**2023-2024 Receivership School Quarterly Report #2**

Report Period: *October 31, 2023, to January 31, 2024 (Due January 31, 2024)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov).

Completeallsections byfullyrespondingtoeachprompt**.** For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

| School Name | School BEDS Code | District | Lead Partner or EPO | Receivership Cohort | Hyperlink to where this plan will be posted on the district website: |
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| James Monroe Upper School | 26160001066 | Rochester CSD | N/a. | Cohort 1 | <https://www.rcsdk12.org/innovation> |
| Superintendent | School Principal  (*If appointed since the last reporting period, attach resume*) | School Principal Appointment Date | Additional District Staff working on Program Oversight | Building  Grade-level Configuration | High School Graduation Rate (If applicable, please provide the most recent graduation rate): |
| Dr. Carmine Peluso | Jason Muhammad | 2/2021 | Brenda Torres-Santana  Chief of Schools | 9-12 | 62.5% |

| ***Executive Summary*** |
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| Please provide a *plain-language summary* of this Quarterly Report #2 to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year.  The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public and limit the summary to *no more than 500 words*. Applicable links must be made publicly available prior to submitting the report. |
| Monroe has been working extremely hard to make progress, in spite of the obstacles that have been presented. Our Three Diamonds have continued to evolve as we build on our previous strategies. **These lead strategies/diamonds were identified based on current data trends that were identified in the 23-34 Needs Assessment Plan, the DataWise School Improvement Plan as well as student assessment scores (Cohort Data 22-23).**  Our Three Diamonds for the 23-24 school year are as follows:   1. Purposeful Instruction 2. Graduation and Post-Secondary Readiness 3. Parent and Monroe Family Engagement   **Purposeful Instruction**  As we shifted to Block Scheduling, we are using DataWise cycles to monitor, support and adjust the implementation of our plan. Monroe Students need to be independent thinkers, learners, and problem solvers. To support students in developing their independence, teachers are consistently implementingthe following academic techniques: The Gradual Release Model, Annotation and Productive Struggle.  **Graduation and Post-Secondary Readiness**  We have revised this lead strategy/diamond from using Naviance data to **offering more learning opportunities for the students at Monroe to increase their awareness of graduation requirements, as well as provide college and career readiness opportunities**. We also expose students to various post-graduate opportunities, including field trips to local colleges and industry.  **Parent and Monroe Family Engagement**  We advocate for consistent parent communication, and monitor the progress through the RCSD’s PowerSchool Student Management System on Attend Actions. Family Newsletters, Interim reports, Open House and Parent Teacher weekend breakfasts are other shifts we have enacted at Monroe. Family style PTC have been linked to other events that naturally bring families to the school . We have extended our efforts in communication with Roe Cards- Family friendly postcards that have a purpose. Attendance cards/ Shine Bright / Check-in - MP warning cards have been mailed to families and tracked.  Our goal is to make Demonstrable Improvement each quarter. When one walks into Monroe they should experience a Culture of Joy and Learning. We provide feedback to our Teachers so that they may continue to facilitate student learning and provide evidence of Productive Struggle, Annotation, Gradual release so that all students are truly engaged in the learning process. From quarter 1 to quarter 2, administration in the building and from CO has provided feedback to the teachers at Monroe. Teachers have met during common planning time (CPT) to reflect and revise student progress in our lead strategies and have made the required adjustment to better meet the needs of our students. Teachers have opted to add in additional trackers and have made adjustments to student survives to narrow the focus of the data collection. |

| ***Overview of School Demographic and Four-Year Trend Data***  *Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations.*  Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’ |
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| | **Suspension % Rate and Number by Category** | | | | | | --- | --- | --- | --- | --- | |  | **2019-2020**  **(7th - 12th)** | **2021-2022**  **(9th - 12th)** | **2022-2023**  **(9th - 12th)** | **2023-2024**  **(9th - 12th)** | | **Out-of-School Suspensions** | 14.1%, #125 | 20.4%, #139 | 16.9%, #115 | 10.8%, #70 | | **Duplicated Suspensions** | 33.7%, #298 | 47.6%, #324 | 32.2%, #219 | 12.0%, #78 | | **Unduplicated Suspensions** | 17.7%, #157 | 24.1%, #164 | 19.3%, #131 | 10.2%, #66 | | **ELL Suspensions** | 16.7%, #57 | 15.8%, #45 | 16.2%, #37 | 10.7%, #24 | | **SWD Suspensions** | 20.0%, #41 | 24.4%, #44 | 20.4%, #40 | 14.9%, #28 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| **Data Source** | **Combination of State L2RPT, ROC3D, and PowerSchool Reports** | |
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| **Date of Capture** | **12/22/2023** | |
| **Total Current Enrollment/Registrant Counts** | **649** | |
| **Subgroup data** | **Number** | **Percentage** |
| **N and % of SWD** | 179 | 27.6% |
| **N and % of ELL** | 210 | 32.4% |
| **N and % of SWD & ELL** | 91 | 14.0% |

