage in sports
- Building community – through showcases; pep rallies
- Talents – lots of kids have lots of talents, many kids feel that they need to hide their talents to be cool; need to trust the school to share that – build a culture of trust
- As a district, we need to define a culture of work – from students to teachers; we have students who show up here for sports who spend countless hours practicing, but how many hours do you spend doing homework?
- Not all kids are going to make it in the sports – depends on the parents as well
- Need guidance counselors. One parent noted, "I'm not depending on the guidance counselor – I'm his first counselor"
- Family/community engagement – participant shared experiences from another school in which the entire school had pictures of families over their lockers; would like to see photos of families all over the school; interviews of family members; art around the school of kids and families; music too.
- We wanted to have culturally relevant classes that aren't just about African American or Latino cultures, but also embrace the culture of Rochester or different neighborhoods; bring into lessons
- Internship opportunities and vocational courses; "need a hand up into workforce to know what they want to do"
- Life skills and youth researchers; give kids skills as they move on from HS into reality
- Youth researchers – kids reaching into community; networking; youth participatory research; the work has been done, we just need to ramp it up. E.g. college readiness in RCSD; want to redefine what is college readiness – not just a test; a group of students have made a documentary film; presented at AERA; "getting our own evidence"
- Better electives; more electives like college courses
- Intermural sports for people who don't make a team
- More field trips – college visits; more field trips for people on honor role
- More career opportunities
- Lunch food – fried chicken and real chefs

- When children were in elementary school, parents would check over homework. “As a teacher, I would love to have children go home and share with their family every night; actually have process of exchange each night, every night, talk about what you’ve learned.”
 - Parents’ questions are far more effective than anything I could do in the classroom. I love to hear parent’s stories about what we are learning in the classroom, what we are reading. I’d like to see that exchange continue to happen.
- Student led family conferences; invite members of your family; students lead the conversation; family conference led by the children
- Optional religion classes
- To sum up the problems with the curriculum and common core...We start off in elementary school with child being excited about learning, being creative. In 8th grade that changes – kids are forced from being an independent learner to being told what to learn. Even though you’re working only with East High, as kids are bridging from middle school to East High need to work on skills, and in 9-12th grade need to take those skills and use them; have broader opportunities for succeeding
- Is the university willing to entertain the fact of having kids come to university, not only the 4% who are succeeding but also the 96% others? Sometimes those are the kids who need the fieldtrips even more.
- Consequence of teaching to the test - In elementary school we have the freedom to build on children’s interests, then in middle school we need to teach to the test so no one is really thinking.
- Kids are so misled by the idea of high school we see on TV, but when we get to HS it ends up being the total opposite.
- Is the Upward Bound program still in place? Why is it that so few really know about it? Need better communication; lots of people don’t know because parents don’t interact with their kids.
- For family engagement – The best exchanges I have are when I attend an event at school, mostly an athletic event. There are not enough arts events...SOTA had kind of robbed us of the arts. Through events we can have families engaging...those are positive interactions and we can do it more frequently.
- As a parent, I need to be here, need to talk with teachers. Dad tells of his daughter who went from A to F; teacher didn’t provide mid-year report and provide parent with vital information; “stopped me from being a parent.”
- There are a lot of questions parents don’t know how to ask, so let’s not blame the parents. Parents need the information first.
- Schools are doing a good job getting the info out, but you really do have some parents who really don’t care at all. Some parents don’t ask kids if they have homework; where parent engagement comes in, “we need to go out there and teach parents how to be parents.”

- If you use the exception as the rule, then you lower expectations. Don't worry about the terrible parents; you have to raise the bar and not focus only on the negative parents. We have to challenge each other – when we see parents who aren't doing right we need to challenge each other.
- We also need to remember that a lot of children are parenting themselves.
- Make the parent-teacher conference more flexible; you're not looking at what is in the best interest for me; changing that atmosphere from what it used to be will be hard work.
- Relationship building goes both ways;.it is about building those relationships and that comes with the culture,
- To work toward really engaged parents, we need you to build the bridges.
- At athletic events, need to celebrate academic achievements as well.
- Smaller classes – maybe a student teacher as well (16-18 kids)
- Partner with local businesses to produce more internships; make connections with life after school.
- Better security measures to protect students from bullying; if feel threatened kids don't show up
- Public safety – safety has been touched upon in every single list...when parents send your child to school, do you feel that they are going to come home safe, not scratched, not traumatized? Safety all around – teachers need to feel safe, kids need to feel safe.
 - Need more communication; with staff, training in conflict resolution.
 - Pay attention to what's going on outside of school as well.
 - At East High, get 20-30 calls per week to put out active disputes.
 - Is the school safe and inviting? You need to know your code of conduct...do you guys know your code of conduct? And if it doesn't make sense change it.
- One parent questioned whether the administration at this school has the same attention to safety as other schools. He shared that his grandson got a broken jaw at this school, while the staff stood by. We will need a whole community engagement to address this.
- Need consistent messages that the children and parents are receiving at all times.
 - For example, in ISS there are inconsistencies; some administrators are making decision based on emotions.
- Issues with suspension – when kids get suspended; no transition; just come back into classes.
- We got to attack identity...kids will find themselves in cliques and gangs; need to address this early; need to break the cliques;
 - Peer court – letting the kids take control
- Pockets of things are happening, but not at scale. Those small pockets are due to the people that have grown them but not supported by leadership

- Kids think East is a bad school anyway, so they can get away with stuff. We have to get the word out that East is a good school and has positive. "We have to be the change."
- Conversation about breaking stereotypes; needs to be shown to the media...this is hope for East High; all we've heard is that East is closing; need to let the parents and the community know about the change. Need to give students and parents the hope. Once we are approved, everything will be transparent and public.
- On building relationships – you can't have kids lean on things that happened in their house. Can't use this.
- There is only one therapist at the school, and only 3-5 social workers...not very helpful with having that baggage; need to also work with community.
- There's going to be a change at East High, but what about the other schools?
- What's next? We need to be advocates for change; we need to push back against media; need to teach students how to advocate for their school and community.

If all goes well...come back July 15th

Family and Community Engagement Planning Team

07/14/14

Notes

- Update on where we are
 - NY State Ed has approved our proposal. We now move forward to writing the full school plan.
 - Steve Uebbing will establish a new committee focusing on student life
 - Team members suggest Anne Marie Algiers (UR student affairs) and Dr. Marie Watkins mwatkin2@naz.edu as potential members of this committee.
- Our charge
 - Posted to the new google doc
- Two ways we need to expand:
 - Expand planning team
 - Kim Nelson, NEAD and Katherine Wardlow, East High teachers will serve as co-chairs;
 - Suggestions: Mr. Barnes and his two kids; Jane Amstey (RIT) ragla@rit.edu; Brian Bailey, Nazareth
 - Expand stakeholder groups
 - **Neighborhood groups** (North Winton group, Nemnu, Emma, Beechwood, RGRTA, Merchant's group, Bensonhurst): tend to have negative attitudes that we will need to repair; hold information session where they listen and support (not an

open forum); talk about how important it is to us that they know what is going on and how we are going to transform this school; hold big night where they all come for information session with tight agenda (have complaint sheet they could fill out); 1 hour, no time for questions; have two events with 30 at each; Joanne presents, Nancy moderates; could be held at East high forum room; Should we include Mike Berry (County Youth Bureau) and legislators in this meeting? (Morelle, Obrien)

- **Families:** Kathryn to get student data so we can pick community locations
 - Hold meetings at recreation center or community centers in apartment buildings
- **Business groups**
- **Faith based groups**, including their youth groups
- **Students** (could hold this meeting with Student Life committee)
- **Mayor Warren** (send her an invitation to the neighborhood meeting)
- **Alumni** (send invitation to the focus groups)
- Timeline
 - Full proposal due to writing team on November 15, 2014
 - Draft budget due to EPO Leadership Team October 30, 2014

- We need to gather input from stakeholders by the beginning of September, 2014
- Schedule
 - Planning team meetings
 - Next meetings: July 22 and August 5 at 5:00pm at Freedom School
 - Meetings with community stakeholders
 - Neighborhood group meeting: August 4, 6:00pm in East High forum room
 - Family (parent and student) meetings to be held the week of August 11 (may need to be changed to following week because of Roland Williams football camp time conflicts)

Next steps:

How do we define community?

Add PTSA to our charge; part of national movement that has dues; could instead have a PTO that does not have dues (is a pipeline for membership on SBPT)

What is our elevator speech?

Develop flyers for informational meeting

Set up a google doc

Family and Community Engagement Planning Team

07/22/14

Notes

- What is our elevator speech?
 - How are we defining community?
 - What connects them? spaces that they are in – school, family, community; meaningful relationships
 - Key words; collaboration and partnership; give and take; working with not for; opportunity for ???; inspirational, hopeful about the future; equality across the board
 - In order to feel engaged, you have to be engaged
 - Equal partners who work with each other to transform our community into the hopeful and proud school, families, and community we know we can be.
 - Bringing back the pride in this school and this community
- Discuss student location data – Katherine
 - Privacy questions: who should have access to this information?
 - Scatter plot indicates that we will need to work with all quadrants
 - Marisol/Nancy will help us select rec centers to use; food?
 - Student data reveal there are 20 languages at East; need to have all info in all the languages;
 - Need to have interpreters/translators for events (student-led conferences)

- Report on meeting with Mayor Warren – Joanne
 - How can we work with the city for the after school/rec center for neighborhood; she could feed them; need to coordinate with school athletics; need to calendar events soon
 - She is very supportive
 - Our partners have solid understanding of youth development; need to connect with curriculum (problem-posing/knowledge producing)
- Revitalization implications for East update – Joanne
 - We are working with the district for an alternative to moving to Marshall
 - Should we have a back up plan to get the community involved in case we learn last minute that we are moving?
 - Nancy will follow up since she is on the committee; check to see what other meetings are happening already so we can tag onto them
- Parents Bill of Rights
 - George: should make it shorter; see what comes out from the parent advisory committee; needs to be one page and parent friendly and readable;
 - Let's do a students bill of rights; TLI could lead this but it should be run by students (student life committee?)
- Neighborhood group information session August 4, 6:00pm
 - Review/revise flyer
 - Get Nancy a very controlled agenda

- Can we get building? Building use form needs to be filled out; Nancy can handle the distribution of flyers
- The presentation needs to put some things to rest - the UR thing (take over myth), collaborative, partnership, that UR getting all this money - talk about committee membership, people who have been a part of this community for years along with new people; need to have pride in this school; things that were great that we want to bring back (flowers, campus clean ups, alumni picnic); emphasis on transparency and communication; shatter the concept that East High has become evil (students – all youth - are criminals)
- Meetings with families
 - Planning for week of Aug 11 (do we need to change due to Williams' football camp? Can't change the week)
 - One each night of the week, Monday through Thursday, 6:00-8:00
 - Nancy will confirm with her colleagues about dates and times.
 - Question about what kinds of things would you be interested in seeing at East evening; what are the roadblocks to participation (child care, food, transportation)
 - Have tables each with a different topic; each table with a facilitator and note taker
 - Reserve recreation centers in all four quadrants

- Develop flyer and communication strategy
 - Have all the information on the same flyer
 - Get the word out through neighborhood groups; block clubs
 - Email, mail, libraries, post at rec centers; word of mouth; robo call
 - Post on East High facebook page; does Anibal run this? Twitter?
- Other meetings (businesses, alumni, students, faith-based groups)
 - Need to plan times and communication plans
 - Have student meetings once school starts
 - We need someone to go to the alumni picnic; schedule a meeting in the third week in September or at homecoming or alumni spaghetti dinner; have the flyer to hand out at the picnic – Laura could help organize this; Wallace help to organize; Kat also; budget (\$5 donation); Jeff Christiano; Spaghetti dinner is back! Link to businesses for prizes
 - Faith-based groups? Find out which ones are in the area and invite them to events; collaborate with the Mayor on her own work with these groups; invite them to neighborhood group meeting

Youth present: Leron White, Reggie Lane

Family and Community Engagement Planning Team

08/05/14

Notes

- Justin coming to meetings
 - What will be on the record and off the record?
 - Can we have the critical conversations we need to have with the media present?
 - We will be “off the record” for tonight and then Justin and Joanne will work out details for future meetings.
- Introductions
- Discuss Neighborhood group meeting last night
 - The group was very negative about the kids; they want them to stay in the building; they called all the kids drug users who come from drug families;
 - Need to control the meetings with this group; focus on not talking about the past; they emphasize the negative; continue to reiterate that we are not going to discuss the past;
 - Why are we focusing so much on this group and not the families; our work really needs to focus on families because there is a lot of rebuilding needed;
 - This meeting had to occur but we don't have to defer to them
 - Wallace remembered that that neighborhood used to throw rocks and eggs at them back in 1961.

- Plan for Community meetings
 - Confirm Monday – Thursday nights 6:00 – 8:00, August 11-14
 - We decided to combine quadrants and hold two meetings instead:
 - August 12 Ryan Community Center (SE/NE) 6-8
 - August 13 Danforth Community Center (SW/NW) 6-8
 - Post flyers at community centers
 - Food will be served (pizza and subs)
 - Can we have access to robocall?
 - Don will call the 150 for Hillside
 - George will call the 14609
 - IBERO to call Spanish families
 - IBERO will work on getting translators for the two meetings (7-8)
 - Joanne will bring a projector, poster paper, markers and will order food.

Phone script:

Inviting students and families of East High School to a forum about the UR/East High School collaboration where you will provide input on what will happen. We will offer food and Spanish translation will be available.

