

East High Community School  
Local Innovative Program Proposal  
December 12, 2014

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Section 1  
Executive Summary

a. **Mission and Vision**

The vision of the East High Community School is to ensure that all students learn at high levels of achievement, challenged by a rigorous curriculum that fosters critical and creative thinking.

The mission of the East High School community is to create and sustain a positive, supportive, and academically rigorous learning environment as it strives to graduate college- and career-ready students who are prepared to compete, effectively communicate, and reinstate values in today's global society.

With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community. Members of the Community Board will include:

Parent Facilitator  
Alumni President  
Neighboring Business Partner  
Medical Corridor Representative  
Principal  
Teacher Representative  
Lead University Partner (University at Buffalo)  
Lead Community Partner (CATS)  
Student

The East High Community School will be a place of excellence where young people can achieve full potential in their academic, creative, personal, physical, moral and spiritual development. It will be a caring school and community center where children and adults make contributions, are valued as individuals, and learn respect for themselves and others. The East High Community School will be a true partnership between children, parents, staff and the greater community as a whole. It will be a vessel of community support, development and healing, where children are prepared for college, career, and beyond.

The East High Community School will strive to:

- Provide a first class, 21<sup>st</sup> Century education for students in 8<sup>th</sup> through 12<sup>th</sup> grade
- Provide on-site, after-school and skillful tutoring to students attending EHCS, as well as those living in the surrounding community
- Provide evening programming, including career and technical education, as well as TASC preparation
- Provide continuous community outreach programs and workshops

- Provide a full spectrum of community center activities from intramural sports, to art and crafts, to improving our community through civic responsibility and service.
- Become a Restorative Practice school where all voices are heard and meaningful relationships exist between members of the East High community.

The East High Community School will reorganize East High School in ways that promote strong relationships for students and adults; implement innovative, evidence-based curricula and instructional strategies; and build professional communities that support distributed leadership, shared decision making, significant community involvement and increased capacity for continual improvement. Through twilight, community center course offerings, expanded vocational programs, and a cross curricula instructional design, significant increases in student attendance, reductions in suspensions and other data related to student discipline and school climate, improved course passing and graduation rates, and increased scores on student achievement tests will be realized.

The East High Community School model will integrate the following key elements and core strategies:

- Research and evidence-based comprehensive whole school reform model with intensive instructional and organizational support for students, teachers, and administrators
- A teacher-friendly early warning data system tied to research-based prevention, intervention, and recovery strategies
- A team-based organizational structure and collaborative work environment with intensive coaching, administrative support, and mandatory professional development
- Regular school day and extended twilight opportunities for targeted interventions, as well as credit accrual and recovery
- Intensive community support and collaboration
- Expanded career and technical education in the field of Health Science

The foundations of our new school will be embedded strategies that promote clear communicative articulation, sound work ethic, and responsive socialization that will produce an emerging population of skilled scholars who can challenge the rigor of turbulent workforce diversity in our competitive global 21<sup>st</sup> century society.

Goals to be achieved by the end of the phase out / phase in implementation include:

- Increase graduation and promotion rates while reducing the number of drop-outs and suspensions through personalized supports and community based interventions
- Show significant improvement in attendance, behavior, and course performance by utilizing early warning indicator (EWI) protocols to identify needs of specific students and individualized interventions

- Build capacity among all staff to increase students' overall academic achievement and college- and career-readiness through mandatory, job-embedded, intensive professional development.

### **b. Educational Plan**

East High School's phase in plan incorporates whole school reform with a community school vision, establishing the new East High Community School (EHCS). "A community school is not just another program being imposed on a school. It embodies a way of thinking and acting that recognizes the historic central role of schools in our communities — and the power of working together for a common good. Educating our children, yes, but also strengthening our families and communities so that, in turn, they can help make our schools even stronger and our children even more successful." (I. Harkavy, M. J. Blank. (2015). Making the Case for Community School. *Education Week*).

School Structures include:

- Creating Small Learning Communities
- Integrated Curriculum
- Embedded Professional Development
- Early Warning Indicators
- Promoting Personalized and Caring Relationships Between Adults and Students
- Using Time to Support Learning
- Scholastic Reading 180 / System 44/ Math 180
- Restorative Practices

Beginning September 2015, 8<sup>th</sup> grade students will be attending East High Community School. Eighth-grade students' academic achievement has a larger impact on their readiness for college by the end of high school than anything that happens academically in today's high schools. (ACT. (2008). The Forgotten Middle Ensuring that All Students Are on Target for College and Career Readiness before High, IA: Author).

Whole school reform programs are cross disciplinary efforts that involve home, school and community in the intellectual development of all children. This approach takes an integrated view of the reform process and simultaneously changes all elements to bring each element into alignment with a central guiding vision (Keltner 1998). East High Community School will provide students with an applied and integrated curriculum. East High School Community students will experience integration of academic and vocational curriculum, youth apprenticeships, technical preparatory course- work, internships, mentorships, job shadowing, career exploration and career academies. This program promotes practical application of concepts and requires that students develop concrete competencies relating to the world outside school. Curriculum integration has been defined as "curriculum that is planned and organized in advance to enable learners to: recognize how diverse concepts, contents and/or processes are interrelated, and seek relationships (connections) between past, present, and future experiences

and learning" (Wisconsin Department of Public Instruction, 1993). This strategy provides students with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning (Partnership for 21st Century Skills, Association for Career and Technical Education, & National Association of State Directors of Career Technical Education Consortium, 2010).

East High Community School will implement a teacher-friendly early warning data system tied to research-based prevention, intervention, and recovery strategies. Early Warning Indicator (EWI) and Intervention Systems (EWS) represent a collaborative approach among educators, administrators, parents, and communities to using data effectively to keep students on the pathway to graduation. The best EWS are characterized by a combination of features that enable rapid identification of students who are in trouble; rapid interventions that are targeted to students' immediate and longer-term need for support, redirection and greater success; the frequent monitoring of the success of interventions; a rapid modification of interventions that are not working; and shared learning from outcomes EWS use "real time" or "near real time" data to identify students who are off track, so that educators can appropriately support them in advancing from grade to grade, and eventually in graduating from high school with their class. (M. Bruce, J. Bridgeland, J. Hornig-Fox, R. Balfanz. (2011). *The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation. On Track for Success*).

East High Community School will provide extended learning time that keeps the school fully operational from 8:30 a.m. to 9:00 p.m. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or disadvantaged students. (Z. Redd, C. Boccanfuso, K. Walker, D. Princiotta, D. Knewstubb, K. Moore. (2012). *Expanding Time for Learning both Inside and Outside the Classroom: A Review of the Evidence Base. Child Trends*).

READ 180 - This program is designed for students who are two or more years below grade level in reading and leverages adaptive technology to individualize instruction for students and provide powerful data for differentiation to teachers so students can accelerate their learning and catch up to their peers. Built for the Common Core, READ 180 for the iPad will provide all students with an explicit and accelerated path to college and career readiness.

System 44 - The program's adaptive software presents phonics in a unique way, specifically designed for older students who are able to grasp complex systems even as they struggle with reading. Presenting the English language as a clear, finite system made up of 44 sounds and 26 letters, System 44Next Generation provides direct instruction and intensive, adaptive practice beginning with letter-sound correspondence and progressing through fluent word recognition. The program has been proven effective by multiple independent studies, including a recent randomized study from Saginaw, Mich., demonstrating that System 44 is effective in raising reading achievement for students with learning disabilities. As with the other programs, System

44 generates rich data to help teachers' group students for direct instruction so they can advance quickly through the program.

MATH 180 - This blended learning approach ensures that student and teacher time is optimized at every moment. The unique instructional design pairs sophisticated technology and smart data to help teachers elicit thinking and build conceptual understanding, while adaptive software accelerates students' learning by delivering the instruction and practice they need at the moment they need it.

*READ 180, Math 180, and System 44 Next Generation* are comprehensive systems of curriculum, assessment, human capital development, and family engagement tools that empower everyone to contribute to reading and mathematical success. Designed to meet the needs of students whose reading and math achievements are below the proficient level, these systems provide individualized and personalized instruction through adaptive instructional software, high-interest literature, whole- and small-group direct instruction in reading, writing, and mathematical skills, and algorithmic grouping support for data-driven differentiation. The core components of the systems have been designed to address literacy, language, and mathematical problem areas for intensive, accelerated, and extensive reading and mathematics instruction.

The philosophy behind the Restorative Practices is that people respond, are happier and more productive, and are more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to or for them. Implementing restorative practices means moving from punishment to discipline that aims at restoring harm, having all stakeholders involved, as well as creating a more positive relationship that leads to treating the causes that led to the offence. Bringing restorative practices in schools  
Having restorative discipline in schools means having teachers and leaders in school that emphasize relationship building instead of rules and punishment. Research shows that students respond better and learn how to be responsible, as well as eventually develop the ability to control themselves and have self-discipline. Restorative practices promotes inclusiveness, relationship-building and problem-solving, through such restorative methods as circles for teaching and conflict resolution to conferences that bring victims, offenders and their supporters together to address wrongdoing. Instead of punishment, students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm. Schools that have implemented practices within the restorative justice and discipline framework have seen disciplinary referrals drop, suspensions and expulsions dramatically decrease. (International Institute of Restorative Practices. (2009). *Improving School Climate: Findings from Schools Implementing Restorative Practices.*)

### c. Leadership/Oversight

East High Community School will use a team leadership and teacher leadership approach. The leadership team includes the Principal, Assistant Principal, Instructional Coaches, and Guidance Counselors. The EHCS leadership team will meet consistently to make important decisions related to the organization, operation, and academics of a school. In addition, the team will create and carry out a school-improvement plan that addresses the challenges of meeting the needs of



all learners. The leadership team will develop teachers as leaders. The teacher leadership team will consist of pairing four to six teachers to the incoming 8<sup>th</sup> grade students (more teams will develop with the subsequent phase in progression). The team will discuss specific students learning needs. The team will be built around the core-subject-area teachers in English language arts, math, science, and social studies. One way to improve practices is to create a school team that will structure and lead processes designed to transform teaching and learning. According to Fullan (2001), “the litmus test of all leadership is whether it mobilizes people’s commitment to putting their energy into actions designed to improve things” (p. 9). Further, Friend and Cook (2007) observe that “teaming is the most frequently advocated structure for implementing school reform initiatives” (p. 58), and the National Institute for Urban School Improvement (NIUSI, 2005) notes that “team leadership helps to facilitate rapid and sustained change” (p. 2).

East High Community School will develop team-based organizational structure and collaborative work environment to make the job manageable. The team will evaluate existing school structures to make sure they support the community’s vision about what it wants for its students.

East High School will establish a Community Board that gives parents and members a true voice and makes the work meaningful. With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community. Members of the Community Board will include:

- Parent Facilitator
- Alumni President
- Neighboring Business Partner
- Medical Corridor Representative
- Principal
- Teacher Representative
- Lead University Partner (University at Buffalo)
- Lead Community Partner (CATS)
- Student

**d. Community/Local Connections**

**Evening and Community Based School**

East High School will provide a community based school that includes a variety of programs and services, available not only to the students in their building, but to the community as a whole. These services will include Health Care, Legal Services, Social Services, credit recovery and accrual, tutoring, mentoring, adult education programs, vision and dental services, and school-wide initiatives that build character and improve the health and safety of students, such as intramural sports, swim, and fitness, as well as beautify the surrounding neighborhood.

<b>Strategies</b> <b>Possible Plan</b>	<b>Goals and Objectives</b>	<b>Year 1 Measurable Goals</b>
<p>East High School will provide a community based school program from Monday through Thursday from 6:00 PM to 9:00 PM. In conjunction with Say Yes and Lighted School House/Adult Ed, the school will have a community partnership with Child and Adolescence Treatment Services. C.A.T.S will take the role of a Lead Partner, which assigns and hires a full time staff member. The onsite will work with brokering partnerships, organizing programs and services, and maximizing family/community engagement in every way.</p>	<ul style="list-style-type: none"> <li>• Academic Development (offer academic remediation and academic support).</li> <li>• Healthy Minds &amp; Bodies (mental and physical health-related barriers to learning are removed).</li> <li>• Family Support &amp; Engagement (creating a positive, welcoming and supportive school climate and providing a range of opportunities for parental involvement).</li> <li>• Community Engagement (actively engaged with the community and provides services, programs and supports for community members. It serves as a resource for community).</li> <li>• Intramural Sports, Swim, and Fitness</li> </ul>	<ul style="list-style-type: none"> <li>• Students will attain a passing grade in all four marking periods.</li> <li>• Comparative data will show a reduced suspension and increase attendance rate.</li> <li>• Increase parent attendance, parent teacher conferences and other school events.</li> <li>• Development and participation in EHCS Sport and Fitness league.</li> </ul>

Section 2

Educational Plan: Curriculum and Instruction

**a. Curriculum Map and Summary**

Program Design

EHCS is implementing an integrated academic and career-focused curriculum: The targeted programs for this proposal has technical curriculum meeting national and New York State standards that provide technical preparation in a career field that includes high-skill, high-wage, and high demand occupations in the medical STEM pathways. A comprehensive contextualized curriculum for each pathway in the program will integrate academics with CTE skills. In order to heighten the success of students

achieving proficiency in the CCLS for both math and English, Read 180, Systems 44, and Math 180 will be utilized as the EHCS intervention programs.

All incoming eighth grade EHCS students will take the state required CTE courses (Family Consumer Science and Technology Education). Students in ninth grade will take the state required Career & Financial Management (CFM) A and CFM B (medical ethics) courses. Both CFM courses will be adjusted to highlight the career pathways offered at EHCS. Ninth grade students will also be able to experience a "Career Major Day," where they will be able to rotate through and receive an overview of each pathway that is offered. In addition, students will take a career survey before they declare their pathway interest that begins in tenth grade.

***What are the advantages of participating in a Career and Technical Education (CTE) program?***

CTE students participate in a unique sequence of study developed through a thorough planning process and approved by the Board of Education and the NYS Education Department. Students who graduate in the designated CTE program will receive a CTE endorsement on their high school diploma indicating that they are prepared to pursue future education and employment in career fields related to the respective career pathway, in addition to the Regents designation. Students are also eligible to receive integrated credits in English, science, and/or mathematics, participate in work-based learning opportunities, industry certifications, and earn college-level credit through agreements with post-secondary institutions including Erie Community College, Niagara University and Bryant and Stratton College.

***What is the Health Occupations Technology (HOT) Program?***

The mission of the Health Occupations Technology is to provide students with a challenging, student-centered training to become a Certified Nursing Assistant (CNA). A Certified Nursing Assistant helps patients or clients with healthcare needs under the supervision of a Registered Nurse (RN) or a Licensed Practical Nurse (LPN). Also known as a Nursing Assistant (NA), a Patient Care Assistant (PCA), or a State Tested Nurse Aid (STNA), the individual who carries this title needs strong work ethic and ability, but issues of liability and legality prevent CNAs from performing certain procedures.

The increasing demand for medical care has resulted in the demand for CNAs. According to the Bureau of Labor Statistics, between now and 2020, the demand for nursing assistants will increase by 48%. The program can prepare candidates for various two or four-year college programs such as:

- Nursing
- Physical Therapy
- Dental Hygiene
- Pre-Med

\*Any other of the 250 careers in the health care field

***Who should be interested in the HOT program?***

ALL STUDENTS, male or female, motivated to be successful in the health occupation field or in post-secondary education in health occupations.

***Benefits of participating in the HOT program:***

- Emphasis on academic excellence with specialized courses and classroom activities
- An introduction to all facets of the health care field
- Career-site work visitations to health care facilities
- College tours of post-secondary institutions with health care related majors
- Opportunity to gain clinical experience
- Become CPR and First Aid Certified
- Become a NYS Certified Nursing Assistant (CNA) by high school graduation

***What courses are available to HOT students?***

***Required Courses:***

- Career and Financial Management (CFM)
- Health Occupations (2,3)
- Certified Nurse Aide Theory
- Certified Nurse Aide Clinical Experience

***Integrated Course Samples:***

- Technical Journal Writing
- Ethics in Emerging
- Technologies Precision
- Measurement Material Science

Units of Credit	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	English 8/READ180 (Double Period)	English 9/READ 180 (Double Period)	English 10	English 11	English 12 or Integrated Course
Social Studies	Social Studies 8	Global 9	Global 10	U.S. History	PIG/Economics
Science	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Bio-technology	
Mathematics	8 <sup>th</sup> Grade Common Core/Math 180 (Double Period)	Algebra/Math 180 (Double Period)	Geometry	Algebra 2 or Integrated Course	Pre-Calculus or Integrated Course
Health		*Health (.5 unit)			
Physical Education	PE (.5 unit) (Opposite Lab)	PE (.5 unit) (Opposite Lab)	PE (.5 unit)	PE (.5 unit)	PE (.5 unit)
L.O.T.E.	Spanish 1				
The Arts		*Art Elective			
Career & Technical Education /Health Occupations Technology	Home and Careers Technology (State Requirement)	CFM A (State Mandated .5)  CFM B (Medical Ethics .5)	HO02M  Health Occupations Technology Beginners	HO03M  Health Occupations Technology Intermediate	HO04M  Health Occupations Technology Advanced
Advisory	(.5 unit)	(.5unit)	(.5unit)	(.5unit)	(.5unit)
High School Units of Credit	2.5	7.5	8.5	8.5	8.5

*\*To ensure equal access to all students, a differentiated CTE program will be developed and offered under the HOT program. This program, which will be co-taught by a CTE certified teacher AND a special education teacher, will be a skill-based program, offering hands-on activities for entry-level positions within the medical career pathway. It will include the required minimum 216 hours of CTE instruction with 54 hours of documented work-based learning. This program will allow students the ability to achieve the CDOS credential, but will not exclude a Regents diploma.*

<b>Sequence</b>	<b>Class</b>	<b>#Periods</b>
First Year of Program	Career & Financial Management (required) .5 - AND- Career & Financial Management Exploratory .5	1
Second Year	Introduction to HOT Program	1
Third Year	Intermediate to Differentiated HOT Program	1
Fourth Year	Work-based learning	1

### ***What is the Medical Coding Program?***

The mission of the Medical Coding program is to prepare students for a wide array of post-secondary options. The students, who through a series of authentic projects that merge information science, computer science, and health care, will (a.) use a variety of technologies and software that can be applied not only to the field of health care, but to other career fields; (b.) collect, analyze, and prepare data reports targeted to a specific audience; (c.) read, understand, and synthesize related documents that deal with critical health topics in the health field; and (d.) make sense out of data that can serve to inform the general welfare and quality of health care in the nation.

Medical coders document the diagnoses given to a patient as well as the procedures and equipment used to treat them. They then take this list and enter it in a coded form, which makes record-keeping easy and consistent across all healthcare facilities. Medical coding also helps remove ambiguity from diagnoses, and removes the risk of illegible writing or changes in terminology that might cause problems for patients later on. It also makes it easy for public health experts to anonymously gather data on the location and frequency of illnesses and injuries. They can simply search for the code of a disease rather than digging through archived patient records.

The job outlook for medical coders is excellent. The Bureau of Labor Statistics (BLS) predicts 37,700 new positions for medical coders by the year 2020, not including openings created by older medical coders retiring. Medical coders earn, on average, \$32,350 per year, and find employment primarily in hospitals or physicians' offices, although openings exist in other locations, such as nursing care facilities and home health care centers.

***Who should be interested in the Medical Coding program?***

ALL STUDENTS, male or female, who want to spend time assessing invoices and data. Students must be productive and accurate, have an eye for detail, be a team player and possess a professional attitude. It is also helpful if the student feels comfortable working with a computer and is always willing to learn.