| **Average Daily Attendance and Chronic Absenteeism Rate by Year** | | | | |
| --- | --- | --- | --- | --- |
|  | **2019-2020**  **(7th - 12th)** | **2021-2022**  **(9th - 12th)** | **2022-2023**  **(9th - 12th)** | **2023-2024 (YTD)** |
| **Average Daily Attendance Rate** | 79.6% | 66.5% | 67.4% | 68.5% |
| **Chronic Absenteeism Rate** | NA | 48.6% | 80.8% | 68.0% |

| ***Overview of School Demographic and Four-Year Trend Data***  *Use the template below to provide four-year graduation, Drop-out rate, and 3-8 ELA and Math Proficiency Rates trend data, as applicable.*  Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as ‘point-in-time.’ |
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| | **Graduation Percentage Rates** | | | | | | --- | --- | --- | --- | --- | |  | **2019-2020**  **(7th - 12th)** | **2021-2022**  **(9th - 12th)** | **2022-2023**  **(9th - 12th)** | **2023-2024 (YTD)** | | **Total Cohort Grad. Rate** | 81.0% | 62.6% | 66.5% | 9.7% | | **ELL Grad. Rate** | 72.2% | 56.3% | 55.9% | 3.9% | | **SWD Grad. Rate** | 73.3% | 44.1% | 68.1% | 4.8% | | **NYSAA Grad. Rate** | NA | NA | NA | NA | | | **Drop Out Percentage Rates** | | | | | | --- | --- | --- | --- | --- | |  | **2019-2020**  **(7th - 12th)** | **2021-2022**  **(9th - 12th)** | **2022-2023**  **(9th - 12th)** | **2023-2024 (YTD)** | | **Total Cohort Drop Out Rate** | 14.3% | 14.5% | 11.9% | 5.6% | | **ELL Drop Out Rate** | 24.1% | 19.7% | 17.6% | 17.6% | | **SWD Drop Out Rate** | 23.3% | 29.4% | 14.9% | 11.9% | | **NYSAA Drop Out Rate** | NA | NA | NA | NA | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |

| ***Suspension Tracking and Reporting Addendum*** |
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| ***Out of School Suspensions #:* 70**  **Number of students who received at least one day of out of school suspension.** |
| ***Duplicated Suspensions #:* 78**  **Number of the same student(s) suspended more than one time.** |
| ***Unduplicated Suspensions #:* 66**  **Number of students suspended out of school one time.** |
| ***English Language Learners (ELL) Suspensions #:* 24**  **Number of ELL students suspended at least one time.** |
| ***Students with Disabilities (SWD) Suspensions #:* 28**  **Number of students with disabilities suspended at least one time.** |

***Directions for Parts I, II, and III*** - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies aligned with Building- and District-based Commitments outlined during the most recent touchpoint with OISR for the second quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement.* The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department’s Diversity, Equity, and Inclusion* and *Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department (nysed.gov)](http://www.nysed.gov/diversity-equity-inclusion/diversity-equity-and-inclusion-framework-and-policy-statement), [Culturally Responsive-Sustaining Education | New York State Education Department (nysed.gov)](http://www.nysed.gov/crs), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks (nysed.gov)](https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf).