(Give them dates, times and locations)

- Confirm locations
 - Will there be presentation equipment available?
 - No bring our own
- Develop agenda
 - Introduction
 - Survey
 - Presentation
 - Focus groups
 - Closing gathering; facilitators share out one key thing
- Develop questions we want answered
 - Need a process that is structured; have guiding questions;
 - Have table topics: safety, curriculum, East Evening, extra curricular activities,
 - What resources are needed to improve East High School? For our kids who attend East?
 - Build questions from the blue survey
- Survey
 - Combine both
- Set date for next meeting
 - August 26 at IBERO 817 East Main St. 5:00pm

Family and Community Engagement Planning Team

08/26/14

Notes

IBERO 817 East Main St. 5:00pm

- Introduce new members
 - Present: Ana Santiago (East Student), Laura Delehanty, Kim Nelson, Wallace Smith, Nancy Johns-Pierce, Gladys Pedraza-Burgos
- Report on family/community meetings
 - Reported on meetings; invite them soon to next meeting; Joyce will make contact with the parents that came to these meetings; childcare and transportation are biggest obstacles to participation
 - Laura will send out email to teachers to get referrals for families; Ana will bring some students who will participate on committees
 - Go over data gathered
 - Joanne to organize and send out
- East Evening
 - Start small
 - Flex time so we can more meaningfully distribute FTEs
 - Need childcare; offer child care certification
 - English
 - GED
 - Could MCC offer classes at East Evening
 - Employment skills

- Need an analysis of what is needed for over age and under credit
- How do you pass the Regents?
- SAT prep; college prep; EOC (Brockport)
- Some could be workshops rather than classes
- Student designed classes as bridge for both students and teacher learning about what is possible to do
- Writing our plan
 - Postponed until next meeting
- Budget discussion – postponed until next meeting
 - NEAD
 - Hillside
 - IBERO
- How will we get more family involvement?
 - Add family engagement as a category to our bullet list; what does family engagement look like? – we need to find out how East parents define engagement; how do we measure parent engagement?
 - Need to be more culturally responsive to the huge variety of cultures at East;
 - Beyond the Bake Sale, Karen Knapp
- Next steps
 - Another family/community meeting – use Sept 24 (NOTE DATE CHANGE) and invite

Additional notes:

- Students need to be on all the committees and more than one per committee; need to know the schedule ahead of time so they can plan;
- They like the idea of going into classrooms and talking in small groups; make an announcement that morning as a reminder; give questions to teachers in advance; the further notice the better; need to have good facilitators; carousel activity with specific questions for them to answer (can use these posters as data); all call for volunteers, give them a short training; (with Kevin) go to social studies department meeting to help prepare teachers for this day of gathering student data;
- Five minute presentation about who we are and what we are trying to do; explain the partnership; get a student to partner with the adult facilitators to go into each classroom;
- Website that gives all information out there; Facebook page; twitter; where can people go for information
- Celebrate something where families come out (homecoming, curriculum night) – set up table at these events to get out information and have sign ups for committee work; need to build relationships; follow up; people want to see follow through; call the families who gave contact information about the town hall and have them bring two or three other people to the next meeting
- Show we care; have East calendar; reframe family engagement;

- Orientation on Thursday at East from 4-6; we should go!
- When do the new parent liaisons apply? Who will they be reporting to?
- Next meeting: let's develop a job description; district or sub-contract?
- IBERO Family Service Advocate

Family and Community Engagement Planning Team

09/09/14

Notes
East High School 5:00pm

- Updates
- September 18, 5:00 – 7:00pm: Open House
 - We will have a table; what should be in the flyer?
 - The flyer is being developed by Warner communications
 - Sign up sheets (name, best way to contact) with check off list of possible ways to participate
 - PTSA (active member plus officer), UR team, SBPT, sports events concessions/tickets, Booster club leadership,
 - Have one generic flyer that gives basic information for parents and for students, and another that list upcoming meetings
- September 22, 7:30 – 2:00: student input day
 - Training the Friday before, 12:00 – 1:00?
 - Training will be Sept. 19, 10:00-11:00 in Laura's classroom
 - Have a lesson plan for the structure of each period
 - Write an announcement so that Ana can let them know and remind them about coming in to social studies class
 - Prepare a couple of slides ahead of time and send to teachers so they can have it up
 - Map to show UR in relation to East

- What are we doing
- What are we doing today?
- Names of who is in the room
- Intro (what is an EPO? What are we doing?)
- One sheet (several sheets for each topic)(make sure we indicate which grade, which teacher, which period):
 - How do we make East the best school possible?
 - What are the biggest challenges for students and for adults at East?
 - What kind of classes/courses would you like to see offered?
 - What after-school/extracurricular activities (sports, clubs) would you like to see?
 - How can we get families more involved?
- Vote for the ones they like the most; weighted voting activity
- Gathering input activity
- Survey (exit out the door)
- September 24: Community Town Hall 6:30
 - Renamed a "Visioning Event" and will focus on developing a collaborative vision statement
- Job description for family advocate positions
 - Joanne to send around the job description from IBERO
 - How will they be divided by grade level

Comment [JL1]: Joanne to order more boxes of poster paper; marker

- How will this all be coordinated? Home visits?
- East Evening
- Writing our plan
 - Develop a writing committee (Joanne, Katherine, Laura, Kim?) who will write drafts that will be submitted to full team for feedback/revision
- Survey results
 - Surveys have been revised based on feedback from experts and will be used at Open House, Sept 22 and Sept 24
- Budget discussion
 - NEAD
 - Hillside
 - IBERO
 - Each group was asked to come to the next meeting with a draft budget
- Next meeting:
 - September 30, 5:00pm in Laura's classroom

Family and Community Engagement Planning Team

09/30/14

Notes

East High School 5:00pm

- Updates
 - Open House
 - Went well for us; lots of interaction with families; received over 75 surveys.
 - Student input day
 - Was an amazing day. About 20 UR people were paired with EH student leaders to spend the day in all social studies classes and some English classes (12:1:1 classes included; did we talk to the autism class?). We were able to talk to every student who attended that day. Data are being typed up and sorted.
 - Visioning Event
 - No communication to teachers/staff about event; this is a serious lack of communication (teachers could have talked to parents)
 - Or about BOCES students
 - No transparency
 - Did what we know to get the word out but it didn't work
 - Need to rethink what we mean by family engagement (see Harvard's work)
 - Newsletter; needs follow up
 - Website out of date; need marketing person; educating community
 - Need education about Parent Connect; make it a measure
 - Register every kid; go to homes to register kids who don't come; don't need to reinvent the wheel – look back to past practices
- How do we dispel rumors?
 - A pattern of questions about what's going to be offered?
 - Bilingual program issue ((dual language program looked on favorably))
 - Autism program?
 - None of the CTE programs are for sure? ((needs UR supervision))
 - "Take over" discourse
- Budget discussion with Leadership team
 - Joanne reported the number of FTEs requested;
- Writing our plan
 - Go over tenet worksheet

- Next steps
 - Next meeting: October 14 5:00 at NEAD
 - Plan writing group will meet at Joanne's office October 13 12:00-3:00 to work on writing the plan. All are welcome.

Additional:

- Get info out about URLs to community
- Co-teaching ideas
- Need to give parents the information they need to participate in decision-making about their child (BOCES);
- Need to start slow with making these changes

Family and Community Engagement Planning Team

10/14/14

Agenda NEAD 5:00pm

- Updates
 - DRYs meeting
 - Student input data
- Writing our plan
 - Go over drafts of our plan
 - Getting consensus on what we submit
- Next steps
 - Next meeting: ?

Frances – home school liaison

Carmen – Bente rep;

Home visits: Connect, build hope, focus on celebrations

Jerome Underwood – Black Male Achievement Initiative

- Go to homes to find kids who are not coming, get their stories, and figure out how to bring them back; would be good to have the data

RIY (Hillside): work with them

Gap in enrollment numbers when students remain enrolled when they are in jail or moved away – goes to attendance

Need to communicate across groups so that we know what is going on with each student; need a system where data are entered into a unified space and is regularly updated and shared

Everyone needs to have their students covered; have meetings where we talk about each child so that we all know what is happening; how can we include families or someone the student identifies as a trusted adult;

Having data available on each student so that we can get early indicators, especially about the quiet students, on who might be going to leave school

Have to be targeted programming for target groups who are not attending;

Student teaching coordination

Need more than one FTE for community group coordination

Training in how to do home visits

IBERO parent workshops (6.4) Measure: Pre/post survey

Have parents/students hold workshops for teachers; sees families as assets; lead by IBERO, NEAD, Hillside

Note to connect with Professional Learning so that IBERO, NEAD, and Hillside so they both conduct and participate in PL activities

Jeannie (EH student who dropped out):

- No one to talk to about her decision to leave in 9th grade; people saw her pregnancy but did not talk to about it or refer her for services; she saw teachers selling to student and students telling to teachers; about 2005; teachers didn't notice or care about her being pregnant; some students are afraid to tell because they were raped; could we have a class that teaches about nutrition and baby care;
- Students need to know adults care
- Have students come to speak about their experiences

Youth development, as a field, piece where adults in the family of five are trained in youth rights; can be integrated with the common core

Who are the kids listening to? Who are the power hitters, that's who we should talk to; ask the students who these leaders are

U of R EPO Student Input Day

Monday, September 22nd, 2014

Social Studies Teacher	East High Student Leaders	U of R Facilitator	Class Periods and Room #'s
Anne Kane	Ana Santiago	Sue Meier	1 st period (D339) 3 rd period (D339) 5 th period (D339) 7 th period (D339) 8 th period (D339)
Michael Weimer	Derrick Everett	Nancy Ares	1 st period (D335) 2 nd period (D335) 5 th period (D335) 6 th period (D335) 8 th period (D335)
Aileen Lynch	Giovanni Sutton	Joanne Larson	1 st period (E118) 2 nd period (E118) 3 rd period (E118) 5 th period (E118)
Daniel O'Hara	Malaica McCray	Alicia van Borssum	1 st period (D334) 2 nd period (D334) 3 rd period (D334) 6 th period (D334) 8 th period (D334)
Darrell Barley	Crystal Williams	Tomas Boatwright	1 st period (D337) 3 rd period (D337) 5 th period (D337) 7 th period (D337) 8 th period (D337)
Amy Lewis*	Nick Kelley	Kim Garrison	2 nd period (D317) 3 rd period (D317) 7 th period (D334)
Chris Slifka	Daihlia Beckford	Bonnie Rubenstein	2 nd period (D120) 3 rd period (D120) 4 th period (D120) 6 th period (F116) 8 th period (D120)
Joan Johnstone	Jameque Robertson	Ed Brockenbrough	1 st period (D321) 2 nd period (D321) 5 th period (D321) 7 th period (D321) 8 th period (D321)

Dawn Noce Alyson Ulrich*	Jovannie Igartna	Jeremiah Bergan and Joyce Duckles	7 th period (D335) 8 th period (D243)
Leda Williams	Da-Jynae Cooper & Carol Bultron & Jerome Barnes	Andrea Cutt	1 st period (D315) 2 nd period (D315) 3 rd period (D315) 7 th period (D315) 8 th period (D315)
Stephen Sickles	Jocelyn Rivas & India Quick	April Luehmann	1 st period (D331) 3 rd period (D331) 5 th period (D331) 7 th period (D331) 8 th period (D331)
Enrique Diaz	Juliany Canales & Angelica Lopez	Gladys Pedraza- Burgos	2 nd period (D135) 3 rd period (D220) 5 th period (D135) 7 th period (D220) 8 th period (D135)
Christopher Griffith	Rashad Brown	Precious Nzima-Moses	2 nd period (D137) 3 rd period (D137) 8 th period (D137)
Tom Gillett	Daniella Vazquez	Frederick Jefferson	3 rd period (D214) 4 th period (D214) 6 th period (D214)
David Ames / Pam Grant	De'jah Gordon & Angela Bryant	Scott Robinson	2 nd period (D217) 3 rd period (D217)
Stephanie Metzler*	Abdul Coteh	Amy Shannon	2 nd period (D110) 7 th period (D110)
Paul Jonasse	Tonia Adger	Terry Mirt	1 st period (D219) 3 rd period (D219) 6 th period (D219) 7 th period (D219) 8 th period (D219)
Dan Delehanty Margaret Donlon	Josh Grandpierre	Jayne Lammers and Emily Perkins	2 nd period (E114) 6 th period (D222)
Bob Beauchamp*	Jerome Barnes	Sam Barrett	1 st period (F213) 7 th period (F213)

Rhaia Hull, a volunteer from RCSD Central Office, will float where needed.



UNIVERSITY of
ROCHESTER

U of R EPO Student Input Day

Monday, September 22nd, 2014

Learning Targets:

- Students will... understand the definition of an EPO.
- Students will... understand the relationship between East High and the University of Rochester.
- Students will... offer input about the assets and challenges of East High School.
- Students will... offer input as to what they would like to see changed at East High School.

Materials:

- SmartBoard
- 3 PowerPoint slides to introduce the concept of an EPO and the U of R's relationship with East High
- Large Post-It Note Flip Chart Paper
- Markers
- Stickers
- Surveys
- Index Cards

(All materials will be provided by U of R)

Do-Now: (2 minutes)

- *As students come into class they should be given an index card. Students should write their names on the front of the index card and write anything they currently know about what is planned for the future of East High School.*

Mini-Lesson: (5 minutes)

- *East High student leaders and U of R guests will introduce themselves along with the learning targets for the day.*
- *East High student leaders and U of R guests will share a brief PowerPoint presentation that includes the definition of an EPO, a map of Rochester that shows the location of East High School and the University of Rochester along with why the University of Rochester is partnering with East High School*

Student-Centered Work Period: (33 minutes)

- *Students will be numbered off into 5 groups.*
- *Students will each be given a marker and sent to one of five pieces of large post-it note flip chart paper, each with a different question on it. The questions include:*

- How do we make East the best school possible?
- What are the biggest challenges for students and for adults at East?
- What kind of classes/courses would you like to see offered?
- What after-school/extracurricular activities (sports, clubs) would you like to see?
- How can we get families more involved in school?

- Students will rotate from one post-it notepaper to the next every four minutes until they have travelled around to each one. (20 minutes)
- Students will then be given five sticker dots to put on the comments that they feel are the most important for the future of East High. (3 minutes)
- Students will be given a paper survey to complete and hand in at the end of class. (10 minutes)

Closing: (3 minutes)

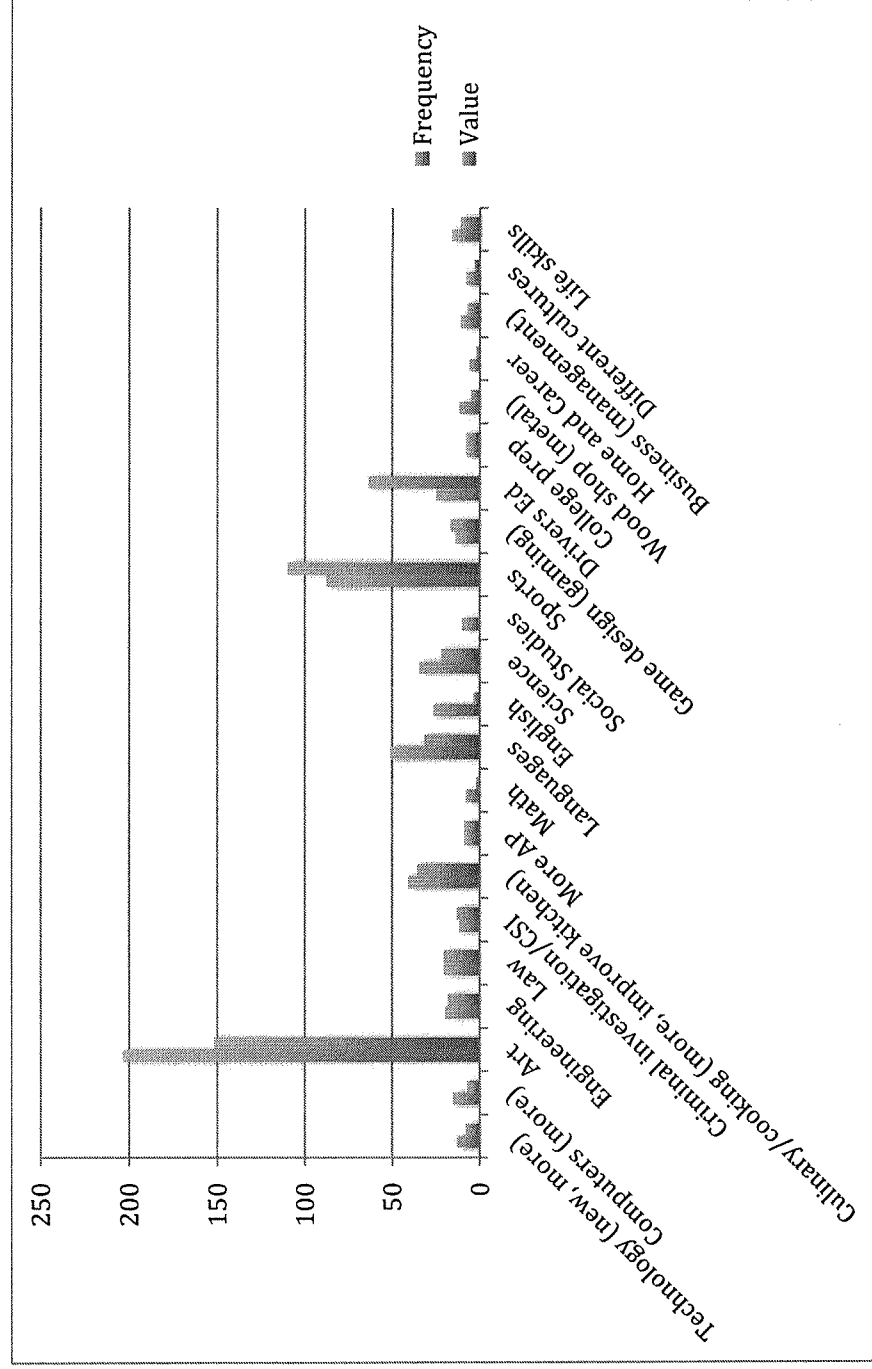
- *Ticket Out the Door – Students will write on the back of their index card what they now know about the future of East High and its relationship with they University of Rochester.*