***Benefits of participating in the Medical Coding program:***

- Emphasis on academic excellence with specialized courses and classroom activities
- An introduction to all facets of the health care field
- Career-site work visitations to health care facilities
- College tours of post-secondary institutions with health care related majors
- Opportunity to gain clinical experience
- Fully developed pathway program
- Project-based Learning
- Blended Learning Experience
- Collaboration and Partnerships
- Become CPR and First Aid Certified
- Become a NYS Certified Medical Coder by high school graduation

***What courses are available to the Medical Coding Program?***

**Required Courses:**

- Career and Financial Management (CFM)
- Medical Coding I
- Medical Coding II, III

**Sample Integrated Courses:**

- Technical Journal Writing
- Medical Ethics
- Bio-Technology

Units of Credit	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	English 8/READ 180 (Double Period)	English 9/READ 180 (Double Period)	English 10	English 11	English 12 or Integrated Course
Social Studies	Social Studies 8	Global 9	Global 10	U.S. History	PIG/Economics
Science	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Biotechnology	
Math	8 <sup>th</sup> Grade Common Core/Math 180 (Double Period)	Algebra/Math 180 (Double Period)	Geometry	Algebra 2 or Integrated Course	Pre-Calculus or Integrated Course
Health		*Health (.5 unit)			
Physical Education	PE (.5 unit) (Opposite Lab)	PE (.5 unit) (Opposite Lab)	PE (.5 unit)	PE (.5 unit)	PE (.5 unit)
L.O.T.E.	Spanish 1				
The Arts		*Art Elective			
Career & Technical Education /Health Occupation Technology	Home and Careers Technology (State Requirement)	CFM A (State Mandated .5)  CFM B (Medical Ethics .5)	Medical Coding Beginners	Medical Coding Intermediate	Medical Coding Advanced
Advisory	(.5 unit)	(.5unit)	(.5unit)	(.5unit)	(.5unit)
High School Units of Credit	2.5	7.5	8.5	8.5	8.5

*\*As program develops, opportunities will be awarded for students to earn additional certifications and credentials with various partners.*



## ***What is Fitness Training?***

It is the mission of the East High Community School to establish, assess, and promote qualification standards for exercise professionals in a continued effort to foster a high level of professional competency and ethical practice, to best serve public interest and safety.

Careers for health and fitness professionals and personal trainers are expected to grow through the year 2018 at a rate of 29 percent.

The Fitness Training program will prepare students for an entry level position in the field or in college programs such as physical education, physical therapy, sports medicine, or athletic training. Subject material will include nutrition, human anatomy, exercise physiology, kinesiology, and training techniques such as sport performance, weight management and functional training. Upon completion of this three-year course, graduates will be eligible to take the Personal Trainer-National Council on Strength & Fitness (NCSF), and pursue other areas such as:

- Athletic Training
- Certified NYS Coach
- Physical Education
- Certified Health Coach
- Health Education
- Certified Lifestyle Coach

\*Other health and fitness fields

## ***Who should be interested in the Fitness Training program?***

ALL STUDENTS, male or female, motivated to be successful in a career in fitness or related fields, or in post-secondary education in fitness, health, or sports occupations and has passion, purpose, caring and coaching. At the baseline, the **scope of practice** as a personal trainer is as follows:

1. Knowledge of human anatomy and the concepts of functional exercise, basic nutrition and basic exercise science
2. An ability to design individual and group exercise programs tailored to the needs and attainable goals of specific clients
3. An ability to conduct and understand the need and importance of screening and client assessment, initially and progressively
4. An ability to execute individual fitness program design in a safe and effective way

5. A desire to help clients reach their health and fitness goals through appropriate cardio-vascular, flexibility and resistance exercise
6. An ability to motivate others to improve their overall fitness and health
7. A dedication to maintaining personal integrity and your own health and fitness

***What are the benefits of the Fitness Training Program?***

- Emphasis on academic excellence with specialized courses and classroom activities
- An introduction to all facets of the field of fitness
- Career-site work visitations to various facilities with fitness programs
- College tours of post-secondary institutions with career-related majors
- Opportunity to gain field experience
- Become CPR and First Aid Certified
- Become a NYS Certified Fitness Trainer

***What courses are available to the Fitness Training Program?***

**Required Courses:**

- Career and Financial Management (CFM)
- Physical Fitness I, II
- Personal Training I, II, III
- Weight Training I, II

**Sample Integrated Courses:**

- Technical Journal Writing
- Ethics in Emerging Technologies
- Material Science
- Precision Measurement

<b>Units of Credit</b>	<b>Grade 8</b>	<b>Grade 9</b>	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>
<b>English</b>	English 8/Read 180 (Double Period)	English 9/Read 180 (Double Period)	English 10	English 11	English 12 or Integrated Course
<b>Social Studies</b>	Social Studies 8	Global 9	Global 10	U.S. History	PIG/Economics
<b>Science</b>	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Integrated Science Course	
<b>Mathematics</b>	8 <sup>th</sup> Grade Common Core/Math 180 (Double Period)	Algebra/Math 180 (Double Period)	Geometry	Algebra 2 or Integrated Course	Pre-Calculus or Integrated Course
<b>Health</b>		*Health (.5 unit)			
<b>Physical Education</b>	PE (.5 unit) (Opposite Lab)	PE (.5 unit) (Opposite Lab)	PE (.5 unit)	PE (.5 unit)	PE (.5 unit)
<b>L.O.T.E.</b>	Spanish 1				
<b>The Arts</b>		*Art Elective			
<b>Fitness Training</b>	Home and Careers Technology (State Requirement)	CFM A (State Mandated .5)  CFM B (Medical Ethics .5)	PT02M  Personal Training  Beginners	PT03M  Personal Training  Intermediate	PT04M  Personal Training  Advanced
<b>Advisory</b>	(.5 unit)	(.5unit)	(.5unit)	(.5unit)	(.5unit)
<b>High School Credits</b>	2.5	7.5	8.5	8.5	8.5

**Personal Training Curriculum CIP #510913 Athletic Training**

**NYSED CTE Approved for Endorsement - in process**

\*Students are required to take X credit of the NYSED mandated Career & Financial Management (CFM) curriculum (Course 3CF01G) and a X credit of the CTE course specific CFM curriculum (Course 3CF02G).

Grade	Cours	Units Taught	Number of Hours of	CCLS ELA	CCLS Math
10	PT02 M	1 Orientation	6	RST 2,3,4; SL 1,4; W 2,4; L 1,2	NQ 1-3
		2 Goal Setting/Coaching	18	RST 2,4,5,7; SL 1,3,4,6; W 1,4,5,10; L 1,2	SIC 1,6; SID 2,3,6,7,9
		3 Exercise Science	48	RST 2,3,4,5; SL 1,3,4,6; W 2,4,5,10	
		4 Interpreting Industry Information	18	RST 1,2,4,6,7,8; SL 1,3,4,6; W 1,2,4,5,6,7,8,9,10; L 1,2	
		5 Personal Fitness	12	RST 1,2,4,5; SL 1,3,4; W 4,5,9,10; L 1,2	NQ 1-3
		6 Safety and Injury Prevention	12	RST 1,2,4,5,6,7; SL 1,3,4,6; W 2,4,5,6,7; L 1,2	
		7 Health Screening	48	RST 3,4,5,6,7; SL 1,3,4,6; W 2,4,5,6,7; L 1,2	NQ 1-3; GGMD 1,2,3
		8 Personal Fitness Programming	36	RST 1,2,3,4,5,7; SL 1,3,4,6; W 1,2,4,5,6; L 1,2	NQ 1-3
		9 Nutrition	36	RST 1,2,4,5,6,7,8; SL 1,3,4,6; W 1,2,4,5,6,9,10; L 1,2	SIC 1,6; SID 2,3,6,7,9
		10 Employability	24	RST 2,4,7; SL 1,4; W 4,5,10; L 1,2	
		11 Industry Expert Series	12	RST 2,4,7; SL 1,4; W 4,5,6; L 1,2	
		<b>Total 270</b>			
11	PT03 M	1 Orientation	6	RST 2,3,4; SL 1,4; W 2,4; L 1,2	NQ 1-3; SIC 1,6; SID 2,3,6,7,9
		2 Goal Setting/Coaching	18	RST 2,4,5,7; SL 1,3,4,6; W 1,4,5,10; L 1,2	
		3 Exercise Science	40	RST 2,3,4,5; SL 1,3,4,6; W 2,4,5,10; L 1,2	
		4 Role and Scope of Personal Trainers	12	RST 2,4,6,7; SL 1,2,4; W 1,2,4,5,6,7,9,10; L 1,2	
		5 Communication and Report	12	RST 2,4,6; SL 1,2,4,5; W 1,4,5,9,10; L 1,2	
		6 Behavior Change Psychology	10	RST 1,2,3,4,5,6,7; SL 1,2,4,5; W 1,2,4,5,7,9,10	NQ 1-3; SIC 1,6; SID 2,3,6,7,9
		7 Background, Functional & Physiological	48	RST 2,3,4,5,6,8; SL 1,2,4; W 1,2,4,5,6,7,10; L 1,2	
		8 Composing Fitness Programs	54	RST 1,2,3,4,5,6,7,8; SL 1,2,3,4,6; W 1,2,4,5,6,7,8,9,10; L 1,2	
		9 Nutrition	8	RST 1,2,4,5,6,7,8; SL 1,3,4,6; W 1,2,4,5,6,9,10; L 1,2	
		10 Business Skills	22	RST 1,2,4,5,6,7,8; SL 1,2,4,5; W 1,2,4,5,6,7,8,9,10; L 1,2	
		11 Field Experiences	32	RST 1,2,3,4,7,9; SL 1,2,3,4; W 2,4,5; L 1,2	NQ 1-3; SIC 1,6; SID 2,3,6,7,9
		12 First Aid/CPR Training	8	RST 1,3,4,6; SL 1,2,3,4; W 2,4,5; L 1,2	
		<b>Total 270</b>			
12	PT04 M	1 Orientation	6	RST 2,3,4; SL 1,4; W 2,4; L 1,2	NQ 1-3; SIC 1,6; SID 2,3,6,7,9
		2 Goal Setting/Coaching	18	RST 2,4,5,7; SL 1,3,4,6; W 1,4,5,10; L 1,2	SIC 1,6; SID 2,3,6,7,9
		3 Exercise Science	30	RST 2,3,4,5; SL 1,3,4,6; W 2,4,5,10; L 1,2	NQ 1-3; APR 6,7; AR 1,2
		4 Injuries and Programming	14	RST 1,2,4,5; SL 2,4; W 1,2,4,5,9,10; L 1,2	SIC 1,6; AS 4; ACE 1
		5 Special Populations	18	RST 1,2,4,5; SL 2,4; W 1,2,4,5,9,10; L 1,2	
		6 Wellness Field Specialties	18	RST 4,6; SL 1,2,4,6; W 2,4,5,6,7,8,10; L 1,2	
		7 Background, Functional & Physiological	20	RST 2,3,4,5,6,8; SL 1,2,3,4; W 1,2,4,5,6,7,10; L 1,2	GGMD 1,2,3; NQ 1-3; SIC 1,6; SID 2,3,6,7,9
		8 Composing Fitness Programs/Training	40	RST 1,2,3,4,5,6,7,8; SL 1,2,3,4,6; W 1,2,4,5,6,7,8,9,10; L 1,2	
		9 Nutrition	6	RST 1,2,4,5,6,7,8; SL 1,3,4,6; W 1,2,4,5,6,9,10; L 1,2	
		10 Business Skills	20	RST 1,2,4,5,6,7,8; SL 1,2,4,5; W 1,2,4,5,6,7,8,9,10; L 1,2	
		11 Internships	60	RST 3,4,6,7; SL 1,3,4,6; W 2,4,5,9,10; L 1,2	
		12 Certification Preparation	20	RST 2,3,4,7; SL 2,4; W 2,3,9,10; L 1,2	
		<b>Total 270</b>			
<b>Required Industry Assessment:</b>					
TBD					
<b>NYSED Approved Integrated Academic Credit available:</b>					
English Language Arts - 4 <sup>th</sup> Unit - Portfolio review					
Science - 3rd Unit - Portfolio review					
<b>Post-Secondary Articulated Credit students are eligible for</b>					
Erie Community College - 4 credits (Weight Training I & II and Physical Fitne					

**What is a Dietary Aide/Nutrition?**

Dietary aides generally work in retirement centers or health care facilities and are responsible for preparing healthful meals for residents. Depending on the employer, a dietary aide may also work with a dietitian and help him or her come up with diet plans for residents in health care facilities. Becoming a dietary aide is a way to combine a food-preparation career with a medical environment and is suited for those who like working with people and want to help others.

This developing program can prepare candidates for various two or four-year college programs such as:

- Nutritional Science
- Clinical Dietetics
- Food and Nutrition Management
- Public Health Nutrition
- Education and Research
- Consultant/Private Practice
- Related Health Professionals (e.g. M.D., PA, etc.)
- Business and Industry
- Media
- International Food Organizations
- Public Policy/Government

***Who should be interested in the Dietary Aide/ Nutrition program?***

ALL STUDENTS, male or female, motivated to be successful in the field of nutrition or in post-secondary education in nutritional science.

***Benefits of participating in the Dietary Aide/Nutrition program:***

- Emphasis on academic excellence with specialized courses and classroom activities
- An introduction to all facets of the health care field
- Career-site work visitations to facilities in need of dietary aides
- College tours of post-secondary institutions with nutritional science related majors
- Opportunity to gain field experience
- Partnerships with area facilities
- Become CPR and First Aid Certified
- Become a Dietary Aide by high school graduation

Units of Credit	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
English	English 8/READ 180 (Double Period)	English 9/READ 180 (Double Period)	English 10	English 11	English 12 or Integrated Course
Social Studies	Social Studies 8	Global 9	Global 10	U.S. History	PIG/Economics
Science	Living Environment/Lab (Opposite PE)	Chemistry/Lab (Opposite PE)	Anatomy and Physiology	Integrated Science Course	
Mathematics	8 <sup>th</sup> Grade Common Core/Math 180 (Double Period)	Algebra/Math 180 (Double Period)	Geometry	Algebra 2 or Integrated Course	Pre-Calculus or Integrated Course
Health		*Health (.5 unit)			
Physical Education	PE (.5 unit) (Opposite Lab)	PE (.5 unit) (Opposite Lab)	PE (.5 unit)	PE (.5 unit)	PE (.5 unit)
L.O.T.E.	Spanish 1				
The Arts		*Art Elective			
Career & Technical Education	Home and Careers Technology (State Requirement)	CFM A (State Mandated .5) CFM B (Medical Ethics .5)	HO02M Health Occupations Technology Beginners	HO03M Health Occupations Technology Intermediate	HO04M Health Occupations Technology Advanced
Advisory	(.5 unit)	(.5unit)	(.5unit)	(.5unit)	(.5unit)
High School Credits	2.5	7.5	8.5	8.5	8.5

### Food Science, Dietetics and Nutrition

**\*Students are required to take ½ credit of the NYSED mandated Career & Financial Management (CFM) curriculum (Course #CF01G) and a ½ credit of the CTE course specific CFM curriculum (Course #CF02G).**

Grade	Course #	Units Taught	Number of Hours of Instruction	CCLS ELA	CCLS Math
9	TBD	Career and Financial Management			
		Organization and Structure of CTE Student			
		Safety and Sanitation			
		<b>TOTAL</b>	0		
10	TBD	Measurement and Equipment Identification			
		Food Preparation and Integrity			
		Nutrition and Health Overview			
		Packaging and Product Development			
		<b>TOTAL</b>	0		
11	TBD	Nutrition and Digestion			
		Food Preparation and Integrity			
		The Chemistry of Food			
		Food Processing and Technology			
		Anatomy and Physiology of Nutrition			
				<b>TOTAL</b>	0
12	TBD	Nutritional Requirements Across a Life Span			
		Food Preferences and Choices			
		Nutritional Issues and Controversies			
		Psychology of Food and Eating			
		Employment Portfolio			
		<b>TOTAL</b>	0		
<b>Required Industry Assessment</b>					
NOCTI :TBD					
<b>NYSED Approved Integrated Academic Credit available:</b>					
Math and /or Science					
<b>Articulated College Credit:</b>					
TBD: ECC, Bryant & Stratton					

*\*As program develops, opportunities will be awarded for students to earn additional certifications and credentials with various partners.*

*\*Food Science, Dietetics and nutrition is a new program and is still in the development stage. Students 8<sup>th</sup> grade will take the required CTE classes to complete a 8<sup>th</sup> grade and in 9<sup>th</sup> grade students will take CFM A and CFM B to begin any one of the CTE pathways.*

### ***What is Read 180?***

*READ 180 Next Generation* is designed to address literacy and language problem areas for intensive, accelerated, and extensive reading instruction. The program is designed to accelerate students toward independence with rigorous, grade-level text. Because the Common Core State Standards will raise the bar for all students, *READ 180 Next Generation* includes more rigor, writing, nonfiction, and independent practice with text. The goal of the program is to ensure that struggling readers have an explicit and accelerated path to college and career readiness.

### **READ**

*READ 180 Next Generation* is designed to meet students where they are and accelerate them to grade-level text, which is why each Stage offers a range of text that can grow with students over time. Students read many different kinds of text in *READ 180 Next Generation*, each with a distinct instructional purpose. Each of these kinds of text builds in complexity over time. Importantly, *READ 180 Next Generation* attends carefully to all three dimensions of text complexity:

- **Quantitative**—Every piece of text in *READ 180* has a Lexile measure.
- **Qualitative**—All *rBook* selections and Independent Reading materials have been evaluated using a rubric that includes the critical elements of qualitative text complexity and assigns a rating.
- **Reader & Task**—In the *READ 180 Next Generation* Software and teacher-mediated instruction, Anchor Videos provide students with background knowledge. Students also have choice within the Software and Independent Reading rotations, which helps match reader to task.

Every aspect of the *READ 180* Instructional Model helps build a "staircase" of increasing text complexity throughout the year. To make text complexity transparent to teachers, readings have an associated Text Complexity Key in the Teacher *rBook*. Embedded throughout the *rBook* are questions that ask students to draw directly from the text and apply progressively more rigorous comprehension skills as well as Higher Order Thinking skills such as synthesis, analysis, and evaluation.

*READ 180* has always offered students far more informational text than traditional reading programs. Nonfiction has proven to be a highly motivating platform for engaging reluctant



readers and teaching both academic and content-area vocabulary. With the release of *READ 180 Next Generation*, the percentages of informational text increased from 23% to 77% at the high school level.

eReads are a new type of web-based nonfiction text for students during their Independent Reading rotation. Designed to reflect the type of reading students will encounter on the Internet, eReads include interactive features such as opinion polls and career quizzes.

### Writing

*READ 180 Next Generation* includes a new Writing Zone, which focuses exclusively on writing an argument and supporting it with evidence. Developed in response to the CCSS, the Writing Zone is designed to help students build fluency, and constantly increase stamina, with this particular form of writing. Students will practice varied writing types in the *rBook* and in response to Independent Reading texts, but the emphasis throughout is on making an argument and supporting it with evidence. The following are all the writing types in *READ 180 Next Generation*:

- Argument
- Informational/Expository
- Narrative
- Literary Analysis
- Informational Summary
- Personal Narrative
- Research Paper

Each Workshop in the *READ 180 Next Generation rBook* concludes with a Wrap-Up Project that asks students to synthesize what they have read and apply it to real-world research questions. These provide short, focused research tasks. Once in every Stage, students are required to write a research paper to engage in a lengthier writing assignment. Multiple supports for both students and teachers are provided as they engage in this rigorous writing.

The Writing Zone helps students build fluency with the most critical type of writing in the CCSS—making and supporting an argument with evidence from the text. Technology supports, such as the tired word detector, prompt students to replace overused words with more precise academic vocabulary. Useful in both Small- and Whole-Group instruction, the *rBook* features daily "React and Write" prompts, which ask students to write in response to reading. Each Workshop includes a comprehensive writing strand that features multiple writing types and takes students through all steps of the writing process. Quick Writes are provided for each of the 60 Paperback titles, 12 Audiobook titles, and 60 eReads.

### Speaking & Listening

All readings in *READ 180 Next Generation* are designed to serve as a springboard for academic discussion and are supported by discussion guides that include prompts to generate rich discussion. Consistent routines ensure that all learners are active participants in classroom, small-group, and one-to-one discussions. Text based questions are designed to elicit evidence-based arguments. In Whole- and Small-Group instruction, the following routines form a consistent framework for discussion—React and Write, Think-(Write)-Pair-Share, Idea Wave, and Sentence Frames. Additionally, discussion in Small-Group Instruction is facilitated by the following one-on-one conferencing resources:

- *Teaching Resources for Topic Software* provides teachers with structured discussion guides for 60 software segments
- *Teaching Resources for Modeled and Independent Reading* provides teachers with structured discussion guides for all 60 Paperbacks, 12 Audiobooks, and 60 eReads

### Language

*READ 180 Next Generation* is organized into nine content-area Workshops. Significant frontloading occurs at the beginning of each Workshop to help students acquire high-leverage academic and domain-specific vocabulary that they will use in the program and their content-area classes. Workshop Anchor Videos help student build mental models of domain-specific vocabulary and concepts to enhance comprehension and retention.