* When responding to prompts pertaining to the *Quarterly Report #2*, identify processes:
  + Used throughout Quarter 2to assess the impact of *strategies implemented* to improve student learning outcomes, *as aligned to Building- and District-based Commitments*.
  + For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
* Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
* Claims should be evidentiary in nature.
* Reported information and related data should be accessible and able to be reviewed upon request.
* To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and School Leadership should *assess the impact* of identified lead strategies on student learning, *as aligned to Building- and District-based Commitments* and Technical Assistance and Support sessions and diagnostic review feedback.

| **Building- and District-based Commitments and SMART Goal Strategies: Specific/Measurable/Achievable/Relevant/Time-bound**  **At the close of the last touch point, the following commitments were identified by school and district leaders as priorities for ongoing school improvement. Note that the strategies section is to be completed by school and district leadership. This report should assess the progress and actions toward meeting each commitment as aligned to the school’s Lead Strategies and DII targets, while assessing the status of how these commitments have been aligned with and support meeting DII target attainment.** | |
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| **School-based Commitments**  **Diamond 1 - Purposeful Instruction is supported by the following Commitments: Academic Culture, Math, Literacy.** | **SMART Goal Strategies and Actions Towards Attaining Commitments**   | **Diamond 1 - Purposeful Instruction**  **Data Wise** - Academic Culture  **Strategy** - Productive Struggle | | | --- | --- | | S | Students will apply the productive struggle strategies to be able to complete assessments independently and to completion. | | M | Students will participate in productive struggle assessments / learning opportunities to increase the tolerance when facing an academic challenge. | | A | The Q1 survey results stated that 62% of students rated themselves in the “uncomfortable range” on the productive struggle spectrum when facing academic challenges.  **Our goal is to reduce this to 55% or less, measured at the end of February.** | | R | Teachers are prepared and planned to provide time and space for students to independently work through challenging learning opportunities that encourage productive struggle, daily in all classes. | | T | Within the 23-24 SY, CPT and DataWise support and measure this goal. |  | **Diamond 1 - Purposeful Instruction**  **Data Wise** - Math  **Strategy** - Gradual Release (I do, We do, You do) | | | --- | --- | | S | Students will apply the We do, you do, I do strategy to be able to complete assessments independently with mastery. | | M | Students will participate in gradual release learning opportunities to increase their level of independence when completing Math tasks. | | A | The Q1 survey results stated that 35% of students rated themselves as “Always” being able to be independent when completing math challenges. The Q2 survey results stated that 32% of students felt that the degree in which they participate in the “I DO” section of the strategy for modeling is 32%.  **Our goal is to increase this to 50%, measured at the end of February.**  *Mid-year check in February (our team added this question to the survey)*  *The Q3 survey results are related to the level of perseverance students had when attempting assessments. 0 = students didn’t attempt, 1=students attempted, though did not demonstrate mastery, 2= students attempted the problem and demonstrated mastery of the target.* | | R | Teachers are prepared and planned to provide time and space for students to participate in and utilize the We do, You do, I do strategy. | | T | Within the 23-24 SY, CPT and DataWise support and measure this goal. |  | **Diamond 1 - Purposeful Instruction**  **Data Wise** - Literacy  **Strategy** - Annotations (PASS) | | | --- | --- | | S | Students will annotate when completing Multiple Choice questions in ELA to complete assessments independently with mastery. | | M | Students will participate in annotation learning opportunities to increase their level of independence when completing Math tasks. | | A | The Q1 survey results stated that 21% of students rated themselves as “Always'' annotating independently on challenging (grade level) texts. The Q2 survey results stated that 34% of students “Always” practiced annotation strategies while the teachers are modeling. The Q3 survey results measured the level of annotations students completed on assessments and is measured by a tracker developed by teachers to use when grading. Teachers reported that 27% of students “Always” annotated on assessments.  **Our goal is to increase all of these numbers by at least 10%, measured at the end of February.** | | R | Teachers are prepared and planned to provide time and space for students to participate in and utilize the Annotation strategy. | | T | Within the 23-24 SY, CPT and DataWise support and measure this goal. |  | **Diamond 2 - Graduation & Post Secondary Readiness**  **Data Wise** - Increase Graduation Rate  **Strategy** - Counselor Check-ins | | | --- | --- | | S | Students will master the skills necessary for graduation by increasing their awareness of graduation requirements necessary to graduate with their Cohort. | | M | Counselors and staff will provide adequate instruction and opportunities for students to earn credits towards graduation. In addition staff will prepare students’ awareness of their pathway towards graduation and beyond. | | A | Staff will set up times/dates throughout the school year to:   * counselors provide the information needed to all students during ½ day 1st period. * Senior counselors will have graduation plan meetings with families * Administrators will speak to requirements at all grade level assemblies. * Teachers will track MP grades and mastery of learning to be able to advocate for students in need of extra support. * Offer credit recovery * Director of SMART will implement workshops and meetings. | | R | Students will be given graduation requirement information consistently throughout the school year in multiple formats.   * ½ day Zoom session presentation * Counselor meetings that are scheduled with families. * 2-4 Cohort assemblies * Regularly scheduled SMART Program meetings. | | T | Within the 23-24 SY, counselors, coaches, administrators will support this diamond to be able to increase the graduation percentage. |  | **Diamond 3 - Parent & Monroe Family Engagement**  **Data Wise** - Increase the amount of opportunities offered for families  **Strategy** - Increase the amount of communications, as well as add a variety of platforms. | | | --- | --- | | S | Students and families at Monroe will have more opportunities to collaborate and engage due to increasing the amount of communications given. | | M | Parent engagement will be measured by the amount of parents/families that attend breakfasts, open houses, parent volunteering, CET meetings, PTSO meetings, Family Attendance Celebrations and other events and ceremonies. | | A | This will be achieved by increasing the amount of communications and expanding the platforms in which communications are shared. Ex. Social media, increased mailing home, more emails to parents, robo-calls, etc. | | R | By providing Monroe families with a variety of communication platforms and increasing the amount of communications, parents will be more likely to engage.   * social media platforms, email, robo calls, mail * attendance cards sent home * progress report updates sent home | | T | Within the 23-24 SY, coaches, admin, teachers and counselors will increase the amount of communications given to Monroe families. | |