*****Please make sure to write the SS teacher's name, grade level and period on the top of each post-it note paper.*****

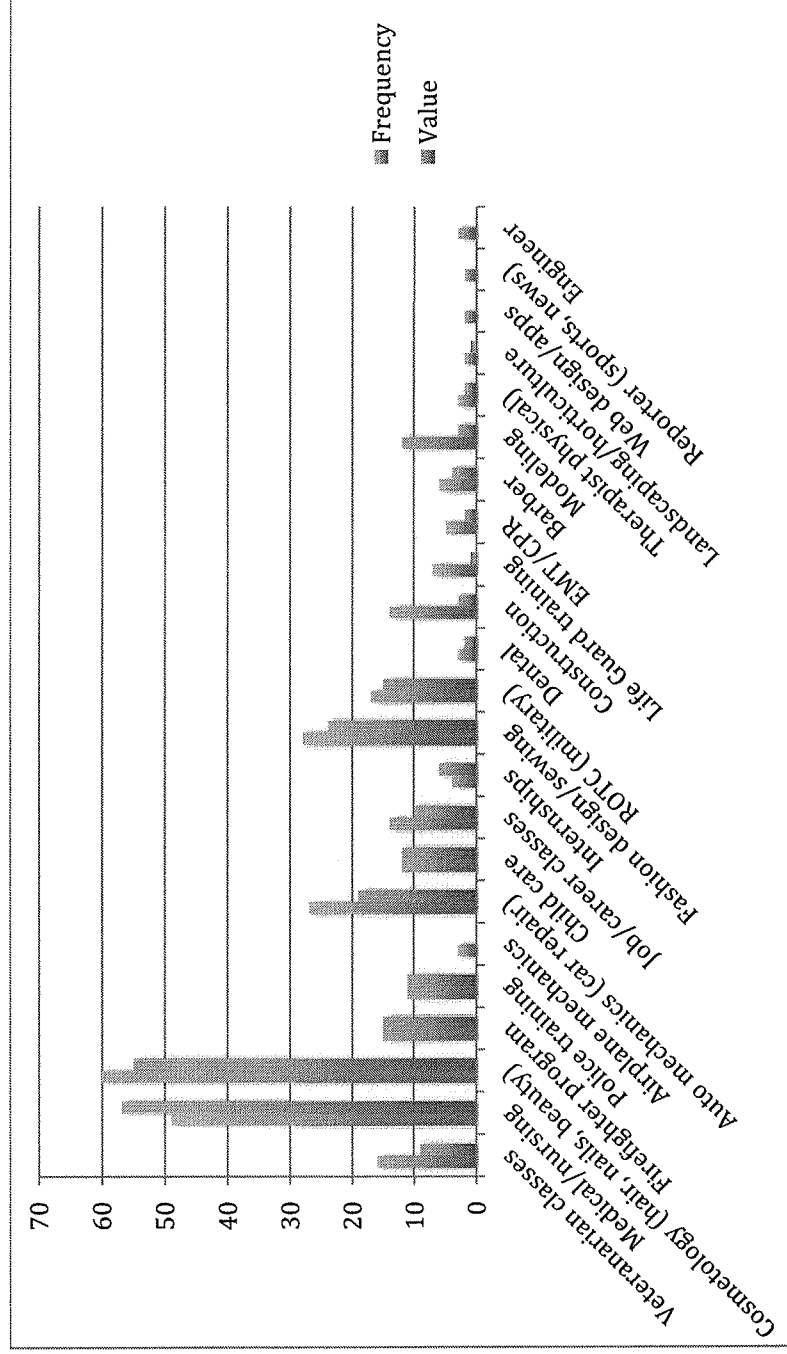
East High Student Input

What courses would you like to see at East?

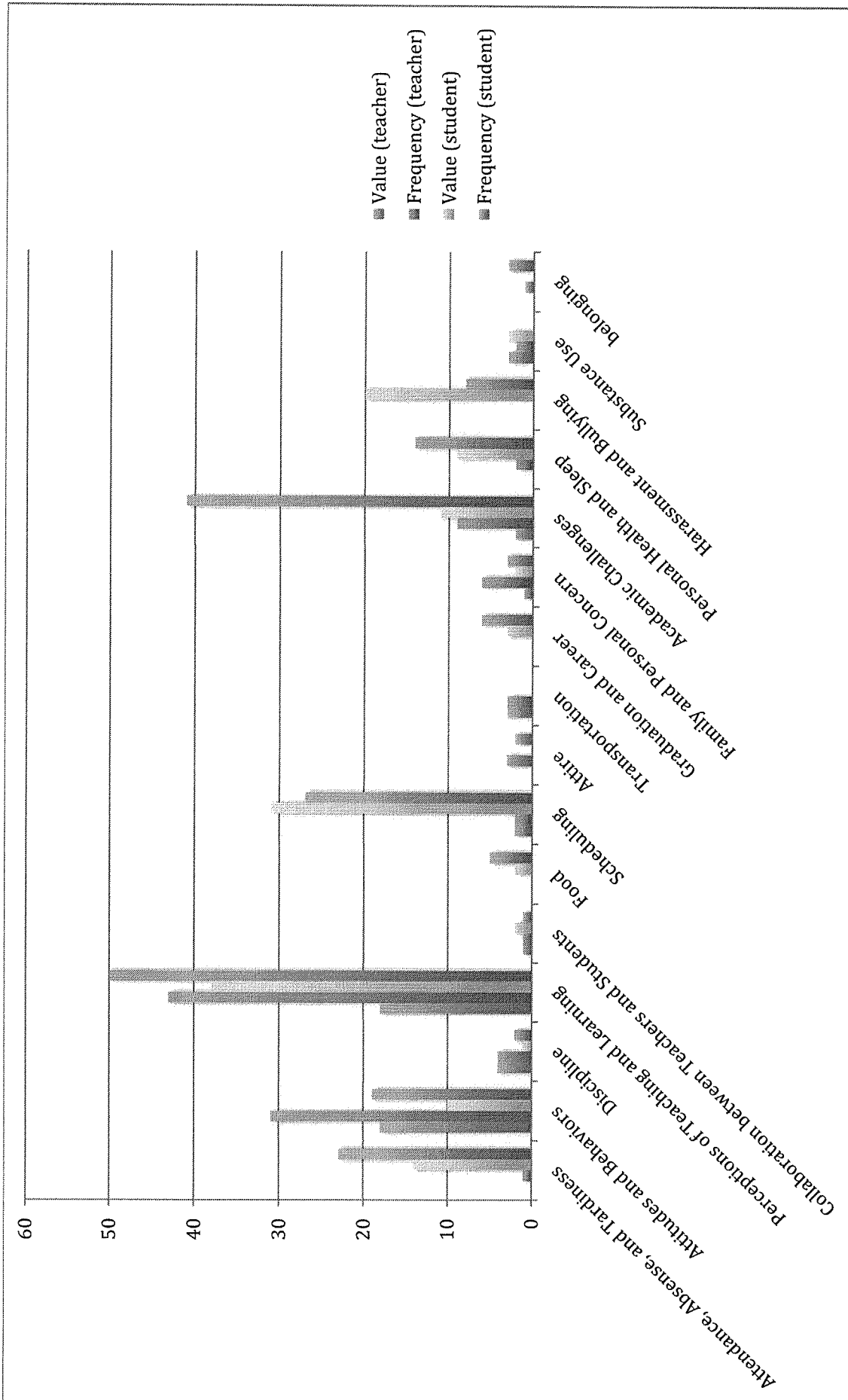
Academic



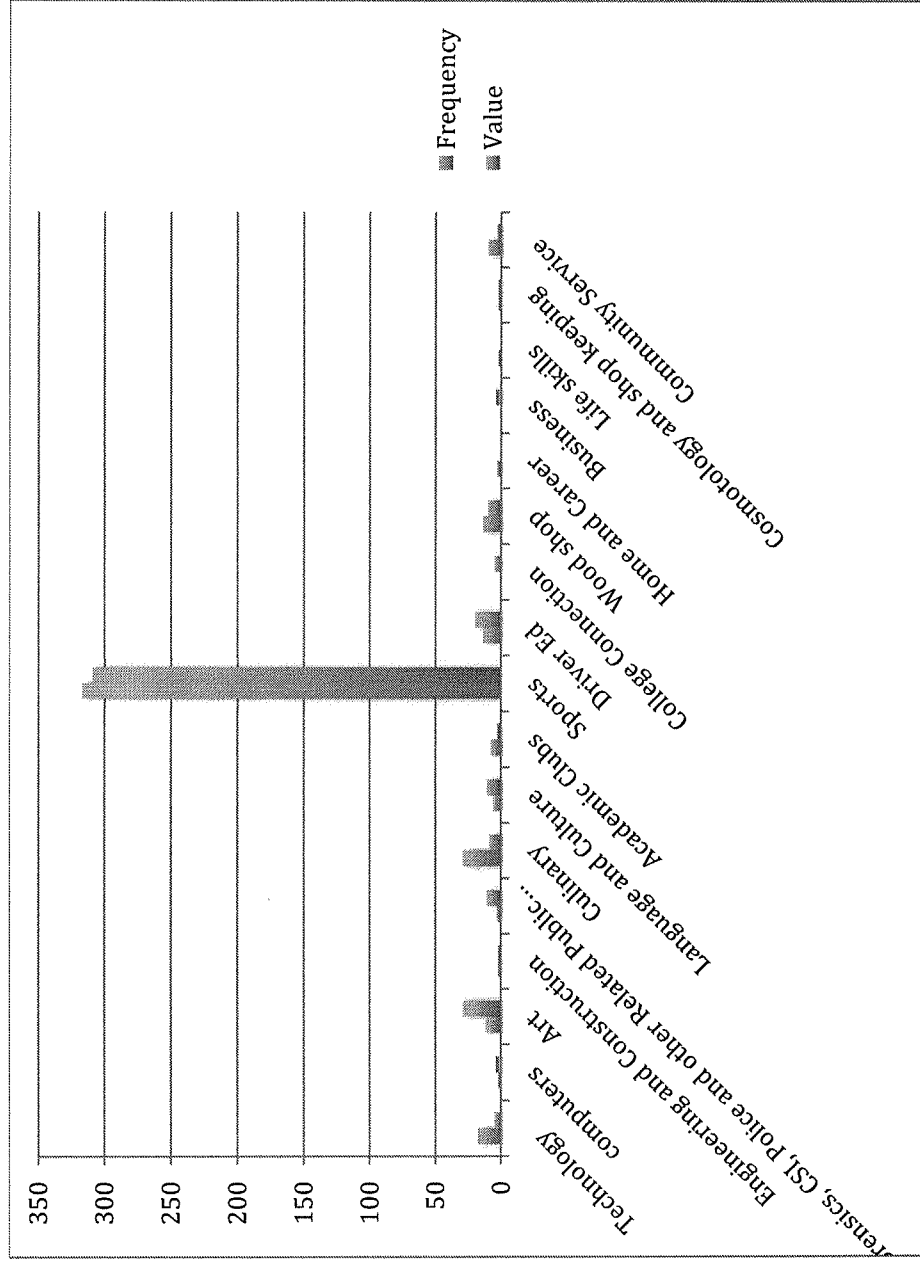
Career



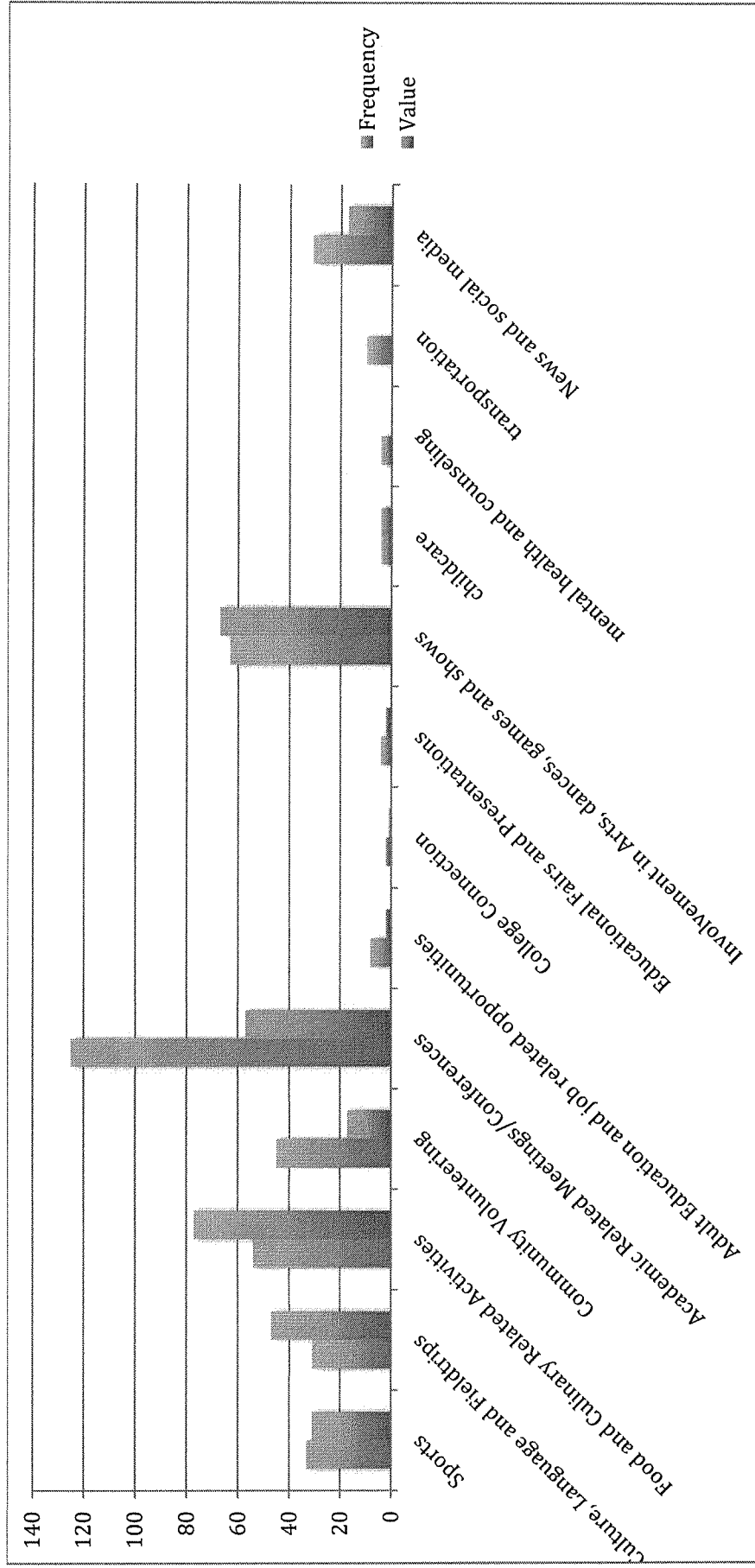
What challenges do teachers and students face?



What afterschool/extracurricular activities would you like to have at East?



How can we involve families more?