In the teacher-led and software-based instruction, students are explicitly instructed on Greek and Latin roots, as well as English morphology. In the Writing Zone, the Software detects and highlights tired words, prompting students to replace them with more precise academic language.

The eReads are web-based, rigorous 100% nonfiction independent readings that build upon the background knowledge and domain-specific vocabulary acquired in the Topic Software. Additionally, the *rBook* Writing strand includes embedded instruction in grammar, usage, and mechanics, as well as proofreading.

### ***What is Systems 44?***

*System 44 Next Generation*, Grades 3-12+, combines the best thinking on research-based phonics instruction for older students with the power of adaptive technology and age-appropriate, supportive fiction and nonfiction text. The *System 44 Next Generation* software delivers a personalized learning path through systematic instruction in phonics, decoding, word recognition, and writing. Educator Dashboards deliver unparalleled access to critical student performance and implementation data while the Groupinator™ simplifies differentiated instruction.

## **Instructional Content**

*System 44 Next Generation* builds mastery of foundational reading skills through personalized learning technology and direct instruction phonics, decoding, reading, and writing skills, as outlined by the Common Core State Standards.

### Reading

*System 44 Next Generation* gives students access to multiple text types, allowing them to develop word knowledge across a range of contexts. The Software is 100% nonfiction and provides opportunities for students to connect with text that is relevant to their content-area classes, including science, social studies, math, and art. The *44 Book* includes eight modules of nonfiction readings that cover a broad range of genres and text types, including content from Science, Social Studies, and Life Skills. Each *44 Book* Module includes a fiction and nonfiction Stretch text that is read aloud, exposing students to thought-provoking, grade-level text. Students are encouraged to find the key idea of the text and respond both orally and in writing to text-based questions. The *System 44* Library includes a range of high-interest, age-appropriate Paperbacks, Audiobooks, and eBooks, ranging from a Lexile measure of 100L to 450L. Additionally, the *System 44* eBook Library recommends titles “To Read” and allows students to search by Lexile, author, and genre.

### Writing

*System 44 Next Generation* scaffolds instruction and practice in argument writing. The *44 Book* builds competence with evidence-based writing, while the Student Software develops fluency in summary writing. In the *44Book*, students write evidence-based responses about what they are reading. Each Module includes two writing tasks focused around the writing skills at the heart of the Common Core—informational and argument writing. As students progress through the *44Book*, writing scaffolds decrease. The writing component of the *System 44* Software provides students with independent practice in writing summaries tied to content in the *Success* passage, helping students build comprehension and writing fluency. Writing prompts and scaffolds, such as sentence frames, echo those tools students encounter through teacher-mediated practice in the *44Book*, which helps students increase competence and confidence in writing.

### Speaking & Listening

*System 44 Next Generation* includes systematic phonics instruction and word analysis strategies. The *Word Zone* develops fluent decoding of words through modeling, individualized blending practice, and explicit instruction on common syllable types and word parts. The *Fluency Zone* presents reading tasks that promote skills transfer and require students to read and think about

the meaning of text. Instructional routines provide support for practicing correct phrasing, speed, and expression. Audio recordings accompany every paperback to promote listening comprehension. Students engage in academic discussion one-on-one with both the teacher and other students during Small-Group Instruction, developing their oral language skills that they can use to communicate across the content areas. Additionally, the *Smart Zone* builds academic vocabulary through explicit instruction.

### Language

The *44Book* helps students meet grade-level expectations by asking them to apply rigorous comprehension and Higher Order Thinking skills such as synthesis, analysis, and evaluation as they read. The *44Book* exposes students to higher-level, content-rich texts while scaffolding close reading and comprehension through text-based questions. The text-based questions that accompany each text require students to think carefully about what they are reading and find evidence from the text to support their response. *Success Zone* passages on the Software require students to evaluate texts and their meaning. Additionally, the Software helps students to unlock multi-syllabic words through word analysis activities.

### ***What is Math 180?***

*MATH 180* is a math intervention program for the Common Core that empowers students in grades 6 and up to learn the content foundational to Algebra. Since the development of emotional and social competencies essential for success in college and career works hand in hand with efforts to improve students' content knowledge, *MATH 180* is rooted in relevance and real world connections, providing a rich landscape for learning in multiple domains. Leveraging the CCSS-M research on effective mathematics teaching and learning, and the need for educator support in implementing educational innovations, *MATH 180* provides the support students need to develop key knowledge and skills essential for 21<sup>st</sup> Century college and career success.

### **Instructional Content**

*MATH 180* focuses on deep understanding and mastery of the Core within the Core—the essential skills and concepts necessary to unlock Algebra and advanced mathematics. Carefully curated by Common Core architect Sybilla Beckmann, the *MATH 180* scope and sequence is built around a focused and coherent curriculum that enables struggling students to progress quickly and effectively toward grade-level curriculum.

*MATH 180* is built from a carefully sequenced and paced progression of content. Nine blocks of instruction feature high-interest themes while the focused content helps students make

connections while learning to think algebraically. The nine blocks of instruction include the following:

- Multiplicative Thinking
- The Distributive Property
- Division
- Fraction Concepts
- Fraction Relationships
- Fraction Multiplication and Division
- Decimals and Place Value
- Decimal Operations
- Both Sides of Zero

#### **b. Track Records of Proposed Curriculum**

##### **Achieving the Mission, Vision, and Goals**

Schools that implement the Integrated Curriculum, along with organizational and instructional reforms see increases in student attendance, reductions in suspensions, improved course passing and graduation rates, and increased scores on student achievement tests. Utilizing an Integrated Curriculum assists schools in obtaining such outcomes by offering research-based strategies that are paired with intense technical assistance provided by master educators who serve as organizational and instructional facilitators (Plank, DeLuca, & Estacion, 2005).

East High School will offer four Career and technical education (CTE) pathways; Health Occupation and Training Program, Medical Coding, Fitness Training and Nutrition/Dietitian Assistant. A comprehensive contextual curriculum for each pathway will integrate academics with CTE. This strategy provides students with the academic, technical, and employability skills and knowledge to pursue postsecondary training or higher education and enter a career field prepared for ongoing learning (Partnership for 21st Century Skills, Association for Career and Technical Education, & National Association of State Directors of Career Technical Education Consortium, 2010). According to the National Center for Education Statistics (2011), 90 percent of high school graduates have earned some CTE credits. Furthermore, research on high-quality CTE programs and pathways shows that these programs reduce dropout rates; encourage participation in postsecondary education; and enable students to earn dual enrollment credits, industry-endorsed certificates, and technical endorsements on high school diplomas (Plank, DeLuca, & Estacion, 2005).

Reading 180, Systems 44, and Math 180 are intervention programs with a clear and recursive structure with built in scaffolding and increasingly complex text. The goal of these program is to ensure that struggling students have an explicit and accelerated path to college and career readiness. Slavin, Cheung, Groff, and Lake (2008) examine the evidence of effectiveness for

four types of middle and high school reading programs: 1) reading curricula; 2) mixed-method models (MMM); 3) computer-assisted instruction (CAI); and 4) instructional process (IP) programs. The review only included studies that used randomized or matched control groups, lasted at least 12 weeks, and used valid achievement measures independent of the experimental treatments, among other criteria. Classified as a mixed-method model, READ 180 demonstrated a mean effect size of +0.24 across the 8 evaluation studies that met the rigorous standards for review (by comparison, the authors point out that an effect size of +0.25 equals about half the size of the minority white achievement gap on the NAEP). This finding earned READ 180 a place among the four most highly-rated programs in the study, in the category of “Moderate Evidence of Effectiveness.” The results of this review demonstrate that, as evaluated by rigorous research, READ 180 is one of the most effective adolescent literacy programs available.

<p style="text-align: center;"><b>Strategies</b></p> <p style="text-align: center;"><b>Educational Plan</b></p>	<p style="text-align: center;"><b>Goals and Objectives</b></p>	<p style="text-align: center;"><b>Year 1 Measurable Goals</b></p>
<p>1. Students will be enrolled in one of the four CTE pathway programs. The CTE program requires students to complete sequences of both CTE and academic courses that takes advantage of interdisciplinary lessons and assignments (such as a presentation that relies on knowledge and skills drawn from student’s English, math, social studies and health and science classes) to connect academic and technical instruction and learning.</p>	<ul style="list-style-type: none"> <li>• To engage students through challenging academic and technical content and by using active learning approaches.</li> <li>• To build education and career planning skills.</li> <li>• To link students with professionals in various careers (eleventh/twelfth grade internship).</li> <li>• To address various learning styles and achievement levels.</li> <li>• To differentiate instruction.</li> <li>• To accrue at least 12 college credits by graduation.</li> </ul>	<ul style="list-style-type: none"> <li>• Development and implementation of a written CTE Integrated Curriculum.</li> <li>• Development of a written career plan as part of their career exploration course requirement.</li> <li>• 90% of students will successfully complete all required course work.</li> </ul>

**c. Instructional Strategies**

East High Community School will implement mastery learning and targeted interventions and support (student assessment, Data-Driven Program, and instruction) to exceed proficiency within the Common Core Learning Standards.

East High Community School will develop a fully accountable and integrated framework that aligns student assessments, a data-driven culture, and instructional methodology. Borrowing from Paul Bambrick-Santoyo's (2010) *Driven By Data: A Practical Guide to Improve Instruction*, the framework will constantly evaluate two fundamental questions; Are our students learning? Why did students not learn it?

A key philosophy and strategy behind the framework will be the adoption of mastery learning principles based on Bloom (1984) and revisited by Guskey (2007). Mastery learning is an instructional strategy and philosophy developed by Benjamin S. Bloom to reduce gaps in achievement of various groups of students. Figure 1 below shows the typical distribution of grades in a classroom that does not include data-driven instruction and principals of master learning and opposed to figure 3. His research and others (Guskey 2002 & 2007) showed that teaching students with the same methodology and giving them the same amount of time to learn (in other words- little variation) resulted in significant variation in achievement. By increasing variation in instruction and time, Bloom showed evidence "that all students might be expected to learn well and truly master the unit concepts or learning goals. This in turn would drastically reduce the variation in students' achievement levels and eliminate achievement gaps" (Guskey, 2007).

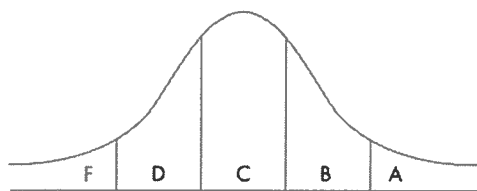


Figure 1. Distribution of achievement in traditional classrooms.

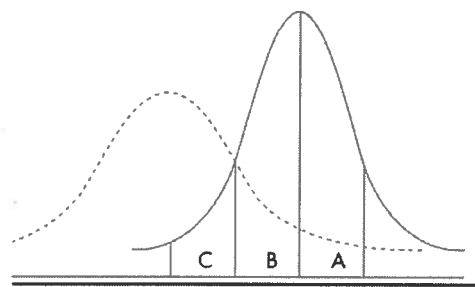


Figure 3. Distribution of achievement in mastery learning classrooms.

NYSED through Enage.NY and the Common Core Learning Standards is already "pushing" elements of mastery learning principles. Like master learning, NYSED continues to emphasize data-driven instruction to assess students' learning, use data to re-teach where students need remediation, and include differentiation to find students' varying learning styles.

Mastery learning focuses on five variables to close the achievement gap between students and centers on the belief that 95 percent of students in a class can achieve an A as an index of mastery of a subject under appropriate conditions. The driving principle behind mastery learning is the development of "corrective procedures" (Figure 2) based on data derived from formative

assessments (the purpose of data-driven instruction) to alter the five variables that affect students' learning.

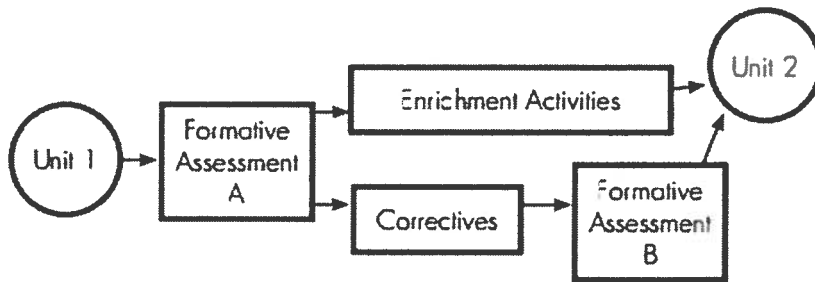


Figure 2. The mastery learning instructional process.

The five variables include: aptitude for particular learning, quality of instruction, ability to understand instruction, perseverance, and time allowed for learning. Below is a brief definition and explanation of each variable.

#### Bloom's Variables for Mastery Learning Strategies

Variable	Definition	Explanation
Aptitude for Particular Kinds of Learning	Amount of time required by a learner to attain mastery of a learning task	Given enough time, all students can attain mastery by finding the means for helping each student
Quality of instruction	Quality of instruction in terms of the degree to which the presentation, explanation, and ordering of elements of the task to be learned approach the optimum for a given learner	Quality of instruction should focus on effects of individual students rather than groups of students. Depending on the learning task, some students require one-on-one tutoring while others benefit from more collaborative approaches. The teacher must employ multiple methods to increase the quality of instruction that each student requires.



Ability to understand	Ability of a learner to understand the nature of the task that he/she is to learn and the procedures he/she is to follow in the learning of the task	Point at which the student's abilities interact with the instructional materials and the instructor's abilities in teaching. Modification in instruction in order to meet the needs of individual students. This does not mean a particular modification for one student throughout a course. Multiple modifications should be available to students on a regular basis to serve as a means of helping students at selected points in the learning process – and that a student can use whatever variety of modifications are found to be useful as he/she encounters difficulties.
Perseverance	Time the learner is willing to spend in learning	Students approach different learning tasks with different amounts of perseverance. Frequent feedback accompanied by specific help (from data) may reduce the amount of perseverance required.
Time allowed for learning	Implies that the student must not only devote the amount of time he/she needs to learn a task but also that he/she be allowed enough time for the learning to take place	Teacher must find ways of altering the time individual students need for learning as well as find ways of providing whatever time is needed by each student.

The READ 180 Next Generation classroom is designed to maximize student engagement with technology, text, and the teacher, as well as with other students. Teachers begin each session with Whole-Group instruction that engages the entire class. In between, students break into groups and rotate through three stations for Small Group and independent learning. Following the 90-minute model is proven to result in significant gains for students over one to two years.

	Whole-Group Instruction	Small-Group Differentiated Instruction	READ 180 Instructional Software	Modeled and Independent Reading	Whole-Group Wrap-Up
<b>Instructional Purpose</b>	Teacher-led instruction in reading skills and strategies, academic vocabulary, writing, and grammar	Teacher-led differentiated instruction to meet individual needs	Individualized practice in reading, spelling, vocabulary, and writing	Fluency and reading comprehension skills development through modeled and independent reading	Students reflect on what they have learned
<b>READ 180 Resources</b>	<ul style="list-style-type: none"> <li>• rBook Teacher's Edition</li> <li>• Resources for Differentiated Instruction (rDI)</li> <li>• Anchor DVD</li> </ul>	<ul style="list-style-type: none"> <li>• rBook Teacher's Edition</li> <li>• Resources for Differentiated Instruction (rDI)</li> <li>• Teaching Resources for Content-Area Reading</li> <li>• The Groupinator™</li> </ul>	<ul style="list-style-type: none"> <li>• READ 180 Topic Software</li> <li>• Teaching Resources with QuickWrites</li> </ul>	<ul style="list-style-type: none"> <li>• Paperbacks</li> <li>• Audiobooks</li> <li>• eReads</li> <li>• Teaching Resources with QuickWrites</li> </ul>	<ul style="list-style-type: none"> <li>• rBook Teacher's Edition</li> </ul>

### Assessment & Progress Monitoring

READ 180 Next Generation includes a comprehensive suite of high quality assessment tools and reports to monitor student performance. A variety of assessment instruments identify students' most urgent needs, enabling the program and teachers to adjust instruction accordingly.

Assessment Type	Assessment Instruments	Instructional Purpose
Universal Screening and Progress Monitoring Assessment	<i>Scholastic Reading Inventory</i>	<ul style="list-style-type: none"> <li>▪ Determines reading level and places students in the appropriate level in the program</li> <li>▪ Informs daily rBooks groups, helping Teachers match reader to text and task</li> <li>▪ Monitors student, group, and class progress</li> </ul>
Ongoing Diagnostic and Formative Assessment	READ 180 Topic Software	<ul style="list-style-type: none"> <li>▪ Assesses student performance and fluency in reading, vocabulary, and spelling</li> <li>▪ Identifies strengths and weaknesses to support grouping for Differentiated Instruction Check-Point Days</li> </ul>
Writing Assessment	rBook Writing READ 180 Topic	<ul style="list-style-type: none"> <li>▪ Tests students' understanding of writing skills addressed during Whole-</li> </ul>

Assessment Type	Assessment Instruments	Instructional Purpose
Writing Assessment <i>Continued</i>	Software <i>rSkills</i> Tests  <i>rBook</i> Writing <i>READ 180</i> Topic Software <i>rSkills</i> Tests	and Small-Group instruction <ul style="list-style-type: none"> <li>▪ Rubrics and peer feedback support continuous improvement</li> <li>▪ Scaffolds students from single-paragraph to multi-paragraph essays in key writing types—narrative, informative, and argument</li> <li>▪ Supports students with independent practice in writing and supporting an argument</li> </ul>
Interim and Summative assessments	Workshop Wrap-Up Tests <i>rSkills</i> Tests	<ul style="list-style-type: none"> <li>▪ Offer opportunities for review and test preparation</li> <li>▪ Monitor students' understanding of key, standards-aligned skills covered during Whole- and Small-Group Instruction: Higher Order Thinking/critical reading skills (synthesize, analyze, and evaluate)</li> </ul>
Performance-Based Assessment	21 <sup>st</sup> Century Instruction End of Workshop Projects	<ul style="list-style-type: none"> <li>▪ Students are guided through an "internship on a page" as they are instructed in and assessed on college and career skills and strategies</li> <li>▪ Application of Higher Order Thinking and cross-text analysis skills</li> </ul>
Independent Reading	<i>Scholastic Reading Counts!</i> (SRC!) Quizzes  Comprehension QuickWrites	<ul style="list-style-type: none"> <li>▪ Monitor students' comprehension of library books and eReads</li> <li>▪ Assess independent reading of increasingly complex text</li> </ul>

### Scaffolded Instruction

*READ 180 Next Generation's* multimedia approach accommodates students with different learning preferences and needs. The Software contains universal access provisions, such as closed captioning of videotext, color and contrast settings, voice-over descriptions of images, and adjustable speed of certain activities. Leveled Paperbacks are provided, so students can

read with success. Audiobooks provide struggling readers with opportunities to appreciate quality literature that would otherwise be above their independent reading level.

### **Systems 44 Instructional Design**

*System 44 Next Generation* was designed for daily use with a small class of 10-12 students. Students use the Software daily and alternate between Small-Group Differentiated Instruction and modeled and independent reading. The program can be used effectively during a regular class period, in a resource room, and in after- and summer school programs.

*System 44 Next Generation* also integrates seamlessly into the *READ 180 Next Generation* classroom in which educators provide differentiated instruction for *System 44* students during the Small-Group rotations. During Whole-Group, students work with their peers in the *READ 180 rBook*, to build background and engage in conversation with text that is a stretch for them. Small-Group Differentiated Instruction allows teachers to work with *System 44* students using the *rBook*-aligned *44Book* to teach phonics, reading comprehension, and writing skills in nine content-area Workshops. The *44Book* for use with *READ 180* complements and reinforces *rBook* instruction, combining foundational reading instruction with rich content, academic discussion, and scaffolded writing instruction to help move *System 44* students toward independence with grade-level text.

### **Assessment & Progress Monitoring**

Ensuring that students are placed at the proper level is critical, which is why *System 44 Next Generation* includes two computer-based assessments that are reliable and valid. Both the *Scholastic Phonics Inventory* (SPI) and *Scholastic Reading Inventory* (SRI) can be used for placement and progress monitoring.

