

Receivership Under Commissioner's Regulations §100.19

Community Engagement Team (CET) Recommendations for School Intervention Plan (SIG, SIF or SCEP) and Superintendent Receiver Response

School Name:	East High School
District:	Buffalo Public Schools
Superintendent:	Dr. Kriner Cash

Directions:

1. This template must be completed for each identified Persistently Struggling or Struggling School that has a provisionally approved school intervention plan (SIG, SIF, or SCEP) within the district and is therefore under a Superintendent Receiver.
2. Please attach a copy of the CET's recommendations, as they were originally received by the Superintendent Receiver.
3. Please complete the following template explaining the Superintendent Receiver's efforts to incorporate the Community Engagement Team's recommendations, if any, into the identified school's provisionally approved school intervention plan (SIG, SIF, or SCEP). Within the template, please list each of the CET recommendations, and identify for each recommendation whether they were incorporated into the plan, the Superintendent Receiver's rationale for the decision, and where (if applicable) the recommendations have been incorporated into the plan.

CET Recommendation	Recommendation incorporated, incorporated with modifications, or not incorporated into the plan?	Superintendent Receiver Rationale for Decision	Where in the plan has the recommendation been incorporated, if applicable? Please provide the page number and section in the plan where the recommendation has been incorporated.
The credit recovery and credit accrual programs will be held at East High School beginning at 2:30 p.m. and ending at 5:30 p.m., Monday through Thursday. Students in the	A		Page 26 Action Plan

<p>programs will receive 3 hours of teacher supported instruction in the class(es) in which they are deficient.</p> <p>Classroom Instruction Grade Recovery lessons will be delivered through direct instruction from a teacher who is certified in the subject/course being recovered. For GradPoint, content specific certified teachers will receive training pertaining to effective course organization and operational management of the applicable computer-based instructional software.</p>			
<p>The Smart Goal needs to directly address the Level 1 and level 2 indicators for demonstrable improvement. The following reflect the increases needed to meet the improvement goals: New York State ELA assessment scores by 11% for the 2013 (10th graders) cohort Math assessment</p>	<p>A</p>		<p>Page 25 (D1) Action Plan</p>

<p>scores by 9%, for the 2014 (11 grade) cohort Increase in the total cohort 4-year graduation rate-all students by 3% Total cohort 5-year graduation rate-all students by 18%</p>			
<p>The following are additional actions needed to achieve the Smart Goal in Tenet 2.</p> <ul style="list-style-type: none"> • € School counselors will conduct a transcript review of each student in the 2011 and 2012 Cohorts to ensure accuracy and that students are scheduled accordingly (September 2015 and ongoing reporting and adjustments). • € School counselors will conduct transcript review of each student in the 2013 Cohort to ensure credit accrual (November 2015 and ongoing reporting and 	<p>A</p>		<p>Page 26 AND 27 Action Plan</p>

<p>adjustments).</p> <ul style="list-style-type: none"> • € School counselors will conduct transcript review of each student in the 2014 Cohort to endure credit accrual (December 2015 and ongoing reporting and adjustments). 			
<p>In addition to automated robo-calls, the attendance teacher and 2 aides will make phone calls for students who accumulate 10 or more absences.</p>	A		Page 27 Action Plan
<p>The Leading Indicators that will be used to monitor progress toward the goals directly addressed in the Level 2 indicators for demonstrable improvement will be measured by the following students' performance on January and June Regents exams, specifically: New York State ELA All students level 2 and above from 68% to 72% New York State ELA Black students level 2 and above from 69% to 70% New York</p>	A		Page 28 (D2) Leading Indicators

<p>State math All students level 2 and above from 67% to 79% New York State math Black students level 2 and above 68% to 75% (set forth in the level 2 indicators for demonstrable improvement using 2013-2014 baseline data).</p>			
<p>Administrator Walkthrough Protocol for low inference evidence found in classrooms of the implementation of the CCLS (East High Schools 3 Classroom Rocks-reading closely for textual details, reading, utilizing primary sources, deep understanding). These walkthroughs will give administration of snapshot of what is and what is not working in the classrooms. The evidence will be discussed with the leadership team members and guide additional professional development.</p>	<p>A</p>		<p>Page 29 Action Plan</p>
<p>100% of the core area teachers and special education teachers will meet daily as a department to analyze</p>	<p>A</p>		<p>Page 30 D1) Smart Goal</p>

<p>student data, review student work, identify student needs and supports, share strategies, and review and plan lessons.</p>			
<p>Teachers will incorporate the updated Bloom's Taxonomy higher order thinking, learning, and achievement into their daily planning and instructional practices. Professional development will be provided at faculty meeting and common planning time around Tri-State Rubric, mastery objectives (Skillful Teacher) and how to incorporate higher order thing skill into lesson planning.</p>	<p>A</p>		<p>Page 31 Action Plan</p>
<p>Lesson plans will be reviewed bi-weekly using the tri-state rubric and feedback will be provided consistently.</p>	<p>A</p>		<p>Page 31 Action Plan</p>
<p>By November 2015 the parents/guardians of targeted students will be notified and invited to participate in an intervention meeting (EWI) for their child for the purpose of supporting</p>	<p>A</p>		<p>Page 32 (D1) Smart Goal]</p>

<p>their academic and social emotional health, as evidenced by 50% parent participation in intervention meetings.</p>			
<p>When students are demonstrating difficulty complying with East High School's academic and or behavior expectations, an Early Warning Indicator meeting will be scheduled with the parent/guardian, administration, School Psychologist, School Counselor, and classroom teachers. The intent of the meeting is to cooperatively devise a proactive plan to improve student behavior and to encourage parents to reinforce school behavior expectations at home.</p>	<p>A</p>		<p>Page 33 Action Plan</p>
<p>Include in the EWI protocol the development of a process for notifying and communicating with parents when their child becomes identified as at risk and any follow up recommendations.</p>	<p>A</p>		<p>Page 33 Action Plan</p>
<p>By June of 2015 at least 40% of students' families will attend a minimum of one school event that fosters reciprocal</p>			<p>Page 34 (D1) Smart Goal</p>

<p>communication between all stakeholders, which includes, students, parents, teacher, counselors and administrators to create a family-community-school partnership as evidence by sign in logs.</p>	<p>A</p>		
<p>Student will be trained during the school day and after school on how to access their Infinite Campus Parent Portal account to interact with their data and foster accountability in their classwork. Letters will be sent to parent to inform them of the training so parent can support their child in the educational process.</p>	<p>A</p>		<p>Page 35 Action Plan</p>
<p>Parents/guardians who do not have internet access can contact East High School if you wish to utilize a District computer/internet connection to access the portal account. Additional resources (e.g. public library) throughout the community are also available.</p>	<p>A</p>		<p>Page 35 Action Plan</p>
<p>Provide two-way communication with</p>	<p>A</p>		<p>Page 35 Action Plan</p>

parents and family members through quarterly newsletters, flyers, school website, parent guides, surveys, Connect-Ed Messages, and communication logs.

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I assert, by signing this document that I have received, reviewed and responded to each of the recommendations from the Community Engagement Team forwarded to me regarding the school intervention plan for this school.



Superintendent Receiver Signature

Date