Family and Community Partnership Planning Committee Community Input

Job readiness

- Internship opportunities
 - Networking
 - TV/Radio internships (RCTV/WDKX)
 - Partner with local businesses to produce more internships
- Vocational courses
- Access to employment – both children and parents; provide economic opportunities
- Career pathways
- Career mentors
- Trade mentors
- Time management
- Resume Building
- Employment skills – Hillside Work Scholarship
- Life skills/coping/conflict resolution/anger management
- Business Writing
- Job preparation and interviewing classes
- Career Counseling

Curriculum

- Culturally relevant classes/teaching
 - More African American and Latino curriculum materials, culturally relevant
 - Would like more ethnic studies classes
- Film making classes
- Extra classes in math other than the basics
 - Advanced math
- Science: Forensics, Anatomy,
- Playwriting, Theater
- Game Design
- Dance
- Chorus
- Visual Arts
 - Develop a curriculum with a stronger art program
 - Arts or have a project to work on together as a school
 - Fine Arts (Sculpture)
 - Bring Local Artists in to teach and share craft
 -
- Fashion Design
- Business/Merchandizing/Business Law/Mock Trial
- Participation in Government
- Science Fair

- Youth Leadership class
- More preparation for Regents Exams
 - SAT prep
- Creative writing
- Chorus
- Dance
- Co-ed sports (swimming)
- Pre-law, pre-med track
- Cosmetology
- Modern technology
- Entrepreneur program
- Music program
- Robotic engineering
- Social justice/leading a movement
- Computer engineering
- Electives
 - Sports management
 - Architecture
- College courses
 - Dual credit
- More interesting classes
 - EMT
 - Real estate
- Financial Literacy
- Bilingual program
- Culinary Arts
- Construction/Architecture (building stuff)
- Athletics program
- Classes that will have substance for the real world (i.e. African American literature)
- More hands on programming

College preparation

- College connections, admissions
- Co-op/class credit opportunities
- College visits
- College mentors
- Bring in college scouts
 - Athletes should have their name on jerseys
- College teachers
- Transition to college help

School climate

- More appealing lunch food; healthy lunches
 - Fried chicken

- Real chefs
 - Better food and better opportunities during lunch
- Make school more appealing (cosmetically)
 - Clean the bathrooms
 - Physically clean house
- Smaller class sizes (15-18 students)
- More access to computers and the ability to bring home books
- Better transportation (i.e. if a kid misses a bus have it where they can catch another one within 15 minutes)
- More rewards for students; achievements should be recognized
 - Showcase talents and accomplishments/academics
 - Talent shows as fundraisers
 - Car washes as fundraisers (sports, uniforms)
- Students need opportunities to have their voices heard
 - More input from students (have a rep on EPO board) and parents on EPO board
- No ISS – restorative justice instead; no PM school
- Have a culture of high expectations
 - A “D” is not a good enough grade (move away from coaches saying “just get a D so you can play”)
 - Make C+ a requirement to play sports
- Unify the school – pep rallies, more school pride
 - What is causing the divide? Gangs?
- Field trips (being out in the community)
 - Darian Lake
 - College visits
- School/student council
- Community based school
- Attendance
 - Go get them
 - Start later
- Bring back the importance of the Library. Help kids understand how much of the Library they can actually use in their education.

Family/parent involvement

- Parent committee (planning, events)
- Flexibility in scheduling parent/teacher conferences
- Support systems/navigating through process
- Develop process to engage parents and students where they are comfortable to express themselves. Meet them where they are.
- Shorter Meetings: Set up more informal meetings
- Families and Community involved in the decision making process (Curriculum, extra curricular)
 - Active SBPT and PTSA

- Create a website where families/students can go to get real time data on student performance, attendance, etc. (East.com)
- People, parents working at East
- Parent/family room (like at School 33) – designed/determined by parents/families
- Professional development with parents, teachers, and community together
- Relationship with parent students – take some classes together
- Leave time for parents to meet with staff
- Let parents know how their feedback counts
 - A newsletter every 2 weeks
- Follow up with students with their parent involvement
- Child care resources for parent/teacher meetings, night school
- Student/parent guidance for the first week of school for new students
- Let parents know there is a plan
- Parents do not want 6th grade at East
 - Worried about physically having them in the same building as 17 and 18 year olds
 - While they may be “safe” inside, students aren’t safe on the way to school/home

Safety

- Safe environment (safe corridors)
 - “There was a time we sent our children to school and didn’t worry about them coming home”
- Dress code
- Obscene and inappropriate language that leads to violence
- Racial/Ethnic conflicts
- Advocating for students whose voices and needs get overlooked while dealing with out of control behavior
- Students with “free” periods and no place to go wandering the halls.
- Locker room supervision
 - Theft in locker rooms
 - Fear of changing clothes in locker room. Teasing and bullying.
- Don’t stop scanning after 3rd period.
- Control cell phone use to prevent communications about upcoming fights and videotaping them.
- Higher Quality SSOs. Not on their own cell phones while working. No playing favorites with students.
 - Some sentries do their jobs/some do not (on cell phones)
 - Need to limit their use of personal cell phones
- Code of conduct- Asset based expectations for all people
 - Enforce the code of conduct (rewrite)
- Protect the most vulnerable
- Cultural safety
- Metal detectors
- Teachers are afraid of the kids

- Need mental health resources
- Better security measures to protect students from bullying
- Walk through metal detectors
- Educate parents, staff, and students on how to be safe and follow up on ideals

Extra-Curricular activities

- Clubs (sports clubs, but more clubs in general)
 - Intramurals
 - Bush Mango
 - Theater
 - Karate
 - Tae Kwando
 - Agriculture
- Rec center
- Help with afterschool homework (program)
 - Bilingual too
- More after school educational programs
 - Programs that lead somewhere
 - After school programs, “athletics”
- Sports management? Alternate hands on program
- More community hours or a service project requirement a year
 - Community Service (gardening, humanitarian, improve image in community). Animal....something adopt a pet
- Animation
- Web Design
- Word/Excel/PPT
- Media Etiquette
- Intramurals for fun (get energy out) Rec. Recess
- Team Skill Development (Ropes course)
- Tutoring (more tutors)
- Step Team
- Science activities
- Crafts
- Pathways after school

East Evening

- Driving School
- Classes where over age/under credit students can get credit and/or employment
- Customer Service
- Public Speaking – sell oneself
- Starting at 5:30 or 6:00, ending at 7:30 or 8:00
- GED (in Spanish too)
- Community classes: Book circles, language skills, sewing, mediation, computer, CPR, First Aid, Lifeguarding
- Voter registration

- Direct tie to school day; stay in the loop
- ESOL for families for students at East
- English class for everyone
- Small trades
- Childcare certification
- Home economics
- Vocational training
- EMT classes/certification

Communication

- Currently, communication is only negative; need positive, celebratory communication as well
- Use texting (text blast) to better communicate with community
- Better marketing for East, media
- Use social resources like radio (WDKX) or TV (RCTV) to communicate events/happenings to a wider audience
- Networking through the computer
- Market the UR tuition connection (UR Promise grants)
- Be transparent
- Idea box (suggestion box)
- Continuous Communication: Mail, text, media, phone calls, social media

Teachers/teaching

- Teachers that are willing to work at students' pace
- More student teachers in classrooms
- Student/teacher collaborations
- Quality teachers
- Diversity with teachers
- More teachers/kids time

Resources East can draw upon

- Community Organizations
- Area Businesses
- IBERO – PAO: Project Help Outreach Program
- Family Support
- Alumni
- Area Churches
- City of Rochester

141002

EH DRYs meeting

After introductions (it was the DRYs leadership team, mostly directors of programs and the Commissioner), we talked in general about what community means. We need to have a definition that makes sense given East's location and that students come from all over the city. What will we mean by community school? Where people live affects their feeling about the school and makes coming to school less attractive when families live far away.

We talked about redefining parent engagement given traditional definitions are limited to attendance at meetings and parent teacher conferences/communication. We brainstormed some ideas about how to communicate better:

- Email group or some kind of intranet where families can go for information or to give input, especially if their work life makes it so they can't come to campus.
- Develop an app (students could do this) that easily lets families access information about their child, school events, etc.
- Rec centers could be "satellites" for family interaction. They could be spaces for meeting with parents, giving information, and for recruitment.
- We need to explore opportunities where parents are, including going to home. Parents come to rec centers, sports events, or performance events. We could develop a way to interact with them at these spaces and times.
- We need food and day care at all family events.
- Text blasts

East as rec center that supports academic and career development. Could use work in Harlem Children's zone as a model for collaboration. East Evening as a space for career development; we could have a course on rec to develop skills needed to get jobs in DRYs.

We could work with the neighborhood on neighborhood gardens. Example, the Greenhouse Café could be a place where students could work on food production and preparation. They are in the neighborhood and connected already to DRYs. In general, we should reach out to neighbors who may have skills to offer. Another example is the reach out from Lorraine; she offered space, but she may also be willing to have students intern in her restaurant, connecting to the culinary program. We could connect all this to community service work to care for public spaces.

We could build a business entrepreneur program in collaboration with DRYs

DRYs has a health program that focuses in depth on sex ed, specifically work on sexually transmitted diseases. They would love to work with us in the health center and to work with students on an ongoing basis. The standard health classes are not enough. They are going to give us data to support that this in-depth education is needed. Plus, students listed health/sex ed as part of what they want to see us offer at East.

They are going to meet to brainstorm other ideas and will get back to me with a plan and any budget implications. This is a group of dreamers and they are very excited to work with us.

140926

Interview with teens who dropped out of East

Joyce has been developing a relationship with a young man and his girlfriend who dropped out of East in 9th grade. They are currently 18. The young man dropped out after 2 weeks in 9th grade; his girlfriend dropped out when she got pregnant (her son is 3 years old). They came to the NEAD office at 2:30 to talk about how they might be able to finish with either a GED or with a diploma.

I started by talking a bit about the UR partnership and about our ((my)) goal of working with young people like them to help them complete high school so that their job opportunities open up. Joyce tells me that when she first met the young woman she has just sold her food stamps for cash and is now out of stamps with more than two weeks left before she gets more.

Below are the topics we discussed:

- Pathways to jobs!
- Day care while parents are going to classes; East evening for sure we want day care
- Childcare certificate
- Child therapy
- GED program that leads to trade
- OSHA license so they can get into trades
- Trades:
 - Medical office technician
 - Computer engineer
 - Culinary certification
- CPR, first aid
- Transportation for East Evening; can they bus passes?
- GED over diploma because it fits his schedule for work;

They stayed for about an hour. The young man had just gotten a job at MCC and he had to catch the bus.

Another young man also came, but he is currently not an East student. He attends West Irondequoit but we don't know how he is doing that since he is a Beechwood resident. He was clearly high. He is 12 years old. He told us that he didn't go to school this past week because he got suspended. Jeremy told Joyce that he was suspended for trying to strangle another student. Jeremy also reports that the young man has no adult in his life to help him out. Jeremy is trying to work with him to get him back on track.

140605 Hillside work scholarship

Partnership

Long history at East

Place youth advocate (30 per advocate/ 150 total) and on sight manager personnel in building

Want to increase age range; would love to grow at earlier age

Double staff

Youth employment training academy; 25 hours training on employment training (resumes, etc.); on their own time (weekends, etc); job interviews; grad rate 95%; ((could think about integrating into day));

Cost model; public private partnership ((down to \$600,000)); 12 month programming; youth development programming (college visits, speaker series); youth employment training; jobs – IT, optics, skill trade, culinary, \$3500 per kid; we would fund up to 50% of this; 12 month programming; summer academy to get exposure to middle skill jobs

need space in building; have small office now built for 3, has 5; need more space; want to feel like they are part of the faculty/team; need to be treated as partner; would participate in professional development we offer

have money that comes from county, grants, state, philanthropy; ideally get to 50/50 match but don't use that as ultimate measure

How do kids qualify? Focus on at risk kids: meet two of six factors; behavior challenges, grades (have to get up to 2.0 but can get them up there), poor attendance, over age for grades, poverty

Another two advocates could take up numbers to 200; could find matching money to get to tipping point

Youth development, motivation, TOP; focus on academics

Youth advocates have relationship with kids, will call home, go to home to find out

Predictive analytics data from school district to find students

Want to work in partnership with everyone;

Great advantage would be to get Comet data for daily information

Turnover rate currently at 30%; put in provision that says that they cannot voluntarily opt out for at least three years; but be careful in who you select; in exchange we won't have any layoffs for a period of time

Black/Latino tension; more so last year; Hillside part of intervention after the fact; collaborative approach; ready for this opportunity; some youth are driven by parents who are in gangs

Case management with parents that engage them on a monthly basis; takes different forms, some home visitation, or phone, email, text messaging; try anything

East High School Survey

Introduction

The University of Rochester – East High School Family and Community Survey was distributed to students' grades 7-12 at East High School. The survey contained 16 questions ranging from fill-in the blanks, multiple choice to open-ended. Demographic questions included 1) grade level, 2) identified gender 3) race/ethnicity, 4) zip code. In the main body of the survey were questions regarding 1) perceived school support (i.e., the school communicates my academic achievement and attendance with me and with my family), 2) school climate (i.e., I feel safe at school), and 3) perceived community impact on the school (i.e., I believe that if we work together, we could improve the school). The last two questions (15 and 16) offered possibilities for the student respondents to provide their perspective on specific ways in which changes could be seen at East High. The intention was to gather collected data to inform discussion and possibility to impact preliminary change at East High School.

Apparatus:

A Survey instrument tool was used to collect data from 1, 009 students at East High School. Excel programming was used to analyze the data.

Methods:

After survey administration, the collected data was analyzed statistically and thematically. Questions 1-4 were labeled according to numerical or their categorical value. For example, students year 7-12 were reflected in the data by their corresponding year. Mixed Grade was added as a category to reflect students in multiple grades. Mixed grade was represented by the numerical value "13". Race was also represented by numerical values: 1 = African American, 2= Latino/a, 3 = White, 4 = Native American, 5 = Asian, and 6 = Other. Some students who may have identified as Black also had a tendency to not select African American as this category represents a specific group connected to the U.S. Mixed race category represented by the numerical value of 7 was also added to represent students that selected multiple races. Gender was represented by numerical value from 1-3, 1 = female, 2 = male and 3 = other. Zip codes were represented by the numerical zip codes value listed (i.e., 14607 = 14607). Since questions 5 – 14 were likert scaled questions, options "Strongly Agree" to "Strongly Disagree" were represented by 1-5, respectively. "Don't Know" was represented by the value 6.

The legend provided insight into how the data was entered. The researcher also used judgment as to whether or not the each entered data was valid. For example, the "race" data was labeled "999" also if students selected all of the categories available because the selection is unlikely possible and students may not have taken the survey seriously. The judgment was consistent for all of the questions on the survey. When responding to the likert scaled questions 5-14, the question was rendered invalid if students selected more than one response. If the question was left blank, "999" value was entered for the question.