### **Universal Screener**

*Scholastic Phonics Inventory* (SPI) is an effective screening tool designed to determine if the root cause of reading difficulty is decoding. Students who score around or below the 25<sup>th</sup> percentile on the SRI or students who in the judgment of an educator have decoding issues should be further assessed with SPI. Based on the students' score, SPI generates three possible prescriptions for the student.

1. The student requires instruction in phonemic awareness and basic decoding instruction and should be placed in the beginning of *System 44 Next Generation*.
2. The student requires phonics and decoding instruction and should be placed in *System 44 Next Generation*; however, the students can skip the most foundational topics.
3. The student can decode adequately and needs an intervention that focuses on reading comprehension and is a candidate for *READ 180*.

### **Progress Monitoring**

*Scholastic Reading Inventory* (SRI) is used to determine a student's Lexile measure, based on the Lexile Framework® for Reading. SRI also determines the appropriate instructional level in the *System 44 Next Generation* Software for each student. After placing students at the correct level, SRI is used to monitor progress in reading comprehension development. In addition, as students work independently on the computer, the *System 44 Next Generation* Software is automatically and continuously collecting student performance data, which feeds multiple reports that teachers use to inform Small-Group Instruction.

### **Scaffolded Instruction**

*System 44 Next Generation* was designed to fit within a Multi-Tiered Systems of Support (MTSS) model. Planning and data management tools are embedded into instruction and help educators set academic and behavioral goals, customize benchmarks, monitor student progress and differentiate instruction. *System 44 Next Generation* aligns to the seven core components of Multi-Tiered Systems of Support.

### **Instructional Design**

*MATH 180* employs the best practice of game design to convey success. Students are rewarded with stars, points, and badges for their accuracy, focus, perseverance, and effort, as well as for hitting performance goals and showing content expertise. Students receive badges more frequently early in the program; these early rewards are designed explicitly for students who may not have received recognition for their mathematical efforts in the past. They serve as concrete symbols of mastery that remind students of their competence and ability to overcome obstacles.

The flexible instructional model in *MATH 180* maximizes instructional time with a clear organization for whole class, group, and individualized learning. Instruction begins with a whole-class "Do Now" exercise to help students warm-up. Then based on the data and Groupinator™ analysis, students divide into two groups and rotate between stations for teacher-led group instruction and the *MATH 180* Software. During Group Instruction, the teacher facilitates instruction to build conceptual understanding, develop reasoning and communication skills, and interpret student thinking. The *MATH 180* instructional software adapts to each student's needs, providing added support and practice for those who need it and accelerating those ready to move on. The *Brain Arcade*, available anytime, anywhere, provides each student with a personalized playlist of games that build strategic and procedural fluency.

### **Assessment & Progress Monitoring**

*MATH 180* includes a comprehensive suite of high-quality assessment tools and reports to monitor progress and differentiate instruction. *Scholastic Math Inventory* (SMI) can determine readiness for *MATH 180* and establish a baseline for measuring mathematical growth. Throughout the student software, students have the ability to take a Fast Track assessment, which

provides an accelerated route through the software. Curriculum-embedded assessments, called *mSkills*, measure understanding to group instruction. To assess the shifts in students' mindsets, students take the Mindset Scan from Mindset Works®. All assessment data is immediately available to teachers and administrators through *Scholastic Central* and the Teacher Dashboard.

### **Scaffolded Instruction**

The *MATH 180* software provides students the time they need to develop understanding of important mathematics. Student engagement with the instructional software is self-paced, allowing students the time and support they need to acquire the knowledge and skills necessary for success. Additional opportunities, such as Checkpoint days, are provided for personalized instruction as teachers utilize student performance data to differentiate learning during teacher-facilitated instruction.

The instructional path in *MATH 180* follows a progression from concrete to pictorial to abstract. Each unit begins with an Anchor Video that situates the math content in real, concrete settings. Instruction within that unit leverages the context established in the anchor video to introduce targeted problems with concrete images.

Those real math problems are then represented visually with generalizable interactive models, called *mTools*, which gradually abstract the math for students. Those models, once established, are connected with meaning to the numbers and symbols that will eventually constitute most of the math students perform. Students who need additional scaffolding can hold onto the visual models longer until they are ready to release them.

#### **d. Remediation and Accelerated Learning**

- i. Buffalo City School students struggled on the 2013 -2014 State ELA and Math Assessments. Using the district data for 8<sup>th</sup> grade students as a predictor of incoming students present levels of performance (Edvantage Data Dashboard) 5.3 percent of 8<sup>th</sup> graders were proficient in ELA and 2.6 percent of 8<sup>th</sup> graders were proficient in math. Student at EHCS will be taking double period courses in ELA and mathematics. Specifically in ELA, students will be enrolled in double periods of ELA class, allowing time for mastery of literacy skills utilizing Reading 180 interventions for students not yet meeting proficiency. In addition to Reading 180, Systems 44 will be used for students at least 3years below grade level. Student will be enrolled in two periods per day of ELA to achieve success on the 8<sup>th</sup> grade common core ELA modules, as well as develop literacy skills needed for success in all subject areas. In math, Math 180 will be utilized as an intervention program to attain proficiency on the 8<sup>th</sup> grade common core math modules.

- ii. In an attempt to improve student performance and increase on-time graduation rates, East High Community School will adopt the Early Warning Indicators (EWI system and database). This “early warning” Student Management System tracks student data in three domains: academic, social-emotional and health to identify whether students are on track to succeed. If they are not, students are connected to the supports and services available to help them get back on track. The school will use this system to include specified early warning indicators on attendance, suspensions, course failures, and low scores on statewide English and math assessments. Under this system students are ranked from Accelerated to On Track, At Risk, High Risk, and Very High Risk.

During the summer of each year, the principal, 8<sup>th</sup> Grade Academy Leader/AP, 8<sup>th</sup> Grade Guidance Counselor and student support team will review the data of all know incoming 8<sup>th</sup> graders to determine overall ‘at-risk’ status. The school will use this system to include specified early warning indicators on attendance, suspensions, course failure in English or math, and low scores on statewide English and math assessments. If a child exhibits two or more early warning indicators, the school's child study team or another school-based team to are required to meet to determine appropriate interventions for the student. Parents will be notified and invites the opportunity to participate.

<b>Strategies</b> <b>Possible Plan</b>	<b>Goals and Objectives</b>	<b>Year 1 Measurable Goals</b>
Implement the district’s early warning system to target service to students who need them.	<ul style="list-style-type: none"> <li>• Identify students who are showing signs that they are at risk of dropping out of high school.</li> <li>• Match these students to interventions to get them back on track for graduation</li> <li>• Monitor students' progress in those interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance Rate will improve</li> <li>• Suspension Rate will go down</li> <li>• Number of students getting written up will be reduces.</li> <li>• Students course performance per</li> </ul>

		<p>making period will improve</p> <ul style="list-style-type: none"> <li>• An increase of students being promoted to 9<sup>th</sup> grade</li> <li>• Students will receive high school credits in Biology</li> </ul>
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- iii. EHCS will fully implement the Right to Intervention (RTI) to help students master the Common Core State Standards. In conjunction with RTI and DDI, students will be identified for specific targeted deficiencies needed for success. The use of Mastery Learning interventions will be used to close the gap. Although the Common Core standards provide the "what" for student learning, RTI—also referred to "response to instruction" or a "multi-tiered system of support" (MTSS)—provides the "how," in terms of supporting those who need targeted or intensive assistance along the way. Each level of the RTI framework integrates the goals of mastery learning. For example, mastery learning requires regular, authentic formative assessment. Similarly, RTI uses progress-monitoring data to show the rate of growth for students receiving targeted or intensive intervention (Guskey & Jung, 2011). Both approaches value personalized learning: learning that is diverse, personal, and monitored using multiple forms of assessment (American Institutes for Research, 2013).
- iv. During the summer of each year, the principal, 8<sup>th</sup> Grade Academy Leader/AP, 8<sup>th</sup> Grade Guidance Counselor and student support team will review the data (report card, IEP goals and State Assessment) of all know incoming 8<sup>th</sup> graders to determine which students are accelerated.
- v. ***Accelerated Learning***  
 If students are proficient in ELA and or math EHCS will have the opportunity to take High School Classes with the phase out students. In addition, students who exceed the standards will have opportunity to take college courses through Niagara University (NUSTEP) in their junior and senior year. In addition students will have the opportunity to take the upper level and AP virtual accelerated course on line.



vi. *Strategies for English Language Learners*

EHCS will use RTI as a school wide system that appropriately monitors educational results for all students, including students with disabilities and English Language Learners (ELLs). This system will allow students receive individualized, intensive interventions that target the students' skill deficits. Progress is closely monitored to assess both the learning rate and level of performance of individual students creating a well-integrated system of instruction and intervention guided by child outcome data.

EHCS will implement a Push-in ELL program for intermediate and advanced ELL students to provide differentiated instruction during class. The ELL teacher and the classroom teacher will meet on a regular basis to co-plan instruction. Beginner ELL students will follow the Pull-out ELL program. This model provides students with scaffold instruction that enables to perform successfully in the general education classroom. Additionally, beginner ELL students will experience intensive vocabulary and grammar instruction to enable students to access academic content.

Relevant nonfiction engages English Language Learners and provides them with the academic vocabulary and essential knowledge required for success in the content areas. Special features are included in *READ 180 Next Generation* to support these learners.

- Anchor videos build background knowledge and develop mental models
- Software provides opportunities for repeated oral reading practice, including making recordings for self-assessment
- Oral language development and academic language strategies are integrated into the teaching materials and engage students with accountable response tasks.
- The *rBook* and the Topic Software scaffold academic writing, grammar, and conventions.
- Multicultural content makes the program relevant to students from diverse backgrounds.
- Audiobooks, eReads, and Topic Software allow students to read along with examples of modeled fluent reading.

*System 44 Next Generation* is a comprehensive program for teaching language and literacy that was built, *from the ground up*, to ensure success for English Language Learners. The program was reviewed by Dr. Margarita Calderon and Maria Elena Arguelles to ensure maximum access. *System 44 Next Generation* is particularly suited to address the needs of English Language Learners who are in levels one and two of English language proficiency. It can also address decoding gaps that level three students may have and help more advanced student's master standard classroom English.

Literacy skills are key to the academic success of English Language Learners. *System 44* is a research-based solution that includes technology and supports the development of literacy

skills by engaging students and providing instruction for English Language Learners that includes phonemic awareness, word recognition and spelling, vocabulary development, word analysis, and morphology.

*System 44 Next Generation* software provides direct instruction and individualized practice for English Language Learners based on a systematic scope and sequence. Features include:

- Vocabulary Support through Imagery—Images are provided for over 2,000 words in the Software. Additional support is provided for words that are difficult to image (concept words and verbs).
- First Language Support in Spanish—At any point during the Software instruction, students can click on any word and receive a translation in Spanish.
- Pronunciation Modeling—Sound & Articulation videos help teachers to model correct academic pronunciation of all sound-spellings taught in the program.
- Multicultural Content—Age-appropriate, multicultural content found across all components in *System 44 Next Generation* reflects ethnic, cultural, and linguistic diversity.

*MATH 180* provides maximum support for English language learners with emphasis on language development and use of visual representations and routines that support classroom discourse.

- Explicit Vocabulary Instruction—Teachers introduce vocabulary through a consistent routine of hear it, see it, say it, and define it. Spanish translations of all vocabulary are provided for teachers and students.
- Sentence Frames provide students struggling with language access to sentence structures they would have difficulty accessing on their own.
- Classroom Routines & Language Goals support classroom discourse and offer structured opportunities for students to engage in meaningful conversations about math before speaking in front of a larger group.

#### **vii. Strategies for Special Education Students**

EHCS will use RTI as a school wide system that appropriately monitors educational results for all students, including students with disabilities and English Language Learners (ELLs). This system will allow students receive individualized, intensive interventions that target the students' skill deficits. Progress is closely monitored to assess both the learning rate and level of performance of individual students creating a well-integrated system of instruction and intervention guided by child outcome data.

*READ 180 Next Generation* instructional materials are designed with the principles of Universal Design for Learning to facilitate access to the curriculum for all students. The program includes the following:

- Age-appropriate adaptive software with immediate corrective feedback and small-group differentiated instruction to allow students to move at their own pace and receive individualized instruction.
- Multimodal curriculum to ensure that all students see it, say it, hear it, read it, and write it.
- High-interest materials to keep students motivated and engaged.
- Universal design features and 508 compliance to enable students with certain physical disabilities to access the instructional content, including captioning of Anchor videos, an alternate color scheme, and a button rollover feature that provides a text label, as well as an audio prompt for the software buttons.

*System 44* helps teachers meet the needs of Special Education students by addressing *Response to Intervention* criteria, providing materials to differentiate instruction and pacing, and facilitating the development of strong Individual Education Programs (IEPs). *System 44* was designed specifically to meet the needs of older, struggling readers with learning disabilities. Students with reading and language disabilities may struggle with foundational literacy skills, including phonemic awareness, phonics, and decoding fluency. *System 44* addresses those skill weaknesses and provides differentiated support to these students. Features include:

- Individual Education Program (IEP) Supports—Point of use data and reports allow teachers and parents to measure student progress toward annual IEP goals, both academic and behavioral.
- Multi-sensory Instructional Resources—Visual, auditory, tactile, and kinesthetic tools help teachers differentiate instruction.
- Universal Design for Learning (UDL) Principles—The Software aligns with the core principles of UDL, providing multiple means of presentation, expression, and engagement.
- Positive Behavioral Intervention Systems (PBIS) Supports—Multiple print and digital resources support the implementation of positive behavioral intervention at all Instructional Tiers.

For many older struggling students who have unique learning challenges or have been identified as in need of special education services, *MATH 180* helps meet their unique education goals.

- Individual Education Program (IEP) Supports—Point-of-use data and reports allow teachers and parents to measure student progress toward annual IEP goals.
- Adaptive, Individualized Pacing—The Adaptive Software allows students to move at their own pace and receive individualized, targeted instruction.
- Universal Design for Learning (UDL) Principles—Working with CAST, the *MATH 180* software aligns with the core principles of UDL, providing multiple means of representation, action and expression, and engagement.

**e. Parental Engagement Plan**

EHCS will ensure a successful educational experience for students by making sure that parents have a great communication with administration, community member and staff. It is vital that our parents feel welcomed and are able to access the resources available to them. The services we will be able to provide include direct communication about their child academic success; the parent portal, so that they may glance at work assignments and progress academically of their child; we will also offer a varied agency support for parents to access at school for their own educational needs and familial support.

*READ 180, Systems 44, and Math 180 Next Generation* provides resources to help families support students' learning and connect with the classroom. Families and caregivers can connect to the Family Portal from any Internet connection to learn about *READ 180, systems 44 and Math 180 Next Generation* instruction and materials. The site includes a video providing tips for families about how to support their children's literacy and math achievement, and offers links to additional resources and research to help caregivers understand the needs of struggling students. In addition, the Family Portal provides a space for sharing success stories and experiences with teachers and other families.

*READ 180 Next Generation* includes personalized learning technology that is designed to increase students' intrinsic motivation, as well as their ability to read. The Student Dashboard supports student in building executive function and taking ownership over their own learning. Through the Dashboard, students can track their progress in the software, view their overall program progress, and keep track of their "Bests" and streaks. This access to information about their progress and achievements not only motivates students, but also builds their awareness of who they are as learners, and guides them in setting and working toward academic goals.

A Parent Letter, available in English and Spanish, explains the goal of the *MATH 180* program, steps children will be completing as they learn, and ways to reinforce their learning at home. Student reports that display students' progress and usage in the program can be shared with parents during conferences or sent home as progress indicators. Teachers are able to print Award Certificates as student master different instructional blocks. The

certificates can be shared with parents, as well as used as examples of student achievement and progress.

*READ 180 Next Generation* provides students with high-interest text in the Software, Audiobooks, Paperbacks, and other components captures student interest and provides support to promote reading success. Additionally, the content in all components of the program reflects diverse perspectives, allowing students to both reflect on their own experiences and explore new concepts and points of view. In the Topic Software, Paperbacks, Audiobooks, and eReads, students can choose among topics that engage them and reflect their interests, such as careers, music, heroes, relationships, health, and family.

EHCS will have a full time Parent Facilitator who will build relationships with faculty, staff students and their families to assist with the progression of academic success. He/She will be based out of the school and access the families who may need to assist supporting their children during the day or with challenges at home. Our Parent Facilitator will be responsible for organizing mailings for projects that require mailings to go to parents and assist with direct phone calls to homes. The Parent Facilitator will serve as a liaison for our Parent Teacher Organization and assist with the recruitment for more families to join.

We will be offering programs for parents that are learning opportunities to help bridge gaps in understanding curriculum design and implementation, how to support and motivate students in attendance and goal setting, and many other monthly learning opportunities.

We have organizations that will be available to our parents which include the Parent Teacher Organization and as our school grows we will adopt a Parent Advisory Council

#### *Parent Teacher Organization*

The purpose of the Parent Teacher Organization (PTO) is to develop closer connections between school and home by encouraging parent involvement. Also to enhance the educational experience by supporting academic and enrichment activities. And finally, to improve the environment and moral at "Our" school by providing volunteer and financial support. All parents are eligible to participate. This organization will empower our parents to share a voice and support their children as they journey through our high academic standards for all.

#### *Parent Advisory Council*

The Parent Advisory Council (PAC) is dedicated to giving parents/guardians the opportunity to openly express their interest, concerns, and suggestions, in the hopes of making a positive and lasting impact on the East High School Community. This council will be designed to assist with implementation of decisions that parents, students and faculty reach about how to always keep our school moving forward with more initiatives to help achieve success.

## f. Co-Curricular

Participation in EHCS co-curricular activities is an integral part of the EHCS school curriculum. EHCS students will engage with co-curricular (basketball) and development strand activities (HOSA future health professionals). The Lighthouse community program adds to the existing co-curricular school activities. This will include and not limited to basketball, swimming, weightlifting, and cardio. EHCS encourages student to recognize the value of these activities as part of their development. Co-curricular activities provide unique opportunities for students to promote their mental, physical, social, and emotional development.

### Section 3

#### School Culture and Climate

##### a. Description of Culture/Climate

In 2007, the National School Climate Council spelled out specific criteria for what defines a positive school climate, including:

- Norms, values, and expectations that support social, emotional, and physical safety.
- People are engaged and respected.
- Students, families, and educators work together to develop and live a shared school vision.
- Educator's model and nurture attitudes that emphasize the benefits gained from learning.
- Each person contributes to the operations of the school and the care of the physical environment.

East High Community School will create a Family Support Center that includes a myriad of community liaisons (legal services provider, school social worker, clinical school psychologist, mental health social worker, student support team chair person, DASA Representative, SAY Yes Family Facilitator and drug counselor). The Family Support Center will support a shared school vision that embraces safety, well-being and academic growth for our students. This Family Support Center will give students confidence to communicate and present factual material through personal creative ideas and life experiences. The Family Support Center will work with the school community to establishing and sustaining a school environment free of harassment, bullying, and discrimination. Administration, staff, students and parents will be able to communicate the safety measures in place which create a nurturing environment which allows all differentiated learners to be successful and thrive.

We will provide a myriad of liaisons, which students and their families can access. Prior experiences has shown the strong need for a full time school social worker, clinical school

psychologist, mental health social worker, student support team chair person, SAY Yes Family Facilitator, drug counseling, academic tutors, legal personal to assist families and students,

Our school is pleased to announce that we will have an extended school day. Our regular school day will be for students who are in good academic and behavioral standing and will begin at 8:30 till 3:45PM. We are excited with the opportunity to open our school from 3:45 to 6:45PM for an extended learning day with opportunities for credit accrual and credit recovery. Our next phase is for adult learning and extracurricular sports and fitness program that will be community based from 6:00-9:00PM.

These opportunities will assist in addressing issues that have traditionally prevented students from being successful academically. These programs will provide support to families to assist their child through their academic development.

Policies: Students will require 22 ½ credit to graduate. Students at East High Community School will take courses in line with NYS requirements, but also have course work fulfilled through the CTE as our students will have several pathways to graduate through our new “majors “from the CTE department (Personal Training, Health Occupations Technology, Medical Coding, and Nutrition/Dietitian Assistant). Students will meet with mentors through the course of the school year to update them on their grade status and completion of coursework necessary for graduation. These mentor sessions will coincide with their mentoring/lunch schedule. Student discipline will have universal consequences founded in Restorative Practices for behavior. The new East High Community School will utilize a peer council to assist with infractions as well as mentoring to serve as a model for what ideal behavior is expected to be. When necessary the next level of progressive discipline will be served to students who are unable to remedy their own behaviors through intervention modification and support.

