



Family Group references from EPO

The Lower School (grades 6-8)

Each grade will be organized into small “family groups” (about 10 students each if possible). Each grade level will have a counselor and social worker that will move with the cohort through the lower school experience. Each “family unit” will have a community advocate from a local agency who will provide additional individual and group support.

The Freshman Academy (9th grade)

Freshman benefit from membership in small “family groups,” headed by a faculty member, which meet daily. These families focus on academic, social emotional and organizational support.

Family time is augmented by community advocate support to engage students and families on a daily basis.

The Upper School (grades 9-12)

All students will continue to be members in “family groups.”

All students participate in college and career awareness as part of their daily “family group” activities.

Social Emotional Support for all East students:

Each faculty and each administrator is responsible for leading a small “family group” (ideally 9-10 students per family). There will be time available to conduct daily family meetings. Families will focus on issues including growing into adulthood, attendance, school performance, job readiness skills, life skills, decision-making and specific social emotional supports within the school. A new student code of conduct will be created in collaboration with students and a special committee on Student Life in early spring 2015.

Key strategies to improve graduation rates for at-risk students:

Monitoring attendance as one of the “Early Warning Indicators” and having social workers, attendance officers and agency partners interact with students with low attendance, including making home calls and visits for students who are absent, to try to understand the root causes of this behavior, and work at addressing those causes. Establishing strong relationships for each student with at least one adult in the school (“family” strategy, described in 5.4 later), who will monitor and follow up with the student.

Key strategies to improve Lower School students’ achievement:

Each adult in the building will be assigned a small group of students (“family group”) that will stay with him/her as an advisor for them through their lower school experience; this is intended to create closer relationships with an adult, to support student success.

Considerations informing our proposed key curricular strategies and practices:

We will communicate an expectation of strong positive student teacher relationships developed through working together on meaningful and manageable tasks, where teachers will continuously ensure students have accurate feedback on their progress toward clear goals. Students will be taught to collaborate and engage with others of all ages. They will work in small interactive groups with an emphasis on teaching students the strategies that result in success. Student strategies include advocating, questioning, summarizing, clarifying, and predicting. Teachers will be taught strategies associated with success including scaffolding, sequencing, Socratic questioning, teaching students to ask questions, and strategy cueing. Social skills and cognitive strategies will be taught in tandem as membership in a caring community where each student is known and feels he or she can be successful.

School culture and socio-emotional support

To create this culture, we believe the following socio-emotional supports will be needed:

- All incoming students will be provided with a comprehensive profile report documenting their needs and assets. Each student will have an individual plan of social emotional support organized in an RtI tiered approach to supports. Supports will be provided through three focused efforts:

The third focused effort is the training of faculty and staff to include social emotional support as part of their job. Each faculty member and selected staff are responsible for supporting a small student mentoring “family unit.” A block of time will be provided to meet with mentees every day. Work will include reviewing attendance, school performance, community service projects, health, restorative justice practice, and work aligned with specific school support programs (e.g., Leader in Me). Teacher mentors may also utilize trained volunteers (for example, Warner School MS Counseling interns/students). College and career readiness will also be emphasized through programs from Junior Achievement and the David Kerns Center. Community-based student advocates will be regular participants in the small family gatherings, as advocate assignments will align with family membership.

Crisis Intervention, conflict resolution, decision-making, and peer mediation will be incorporated in the comprehensive model. We will use restorative justice practices to create the school climate and environment, with professional staff from Center for Youth and other community partners providing training and interactive skill building.

PL for all faculty and staff will include social emotional support. Specifically, training will be provided in restorative justice practices, the intentional teaching aspect of PBIS and, for Lower School teachers and staff, the teacher staff aspects of Leader in Me.