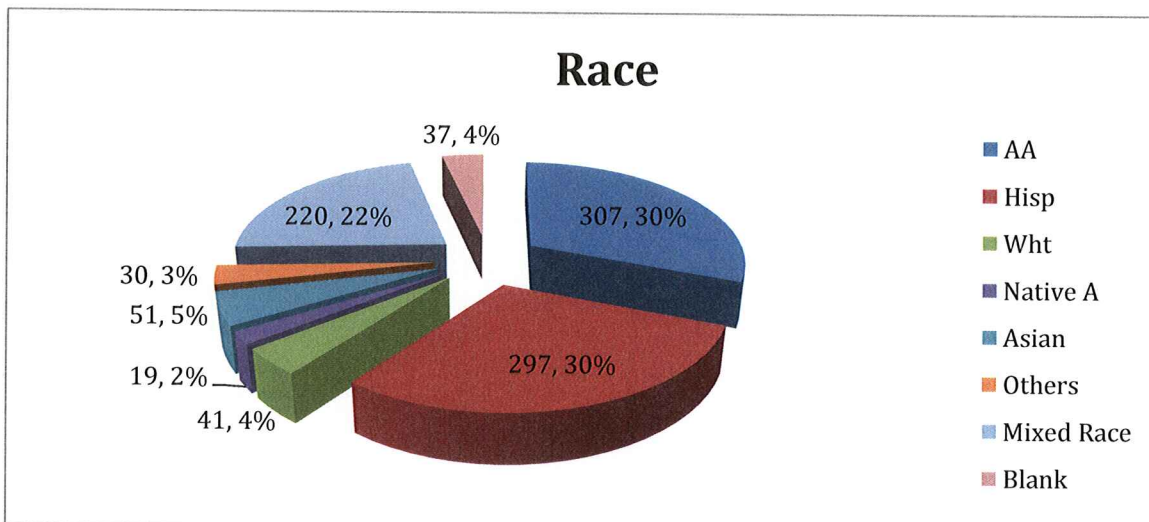
Data clean up consisted of several steps. First, the survey was checked for alignment. If the data was entered had been shifted one question over, the data was realigned. Second, all blank values were substituted with arbitrary value of 999 so that it would not interfere with analysis. Third, the appropriate zip code had to be corrected if written incorrectly by the student. Students that added a description, such as a street name, to the zip code, helped the process.

Each demographic category was analyzed by question 5-14. Of the overall survey population (N = 1,009), the population used for analysis depended on the amount of data with missing values (i.e., 999). Cases with these values were excluded from analysis. Since data tended to be missing across all survey questions, it was analyzed in a step-by-step fashion using only cases that were relevant. This prevented case-wise deletion for the large amount of cases to be analyzed at once (the method was not chosen for this reason). Questions 1-14 were analyzed using descriptive methods (frequencies), while questions 15-16 were analyzed thematically and tallied into frequencies.

General Findings:

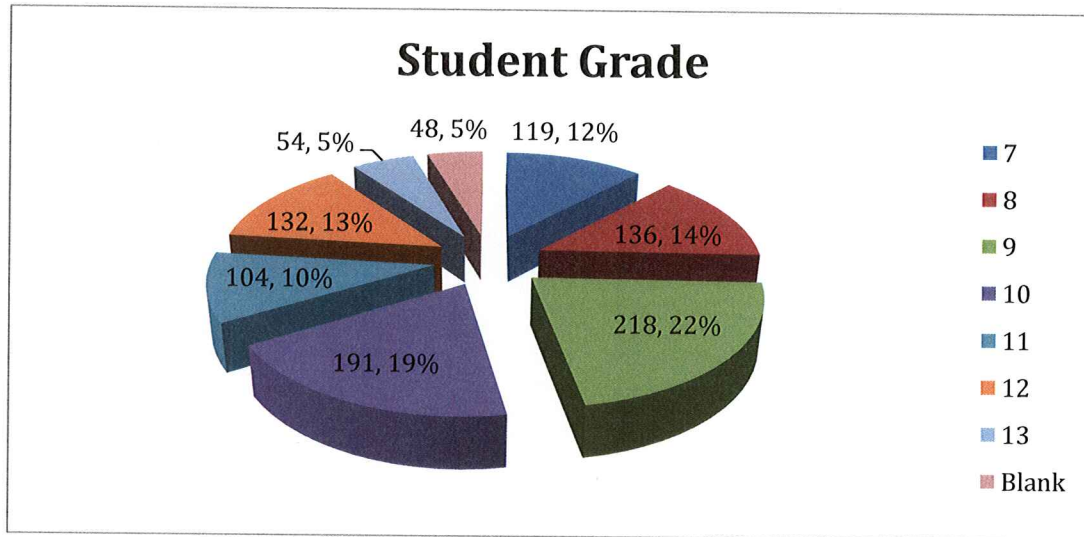
Race:

The demographics of East High School student respondents comprised primarily of African American students (N=307, 30%) and Hispanic students (N=297, 30%), followed by Mixed-race students (N=220, 22%). While it is typical for the frequency of white students to exceed the frequency of Asian students, the reverse was found to be representative in the sample collected. Students who identified as white accounted for 4% of the sample while students who identified as Asian accounted for 5% of the sample. Native American students accounted for 2%, while those who identified as other accounted for 3% of the sample. 4% of students did not identify their race on the survey.



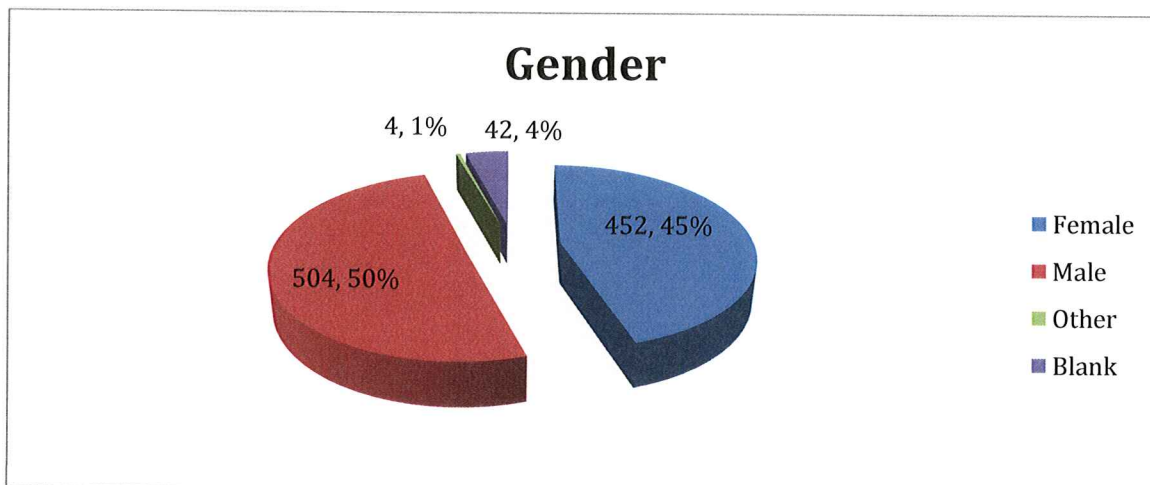
Grade level:

9th graders represented the largest grade level (N=218, 22%) at East High School. They were followed by 10th graders (N=191, 19%) and 8th graders (N=136, 14%). 5% of the survey respondents identified as mixed grade (identified by numerical identifier 13), based on the amount of credits they needed to graduate. 5% did not identify their grade level.



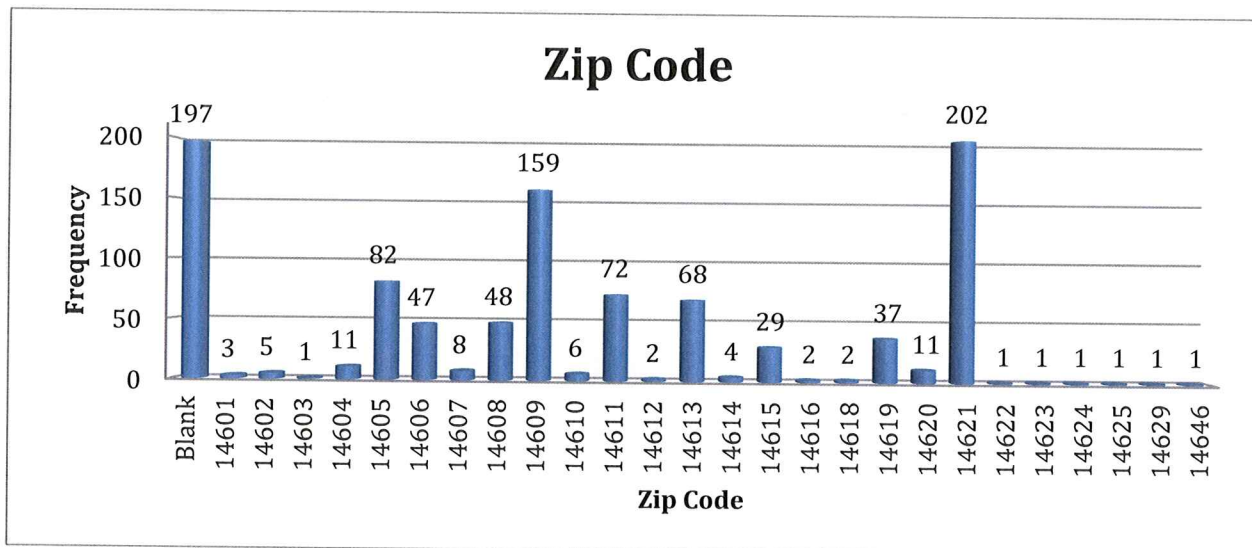
Gender:

At East High school, the majority of student respondents identified as either female (N=452, 45%) or male (N=504, 50%). 4 students or 1% of the surveyed population identified as “other”. 4% (N=42) of the surveyed population left the question unanswered or in some cases had selected all three genders, which rendered their response invalid. This selection, however, only reflected only a few cases.



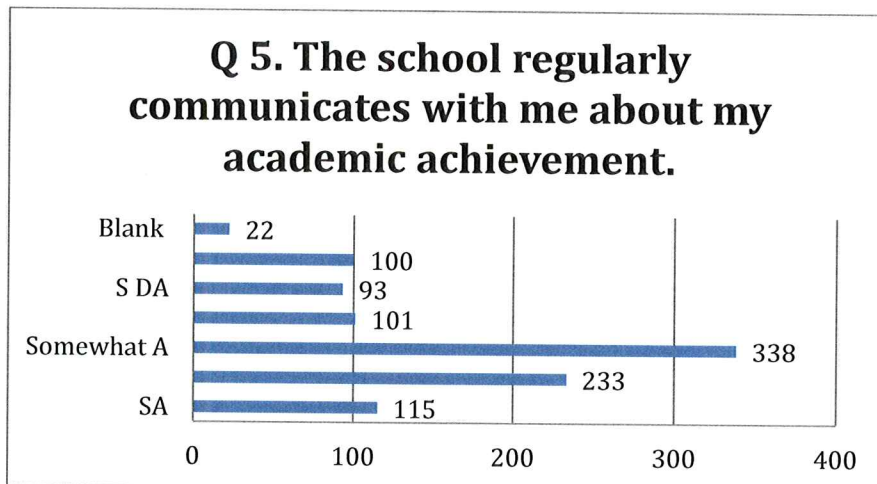
Zip-code

All zip codes listed were analyzed. A few of the zip codes were densely populated with East High student respondents. 202 student respondents surveyed were from 14621. The second most popular zip code was 14609 with 159 respondents. It was followed by 14605 with 82 respondents. 14613 and 14611 had 68 and 72 respondents, respectively. A large number of respondents (N = 197) also chose to not list their zip code.



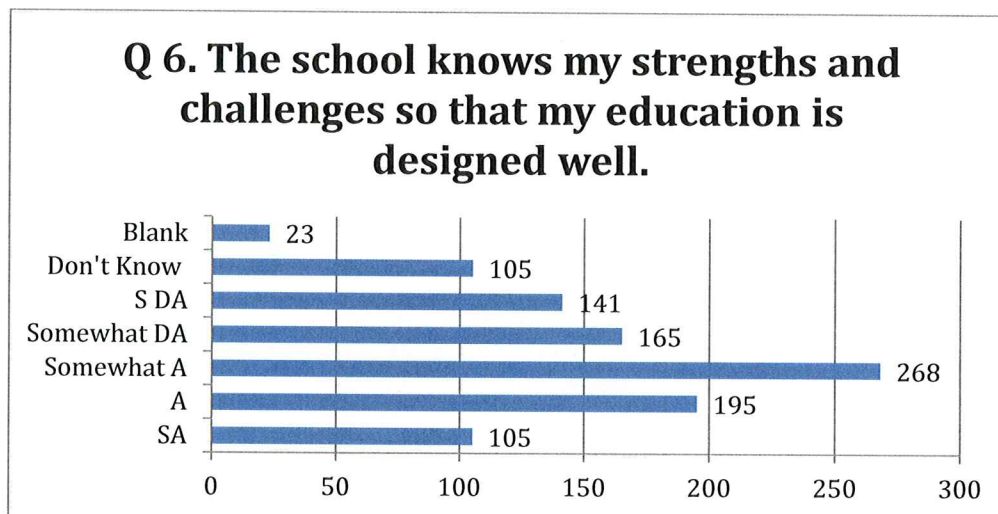
General Analysis Questions 5-14, including Race and Gender Discussion:

Question 5. Regarding the statement “The school regularly communicates with me about my academic achievement”, many students “somewhat agreed” (N= 338). It was followed by 233 student respondents who “agreed” and 115 respondents who “strongly agreed”.



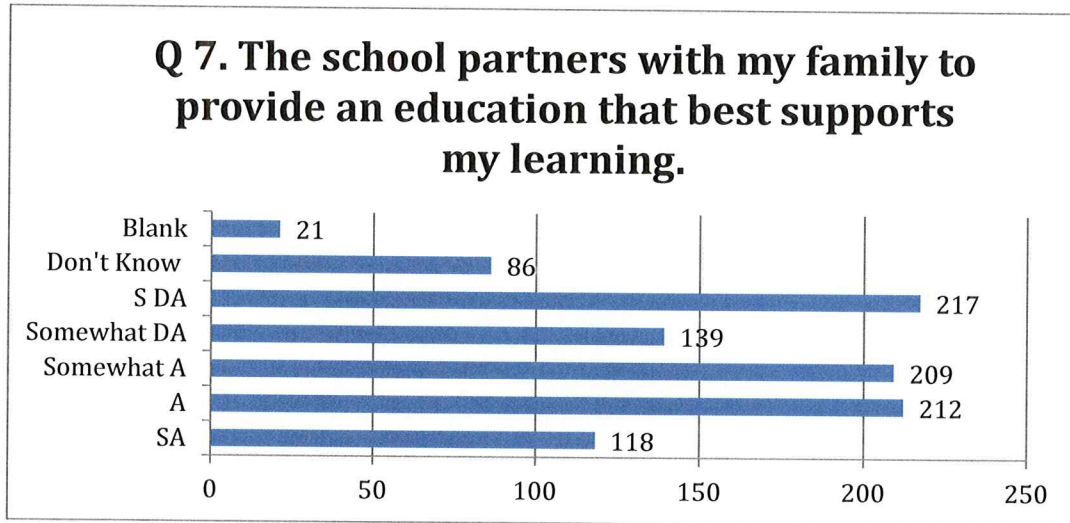
When analyzing the statement by race, this patterned was consistent. See Question 5 by race for specific frequencies in race appendix. This pattern also held when analyzing gender by question 5. See question 5 by Gender for specific frequencies in gender appendix.

Question 6. 268 students respondents “somewhat agreed” that the school knew his/her strengths and challenges so that his/her education was designed well. It was followed by 195 student respondents who “agreed” and “ 165 respondents who “somewhat disagreed”. 100 respondents answered “Don’t know” while 22 respondents left the question blank.



When analyzing the statement by race, this patterned was consistent for all racial groups. See Question 6 by race for specific frequencies in race appendix. It was also valid when analyzing gender by question 6. See question 6 by Gender for specific frequencies in gender appendix.

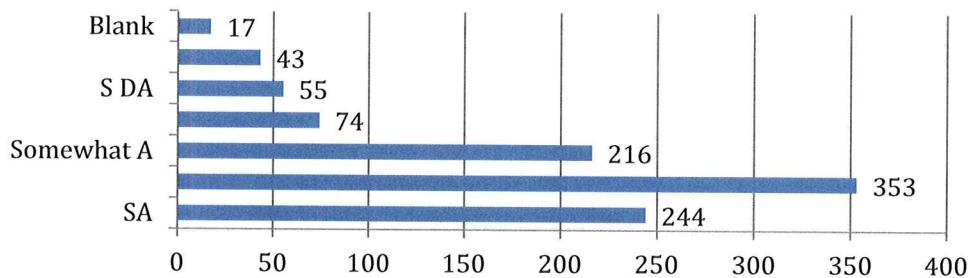
Question 7. 217 student respondents “strongly disagreed” with the statement “The school partners with my family to provide an education that best supports my learning”. 212 respondents “agreed” with the statement and 209 students “somewhat agreed” with the statement. 21 students left the question blank. This gap should be further investigated.