Student and school safety will align themselves with the standards set forth from the Buffalo Public Schools Code of Conduct as well as utilize the mentoring sessions and intervention support.

Grading Policies will have consistency across the disciplines. Grading procedures will be articulated to the staff via professional development to build rubrics aligned to the NYS learning standards. Students and their parents will be made aware of these rubrics as assignments and testing materials are released.

#### **b. Social and Emotional Needs**

East High Community School will implement the Early Warning Indicator (EWI) to identify the needs of the student. During the summer of each year, the principal, 8<sup>th</sup> Grade Academy Leader/AP, 8<sup>th</sup> Grade Guidance Counselor and student support team will review the data of all incoming 8<sup>th</sup> graders to determine overall ‘at-risk’ status. The school will use this system to include specified early warning indicators on substance abuse, anger management, bullying (DASA), mental health, attendance and suspensions.

East High Community School will implement an advisory program to all incoming 8<sup>th</sup> grade students. Advisory connects students and staff in ways that can decrease the pervasive anonymity in large high schools that has been correlated with dropout (Youth Transitions Task Force, 2006). When schools provide access to extracurricular opportunities for development, students are more likely to succeed (Croninger & Lee, 2001). This is particularly important for children who come from under-served families and neighborhoods (Croninger & Lee, 2001). Advisory is a credited class that fosters positive relationship building between a small group of students and an adult advisor. The advisor helps build positive relationships among students, tracks grades, acts as a liaison between the students, teacher, and parent, and the advisor encourages academic and personal student success. Advisory offers students an opportunity to connect to a peer group. The program will be a direct link between a student's emotional and social experience and academic achievement. Children who are hurting cannot learn effectively, and their presence in schools without getting needed attention drains energy, focus, and potential from the learning environment (Adelman & Taylor, 1997; Comer, BenAvie, Haynes, & Joyner, 1999). The advisor also becomes the primary contact person for parents, increasing their involvement, which has been linked to student achievement at all levels of schooling. By having a more in-depth relationship with teachers, parents are more informed about their child's academic needs and successes and can better support them. Having the advisor as the contact person also increases the overall level of accountability in the school: each teacher is directly responsible for certain students, and each student is directly responsible to a particular teacher.

<b>Strategies</b> <b>Possible Plan</b>	<b>Goals and Objectives</b>	<b>Year 1 Measurable Goals</b>
1. Implement a student advisory program starting with the incoming 8 <sup>th</sup> grade students. Advisory will be a structured part of the school's schedule in which small groups of students will be assigned to a teacher or staff member who assists the student in achieving his or her academic and personal goals.	<ul style="list-style-type: none"> <li>• Every student at East High School knows that someone – a staff member – really cared about him/her.</li> <li>• All students have educational, career and personal goals toward which they will be working and could see their courses as useful in reaching these goals.</li> <li>• All parents personally will know someone at school whom they could call – who really knows their child – and how well they were doing.</li> </ul>	<ul style="list-style-type: none"> <li>• Suspension rate will drop.</li> <li>• Attendance rate will improve.</li> <li>• DASA reports will be reduced</li> <li>• Students will display attitudes towards their work consistent with the "growth mindset". (Mindset: The</li> </ul>



	<ul style="list-style-type: none"> <li>All school staff will have the opportunity to develop close connections and mentoring relationships with a small group of students throughout their 8<sup>th</sup> grade/high school years.</li> </ul>	<p>belief that capability and intelligence can be grown through effort, struggle, failure, reflection, and trying again).</p>
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**c. School Calendar/Schedule**

*Structures Extended Day (9 period day) with the Advisory component*

**Bell Schedule: 3 MINUTE TRANSITION**

8:25- Staff Report

8:30-8:34:	Homeroom
8:37- 9:16:	1 <sup>st</sup> period
9:19-9:59:	2 <sup>nd</sup> period
10:02—10:42	3 <sup>rd</sup> period
10:45-11:25:	4 <sup>th</sup> period
11:28-11:48	A-lunch/ Advisory Group 1
11:50- 12:10	B-lunch/Advisory Group 2
12:13-12:53:	5 <sup>th</sup> period
12:56-1:36:	6 <sup>th</sup> period
1:39-2:19:	7 <sup>th</sup> period
2:22-3:02:	8 <sup>th</sup> period
3:05-3:45	9 <sup>th</sup> period



## Sample Calendar

MONTH	ACTIVITY
JULY	8 <sup>th</sup> grade open house
AUGUST	8 <sup>th</sup> grade Orientation Community Day Picnic
SEPTEMBER	Home-coming week (welcome back picnic, guest speaker (alumni), class meeting) Positive Discipline Event (Homecoming Dance) College Field Trip Box Out Bullying Student Assemblies
OCTOBER	Recruitment of 7 <sup>th</sup> graders for our 8 <sup>th</sup> grade program Halloween Haunted House Fundraiser, Community Highlights Spaghetti Dinner, 5 week progress conference with Team Leaders and students Positive Discipline Event (Spirit Week) Columbus Day Observed ( <b>schools closed</b> )
NOVEMBER	Report Cards Distribution ELA CCLS Module Night Guest Speaker to address students on specific topic Thanksgiving Feast/Parent Teacher Conferences College Field Trip Positive Discipline Event (Scavenger Hunt) Election Day Veterans Day Thanksgiving
DECEMBER	Math CCLS Module Night Positive Discipline Event (Movie Day) Advisory Holiday Part
JANUARY	Students Return to School Mid Term Exams Science/Medicine Career Day Dr. Martin Luther King, Jr. Day ( <b>schools closed</b> )
FEBRUARY	CTE Career Explorations (4 CTE Paths) Parent Conferences

MARCH	College Field Trip
APRIL	ELA State Assessment Spring Recess (including Good Friday, Easter and Passover) (schools closed)
MAY	Math State Assessment Science State Assessment College Field Trip
JUNE	Regents Exams, Celebrate first academic year of East High Community School Community (Juneteenth)

East High School, will implemented a later school start time to better align school instruction time with peak hours in the day for student alertness and learning potential. A later start time allows students to get more sleep, leading to subsequent improvements in education and health indicators. Studies have shown that adolescents perform better later in the day as opposed to early morning. Additionally, studies have shown that adolescent short term memory is better in the morning but long term memory improves in the late afternoon and early evening.

Strategies Possible Plan	Goals and Objectives	Year 1 Measurable Goals
2. Student Schedule will be changes from 7:55 AM to 2:26 PM to 8:30 AM -3:45PM Monday through Friday	<ul style="list-style-type: none"> <li>To address the serious lateness and absenteeism problem;</li> <li>To help students succeed by aligning student learning times with the middle part of the day when adolescents can be more alert and learn better;</li> <li>To help adolescents get more sleep and be more awake and alert in school.</li> </ul>	<ul style="list-style-type: none"> <li>Achieve a 90% or higher for on time attendance rate</li> <li>Achieve a class academic average of 80% or higher</li> </ul>

**d. Extended Learning Opportunities**

East High School plans to create several different opportunities for students to extend their learning after school. East will continue to utilize the 21<sup>st</sup> Century: Building Brighter Futures Program to supply students with supplemental support and enriching activities after the regular school day has ended. Teachers who work with students in the after-school program will strive

for mastery learning for each student by using data that regular classroom teachers share from the Data-Driven Inquiry (DDI) process. One-on-one tutoring will be available after school by East High teachers, the after school suspension program, and college students through such programs as the Liberty Partnership with UB. East will also offer a Lighted School House/Adult Education program to offer TASC program, recreational activities, health, legal Services, social services, credit recovery and accrual, tutoring, mentoring, adult education programs, vision and dental services. These resources will be open and available to the student and community until 9PM.

Health Occupations Training (HOT) students in the CTE nursing program will be offered extended learning opportunities afterschool through the Nursing Workforce Diversity (NWD) grant and Liberty Partnership. The NWD grant provides HOT students bus transportation to mentoring, one-on-one tutoring, and SAT prep from D'Youville College students. NWD also provides career exploration, college preparation, application assistance, field trips, monthly stipends, and quarterly recognition. UB students will also provide one-on-one tutoring and mentoring during and after school for HOT students through the Liberty Partnership.

Students who are part of the Science, Technology, Engineering, and Mathematics (STEM) program are also offered extended learning opportunities after school. Students meet regularly after school with a teacher to conducting original experiments. Many schools come together for a science summit to share the results of their experiments amongst peers. Students discuss and demonstrate their findings to other students and judges. Students experiment with topics such as bacterial culturing, antibiotic testing, and the role of vitamin D3 in cancer proliferation.

The goal of the Community School model at the East High Community School is to create a school that meets *all* students and community members where they are and takes them where they need to be to succeed in college, career, and civic life. This comprehensive local and innovative model uses organizational, instructional, and curricular innovations in concert with multi-level professional development to address the extensive needs of low-achieving schools.

The primary strengths of the East High Community School model are its strong research base, founded in low-performing schools over the last 30 years, its ability to influence the culture of a school through intensive support and capacity building professional training. An on-site school Instructional Specialist coordinates the phase out/phase in process and implementation, and instructional coaches support content area faculty and staff selected by the East High Community School Hiring team. The additional personnel, combined with the core components of the EHCS model and the re-organized and supported efforts of the school staff, create the opportunity for multi-year school improvement. East High's block courses in mathematics and English language arts enable all students to strengthen basic skills and achieve academic success. EHCS stresses the use of data to drive instruction and to provide whole school and individual interventions.

e. Policies

**Buffalo Public Schools**  
**Current Graduation Requirements**  
 (NYS Comm. Regs. Pt. 100.5)

Students first entering Grade 9 in the school years 2007, 2008, 2009, 2010, 2011 and thereafter

Required Courses	Diplomas		
	Local	Regents	Advanced Designation
English Language Arts	4	4	4
Social Studies	4	4	4
Mathematics	3*	3*	3
Science	3*	3*	3
LOTE/Second Language	1	1	3**
Art/Music	1	1	1
Health	.50	.50	.50
Physical Education	2	2	2
Electives	3.5	3.5	1.5
Total Credits	22.0	22.0	22.0

\* An integrated course in Mathematics, Science, or Technology may be used to satisfy the third credit in Math or Science for a Local or Regents Diploma. Please see a School Counselor for specific details.

\*\*In lieu of the three required credits of LOTE, a student may substitute a 5 credit sequence in Art, Fine Arts, Business, Technology or Career Education.

Required Regents Exams (or approved alternate examinations)	Diplomas		
	Local	Regents	Advanced Designation
Science	X	X	X
Mathematics	X	X	X
Global History	X	X	X
English Language Arts	X	X	X
US History	X	X	X
2 <sup>nd</sup> Science Regents			X
2 <sup>nd</sup> Math Regents			X
LOTE Comprehensive			X

\*All examinations must be passed with a minimum of 65%

**Buffalo Public Schools**  
Graduation Requirements (Pt. 100)

**Please Note the following Local Diploma Examination passing scores:**

- Students who entered Grade 9 in 2007 and received Special Education services through identification by the
- Committee on Special Education, may receive a Local Diploma by scoring 55% - 64% on the five required exams.
- Students who entered Grade 9 in 2007 must pass any 4 of the 5 regents examinations with a 65% or higher and the
- other 1 with a score of 55% - 64%.
- Students who entered Grade 9 in 2008 must pass 5 required exams with a 65% or higher.
- Students who entered Grade 9 in 2009 must pass 5 required exams with a 65% or higher.
- Students who entered Grade 9 in 2008 and prior to the September 2011-12 school year, are only eligible to receive a
- Local Diploma if they receive Special Education services through identification by the Committee on Special
- Education. These students are eligible to take a Regents Competency Test (RCT) to satisfy State Exam Requirements in each of the five Subject Areas.
- **HONORS DESIGNATION** (on diploma):
- A student may receive a Regents Diploma with Honors if the average of his or her scores on the five required and passed exams equals a 90 or higher.
- A student may receive a Regent with Advanced Designation Diploma with Honors if the average of his or her scores on the eight or nine required and passed exams equals a 90 or higher.
- No alteration of these regulations is permissible except as a result of NYSED action.

**ADDITIONAL IMPORTANT NOTES:**

- For most recent updates to the regulations regarding acceptable units of credit, Regents examinations, diploma types, and alternative assessments, refer to part 100.5 regulations.
- Regents' diploma or Regents diploma with an advanced designation, with an affixed technical endorsement is awarded upon completion of an approved career and technical education program.
- Students who first enter grade nine in September 2009 and thereafter who complete all course work and testing requirements for the Regents diploma with advanced designation, and who pass, with a score of 85 or better, three commencement level Regents examinations in mathematics and/or three commencement level Regents exam in science, will earn a Regents diploma with advanced designation with an annotation on the diploma that denotes mastery in mathematics and/or science, as applicable.

EHCS will adhere to the Buffalo Schools code of conduct with restorative practice training in place.

Restorative justice is a process involving the *primary stakeholders* in determining how best to repair the harm done by an offense. The three primary stakeholders in restorative justice are *victims, offenders* and their *communities of care*, whose needs are, respectively, obtaining reparation, taking responsibility and achieving reconciliation. The degree to which all three are involved in meaningful emotional exchange and decision making is the degree to which any form of social discipline approaches being *fully restorative*. "*The restorative practices movement seeks to develop good relationships and restore a sense of community in an increasingly disconnected world.*" from The Restorative Practices Handbook B. Costello, et al., 2009

#### Section 4

#### Student Assessment, Data-Driven Program, and Instruction

East High School will develop a fully accountable and integrated framework that aligns student assessments, a data-driven culture, and instructional methodology. Borrowing from Paul Bambrick-Santoyo's (2010) *Driven By Data: A Practical Guide to Improve Instruction*, the framework will constantly evaluate two fundamental questions; Are our students learning? Why did students not learn it?

A key philosophy and strategy behind the framework will be the adoption of master learning principles based on Bloom (1984) and revisited by Guskey (2007). Mastery learning is an instructional strategy and philosophy developed by Benjamin S. Bloom to reduce gaps in achievement of various groups of students. (Bell Curve insert?) His research and others (dates) showed that teaching students in the same way and giving them the same amount of time to learn (in other words- little variation) resulted in significant variation in achievement. By increasing variation in instruction and time Bloom showed evidence

"that all students might be expected to learn well and truly master the unit concepts or learning goals. This in turn would drastically reduce the variation in students' achievements levels and eliminate achievement gaps" (Guskey, 2007).

NYSED through Enage.NY and the Common Core Learning Standards is already "pushing" elements of mastery learning principles. Like master learning, NYSED continues to emphasize data-driven instruction to assess students' learning, use data to re-teach where students need remediation, and include differentiation to find students' varying learning styles.



Variable	Definition	Explanation
Aptitude for Particular Kinds of Learning	Amount of time required by a learner to attain mastery of a learning task	Given enough time, all students can attain mastery by finding the means for helping each student
Quality of instruction	Quality of instruction in terms of the degree to which the presentation, explanation, and ordering of elements of the task to be learned approach the optimum for a given learner	Quality of instruction should focus on effects of individual students rather than groups of students. Depending on the learning task, some students require one-on-one tutoring while others benefit from more collaborative approaches. The teacher must employ multiple methods to increase the quality of instruction that each student requires.
Ability to understand	Ability of a learner to understand the nature of the task that he/she is to learn and the procedures he/she is to follow in the learning of the task	Point at which the student's abilities interact with the instructional materials and the instructor's abilities in teaching. Modification in instruction in order to meet the needs of individual students. This does not mean a particular modification for one student throughout a course. Multiple modifications should be available to students on a regular basis to serve as a means of helping students at selected points in the learning process – and that a student can use whatever variety of modifications are found to be useful as he/she encounters difficulties.
Perseverance	Time the learner is willing to spend in learning	Students approach different learning tasks with different amounts of perseverance. Frequent feedback accompanied by specific help (from data) may reduce the amount of perseverance required.
Time allowed for learning	Implies that the student must not only devote the amount of time he/she needs to learn a task but also that	Teacher must find ways of altering the time individual students need for learning as well

	he/she be allowed enough time for the learning to take place	as find ways of providing whatever time is needed by each student.
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Section 5  
Professional Development

- i. Coaches will provide job-embedded professional development during common planning time and in the classroom. Professional Learning Opportunities (PLO) will also be afforded to staff on a continuous cycle. Each team will meet every day for 40 minutes.

Professional Learning Cycle

Monday DDI Day	Tuesday DDI Day	Wednesday PD Day	Thursday Collaboration Day	Friday CCSS Day
DDI (summative, formative assessment, next steps/action plan)	DDI (summative, formative assessment, next steps/action plan)	PD focusing on instructional strategies (integrated curriculum, differentiated instruction, mastery learning)	Collaboration and sharing of best practices (special education, ESL)	Implementation of Common Core State Standards (reading closely for textual details, utilizing primary sources, and constantly revisiting previous content (coherence)),

- ii. East High School plans to offer extensive academic and social-emotional professional development to staff members (Advisory) to develop progressive discipline and motivational strategies that work in their classroom. Staff members will develop usable skills such as de-escalation, self-monitoring, building relationships, and alternate behavior strategies to decrease disciplinary distractions. Time will regularly be allowed for teachers to reflect on their craft, share best practices, and develop a toolkit of disciplinary strategies to utilize in their classrooms. This PD will regularly focus on how to use the Data-Driven Inquiry (DDI) process to identify instructional/behavioral methods

for individual student needs. In addition, administrators and teachers will participate in the International Institute of Restorative Practice (IIRP) to implement a school wide Restorative Practice program. The IIRP conducts a three-day "Training of Trainers" (TOT) to teach experienced practitioners how to facilitate the "Two-Day Facilitating Restorative Conferences" professional development days. Once trained, participants will be licensed trainers and able to provide this 2-day offering within their agency or limited geographical area. (The IIRP also offers trainer certification and licensure for our "core" trainings — "Introduction to Restorative Practices" and "Using Circles Effectively." This will enable sustainability of the program throughout the entire phase in plan.

*READ 180 Next Generation Part I Training*—In this full day of on-site training teachers learn how to effectively use the program in their classrooms, including experiencing and implementing the *READ 180* Instructional Model, navigating the software, managing learning with the *Scholastic Achievement Manager* (SAM), teaching effectively with the Teacher Dashboard, and organizing the classroom and managing the program during the first three weeks.

*READ 180 Next Generation Part II Training*—This training allows teachers to deepen their teaching of the program, including structuring engagement with routines, pacing an *rBook* Workshop, teaching a workshop with the Dashboard, evaluating the SAM Student Digital Portfolio, utilizing SAM reports to monitor and plan instruction, understanding Data Snapshots, and monitoring student progress with the Dashboard.

*System 44 Next Generation Implementation Training*—This full day of on-site training is designed to get teachers started using the program in their classrooms. Teachers will learn how to effectively use *System 44*, including:

- Experiencing the *System 44* screening tools and software from a student's perspective
- Practicing using the management system to review student data and access resources.
- Planning teacher-directed instruction and guided practice
- Exploring ideas for building a classroom community, including leading whole-group instruction and managing small groups
- Integrating *System 44* into current *READ 180* classrooms, as applicable

### ***MATH 180* Implementation Training— Part I**

A full-day training in which participants are introduced to the clear instructional path in *MATH 180* and how it helps struggling students achieve mastery of content foundational critical for success with algebra. Learning outcomes include:

- Identify the ways *MATH 180* raises math achievement and increases college/career readiness
- Experience the *MATH 180* Instructional Model
- Use resources to effectively teach, manage, and assess learning in a *MATH 180* classroom
- Manage classes and student data with Scholastic Central and the Teacher Dashboard

### ***MATH 180* Implementation Training— Part II**

A full-day training in which participants deepen knowledge of the *MATH 180* instructional path and analyze class data in order to further increase student achievement. Learning outcomes include:

- Implement key Instructional math routines to effectively engage students
- Pace and differentiate instruction
- Assess student learning to identify student needs and target instruction
- Use the Teacher Dashboard to plan lessons, monitor progress, and plan differentiated instruction

### ***MATH 180* Training for Building and District Leaders**

In this half-day training district leaders, coaches, and principals learn to successfully implement *MATH 180* including: understanding the research-based behind *MATH 180*, identifying program features that accelerate math achievement and increase college and career readiness, monitoring implementation fidelity with the Leadership Dashboard, and analyzing report data to support accountability and work toward AYP targets. Learning outcomes include:

- Understand the research-based materials and instruction
- Explore each component of the Instructional Model
- Learn how to use program data and classroom observations to monitor progress
- Identify tools, strategies, and next steps for successful program implementation

- iii. Professional Development will occur during summer break, after school, and on Superintendent Days in addition to daily Common Planning Time. PD will often focus

on school initiatives such as and not limited to DDI (next steps), RTI, Mastery Learning, and Integration of Curriculum. Additionally, leadership teams will use student data as well as classroom walkthrough/observation data to plan for additional needed PD. For example, if administrators found no evidence of implementation of close reading in 7 out of 10 classrooms, future PD will be focused on how to teach close reading skills. If a gap exists between ELL, special education and regular education students, future PD will focus on integrated co-teaching skills, instructional and linguistic skills needed to close the gap etc.