Performance Expectations Framework for East High School			
Critical School Improvement Measures (NY)	What results do you expect?	How will you achieve the results?	What evidence will you use?
Learning Environment	(see section 5 for more detail) <ul style="list-style-type: none"> • Increased attendance • Decreased 	(see sections 4 and 5 for more detail) <ul style="list-style-type: none"> • More culturally-relevant and student- 	<ul style="list-style-type: none"> • Attendance data • Suspension and other discipline data
	suspensions <ul style="list-style-type: none"> • Decreased fights • Increased respect for students • Increased student recognition • Better physical and mental health for students • Less teacher turn-around 	centered pedagogy <ul style="list-style-type: none"> • Interesting electives, CTEs, etc. • Alternative start times and programs. • Expanded mental and physical health services (UR Clinic) • Mentoring “Families” • Staggered starting time • Restorative Justice approach • Multi-tier systems of support 	

Statement of Practice 4.4:

Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students' varied experiences and tailored to the strengths and needs of all students

University of Rochester Proposal:

a) Explicit and consistent expectations are the norm in well-managed classrooms and schools. In addition to clarity and communication, teachers make assumptions of positive intent and therefore respond to behavioral concerns with a teaching orientation. Students learn and practice successful academic behaviors in a sequence of skills throughout all classes grades six through twelve. Academic habits are woven through the curriculum and further enhanced through the schools small family approach. In addition, opportunities such as student-run meetings and assemblies, as well as student justice roles, empower students to not only learn the skills of successful scholars but also to become leaders in the school.

b) Relationships and collaboration are foundational for both students and adults working to enhance student learning. Students, staff, families, and community work together to define, manage, and celebrate the East identity. Relationships are not solely developed through advisory family groups but are integral to the teaching methods East supports. Student collaboration as well as adult collaboration aligns to the principle that all learning is social. Positive adult-student relationships flourish in an environment of student-centered inquiry. This is enhanced both within classrooms with an emphasis on best practices in cooperative learning and outside of the classroom with our small "family groups". Partnerships with organizations including Expeditionary Learning, the Big Picture Schools, Ibero and NEAD, are in part motivated by their success as models which build exceptional relationships and motivation for students, including students not always successful in school.

c) Student voice is privileged at East. Student agency is one of the eleven criteria guiding the selection of all curriculum and professional learning for East (see *Appendix D.5*, East Teaching & Learning Committee Charge, and

Appendix D.4: Guiding Materials) Students are leaders of their own learning when they understand the learning goals and they are meaningfully engaged in steps toward those goals, including appropriate choice. Student perspectives are continuously sought through class meetings, focus groups, school-wide family unit discussions, surveys, and a student leadership structure. In the classroom, students work on inquiries and projects, which gradually increase their independence. Authentic tasks distributed across curriculum and the year help students make the connection between scholarship and life outside of schools.

Impact: Students thrive in an environment that empowers them and places them at the center of school life.

Statement of Practice 5.2:

The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.

University of Rochester Proposal:

a) Each certified staff and selected civil service staff member is responsible for approximately 10 student mentees. This "family unit" loops together throughout students' school experience. There is a block of time to meet with mentees every day and process for mentee work (i.e., review attendance, school performance, community service projects, restorative justice practice, developmental assets and career and college planning). Teacher mentors may also utilize volunteers (ex: Warner School MS Counseling interns/students). Community advocates are assigned to support each small family group.

Statement of Practice 5.3:

The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.

University of Rochester Proposal:

a) Safer Saner Schools Program, a program of the International Institute for Restorative Practices (already an approved curriculum in NYS), is implanted system wide with faculty and staff receiving appropriate professional learning. Additionally the school has adopted the Comprehensive School Counseling Model NYSSCA/ASCA which provides direct and ongoing support for crisis Intervention, conflict resolution, decision-making, and peer mediation. Restorative Justice Practices will create the school climate and environment. Center for Youth and other community partners provide training and interactive skill building. Additionally, the school boosts the full range of athletic, co-curricular and extra curricula activates found in high performing suburban schools.

b) Students, staff, parents and community complete professional learning to support school culture and climate. Prior to hiring, staff must endorse this vision as a condition of hiring. Students will receive 2 day orientation for incoming students to – share the mission and vision, meet with their mentor and small family unit, enroll in all support services, complete initial screenings and have their first EAP (educational advancement plan).