When analyzing the statement by race, this patterned was consistent. The majority of the respondents identified as African American, Latino/a or identified as “mixed raced”. See Question 7 by race for specific frequencies in race appendix. Pattern groups also followed this response pattern. See question 7 by Gender for specific frequencies in gender appendix.

Question 8. An overwhelming amount of student respondents (N=353) “agreed” that the school shared information with them (such as grades, test scores, attendance) so that they were able to understand their education and be the best student they could be. This was followed by 244 respondents who “strongly agreed” and 216 respondents who “somewhat agreed”.

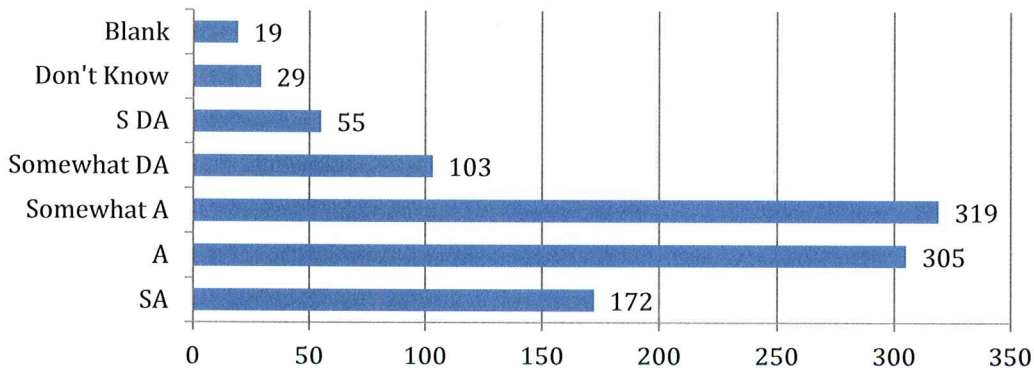
Q 8. The school shares information with me (such as grades, test scores, attendance) so I can understand my education and be the best student I can be.



This patterned was consistent with the analysis racial groups. African-Americans, Latino/a and respondents who identified as mixed race, whom held the majority of the frequencies, followed this response pattern. See Question 8 by race for specific frequencies in race appendix. Grouping by gender also followed this response pattern, only that males more than females “agreed” with the statement, despite the fact that both “agreed” with the statement. See question 8 by Gender for specific frequencies in gender appendix.

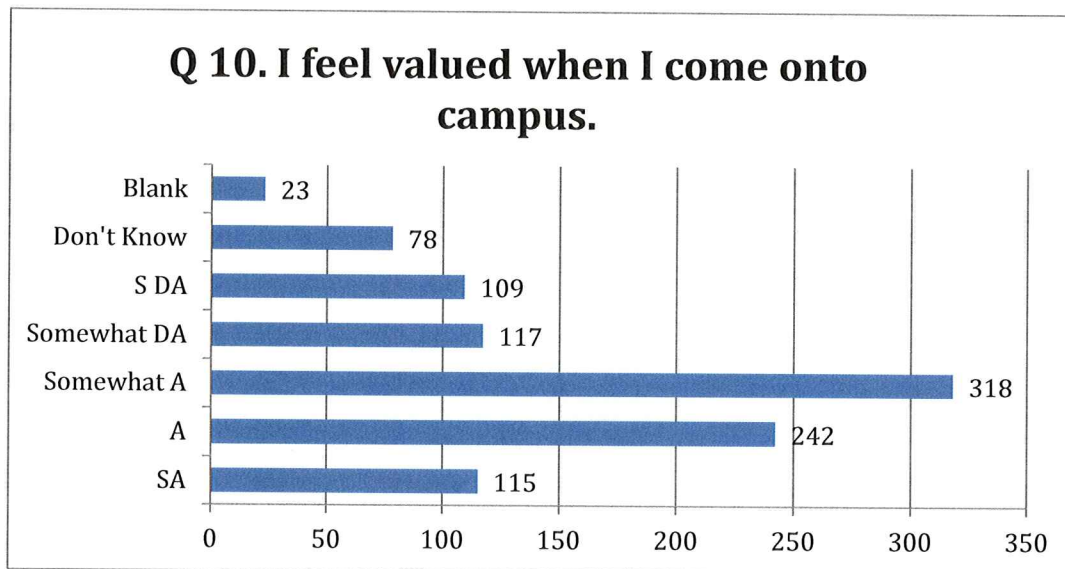
Question 9. 319 students “somewhat agreed” and 305 students “agreed” with the statement, “I believe that East High currently provides a good education”. 172 students who “strongly agreed” followed this. 29 students answered, “don’t know” and 19 students chose not to answer the question.

Q 9. I believe that East High currently provides a good education.



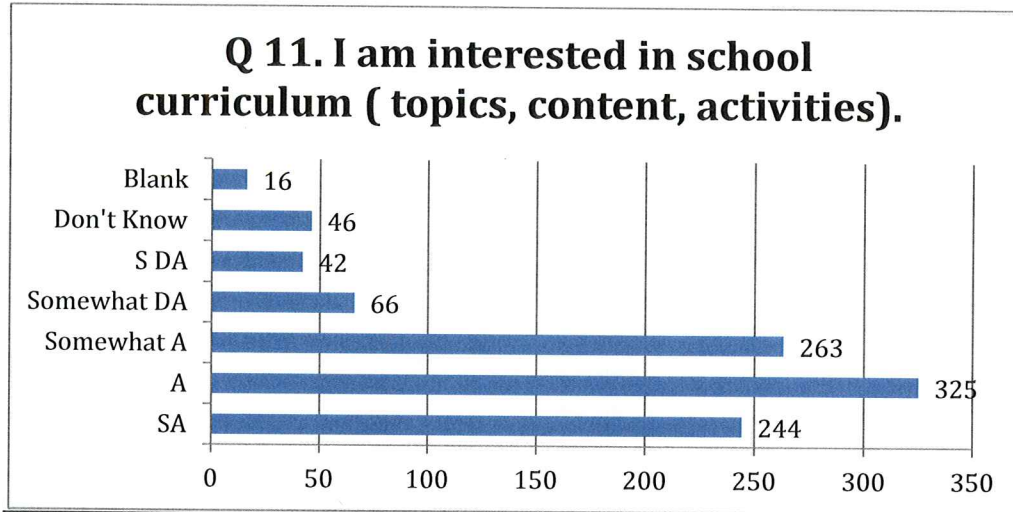
In analyzing question 9 by race, those identifying as African-American, Latino/a and mixed race held a similar pattern to the general question 9 analysis presented above. When looking at question 9 by gender, the dominant response was also “somewhat agree” while the frequency of those “agreeing” also came close at 305. The response pattern was similar to the overall analysis of question 9.

Question 10. Regarding the statement, “I feel valued when I come onto campus”, 318 student respondents “somewhat agreed”. 242 students “agreed” with the statement, followed by 117 respondents who “strongly agreed” with the statement.



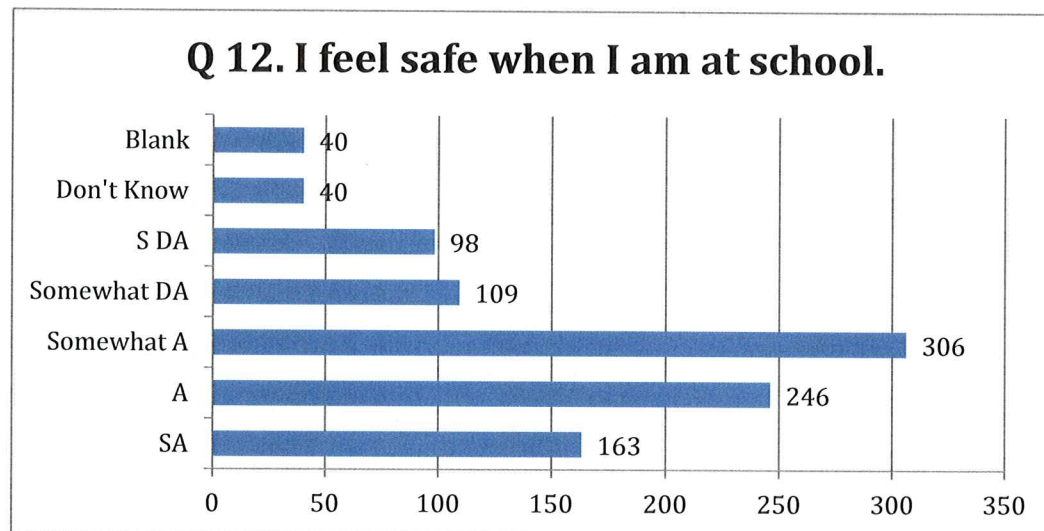
When analyzing the statement by race, this patterned was consistent for groups by race. See Question 10 by race for specific frequencies in race appendix. Pattern groups also followed this response pattern. See question 10 by Gender for specific frequencies in gender appendix.

Question 11. The statement, “I am interested in school curriculum (topics, content, activities)” was “agreed” by 325 student respondents, followed by 263 students who “somewhat agreed” and 244 students who “strongly agreed”. 16 students left this question blank.



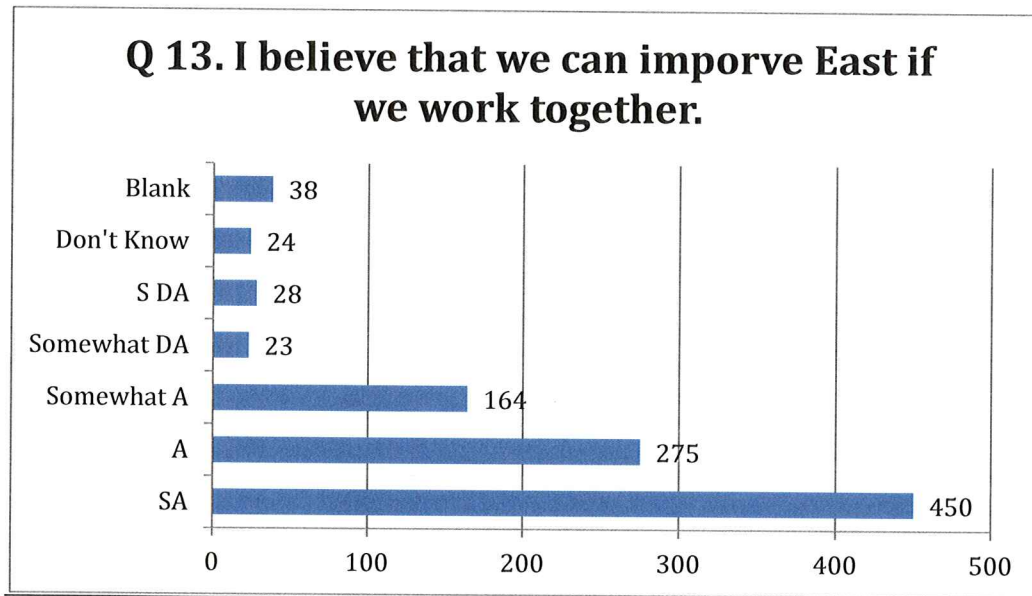
Again, analyzing question 11 by race showed that those respondents who identified as African-American, Latino/a and mixed race held a similar pattern to the general question 11 analysis presented above. When looking at question 11 by gender, the dominant response was also “agree” (N=325), tallied by 161 males and 156 females.

Question 12. Regarding feeling safe at school, 306 student respondents “somewhat agreed”, while 246 respondents “agreed” and 163 students “somewhat agreed”. 109 respondents “somewhat disagreed”, and 98 respondents “strongly disagreed” with this question. Further analysis should be conducted.



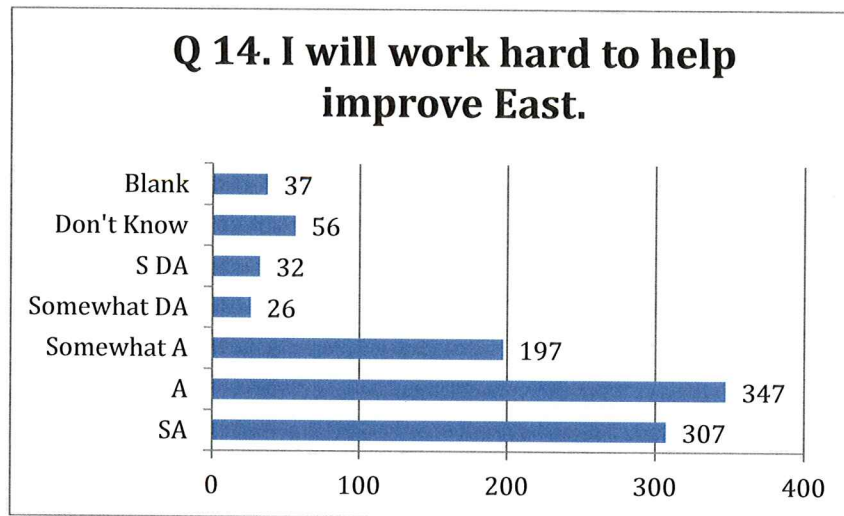
In analyzing question 12 by race, those respondents who identified as African-American dominantly “agreed” while the majority of Latino/a “somewhat disagreed”. Generally, question 12 by race followed the same response pattern as the data above. When looking at question 12 by gender, the dominant response was also “somewhat agree”. The response pattern was similar to the overall analysis of question 12.

Question 13. Regarding improving East High, an overwhelming majority of the student respondents (N=450) “strongly agreed” that working together will lead to improvement. 275 respondents “agreed” and 164 students “somewhat agreed” with this statement. For the respondents who disagreed with the question, the thematic responses of questions 15 and 16 could provide insight as to why respondents would disagree. Still, further analysis could provide more elaboration on this question.



When analyzing the statement by race, this patterned was consistent for all racial groups. See Question 13 by race for specific frequencies in race appendix. Pattern groups also followed this response pattern. See question 13 by Gender for specific frequencies in gender appendix.

Question 14. Regarding the statement, “I will work hard to help improve East”, 347 student respondents “agreed” with the statement. 307 students “strongly agreed” with the statement and 197 respondents “somewhat agreed”. Further investigation, could give elaboration as to why some respondents “disagreed” or “somewhat disagreed” with the statement.



Interestingly, while those respondents who identified as African American and Latino/a generally “agreed” with the statement, those respondents who identified as “mixed race” strongly agreed with the statement. As for gender analysis, the trend followed the dominant trend for the question in which the majority of the respondents “agreed” with the statement.

General Analysis by Grade Level:

Analysis by grade level holds consistent with the trend found in the above analyses by question 5-14. In all grade level by questions 5-14 analyses, it is consistent that those in the mid-grade held the greatest influence by way of frequency. Together, those mid-range grade levels had greatest influence in swaying between “agreeing” and “somewhat agreeing” with the questions 5-14. When it came to later questions 13 and 14 regarding improving East High, all grade levels had a consensus by “agreeing” and “strongly agreeing that by working together the school could be improved and that the students themselves will work to improve East, respectively. Of concern, is the result on question 12 where one might wonder what does it mean for students from different grade levels to report that they “somewhat agree” with feeling safe. One would hope that all students agree or strongly agree with feeling safe at school. This point to the need for further analysis on what it means to feel safe at East High in order to improve the conditions currently faced at East High.