#### Dailey Professional Learning Cycle

Monday DDI Day	Tuesday DDI Day	Wednesday PD Day	Thursday Collaboration Day	Friday CCSS Day
DDI (summative, formative assessment, next steps/action plan)	DDI (summative, formative assessment, next steps/action plan)	PD focusing on instructional strategies (integrated curriculum, differentiated instruction, mastery learning)	Collaboration and sharing of best practices (special education, ESL)	Implementation of Common Core State Standards (reading closely for textual details, utilizing primary sources, and constantly revisiting previous content (coherence)),

Additionally, teachers will participate in Saturday academies (once a month) where professional development will be provided on school initiatives (advisory, restorative practice, common core, DDI and the integration of academic in CTE pathways). Professional development topic in Saturday academies will also be driven by data as previously described.

Teachers have the opportunity for professional development every day for 40 minutes as well as one a month for 7 hours. Teachers will also have the opportunity to work with coaches independently in the classroom.

- iv. Academic PD will also be offered to teachers on literacy and the Common Core Learning Standards (CCLS). Teachers will build a toolkit of literacy tools to infuse meaningful reading and writing into every lesson. Understanding of the Common Core Shifts and spend time embedding those shifts into their lessons and unit plans. Strategies will be developed to create student-centered environments where thinking is visible. Teachers will regularly utilize the DDI process to systematically ensure that the students attain and

retain skills. Teachers will have common planning time every day during the same period. This time will be facilitated and monitored by instructional coaches and administrators. Administration will work with the instructional coaches and teams to provide a focus, parameters, and support to help teams function effectively. A calendar of meeting expectations and artifacts to be turned in will be used for monitoring.

- v. Using RTI with fidelity will allow for administrators and coaches to collaborate to determine the impact of a particular program, strategy, or instructional practice. A system will be put in place with a timeline for collecting and interpreting data to determine if the professional development program is successful for all students. If interventions are not successful than additional professional opportunities are needed or support is needed for the teacher.
  
- vi. Administrators will conduct “look fors” in their daily walkthroughs. These walkthroughs will provide a structured, team-based approach to gathering information on instruction and learning within the classroom. The focus of related look-fors can be generated from such sources as the 3 Classroom Rocks, Common Core Learning Standards implementation, the school improvement plan, and/or professional development initiatives.
  
- vii. Interim assessment will be used at different intervals between instructions. The DDI process will be regularly used to align PD to the needs that are identified from the interim assessments.

## Section 6 Student Recruitment

### a. Enrollment Chart

East High School will recruit 8<sup>th</sup> grade student in the first year of the phase in plan. One of the strongest predictors of dropout involves two eighth-grade factors: attending school less than 80 percent of the time (e.g., missing at least five weeks of school) and receiving a failing grade in math and/or English during eighth grade (Neild & Balfanz, 2006). Neild and Balfanz (2006) found: “Of those 8th graders who attended school less than 80 percent of the time, 78 percent became high school dropouts. Of those 8th graders who failed mathematics and/or English, 77 percent dropped out of high school. Importantly, gender, race, age, and test scores did not have the strong predictive power of attendance and course failure.

Year 1	8 <sup>th</sup> Grade	125
Year 2	9 <sup>th</sup> Grade	125
Year 3	10 <sup>th</sup> Grade	125
Year 4	11 <sup>th</sup> Grade	125
Year 5	12 <sup>th</sup> Grade	125
2019		625

<b>Strategies Possible Plan</b>	<b>Goals and Objectives</b>	<b>Year 1 Measurable Goals</b>
<p>2. School configuration will go from a 9<sup>th</sup> through 12<sup>th</sup> Grade High School to a 8<sup>th</sup> through 12<sup>th</sup> grade high school</p>	<ul style="list-style-type: none"> <li>• Students can get a jump start on high school credits while Maximize the benefits of high school that allow access to state of the art learning facilities and to provide excellent co-curricular opportunities such as fine arts, technology, athletics, etc.</li> <li>• Identify students who are showing signs that they are at risk of dropping out of high school</li> <li>• Match these students to interventions to get them back on track for graduation</li> <li>• Monitor students' progress in those interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• 90% attendance rate for 8<sup>th</sup> grade students.</li> <li>• 90% pass rate for all 8<sup>th</sup> grade students</li> <li>• Pass rate average increase to 80%.</li> <li>• All students will achieve a minimum literacy rate of 5<sup>th</sup> grade in order to meet promotion requirements to 9<sup>th</sup> grade.</li> </ul>

c. **Student Recruitment Strategies**

- i. Traveling Road Show – visit elementary schools to present EHCS highlights and program offerings
- ii. Monthly Parent and Community Events – Attach an open house to each of our monthly parent and community events. During this time, highlights of our program will be shared and tours will be offered to attendees.
- iii. Media, church's, and community centers will be utilized to communicate with community to continuously recruit students.
- iv. A Youtube video, as well as a DVD and pamphlet will be created and distributed to the district placement office , local churches and community centers to highlight the program offerings at EHCS.

Section 7

Leadership, Oversight, Staffing and Operations

a. **Design Team Capacity**

- i. Dr. Casey Young, Principal
- ii. Mrs. Rose Schneider, Instructional Specialist
- iii. Ms. Colleen Cunningham, ELA Coach
- iv. Mr. Scott McGloin
- v. Mr. Stephen Stiller

The design team for the East High Community School phase in proposal has served as the leadership team of East High for the last 39 months. In that time, graduation rates have risen from 27% in 2010 – 2011, to 53% in 2013-2014, with projections exceeding 62% for 2014-2015. In addition, the teacher transfer rate has gone from over 50% to less than 5% over the course of 3 years. Suspensions have decreased by 50%, while teacher and student attendance rates have shown drastic improvements.



**b. School Oversight / School Level Committees**

**East High Community Board**

Ferry-Fillmore Business Partner	East High School will establish a Community Board that gives parents and members a true voice and makes the work meaningful. With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community.
Medical Corridor Partner	
Parent Facilitator	
Student	
Principal	
21 <sup>st</sup> Century (CATS)	
Say Yes Facilitator	
East High Alumni	
University at Buffalo	

**Site-Based Management Team**

Administration	The SBMT will meet monthly to discuss prior and current state of all aspects of the academic, social-emotional, and community programming. The SBMT will operate as a solutions driven think-tank with the purpose of analyzing data trends and the authority to make changes to any aspects of the program as deemed necessary to improve the performance of our students and school.
BTF Representative	
ELA Teacher	
Math Teacher	
Science Teacher	
Social Studies Teacher	
Student Support Team Representative	
Lead Partner	
Parent Facilitator	
Parent	
Student	
CTE Teacher	
Community Board Representative	

**School Based Inquiry and Leadership Team**

Principal	The School Based Inquiry and Leadership Team will meet on a weekly basis to analyze and discuss data trends based on real time, student generated work, as well as the monthly interim assessments. In addition to analyzing student work and data, interventions and strategies will be
Data Coach	
Literacy Coach	
Instructional Coach	
Science Lead Teacher	
Social Studies Lead Teacher	

Math Lead Teacher	researched, implemented, and revisited to gauge response to intervention.
Guidance Counselor	
CTE Lead Teacher	

**c. Leadership**

**i. Dr. Casey Young, Principal, East High School**

Dr. Casey Young began successfully turning schools around during his first placement at Harriet Ross Tubman School in the Buffalo Public School District (BPS #31), where he served as an assistant principal for three years and as acting principal in his fourth year. In the first year of his assignment, the school was identified as a SURR school due to math and ELA NYSED assessment data and with regular occurrences of violence and behavioral distractions. The school was removed from the SURR list and discipline issues were dramatically reduced after Dr. Young's third year at #31. Dr. Young was then assigned as the phase-out principal at Grover Cleveland High School, which was slated to close due to excessive rates of weapons and violence, as well as graduation rates below 15%. During his assignment as principal of Grover Cleveland, Dr. Young saw the graduation rate of incoming freshman increase to greater than 65% and a dramatic decrease in the incidences of violence. Dr. Young was appointed principal at East High School for the 2011-2012 school year, based on his experience at turning around low performing schools. Under the leadership of Dr. Young, formal suspensions were reduced from 76 in 2011-2012 to 52 by his second year, 2012-2013. Short-term suspensions were reduced from 638 to 403, with 92% of the student population at East High School never having received a suspension. In addition to behavioral improvements, academic growth was also demonstrated. The graduation rate increased from 27% in 2010-11 to 53% in 2012-13, with a projected rate exceeding 62% in 2014-2015. Commensurate with suspension and graduation data, Regents exams also saw increases in proficiency in the areas of ELA, algebra, US History and Government, and Global Studies.

- d. **Staffing Plan** The class size at EHCS will not exceed 25 students per room with no more than 17% of the students per grade being students with a disability. While the full continuum of special education services will be provided, the number of students with special needs will not exceed the district average.

Year 1 Phase-In Staffing

- .5 Data Coach
- .5 Instructional Coach
- .5 Literacy Coach
- 2.0 ELA Teachers
- 2.0 Math Teachers
- 1.0 Social Studies
- 1.5 Living Environment
- 1.0 Phys. Ed. / Health
- 2.0 Career and Technical Ed.
- 1.0 LOTE
- 2.0 Special Education
- 3.0 Teacher Assistants
- 1.0 Principal
- .5 Assistant Principal
- .5 Librarian
- 1.0 Clerk
- 1.0 Art/Music

East High School will recruit 8<sup>th</sup> grade student in the first year of the phase in plan. One of the strongest predictors of dropout involves two eighth-grade factors: attending school less than 80 percent of the time (e.g., missing at least five weeks of school) and receiving a failing grade in math and/or English during eighth grade (Neild & Balfanz, 2006). Neild and Balfanz (2006) found: “Of those 8th graders who attended school less than 80 percent of the time, 78 percent became high school dropouts. Of those 8th graders who failed mathematics and/or English, 77 percent dropped out of high school. Importantly, gender, race, age, and test scores did not have the strong predictive power of attendance and course failure

<p align="center"><b>Strategies</b></p> <p align="center"><b>Possible Plan</b></p>	<p align="center"><b>Goals and Objectives</b></p>	<p align="center"><b>Year 1 Measurable Goals</b></p>
<p>3. School configuration will go from a 9<sup>th</sup> through 12<sup>th</sup> Grade High School to a 8<sup>th</sup> through 12<sup>th</sup> grade high school</p>	<ul style="list-style-type: none"> <li>• Students can get a jump start on high school credits while Maximize the benefits of high school that allow access to state of the art learning facilities and to provide excellent co-curricular opportunities such as fine arts, technology, athletics, etc.</li> <li>• Identify students who are showing signs that they are at risk of dropping out of high school</li> <li>• Match these students to interventions to get them back on track for graduation</li> <li>• Monitor students' progress in those interventions.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will receive high school credits in 8<sup>th</sup> grade</li> <li>• Enrollment in co-curricular opportunities</li> <li>• Attendance will improve in comparison to 8 district attendance data</li> <li>• Student will be promoted to high school</li> </ul>

Section 13  
Supporting Documents

Casey Young, Ed.D.

**CERTIFICATIONS**

New York State Permanent Certification in Special Education, May 1999  
New York State Permanent School District Leader Certification, May 2003

**EDUCATION**

Doctor of Education in Educational Leadership, August 2008  
Walden University  
Overall GPA: 4.0/4.0

Master of Science, May 2003  
The Canisius College of Buffalo  
Overall GPA: 3.98/4.0

Master of Science in Special Education, May 1999  
State University of New York at Buffalo State College  
Overall GPA: 4.0/4.0

Bachelor of Science in Special Education, August 1996  
State University of New York at Buffalo State College  
Overall GPA: 3.4/4.0

**HONORS**

Buffalo Board of Education Attendance Improvement Award, 2012-2013  
Business First Pathfinder, 2006  
Buffalo State College Graduate Assistantship, 1997-1999  
Dean's List: 1990 – 1992

## **ADMINISTRATIVE EXPERIENCE**

### **BUFFALO PUBLIC SCHOOL DISTRICT, Buffalo, New York**

*Principal, East High School, July, 2011 - Present*

- Improved JIT review rating from Ineffective in 2010-2011 to a DTSDE rating of Effective in 2012-2013.
- Improved graduation rates from 27% to 53% over 3 years.
- Improved passing rates of 9<sup>th</sup> graders from 22% in 2011 to 80% in 2012, 2013, and 2014.
- Decreased suspensions from 875 to 278 over 3 years.
- Created a community of teachers and learners that decreased episodes of violence from more than 100 during 2010-2011 to less than 11 per year in 2012, 2013, and 2014.
- Successfully introduced an effective coaching model that is utilized by teachers on a continuous and voluntary basis.
- Collaboratively developed and implemented an interactive data wall for weekly teacher input and continuous student review.
- Collaboratively created, administered, and analyzed common core aligned formative and summative assessments on a monthly basis.
- Lead weekly common planning and professional development in the areas of data analysis, effective interventions, and making thinking visible.
- Connect with community members and families through daily dialogue and monthly building based workshops.
- Collaboratively with school community partnerships, created an extended school program that allowed 168 students to recover academic credits and pass required Regents examinations.

### **BUFFALO PUBLIC SCHOOL DISTRICT, Buffalo, New York**

*Principal, Grover Cleveland High School, July, 2007 – 2010*

- Successfully reduced episodes of violence from over 100 in 2006 to less than 10 over 3 years.
- Successfully phased out Grover Cleveland High School while improving graduation rates and morale.
- Lead daily common planning and professional development in the areas of relationship building, cooperative discipline, and writing across the curriculum.
- Improved teacher attendance rates from 83% to 95% over 3 years.
- Developed School Improvement Plan that served as the model for the district.

### **BUFFALO PUBLIC SCHOOL DISTRICT, Buffalo, New York**

*Assistant Principal, Harriet Ross Tubman School, July, 2003 - 2007*

- Improved student success rates on New York State Math and ELA assessments from 0% to 86% over 4 years.
- Collaboratively worked with a leadership team that successfully transformed the school from one under review to one in good standing over the course of 4 years.
- Served as the acting principal in 2006-2007.

- Lead weekly common planning and professional development in the areas of thematic unit planning, lesson planning, and cooperative discipline.
- Created and sustained a collaborative environment that functioned as a true learning community.

### **RELATED EXPERIENCES**

#### **D'YOUVILLE COLLEGE, Buffalo, New York**

Adjunct Professor, 2007-2009

- Taught and facilitated studies in the areas of diversity training and establishing relationships for successful students.

#### **BUFFALO PUBLIC SCHOOL DISTRICT, Buffalo, New York**

*15:1 Special Education Teacher, Buffalo Public School #43, September, 1999 – 2003*

- Developed and implemented daily lessons for 7<sup>th</sup> and 8<sup>th</sup> grade students receiving self-contained services.
- Successfully achieved a pass rate of 100% on the New York State 7<sup>th</sup> Grade Social Studies assessment.
- Delivered district wide professional development on successful inclusion and co-teaching strategies
- Administered and created formative and summative assessments.
- Created weekly learning centers for small group and individual instruction.
- Developed and implemented a successful behavior modification program.
- Attended staff development workshops.
- Completed *Nonviolent Crisis Intervention Program*.
- Developed and implemented IEP goals and objectives.
- Attended collaborative meetings as the teacher representative.
- Conducted parent-teacher conferences.
- Volunteered time to assist students after school.

#### **BUFFALO STATE COLLEGE, Buffalo, New York**

College Advisor, 1997-1999

- Successfully worked with at-risk freshman students to attain good standing status.

### **PROFESSIONAL DEVELOPMENT**

- Johns Hopkins Leadership Institute, July, 2014
- Johns Hopkins Leadership Institute, December, 2013
- Johns Hopkins Leadership Institute, July, 2013
- College Board Leadership Training, October, 2007-July, 2008

### **REFERENCES**

Dr. David Mauricio  
 Buffalo Public Schools Associate Superintendent of School Leadership  
 (716) 816-3500

Dr. Judy Elliot  
New York State Distinguished Educator  
(503) 734-0306

Mr. Michael Quinnie  
East High Alumni and Community Member  
(716) 715-0384

## **Maria M. Conrad**

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### ***Education***

2011 Masters of Science, Education Administration	<i>Canisius College</i>	Buffalo, NY
2002 Masters of Science, Special Education	<i>D'Youville College</i>	Buffalo, NY
2001 Bachelors of Science, Political Science; History	<i>University at Buffalo</i>	Amherst, NY
1997 NYS Regents Diploma	<i>Nardin Academy</i>	Buffalo, NY

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### ***New York State Certification***

2012 Professional Certification School District Leader	<i>New York State</i>	Albany, NY
2011 Professional Certification School Building Leader	<i>New York State</i>	Albany, NY
2008 Permanent Special Education Certification (preK-12)	<i>New York State</i>	Albany, NY
2008 Permanent Certification (preK-6)	<i>New York State</i>	Albany, NY

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### ***Employment Experience***

2013- Present Assistant Principal	<i>Buffalo Public Schools</i>	Buffalo, NY
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2010- 2013

*Buffalo Public Schools*

Buffalo, NY

Committee on Special Education

Chairperson; Student Support Team

Chairperson

2003-2010

*Buffalo Public Schools*

Buffalo, NY

Special Education Teacher

**Maria M. Conrad**

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***Professional Experience and Abilities***

- All ability levels and disabilities, support students with classification to work towards goals and objectives in IEP.
- Development of IEP and implementation at pre-school, elementary and high school level
- Interpretation of IEP for students, faculty and parents.
- Leading member for Safe and Civil School Team
- Leading member for PBIS (Positive Behavior Intervention System) Team
- Goal- oriented enabler of creativity in children, seeking new opportunities in elementary & special education for building positive social behaviors, increasing cognitive knowledge & improving self-esteem
- Leading member of DASA (Dignity for all students act)
- Developer of multisensory lesson plans to increase student performance and love of learning. Able to bridge student gaps into life learning situations
- Personable and empathetic, with great sense of humor and ability to bring out the best in others; pursues collaboration with colleagues in teaching difficult children
- Proficient in IEP writing with in-depth multimedia software such as IEP Direct, ESIS.
- Proficient in district software program, PGS, AESOP, ESIS, IEP Direct, SWISS
- Maintains professional composure in dealing with adverse situations to accomplish goals and objectives.
- Effective grant writing skills.
- Skilled in selecting and adapting best teaching practices, materials to use within the classroom and for remedial work.
- Firm, positive leader with solid rapport among faculty, administration, students and parents; hardworking and dedicated role model, knowledgeable in all subject areas.
- Served as Substitute "acting" Assistant Principal at Lafayette High School during 2009-2010 school year for 120+ hours during school day on as needed basis under supervision of Dr. Fatima Morrell, Assistant Principals, Julie Horn, Craig Brodnicki
- Internship of 600 + hours at East High School under supervision of Principal Geraldine Horton, Assistant Principals, Ilene Gelber, Benjamin Willis
- Acting Assistant Principal at East High School under Dr. Casey Young for more than 200+ hours experience.
- Administrative Experience at High School Level.