General Analysis by Zipcode:

The general trend was also confirmed in zip code by questions 5-14 analysis. The zip codes that had the greatest frequencies were 14605, 14609, 14611, 14613, and 14621 among others. These zip codes do not share a distinct pattern beside the fact that they are all within Rochester city limits and within 10 miles of East High. One may suspect that those students living in zip codes closer to East High may have more insight/or may be more willing to contribute to change at East. However, this is difficult to show. What can be witnessed from the analyses of zip codes by questions 5-14 is that those zip codes with greater student enrollees may have greater influence on survey results.

Analysis of Themes from Questions 15 and 16:

Thematic tallies for question 15 indicated an overwhelming majority of the students desired improved food/lunches (N=145) at the school, followed by better teachers (N=50), more activities (N=33), concerns about uniforms (N=22), cleaner restrooms (N=18), and issues of bullying and violence (N=16). Thematic tallies for question 16 suggest that the majority of the students were concerned with bullying and violence (N=31), academics and ways to improve their grade (N=27), and attendance (N=20). Interestingly, the issue of better lunches only received a frequency tally of 10 on this question.

Conclusion and Limitation:

Generally, despite specific discussions across race, gender or grade level, all of these analyses follow a similar trend as the overall general analysis by questions 5-14. The survey results fell under “agree” and “somewhat agree”. There should be an understanding that those students whose voices were heard centered around the mid-grade level ranges, identified as either male or female, were dominantly African-American, Latino/a, and were mixed raced. In addition, those students from dominant zip codes such as 14605, 14609, 14611 or 14621 had large amounts of enrollees at East High that students from those areas had greater influencing power over survey results. Interestingly, one may wonder what is the difference between “agree” and “somewhat agree”? Both of these selections fall in the positive trend of the likert scale, but what constitutes whether a respondent selects “agree” or “somewhat agree”? Perhaps in future studies, an elaborative portion should follow each likert scaled questions.

What also makes for an interesting discussion is that an overwhelming majority of student respondents selected “strongly disagreed”, “somewhat disagreed” and “agreed” with the statement in question 7, “The school partners with my family to provide an education that best supports my learning”. It is striking that the dominant response was “Strongly disagree” (N=217). It suggests a gap between how student respondents and their family view their learning and partnership and how East High views the collaboration. Qualitative inquiry should be conducted to further understand how both the school and the respondents understand school-family partnership and what is to be expected from both parties.

As for demographics, it was unusual to notice more respondents identifying as Asian than White. Typically, the reverse is found. It is likely that some of those respondents who left their race unanswered were indeed white. The large number of unanswered race questions point that the amount is certainly enough to reverse the trend where there could be more White than Asian respondents. However, speculations are not facts. It is likely that respondents identifying as “Asian” did not feel the need to leave their race unanswered, or at the very most, they did not feel threatened to leave their race unanswered. Many of these students may feel that their responses could in turn result in backlash. As a result, responding to surveys on school climate/change can be daunting for many of the students.

Thematic data allowed for assessment of respondents' recommendation as well as their addressing of challenges. Open-ended mannered questions (Q15 and 16) enabled for students to free-write their response. While many students left blanks for these questions, a substantial portion of students took this opportunity to voice their opinions about school lunch and having more exciting school activities, while also pointing out perceived challenges to improving their school, such as concerns of violence/bullying and improving students' grades and attendance.

For future administration a similar survey, extensive pilot testing of questions is necessary. The majority of the responses were centered on "agree" and "somewhat agree". While the difference between these two selections should be addressed, it cannot be known through the current analysis. Pilot testing of survey questions can determine for ways to bridge this understanding. In addition, survey administration conditions should be reviewed. Students should believe or at least be led to believe that the survey will have significant impact on the possibilities that could take place at East High. Concise instructions can help this change. While it is true that respondents should not feel mandated to answer any questions they feel unsafe, all of the survey questions should be answered to the best of their abilities. In fact, none of the questions asked for sensitive information that could potentially cause harm to the respondents. Therefore, it is uncertain why some respondents left some likert questions blank (Q5-14). For demographic questions, a possibility could be that some respondents did want to identify their race as it is a more sensitive survey question compared to the rest. Having clear instruction could be one way in which students could sense that there are directions as for how the survey should be answered and that the survey is intended for serious purposes. Another suggestion is for the survey to be implemented online via survey instruments. One such instrument is "SurveyMonkey". Online implementation of survey collection makes for the data collection process to be more convenient. Error by way of data entry can also be greatly lessened through this method. Access to technology is an avenue to explore when considering ways to increase accurate data collection.

Appendices:

Questions 5-14 by Race (Needs to be copied and pasted vertically on Microsoft word in order to be viewed in full).

Question 5			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		34	69
Hisp		42	78
Wht		3	9
Native A		1	5
Asian		10	19
Others		1	5
Mixed Race		19	41
Blank		5	7
Grand Total		115	233

Question 6			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		22	58
Hisp		42	68
Wht		5	8
Native A		1	3
Asian		10	15
Others			4
Mixed Race		21	35
Blank		4	4
Grand Total		105	195

Question 7			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		30	54
Hisp		47	66
Wht		6	7
Native A		1	8
Asian		13	18
Others		1	10
Mixed Race		18	41
Blank		2	8
Grand Total		118	212

Question 8			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		76	110
Hisp		61	117
Wht		12	12
Native A		6	6
Asian		26	16
Others		5	11
Mixed Race		49	69
Blank		9	12
Grand Total		244	353

Question 9			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		51	103
Hisp		58	86
Wht		8	11
Native A		4	5
Asian		17	22
Others		2	11
Mixed Race		24	57
Blank		8	10
Grand Total		172	305

Question 10			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		34	85
Hisp		39	70
Wht		6	5
Native A			5
Asian		6	19
Others		2	7
Mixed Race		23	45
Blank		5	6
Grand Total		115	242

Question 11			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		75	101
Hisp		71	94
Wht		12	13
Native A		4	3
Asian		13	22
Others		6	9
Mixed Race		54	72
Blank		9	11
Grand Total		244	325

Question 12			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		52	92
Hisp		58	57
Wht		4	8
Native A		1	5
Asian		9	16
Others		3	7
Mixed Race		30	55
Blank		6	6
Grand Total		163	246

Question 13			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		138	86
Hisp		129	89
Wht		17	10
Native A		7	5
Asian		26	17
Others		12	9
Mixed Race		108	48
Blank		13	11
Grand Total		450	275

Question 14			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		80	111
Hisp		91	107
Wht		13	14
Native A		5	7
Asian		24	19
Others		7	13
Mixed Race		80	63
Blank		7	13
Grand Total		307	347

Questions 5-14 by Race (Needs to be copied and pasted vertically on Microsoft word in order to be viewed in full).

Question 5				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		47	92	151
Male		63	131	171
Others				1
Blank		5	10	15
Grand Total		115	233	338

Question 6				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		33	86	125
Male		67	102	133
Others				2
Blank		5	7	8
Grand Total		105	195	268

Question 7				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		48	100	94
Male		68	102	103
Others			1	
Blank		2	9	12
Grand Total		118	212	209

Question 8				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		114	153	95
Male		124	185	110
Others		1	1	
Blank		5	14	11
Grand Total		244	353	216

Question 9				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		67	130	156
Male		98	164	148
Others				1
Blank		7	11	14
Grand Total		172	305	319

Question 10				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		41	115	143
Male		72	119	160
Others		1		1
Blank		1	8	14
Grand Total		115	242	318

Question 11				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		104	156	114
Male		129	161	133
Others			1	
Blank		11	7	16
Grand Total		244	325	263

Question 12				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		57	122	145
Male		99	115	155
Others				1
Blank		7	9	5
Grand Total		163	246	306

Question 13				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		214	122	72
Male		220	143	79
Others		2		
Blank		14	10	13
Grand Total		450	275	164

Question 14				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	4 (Son
Female		143	177	89
Male		154	162	94
Others		1		
Blank		9	8	14
Grand Total		307	347	197

Questions 5-14 by Grade (Needs to be copied and pasted vertically on Microsoft word in order to be viewed in full).

Question 5				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	
7th Grade		19	30	37
8th Grade		22	36	41
9th Grade		24	46	88
10th Grade		18	41	65
11th Grade		9	26	41
12th Grade		7	29	41
Mixed Grade		9	12	14
Blank		7	13	11
Grand Total		115	233	338

Question 6				
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)	
7th Grade		18	33	27
8th Grade		20	29	36
9th Grade		19	44	57

10th Grade	19	27	59
11th Grade	6	16	36
12th Grade	11	24	29
Mixed Grade	3	13	14
Blank	9	9	10
Grand Total	105	195	268

Question 7			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	31	32	25
8th Grade	27	37	26
9th Grade	17	43	55
10th Grade	15	34	41
11th Grade	7	18	18
12th Grade	7	25	23
Mixed Grade	6	11	13
Blank	8	12	8
Grand Total	118	212	209

Question 8			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	39	44	21
8th Grade	39	47	19
9th Grade	52	78	50
10th Grade	44	67	47
11th Grade	23	42	25
12th Grade	23	42	34

Mixed Grade	10	19	11
Blank	14	14	9
Grand Total	244	353	216

Question 9			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	37	40	27
8th Grade	21	44	40
9th Grade	41	55	67
10th Grade	26	56	72
11th Grade	10	38	44
12th Grade	17	33	45
Mixed Grade	11	21	11
Blank	9	18	13
Grand Total	172	305	319

Question 10			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	19	40	34
8th Grade	24	34	32
9th Grade	22	50	82
10th Grade	23	31	58
11th Grade	7	31	41
12th Grade	6	32	42
Mixed Grade	7	13	15
Blank	7	11	14
Grand Total	115	242	318

Question 11			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	39	39	25
8th Grade	46	31	34
9th Grade	54	76	52
10th Grade	41	65	55
11th Grade	15	39	33
12th Grade	20	44	38
Mixed Grade	19	12	16
Blank	10	19	10
Grand Total	244	325	263

Question 12			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	24	24	42
8th Grade	28	28	41
9th Grade	31	49	66
10th Grade	26	49	70
11th Grade	13	36	29
12th Grade	20	33	36
Mixed Grade	12	14	12
Blank	9	13	10
Grand Total	163	246	306

Question 13			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)

7th Grade	49	34	19
8th Grade	60	32	25
9th Grade	107	55	34
10th Grade	90	51	34
11th Grade	44	39	13
12th Grade	49	40	24
Mixed Grade	28	12	8
Blank	23	12	7
Grand Total	450	275	164

Question 14			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
7th Grade	45	35	20
8th Grade	45	42	27
9th Grade	69	80	42
10th Grade	60	71	33
11th Grade	28	40	21
12th Grade	29	46	31
Mixed Grade	14	17	15
Blank	17	16	8
Grand Total	307	347	197

Questions 5-14 by Zip code (Needs to be copied and pasted vertically on Microsoft word in order to be viewed in full).

Question 5			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		34	69
Hisp		42	78
Wht		3	9
Native A		1	5
Asian		10	19
Others		1	5
Mixed Race		19	41
Blank		5	7
Grand Total		115	233

Question 6			
Row Labels	1 (SA)	2 (A)	3 (Somewhat A)
AA		22	58
Hisp		42	68
Wht		5	8
Native A		1	3
Asian		10	15
Others			4
Mixed Race		21	35
Blank		4	4
Grand Total		105	195

Question 7			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	31	37	
14601		1	
14602		1	
14603			
14604	1	1	
14605	10	18	
14606	2	10	
14607	1	2	
14608	5	14	
14609	20	29	
14610	1		
14611	7	16	
14612			
14613	8	18	
14614			
14615	5	4	
14616			
14618	1		
14619	2	7	
14620		6	
14621	22	46	
14622			
14623		1	
14624	1		
14625			

14629	1	
14646		
Grand Total	118	211

Question 8			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	51	65	
14601	1	1	
14602	2	2	
14603		1	
14604	3	4	
14605	21	33	
14606	7	17	
14607	1	3	
14608	11	17	
14609	39	54	
14610		3	
14611	16	22	
14612		2	
14613	19	26	
14614	1	2	
14615	9	9	
14616	1		
14618	1		
14619	7	11	
14620	3	3	
14621	44	78	

14622	1	
14623	1	
14624	1	
14625		
14629	1	
14646	1	
Grand Total	242	353

Question 9			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	42		61
14601	2		1
14602	1		4
14603			
14604			4
14605	11		29
14606	8		12
14607	3		1
14608	11		16
14609	28		47
14610	2		
14611	12		26
14612			
14613	8		16
14614	1		2
14615	4		9
14616			

14618	1	
14619	4	11
14620	2	1
14621	29	63
14622		1
14623		
14624	1	
14625	1	
14629	1	
14646		
Grand Total	172	304

Question 10			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	20		43
14601	1		1
14602			1
14603			1
14604	2		2
14605	8		21
14606	7		12
14607			4
14608	5		13
14609	20		42
14610			2
14611	10		20

14612		1
14613	10	8
14614	1	2
14615	5	4
14616	1	1
14618		1
14619	3	8
14620		4
14621	21	49
14622		
14623		
14624	1	
14625		
14629		1
14646		1
Grand Total	115	242

Question 11			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	57	60	
14601	1	1	
14602	2	1	
14603			
14604	3	3	
14605	16	32	
14606	12	17	

14607	3	2
14608	9	15
14609	38	49
14610	1	1
14611	16	22
14612		1
14613	12	23
14614		2
14615	10	10
14616		2
14618		1
14619	7	13
14620	2	5
14621	53	62
14622		1
14623		1
14624	1	
14625		
14629	1	
14646		
Grand Total	244	324

Question 12			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	26	45	
14601	1	1	

14602		3
14603		1
14604	2	2
14605	12	24
14606	7	10
14607	2	2
14608	10	15
14609	30	36
14610		1
14611	11	13
14612		1
14613	10	14
14614		2
14615	3	8
14616		1
14618	1	
14619	9	12
14620	1	2
14621	36	52
14622	1	
14623		
14624		
14625		
14629	1	
14646		1
Grand Total	163	246

Question 13			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	84	46	
14601	2		
14602	1	2	
14603		1	
14604	5	4	
14605	43	21	
14606	17	16	
14607	3	3	
14608	24	15	
14609	60	58	
14610	2	1	
14611	31	16	
14612		1	
14613	31	19	
14614	3		
14615	15	6	
14616	1	1	
14618	1		
14619	19	9	
14620	5	2	
14621	98	53	
14622	1		
14623			
14624	1		

14625	1	
14629	1	
14646	1	
Grand Total	450	274

Question 14			
Zip Code	1 (SA)	2 (A)	3 (Somewhat A)
999	49	67	
14601	2		
14602	1	2	
14603			
14604	4	2	
14605	32	29	
14606	13	18	
14607	4	1	
14608	16	18	
14609	50	58	
14610		1	
14611	19	24	
14612		1	
14613	22	22	
14614	1	1	
14615	11	10	
14616		1	
14618	1		
14619	11	15	

14620	3	4
14621	65	69
14622	1	
14623		1
14624	1	
14625		1
14629	1	
14646		1
Grand Total	307	346

Analysis of Questions 15 & 16:

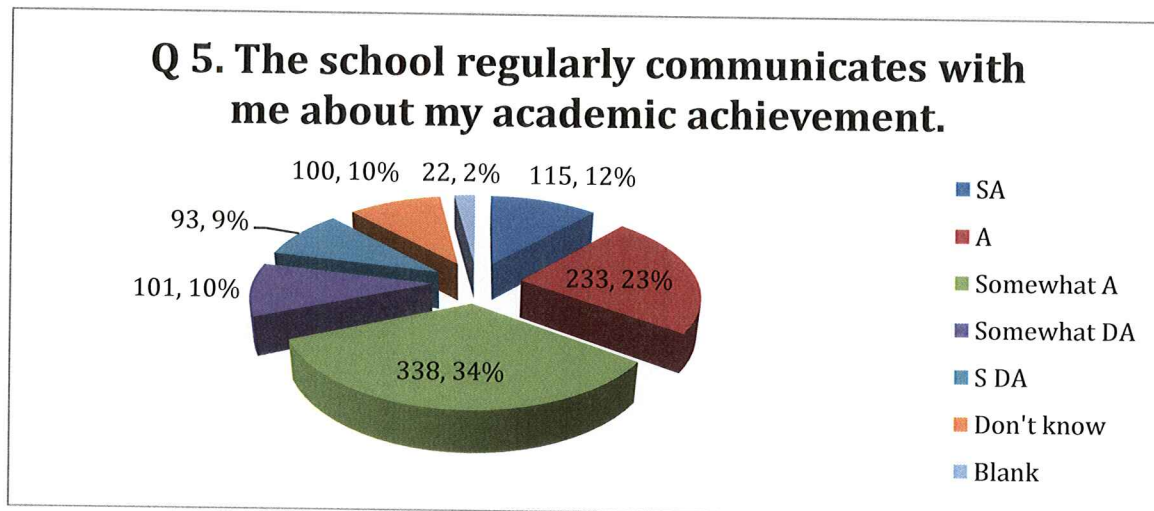
Q15: What are three things you recommend we do to improve East?

	Frequency
Motivate students	4
Better lunch	145
Attendance	8
Parental involvement	8
Class that fit student interest	10
Better teachers	33
Respect	20
No uniforms	22
Cleaner school/cleaner bathrooms	18
More activities	52
Study hall	10
Stop bullying	16
More support	7
Better Security	8
Total	361

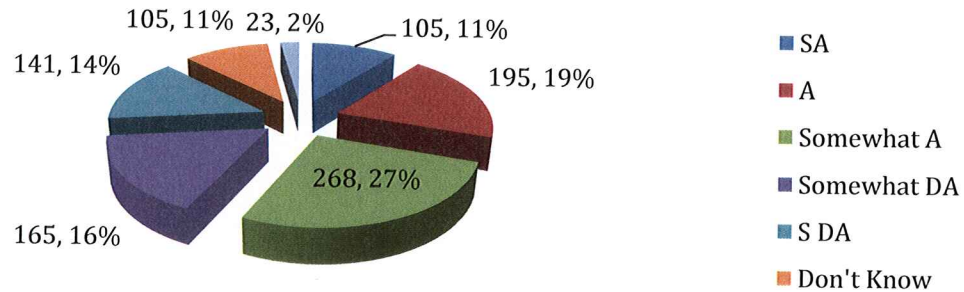
Question 16: What do you think are the biggest challenges to improving East

	Frequency
Respect	23
Better Food	10
Graduation rates	7
Attendance	20
Violence/Bullying	31
Behavior	9
Improving grades/academics	27
Parental involvement	4
Improving student-teacher relation	12
Total	120

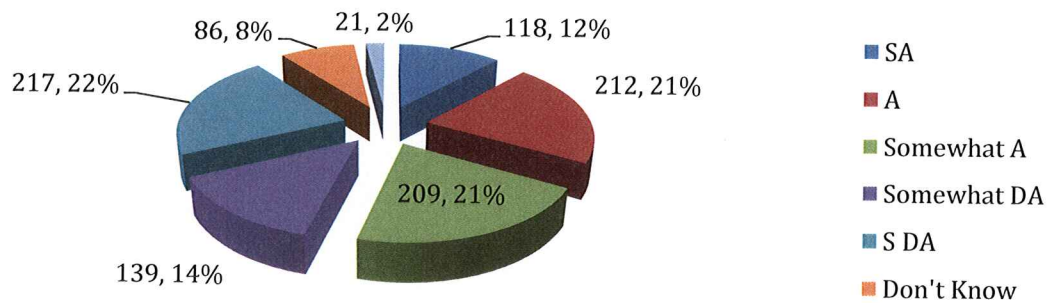
General Analysis of Questions 5-14 by pie graph (if preferred).



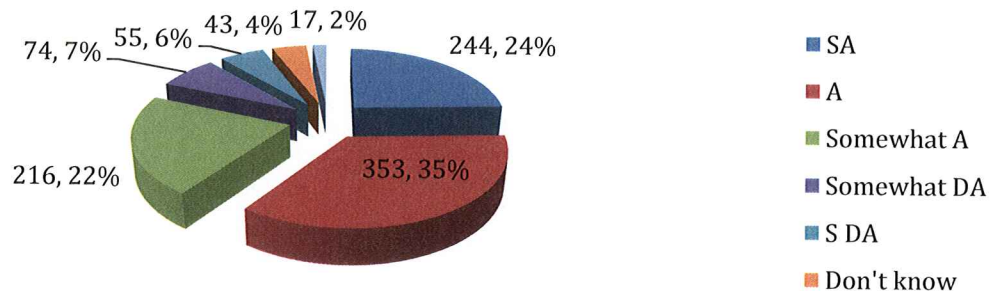
Q 6. The school knows my strengths and challenges so that my education is designed well.



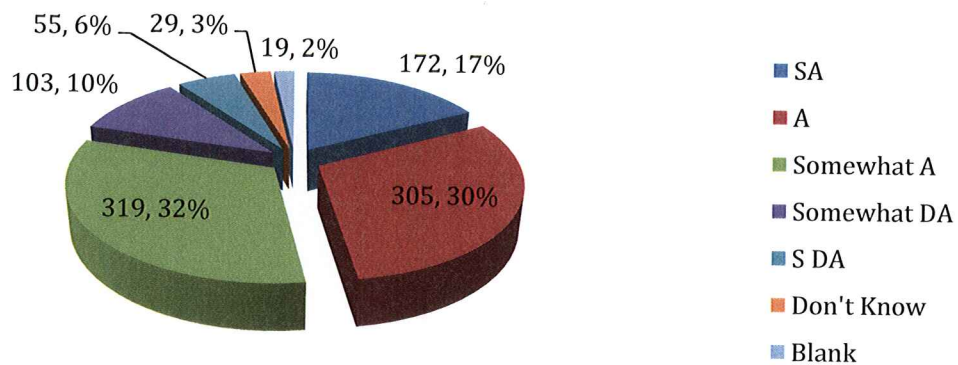
Q 7. The school partners with my family to provide an education that best supports my learning.



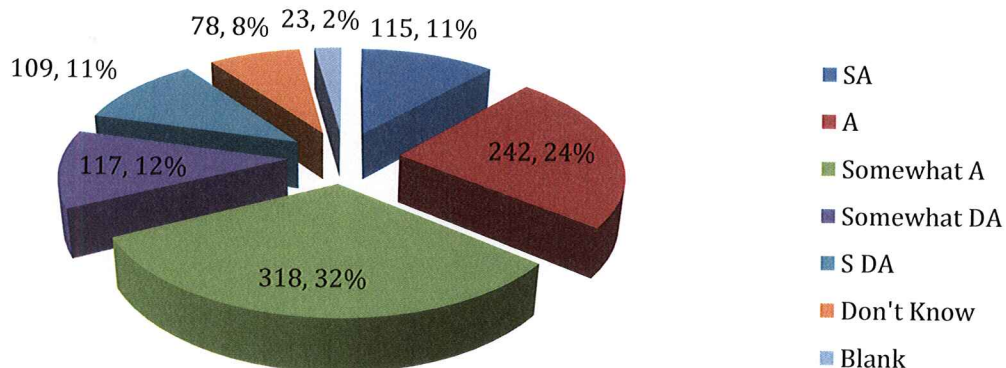
Q 8. The school shares information with me (such as grades, test scores, attendance) so I can understand my education and be the best student I can be.



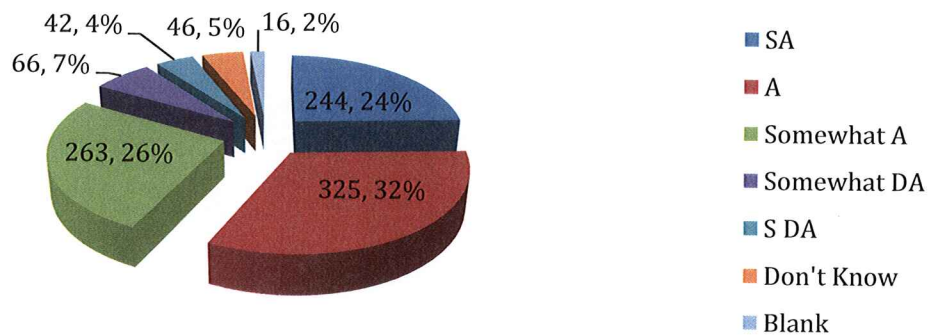
Q 9. I believe that East High currently provides a good education.



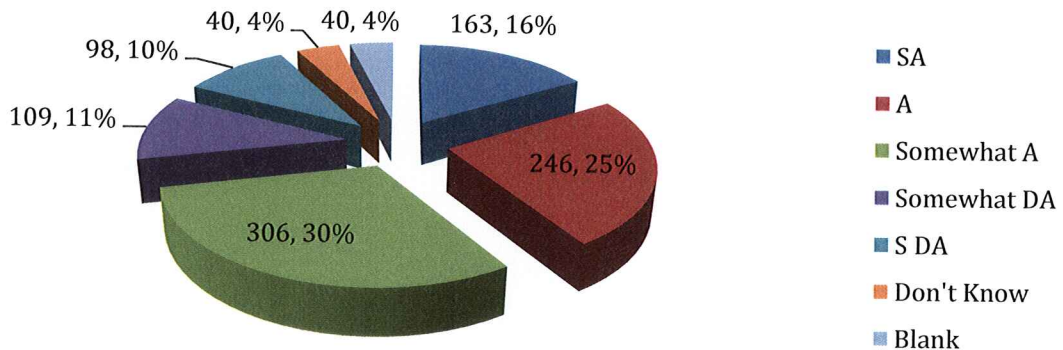
Q 10. I feel valued when I come onto campus.



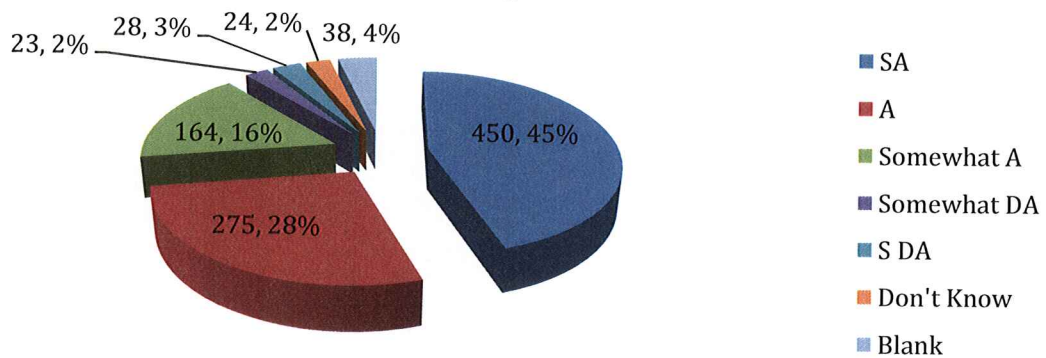
Q 11. I am interested in school curriculum (topics, content, activities).



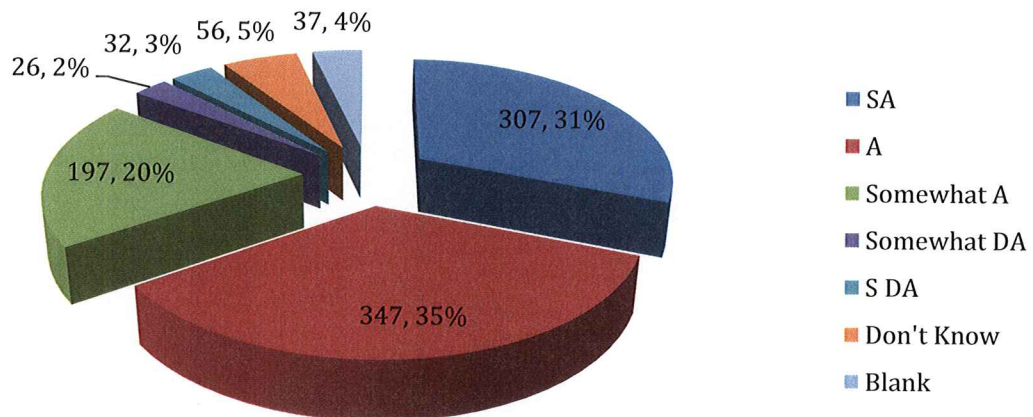
Q 12. I feel safe when I am at school.



Q 13. I believe that we can improve East if we work together.



Q 14. I will work hard to help improve East.



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

Statement of practice	Standard (effective)	Our plan
<p>6.2 The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.</p> <p>Impact: The relationship between families and the school contributes to student needs being met and students achieving the academic success required to become college and career ready</p>	<p>a) The school leader makes it a school-wide priority for all students and their families to be aware of the school-wide expectations and plan pertaining to graduating from the school and provides age appropriate information about college and postsecondary CTE programs to students and their families.</p> <p>b) The school community implements the plan to foster conversations with students and families regarding high expectations for student academic achievement and provides tips and tools focused on student learning and development.</p> <p>c) The school staff reviews and assesses how parents respond to the efforts to build family-school relationships and makes periodic adjustments to those efforts if strategies are not working.</p>	<ol style="list-style-type: none"> 1. Develop an intentional model of engagement and relationship building that focuses on strengths of students and families 2. Hold "coffee hours" at East and in community locations or homes where families can discuss student learning and development 3. Work with a parent liaison who will help coordinate activities with families
<p>6.3 The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.</p> <p>Impact: Families can support their child's academic achievement and social emotional growth.</p>	<p>a) The school staff has a plan to use multiple tools to communicate with families about school and student issues and concerns.</p> <p>b) The school staff uses a plan to communicate with parents (i.e., translating all documents in multiple languages and communicating in a variety of ways) concerning student progress, achievement, and needs.</p> <p>c) The school staff monitors the effectiveness of its communication in all languages and responds to family feedback concerning issues and concerns.</p>	<ol style="list-style-type: none"> 1. All materials will be produced in multiple languages 2. All school events will have translators available for non-native English speakers 3. Identify cultural brokers across the communities at East who will go into homes to monitor progress, issues, and concerns with an emphasis on building relationships with families.
<p>6.4 The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.</p> <p>Impact: All students benefit from a robust and</p>	<p>a) The school leader, in collaboration with pertinent school staff and community agency partners, has developed a plan to ensure that classroom teachers and guidance staff understand how to create and sustain family engagement by teaching a group of parents, representative of student demographics,</p>	<ol style="list-style-type: none"> 1. Conduct professional development to change teachers' perceptions of urban students and families; parents may provide some of this professional development 2. Work with IBERO's parent leadership training to develop professional development for

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<p>focused home-school connection.</p>	<p>ways to support student learning and growth. b) The school provides professional development to school staff on how to actively seek and sustain partnerships with families and community organizations that are linked to the school's plan for engaging parents to support student success.</p>	<p>3. NEADs Family and Community Engagement team will work with teachers to develop meaningful and sustained relationships with families and community partners</p>
<p>6.5 The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children. Impact: The school community empowers families to take action to support student learning, leading to higher student achievement.</p>	<p>a) School leaders, data specialists, student support professionals, and program coordinators use data to identify family needs and target strategies to address them. b) The school community ensures that student data is shared in a way in which families can understand student learning needs and successes and are encouraged to advocate for student support.</p>	<p>1. Create a family and community team that includes parents and students who will use data to identify strengths and challenges 2. Hold regular meetings with family and community team members to discuss data to develop strategies to support students learning and development</p>