- Confident in professional code of ethics and values, theories of leadership, creating a school/district shared vision, managing change, facilitating collegiality and teamwork, and coaching and mentoring.
- Confident in Buffalo Public Schools Code of Conduct for student and enforcing rules and regulations; interpreting the rules for parents and agencies to understand to facilitate discipline remediation for students in need.
- Numerous workshops for continued professional development fostering creativity and planning for students in a globally competitive market.
- Strong understanding of differentiated instruction, explicit instruction and ability to use methods in accordance with New York State Learning Standards

**Maria M. Conrad**

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***Professional Experience and Abilities cont.***

- Leadership: Student Support Team Services Chair, Building Leader, Various Academic and Behavioral Leader for the development and implementation of strategic learning, Student Council Advisor 2008-2010; Senior Class Advisor 2009-2010;
  - Committee on Special Education Chair; wrote, designed and enforced implementation of IEP for 123 students at East High school. Held parent meetings, outside agency meetings for support with students in need. Designed and wrote IEP for pre-school transitioning students entering Buffalo Public Schools kindergarten program.
  - Strong knowledge base of high school disciplinary actions, academic requirements and post secondary transitioning planning.
  - Strong knowledge of writing and implementing FBA/BIPs.
  - Experience with recovery from NYS Corrective Action.
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***Affiliated Groups/Programs***

- Camp Good Days and Special Times, Buffalo Chapter
- ASPCA of WNY
- SHEA'S Performing Arts Center
- Phi Delta Kappa
- UB Center for the Arts

Rose Schneider

**I. CERTIFICATION AREA**

- N.Y.S. Certification, Secondary Mathematics, 1999
- N.Y.S. Certification, School Administrator/Supervisor, 1999

**II. EDUCATION**

Masters of Science in Education Administration and Supervision, 1999  
Canisius College, Buffalo, New York  
Teacher Certification Program, 1994  
Daemen College, Amherst, New York  
Bachelors of Science in Mathematics, 1994

**III. ADMINISTRATIVE EXPERIENCE**

Principal, Math, Science & Technology Preparatory School, Buffalo, New York  
Grades five-twelve, 644 students, 65 certified staff, 2008-Present

- Collectively developed an understood, agreed-on vision, "We have somewhere to go MST. Where are we going? To college."
- Developed site-based decision-making team to focus on improving instruction at every level
- Planned and implemented staff development program to support School Improvement Plan designed by all Site Based Management Team
- Developed small learning groups of staff members focused around continuous improvement with an emphasis on the implementation of the Common Core Learning Standards, student engagement, data driven instruction, differentiation and mastery objectives
- Facilitated faculty book study groups around current educational topics
- Re-aligned financial resources to provide support for teacher
- Partnered with local community groups as an advocate for students
- Committed to using proven practices and data to drive decisions and productive change

Assistant Principal, Hutchinson Central Technical High School, Buffalo, New York  
Grades nine-twelve, 1200 students, 74 certified staff, 2002-2008

- Maintained a safe, positive and orderly school environment
- Established a visible, approachable presence
- Worked with parents and teachers to improve students' behavior and classroom success

- Conducted staff observations, reinforcing quality teaching and fostering improvement
- Helped in yearly reviews, design and implementation of Comprehensive School Education Plan
- Organized the administration and distribution of local State and local exams
- Worked in maintaining excellent school attendance
- Evaluated and assessed instructional programs
- Presented information to student and parents regarding expectation and programming
- Aided in the interviewing process for teacher positions
- Worked with parenting and pregnant teens
- Maintained district standards for student eligibility

#### **IV. TEACHING EXPERIENCE**

Teacher, Westminster Community School

Grades seven and eight, 1995-2002

- Taught University of Chicago Transitional Mathematics Program
- Planned and implemented daily lesson plans and units
- Worked collectively with the seventh and eighth grade team
- Continuously reviewed and diagnosed student learning outcomes
- Adapted learning techniques to meet students' needs and interests
- Designed an after school mathematics program
- Utilized computer assisted instruction in the classroom
- Adapted curriculum to meet the needs of students with disabilities
- Created a monthly newsletter to improve communication with parents

#### **V. RELATED TRAINING AND COURSEWORK**

- Youth Career Connect Grant Professional Development Academy, October 2014
- Buffalo Board of Education Leadership Conference, August 2014
- Using DDI to Triangulate APPR Data with DTSDE and School Achievement, August 2014
- Race to the Top-APPR-Inter-rater Reliability Training for Teachers' Evaluation (Teaching Learning Solutions), August 2014
- Race to the Top-APPR-Skillful Observation and Coaching Laboratory, July 2014
- Site Based Management Team District Training, February 2014
- Race to the Top-APPR-Digging Deeper: Aligning Evidence to the NYSUT Rubric, January 2014
- Race to the Top-APPR-SLO Rating for Administrators, November 2013
- APPR-Observation Cycle Refresher for Administrators, October 2013
- Instructional Coach Illuminate Training, October 2013
- SCEP Training for School Teams, September 2013

## **COLLEEN CUNNINGHAM**

**An innovative, hard-working educator with a proven record of success in teaching low-performing, at-risk students through strategic planning, curriculum and program development, and social-emotional support. Experience in leading through collaborating with the school community, increasing student achievement, and maintaining excellence in education.**

### **Certification**

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New York State Permanent Teacher Certificate in English (7-12)

New York State Professional Teacher Certificate in Adolescent Literacy (5-12)

New York State Initial School Building Leader Certificate

Certificate in Teacher Leadership

### **Education**

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STATE UNIVERSITY COLLEGE AT BUFFALO, NEW YORK

Bachelor of Science in Secondary English Education, December 2002

GPA: 3.49/3.93; Dean's List

SAINT BONAVENTURE UNIVERSITY

Master of Science in Education in Adolescent Literacy, December 2007

GPA: 4.0; Dean's List

NIAGARA UNIVERSITY

18 Credit Hour Certification in Teacher Leadership

GPA 3.9

CANISIUS COLLEGE

Currently Pursuing Master of Science in Educational Leadership

GPA 3.9 Completion Date: December 2014

## **Leadership Experience**

EAST HIGH SCHOOL, Buffalo, New York

*English and Language Arts Coach, September 2013-Present*

- Aid and assist teachers in transitioning to Common Core and instructional practice
- Assisted in writing SIG Grant
- Worked closely with Educational Partnership Organization to implement strategic program
- Provide additional resource for teachers
- Creating and implementing a school-wide literacy program
- Training all subject areas in school-wide initiatives including Six Traits of Writing, school-wide rubrics, timed-writing activities, and the Six Shifts of Instruction, cooperative learning, various high-engagement strategies
- Facilitating common planning meetings
- Facilitating data analysis
- Member of School Leadership Team and Site-Based Management Team
- Intern under principal
- Substitute Principal when a member of administrative team is absent

## **Teaching Experience**

EAST HIGH SCHOOL, Buffalo, New York

*Lead English Language Arts Teacher, AP Literature Teacher, September 2006-Present*

- Prepare lessons and instruct students according to New York State Standards and performance indicators.
- Prepare students for the Grade 11 NYS ELA Examination.
- Assess student progress by using data
- Provide individual and group assistance.
- Facilitate in AP Literature planning, assessing, and creating a vertical team for pre-AP program.
- Cheerleading Coach

MIDDLE EARLY COLLEGE HIGH SCHOOL at Erie Community College, Buffalo, New York *English Language Arts Teacher, September 2005-June 2006*

- Prepared lessons and instruct students according to New York State Standards and performance indicators.
- Assessed student progress
- Provided individual and group assistance.
- Coordinated and implemented school-wide literacy committee.
- Coordinated and implemented a school book club.

SOUTH PARK HIGH SCHOOL, Buffalo, New York

*English Language Arts Teacher*, February 2005-June 2005

- Prepared lessons and instruct students according to New York State Standards and performance indicators.
- Prepared students for the Grade 11 NYS ELA Examination.
- Assess student progress.
- Provided individual and group assistance.
- Coordinated a community book drive to stock classroom libraries.
- Assisted on curriculum mapping team

LACKAWANNA CITY SCHOOLS, Lackawanna, New York

*Substitute Teacher*, Fall 2004

SAINT THOMAS AQUINAS SCHOOL, Buffalo, New York

*Teacher*, January 2003-June 2004

- Prepared lessons and instructed seventh and eighth grade students in Literature and Language Arts according to the New York State Learning Standards.
- Prepared eighth grade students for the Grade 8 NYS ELA Examination.
- Directed two eighth grade class productions.
- Assessed student progress.
- Provided individual and group assistance.
- Cheerleading Coach

## **Related Experience**

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- JOHNS HOPKINS UNIVERSITY, *Instructional Coach Training, Cooperative/Collaborative Learning Training, Baltimore*
- NTI Network Team, *Common Core Training, Albany*
- COLLABORATIVE INQUIRY, *Using Data Training*
- AP COLLEGE BOARD, *AP Literature Professional Development and Certification*
- BUFFALO TEACHER CENTER, *City Voices, City Visions*
- BUFFALO STATE COLLEGE, *AP Literature Professional Development*

- EAST HIGH SCHOOL, *Speech Team Coach*
- BUFFALO PUBLIC SCHOOLS, *CORE Workshops, Language! Training, Bridges to Literature Training, Six Traits of Writing, AP SOAPStone*
- SOUTH PARK HIGH SCHOOL, *Curriculum Mapping Team*
- MIDDLE EARLY COLLEGE HIGH SCHOOL, *Literacy Committee*
- NATIONAL CONSORTIUM OF MIDDLE COLLEGES, *Literacy Workshop, San Francisco*
- ERIE 1 BOCES, *Grammar in the ELA Classroom Seminar, Strategic Reading for Reluctant Learners, Writing to Learn Seminar, Training for Grade 8 ELA Assessment*
- KAGAN, *Cooperative Learning Workshop*

## References

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Regent Robert Bennett, *Chancellor Emeritus*

201 Millwood Drive

Tonawanda, New York 14150

716.239.9070

[bennrbt@aol.com](mailto:bennrbt@aol.com)

Mr. Heath Frisch, *Director, Parent and Family Engagement*

408 City Hall

Buffalo 14202

Heath Frisch, Director

716.816.3966

[hhfrisch@buffaloschools.org](mailto:hhfrisch@buffaloschools.org)

Dr. Casey Young, *Principal*

East High School

820 Northampton

Buffalo, New York 14211

716.816.4520

[CYoung@buffaloschools.org](mailto:CYoung@buffaloschools.org)



## **Scott F. McGloin**

### **Certification**

NYS Professional Certificate; Students with Disabilities, 7-12

NYS Professional Certificate; Social Studies, 7-12

### **Education**

Master's in Science

Special Education; Adolescence

State University of New York College at Buffalo

Bachelor's in Science

Social Studies Education, 7-12

State University of New York College at Buffalo

### **Key Qualifications**

- Currently employed as an Instructional Coach at East High School, 2012-Present
- Implemented data-driven instruction and provided professional development support to personnel
- Served as SAT Coordinator and Transition Coordinator for students with disabilities
- Assisted Administration with coordination and management of Regents Examinations

### **Employment**

Special Education Teacher, 2006-2012

East High School, Buffalo, New York

- Provided instruction in a variety of classroom environments including 8:1:1, 15:1, Integrated Co-teaching, Resource Room, and Consultant teacher services
- Developed and monitored Individual Education Plans for students with disabilities
- Created and implemented Response To Intervention (RTI) programs to meet the learning and behavioral deficits of students with disabilities
- Instructed courses such as Global Studies 9; Global History and Geography; U.S. History & Government; Participation in Government; & Economics

### **Computer Skills**

- Knowledge and application of ActivInspire, Kurzweil 3000, Microsoft Office XP, Adobe Photoshop, and Roxio Creator, EdVantage Data Dashboard, Illuminate

# Stephen Stiller

## Profile

I am a mathematics teacher and teacher leader who is passionately motivated to promote equity in schools and help students succeed.

## CERTIFICATION AREAS

Secondary Mathematics

## EXPERIENCE

**Mathematics Teacher, Buffalo Public Schools, Buffalo, NY**

**2002-Present**

Taught Mathematics at Kensington, Burgard, Traditional, and now at East High School.

Mentored and Coached teachers at East High and Burgard.

Curriculum Lead Teacher at East High. Performed all duties of a teacher.

**Mathematics Teacher, Wake County, Green Hope High School, Raleigh, NC**

**2001-2002**

Taught Algebra and Geometry to upper-class students.

Tutored privately and publicly

**Mathematics Teacher, New Hanover County, Laney High School, Wilmington, NC**

**2000-2001**

Taught Algebra and Geometry to a diverse population.

Tutored in the Math Lab and the Algebra Lab

**Mathematics Tutor, SUNY Geneseo, Geneseo, NY**

**1998-2000**

Tutored all levels of Mathematics courses for both the Math Department and with EOP.

**Camp Counselor, Camp Cory, Penn Yan, NY**

**1999**

Lived with students ages 6-16 at an overnight camp where many activities were facilitated.

## EDUCATION

Niagara University, Lewiston, NY

Advanced Certificate in Teacher Leadership

SUNY Buffalo, Buffalo, NY

Master's Degree in Philosophy

SUNY Geneseo, Geneseo, NY

BA in Mathematics and Education

**TRAINING**

Cognitive Coaching Part I and II, Center for Cognitive Coaching, 2005

Content-Focused Coaching, Lucy West, 2004

NCSM Leadership Academy, Building Learning Communities for Equity and Excellence, (30 hours) 2006

RttT-DDI-Unleashing the Power of Collaborative Inquiry-Data Driven Instruction (60 hours) 2012 and 2013

Courageous Leadership for School Success, Utica, NY (14 hours) 2005

T<sup>3</sup> Teaching Teachers with Technology, Hamburg, NY 2007

T<sup>3</sup> Teaching Teachers with Technology, Buffalo NY (several multi-day regional training conferences)

BPS, Teacher Leadership Cadre Program for Graphing Calculators, 2003

EETT nSpire Calculator Training, 2011

Marylyn Burns Education Association, Teaching Algebraic Thinking, 5 days 2003

IMP Year 1 for Math 9, 2005-06

59th Annual Conference of the AMTNYS, 2009

NCTM Annual Meeting and Exposition 2005, Anaheim, CA 2005

NCTM Math Institutes

Culturally Responsive Teaching with Gary Howard, Buffalo, 2011

NovaNET Training, 2010

MSP Math PLOs for High School Teachers, 2010-13

Integrating Mobile Laptop Computer Carts into Instruction, 2010

### **AWARDS**

Most Inspirational, Kensington High School, 2003

Most Motivating, Kensington High School, 2003

Most Creative, Kensington High School, 2003

Most Energetic, Kensington High School, 2003

Funniest Teacher, Kensington High School, 2003

Best Attendance, Kensington High School, 2003

Outstanding Teacher, Kensington High School, 2003

Outstanding Lesson Award, Burgard High School, 2004

Outstanding Teacher Award, Burgard High School, 2004

Thinking Outside the Box Award, Burgard High School, 2004

### **SKILLS**

I am an experienced teacher who is a proponent of collaborative learning and discovery based lessons, who performs direct instruction, and who facilitates a student-centered classroom. I use data from Castle Learning, Item Analysis, formative and summative assessments, and the Texas Instrument Navigator to drive my instruction. I am the Curriculum Lead Teacher who facilitates Math Department meetings daily in which planning, sharing, analyzing and reacting to data, and evolving takes place. I facilitate PLOs for both the Mathematics Department at East High, the entire East High staff, and for the Buffalo Public School District. I have facilitated PLOs for technology (calculators, Interactive White Boards, Power Point Presentations for Math Teachers, and Vocabulary in Flipcharts), best practices (Interactive Mathematics Program, Algebra, 12-hour planning, Culturally Responsive Teaching, questioning), discipline strategies, and a myriad of other topics. I have received both Cognitive Coaching and Content-Focused Coaching training to coach teachers.

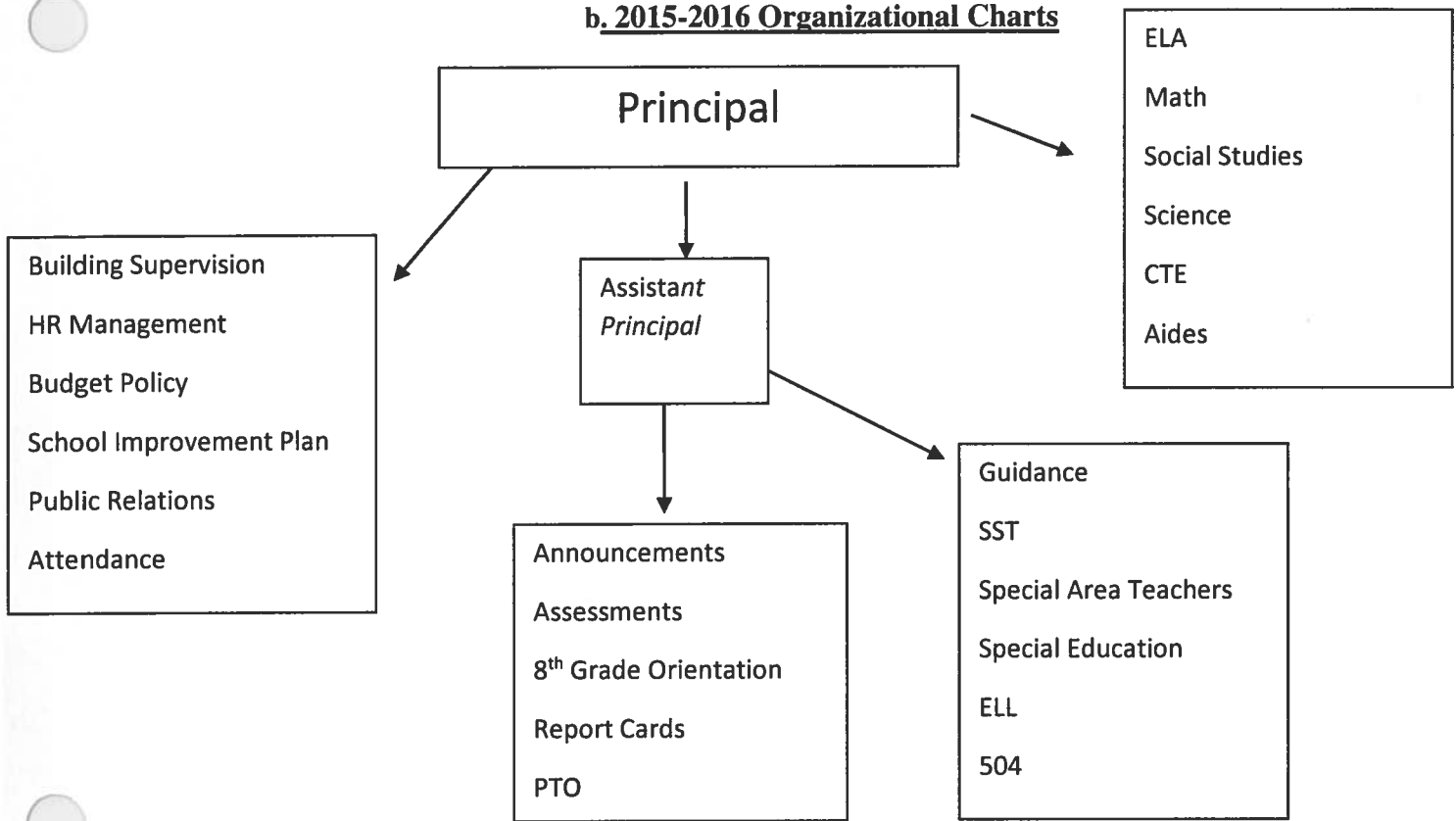
### **REFERENCES**

Casey Young, [cyoung@buffaloschools.org](mailto:cyoung@buffaloschools.org)

Ilene Gelber, [igelber@buffaloschools.org](mailto:igelber@buffaloschools.org)

Debra Sykes, [dsykes@buffaloschools.org](mailto:dsykes@buffaloschools.org)

**b. 2015-2016 Organizational Charts**



**C. Job Description**

First and foremost the instructional leader and East High Community School must be able to establish a culture of learning and continuous improvement by communicating a vision of success, engaging stakeholders, and motivating others to take action. The candidate must be able to develop other by providing needed professional development, expressing positive expectation, and providing low inference feedback.

The candidate must be able to analyze results and take action. The candidate must ensure improved students achievement by analyzing data setting high performance goals, monitoring standards for achievement, aligning school resources, and prioritizing activities to achieve maximum results. In addition, the candidate must foster a collaborative culture by expecting teams to set standards for their work, examine data regarding effectiveness, and take action to meet the standards.

The Instructional Leader must hold a doctorate in education and have a proven record of successful in school turnaround experience.

14.

## Community Involvement

### a. Background

Dr. Casey Young (principal), Ms. Colleen Cunningham (ELA Coach), Mr. Scott McGloin (Instructional Coach), Mr. Stephen Stiller (Math Coach) have served on a EHCS leadership team for three years. During that time East High School graduation rates went up, suspensions decreased, teacher transfer rate went down and the school make AYP two years in a row. Mrs. Rose Schneider (instructional specialist) has recently joined the EHCS team and has 21 years of experience working with urban students in the Buffalo Board of Education. The partnership results were a supportive, professional culture that promoted the continuous renewal of instructional methods and curricular offerings in an atmosphere of collegiality, trust, and shared mission, serving all of the students in the school. This type of collaboration was the foundation for change, improvement, and renewal.

### b. Support

With a Community Board in place, the East High Community School will be a proactive and responsive agent of support to the local school community. Members of the Community Board will include:

- Parent Facilitator
- Alumni President
- Neighboring Business Partner
- Medical Corridor Representative
- Principal
- Teacher Representative
- Lead University Partner (University at Buffalo)
- Lead Community Partner (CATS)
- Student

### c. Vision

The vision of EHCS for community involvement is that the school belongs to the community and the community feels that they belong. EHCS has developed a strong instructional program, expanded learning opportunities and services designed to remove barrier to students' learning, so they can thrive academically and socially. With the community and partner involvement students will receive high quality services inside the school, so students come to classes ready to learn and teachers

d. **Ongoing Community Inclusion**

The community board will meet once a month (more in the beginning) to serve as a voice of the community. They will play an integral role in improving the quality of life of our community by offering opinions in the form of resolution, incorporating feedback received from community members

### Modified FS-20 Budget Narrative

Program Name East High Community School (EHCS)	
School District Name Buffalo Public Schools	
Address 820 Northampton	
City Buffalo	Zip 14211 County Erie
Contact Person Dr. Casey Young	Telephone 716-816-4520
Email Address cyoung@buffaloschools.org	Fax 716-897-8130



## Budget Category and Narrative Forms

**Salaries for Professional Staff: Code 15** Include only staff that are employees of the agency. Do not include consultants or per diem staff. Do not include central administrative staff that are considered to be indirect costs, e.g., business office staff. One full-time equivalent (FTE) equals one person working an entire week for each week of the project. Express partial FTE's in decimals, e.g., a teacher working one day per week equal .2 FTE. For hourly work, indicate per session or the training rate and the number of hours.

Indicate the amounts for fringe benefits under the Code 80 - Employee Benefits section.

Specific Position Titles	FTE/Cost Calculation	Proposed Expenditure
<b>Full-Time Staff:</b>		<b>All proposed expenditures include employee benefits</b>
Principal	1	\$185,163
Assistant Principal	.5	\$75,526
Guidance Counselor	.5	\$75,526
Library Media Specialist	.5	\$75,526
School Clerk	1	\$64,932
LOTE	1	\$106,168
Aide/Assistant	2	\$70,200
Grade 7-8 Teachers	8.5	\$902,428
CTE Teachers	2	\$212,336
SST Teachers	2	\$212,336
SST Typist		
SST Psychologist		
ESL Teachers	1	\$106,168
<b>Total Extended Day for FS-20, Budget Summary which reflects 20% increase in salary (8:30 to 3:45)</b>		<b>\$2,086,309</b>
Ancillary Staff Adult Education	15 x 35.91 x 110 days x 3 hrs.	\$161,595
Administrator Adult Education	1 x 46.26 x 110 days x 1 hrs.	\$5089
Engineer 21 <sup>st</sup> Century	1 x 50.15 x 110 x 3 hrs.	\$16,550
Engineer Adult Education	1 x 50.15 x 110 x 1 hr.	\$5,517
Administrator 21 <sup>st</sup> Century	1 x 46.26 x 110 days x 1 hrs.	\$15,266
Saturday Professional Development Academies	10 teachers x 9 days x \$387 2 administrator x 9days x 452	34,830 \$8136
Engineer Saturday Academies	8 hours x 9 days x \$51	3,672
Substitutes for Restorative Practice Professional Development	8 teachers, 2 administrators for 4 days	\$6448
<b>Total Adult Education and 21<sup>st</sup> Century for FS-20 Budget Summary</b>	<b>21<sup>st</sup> Century and Adult Ed will reimburse the district for cost incurred by ancillary staff, administrators and engineers.</b>	<b>\$257,103</b>
<b>TOTAL (for FS-20, Budget Summary Form)</b>		<b>\$2,343,412</b>

In the space below, please describe how the positions identified above will support the project activities and contribute to program goals.

The school district allotment for East High Community School (EHCS) for 125 8<sup>th</sup> grade students is as follows:

Principal 1.0  
Assistant Principal 0.5  
Guidance Counselor 0.5 Librarian  
Typist 1.0  
Teachers 6.0  
LOTE 1.0  
CTE (Technology and Family Consumer Science) 2.0  
Instructional Coach 0.5  
ESL 1.0  
SST 2.0  
Aide/Teacher Assistant 2.0

Additional faculty is needed:

The proposed 2015-16 school budget provides the following allocations to address Section 2 (Curriculum Strategies) in the RFP

- Teachers 2.0

EHCS provides two periods of mathematics and English language every day to enable all students to strengthen basic skills needed to achieve academic success.

The proposed 2015-16 school budget provides the following allocations to address Section 5 (Professional Development) in the RFP:

- Coach 0.5

The 0.5 will be combined with the district allotment of 0.5, so EHCS will have a full time coach. Coaches will provide job-embedded professional development during common planning time and in the classroom. Professional Learning Opportunities (PLO) will also be afforded to staff on a continuous cycle

The proposed 2015-16 school budget provides the following allocations to address Section 3 (School Culture and Climate) in the RFP

- The personnel line item includes a 20% increase in salary for teachers and administrators (to provide for a true extended day, which includes an extra teaching period). In addition, advisory will be a credit bearing course and will be part of the structured school day.
- EHCS will open the school to the community from 3:45 to 6:45PM for an extended learning day with opportunities for credit accrual and credit recovery. Our next phase is for adult learning and extracurricular sports and fitness program that will be community based from 6:00-9:00PM.

**Purchased Services: Code 40**

Identify the type of expenditure by general category (i.e., consultants, rentals, tuition, printing, communications, and other contractual services).

Description of Item	Proposed Expenditure
Custodian 21 <sup>st</sup> Century Custodian 20 x 110 x 3	\$19,800
Custodian Adult Ed 20 x 110 x 1	\$6,600
Contract Services;	
Scholastic Read 180/System 44/Math 180 (quote attached)	\$222,520
<b>TOTAL (for FS-20, Budget Summary Form)</b>	<b>\$248,920</b>

In the space below, describe how the purchased services itemized above will support the project activities and contribute to the program goals.

The proposed 2015-16 school budget provides the following allocations to address Section 2 (Curriculum) in the RFP:

Buffalo City School students struggled on the 2013 -2014 State ELA and Math Assessments. Using the district data for 8<sup>th</sup> grade students as a predictor of incoming students present levels of performance (Edvantage Data Dashboard) 5.3 percent of 8<sup>th</sup> graders were proficient in ELA and 2.6 percent of 8<sup>th</sup> graders were proficient in math. Student at EHCS will be taking double period courses in ELA and mathematics. Specifically in ELA, students will be enrolled in two periods of ELA class, allowing time for mastery of literacy skills utilizing Reading 180 interventions for students not yet meeting proficiency. In addition to Reading 180, Systems 44 will be used for students at least 3years below grade level. Student will be enrolled in two periods per day of ELA to achieve success on the 8<sup>th</sup> grade common core ELA modules, as well as develop literacy skills needed for success in all subject areas. In math, Math 180 will be utilized as an intervention program to attain proficiency on the 8<sup>th</sup> grade common core math modules

**Travel Expenses: Code 46**

Identify purpose of travel (i.e., student transportation, staff travel between instructional sites, student field trips – if specifically allowed by the grant, etc.) and the proposed expenditure.

Include travel expenses for conference costs, out-of-state travel and costs for staff development programs, if allowable expenditures.

<b>Purpose, Destination, Travelers</b>	<b>Proposed Expenditure</b>
Restorative Practice (California) 2015-2016 Phase in Faculty	\$20,000
<b>TOTAL (transfer to FS-20, Budget Summary Form)</b>	<b>\$20,000</b>

In the space below, please describe how the travel expenses itemized above will support the project activities and contribute to the program goals. Details must be provided for student field trips, out-of-state travel and conferences.

The proposed 2015-16 school budget provides the following allocations to address Section 1 (Educational Plan) Section 3 (Social and Emotional Needs) and in the RFP:

A total of \$20,000 year is requested for the eight teachers and two administrators to attend a conference on how to become a restorative practice school. Costs include domestic airfare, ground transportation, hotel/meals for a four day conference, and other conference incidentals.

The use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Schools that have implemented practices within the restorative justice and discipline framework have seen disciplinary referrals drop, suspensions and expulsions dramatically decrease. (International Institute of Restorative Practices. (2009). Improving School Climate: Findings from Schools Implementing Restorative Practices.)

## Funding Breakdown

- Year 1 school costs listed above include expenditures that can be budgeted under several Buffalo CSD per pupil allocations (PPAs) listed below:

Description of Item	Students	PPA	Amount
Title I Regular Allocation	125	\$340	\$42,500
Title I Parent Involvement Allocation	125	\$6.87	\$859
Title I Parent Engagement Allocation	125	\$2.18	\$127
Title III LEP Allocation			
Title III Immigrant Allocation			
Flexible Contract for Excellence Allocation	125	\$410	\$51,250
Textbook, Petty Cash, Library Materials Allocations	125	\$27.25	\$3,406
Supplies, Postage, and Subscription Allocations			
<b>TOTAL</b>			<b>\$98,142</b>

- Some staff listed above are provided by the Buffalo CSD for schools that have 125 students. CTE and ESL staff above are provided for schools that demonstrate a demand/need for such programming. Elementary schools receive a 1.0 Instructional Coach through Title I funding for School Improvement.

Title, FTE	Salary Plus Benefits
Principal, 1.0	\$185,163
Assistant Principal 0.5	\$75,526
Guidance Counselor 0.5	\$75,526
Library Media Specialist 0.5	\$75,526
School Clerk 1.0	\$64,932
Typist	
Aide/Assistant 2.0	\$70,200
SST Staff 2.0	\$212,336
CTE Staff 2.0	\$212,336
ESL Staff 1.0	\$106,168
Instructional Coach 1.0	\$106,168
	<b>TOTAL \$1183,881</b>

Special Education staff will be assigned based on IEP goals and are not listed above. Cook Manager and Custodial staff who maintain building operations are not listed above.

- Other budget items listed above will be funded by grants:

Item	Grant	Amount (incl. Benefits)
Extended Learning Opportunity	21 <sup>st</sup> Century	\$36,350
Lighthouse Program	Adult Education	\$188,978
<b>TOTAL</b>		<b>\$ 225,328</b>

Based on the conversation with Buffalo School Adult Education department, they will incur the cost of the Lighthouse Program at EHCS.

- Buffalo CSD School-Based Budgeting is in part formula-based.

The SBB process provides funding for Grade 9-12 staffing based on the following:

# of students/class size = # of classes per period  
 # of classes per period x 8 periods per day = # of classes per day  
 # of classes per day/5 classes per 1.0 FTE teacher = # of total teacher FTE  
 # of total teacher FTE x cost per teacher = SBB funding for Grade 9-12 staffing

The amount of funding that SBB will provide on the elementary level has been estimated by the Buffalo CSD Budget Department based on the following:

(Basis for calculation)  
 =SBB funding for elementary staffing

Total SBB funding = SBB 9-12 funding + SBB elementary funding

Summary of Identified and Unidentified Funding:

Year 1 Identified Funding Sources	Amount
PPA Funding	\$98,015
Staff Funding	\$1183,881
Other Grant Funding	\$225,328
SBB Formula Funding	\$637,008
TOTAL \$2,144,232	

Year 1 Total Funding – Year 1 Identified Funding = Year 1 Unidentified Funding  
 Unidentified funding for Year 1 will need to come from Buffalo CSD General Fund, Contract for Excellence, Magnet Program, grant project, or other allowable sources. Please note that some Year 1 costs are one-time/startup costs:

(Describe why the remainders are affordable, prioritize resources, and consider fiscal restraints.)

(Describe the systems and procedures for managing the school’s finances and fiscal sustainability. In part, management planning is accomplished through an equitable school-based budget process that preserves comparability among schools and maximizes resources while providing a level of school autonomy. Day-to-day management works through the District’s devoted Finance and Operations departments, which include long-established fiscal controls and audit procedures and regularly provide detailed reports to the State. Note the cost per pupil and compare to other current schools. The fiscal sustainability of a school’s plan requires explanation beyond this, and the role of the school in managing its funds needs to be described.)

The principal will be in responsible for the operations and management. Expenditures will be discussed by the Site Based Management Team and the Community Board with final authorization coming from

the building principal and the district budget department. Purchase orders will be written by the clerk and authorized by the building principal



# PRICE QUOTATION

Scholastic Inc., P.O. Box 7502, Jefferson City, MO 65102-9968 Phone: (800) 724-6527 Fax: (800) 560-6815

<b>Submitted to:</b> East High School, Rose Schneider Buffalo Schools,	<b>Submitted by:</b> Colleen Murphy Account Executive (716) 220-5007 cmurphy@scholastic.com	<b>Date:</b> 12/9/2014
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Description or Title	ISBN #	Unit Price	QTY	Subtotal	Discount	Total
<b>75 Read 180 Stage B (5 classrooms) with 30 System 44 mixed model classroom (3 classrooms) and 20 System 44 standalone classroom (2 classrooms)</b>						
READ 180 Stage B v1.6 Conversion to Next Generation (Please note: this upgrade package is also for customers who are converting from EE to NG and need a new full set of print materials.)	538048	\$13,000.00	1	\$13,000.00	\$0.00	\$13,000.00
READ 180 Next Generation Stage B Single License Conversion (does not include rBook)	535627	\$74.00	15	\$1,110.00	\$0.00	\$1,110.00
READ 180 Next Generation Stage B, Additional Classroom Package (includes QuickStart Kit, Teaching System, Paperback Collection, and Audiobook Collection - does not include rBooks)	536672	\$8,300.00	4	\$33,200.00	\$0.00	\$33,200.00
READ 180 Next Generation Stage B Student rBook	531831	\$29.95	45	\$1,347.75	\$0.00	\$1,347.75
System 44 Next Generation - for use with READ 180 Stage B - 20 Licenses: Includes Comprehensive Teaching system, Installation Software, 20 S44 licenses, 20 SRI licenses, 20 SRC! licenses, 60 SPI licenses, S44 Next Generation Secondary paperback and audiobook library, Decodable Digest (20 copies), Mixed Model Stage B 44Books (20 copies), S44 Word Building Kit and in-person training.	556550	\$22,000.00	1	\$22,000.00	\$3,300.00	\$18,700.00
System 44 Next Generation Secondary Additional Licenses - 10 Student Licenses - No Print Materials	558248	\$6,165.00	1	\$6,165.00	\$0.00	\$6,165.00
System 44 Next Generation 44Book Pupil Edition, For Use With R180 Stage B (10 copies)	555813	\$179.50	1	\$179.50	\$0.00	\$179.50
System 44 Next Generation Additional Classroom Pack, For Use With R180 Stage B - Includes Complete Stage B Teaching System, Complete Secondary Paperback and Audiobook Library (56 titles, 5 copies of each title) , Word Building Kit (4)	558207	\$5,200.00	2	\$10,400.00	\$0.00	\$10,400.00
System 44 Next Generation - Secondary - 20 Licenses: Includes Comprehensive Teaching System, Installation Software, 20 S44 licenses, 20 SRI licenses, 20 SRC! licenses, 60 SPI licenses, S44 Next Generation Secondary paperback and audiobook library, Decodable Digest (20 copies), Secondary Stand Alone 44Books (20 copies), S44 Word Building Kit, and in-person training.	556548	\$22,000.00	1	\$22,000.00	\$3,300.00	\$18,700.00
System 44 Next Generation Additional Classroom Pack Secondary - Includes Complete Secondary Teaching System, Complete Secondary Paperback and Audiobook Library (56 titles, 5 copies of each title) , Word Building Kit (4)	558205	\$5,300.00	1	\$5,300.00	\$0.00	\$5,300.00
<b>Annual Hosting Service fee</b>						
Site Hosting, per school/per year when purchasing for 1-10 schools	574841	\$4,500.00	1	\$4,500.00	\$0.00	\$4,500.00
<b>72 Math 180 Course 1 (3 classrooms) and 72 Math 180 Course 2 (2 classrooms)</b>						

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Scholastic's terms are FOB shipping point unless otherwise noted on the purchase order. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase.



Description or Title	ISBN #	Unit Price	QTY	Subtotal	Discount	Total
MATH 180 COURSE I 72 Student Complete System Plus 4 Days of In Classroom Support from Math Solutions - Reflects 15% Volume Discount when ordering 5-30	583515	\$44,191.00	1	\$44,191.00	\$6,846.00	\$37,345.00
MATH 180 Course I Additional Teacher Kit (Includes 1 Teacher Bookcase, Classroom Manipulatives, and 2 MATH 180 Teacher Licenses to Scholastic Central)	558540	\$2,600.00	2	\$5,200.00	\$0.00	\$5,200.00
MATH 180 COURSE II 72 Student Complete System Plus 4 Days of In Classroom Support from Math Solutions - Reflects 15% Volume Discount when ordering 5-30	583509	\$44,191.00	1	\$44,191.00	\$6,846.00	\$37,345.00
MATH 180 COURSE II Additional Teacher Kit (Includes 1 Teacher Bookcase, digital Mindset Scans, and 2 MATH 180 Teacher Licenses to Scholastic Central.	583402	\$2,600.00	1	\$2,600.00	\$0.00	\$2,600.00
<b>Implementation Training and in-Classroom Support</b>						
READ 180 Next Generation Implementation Training - Day 1 (up to 20 participants, full day)	540353	\$2,899.00	1	\$2,899.00	\$2,899.00	\$0.00
READ 180 Next Generation Implementation Training - Day 2 (up to 20 participants, full day)	540354	\$2,899.00	1	\$2,899.00	\$2,899.00	\$0.00
System 44 Next Generation Implementation Training - Day 1 (up to 20 participants, 1 day)	560581	\$2,899.00	1	\$2,899.00	\$2,899.00	\$0.00
READ 180 and System 44 In-Classroom Support	990104	\$2,299.00	10	\$22,990.00	\$3,000.00	\$19,990.00
MATH 180 Implementation Professional Learning, Day 1 (up to 20 participants, full day)	557720	\$2,899.00	1	\$2,899.00	\$2,899.00	\$0.00
MATH 180 Implementation Professional Learning, Day 2 (up to 20 participants, full day)	557721	\$2,899.00	1	\$2,899.00	\$2,899.00	\$0.00
MATH 180 Data and Differentiation - Day 3 (up to 20 participants, full day)	557722	\$2,899.00	1	\$2,899.00	\$0.00	\$2,899.00
MATH 180 In-Classroom Support	557724	\$2,299.00	8	\$18,392.00	\$18,392.00	\$0.00
READ 180 and System 44 Next Generation Leadership Training (up to 20 participants, half day)	540350	\$2,299.00	1	\$2,299.00	\$2,299.00	\$0.00
MATH 180 Leadership Overview (up to 20 participants, half day)	557723	\$2,299.00	1	\$2,299.00	\$2,299.00	\$0.00
			Subtotal	\$278,758.25	\$60,777.00	\$217,981.25
				Shipping & Handling		\$4,538.66
				Sales Tax		\$0.00
				TOTAL		\$222,519.91

Prices are valid for 90 days.

Terms and Conditions: State law requires that sales tax be added to your order unless we have a sales tax exemption certificate on file. Scholastic's terms are FOB shipping point unless otherwise noted on the purchase order. Customers must notify Scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by Scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 24 months of purchase.

## Applicant Information

Funding Source: \_\_\_\_\_

Report Prepared By:	<b>Rose Schneider</b>		
Name of Applicant:	East High Community School (EHCS)		
Mailing Address:	820 Northampton		
	<b>Buffalo</b>	<b>New York</b>	<b>14211</b>
	City	State	Zip Code

Telephone #: 716-816-4520 County: Erie

E-Mail Address: **Rose Schneider**

Project Funding Dates: 8 / 1 / 2015      \_\_\_\_\_  
Start End