| **District-based Commitments** | **SMART Goal Strategies, Actions and Resources Towards**  **Supporting Commitment Attainment** |
| --- | --- |
| * Support the principal (new- added 12/12/23 memo) * Remove barriers for turnaround * Track work happening at the school level * Focus on feedback from walkthroughs * Track cohort performance (cohort tracker) * Support credit accrual and graduation efforts (new- added 12/12/23 memo) * Provide bilingual glossaries (new- added 12/12/23 memo) * Notebooks for all students (new- added 12/12/23 memo) * Folders for each student with annotations (new- added 12/12/23 memo) * Courageous conversations about instruction (new- added 12/12/23 memo) | * To support the principal, we met with him multiple times a month to provide support that will encourage best instructional practices as needed.   + 11/27, 12/8, 12/13, 12/20 * Worked with ELA Dept. to provide training for teachers in Power Up diagnostic to support ELA Lab personalized instruction * We looked at feedback from walkthroughs to track what is happening at the school level to develop a plan for coaching and/or professional learning opportunities.   + MTSS team working with coaches and interventionists to provide missed information   + Look at block scheduling for semester 3 * Bi-weekly we discuss the cohort tracker, credit accrual, and graduation with the principal to note what is working and where support is needed.   + Cohort trackers are updated and counselors meet weekly     - Suggestion was provided to update specific movement of individual students on tracker 12/13/23 * We worked with the principal to follow up with providing glossaries, distributing notebooks and folders to students, and a protocol to be created for annotations.   + Principal also providing access to Chromebook translation sites * Bi-weekly we met with the principal to discuss instruction and coaching cycles.   + MTSS team to work with individuals to update information that was missed   + Principal has started to meet with individual teachers   + Principal had courageous meeting with staff (12/22/23)   + Reviewed disciplinary process with principal on how to provide actionable feedback, documentation and follow up.   + collaborated with Principal and the 9th grade administrator to support the usage of Power Up for intervention within the block scheduling on 1/19/24 |

| ***Part I –* *Lead Strategies for School Improvement***  *Include 3-4 core lead strategies that are central to the school’s improvement plan. Such strategies should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance to serve as overarching approaches for strategically implementing targeted action plans leading to demonstrable improvement.* |
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| **Quarterly Report #2 - Reflection on Lead Strategies Utilized during**  **October 31, 2023 – January 31, 2024** |
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| Identify the lead strategies that guided the school’s improvement strategy during the reporting period, including any that were discontinued. | Status  (R/Y/G) | For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year’s demonstrable improvement targets. |
| --- | --- | --- |
| **Purposeful Instruction** |  | **Purposeful Instruction - The following foci will support this lead strategy by meeting the needs of all learners through:**  Purposeful Instruction aligned to the appropriate grade level standards  -Used high-quality instructional materials at grade level  -Included specially designed instruction (SDI) to meet the needs of all learners  -Fostered student independence through- Datawise commitment areas  -Marking Period Recovery opportunities  -Monroe Instructional Framework/ Lesson Framework to refine instruction Targeted learning opportunities for review/recovery/acceleration  -Instructional plan that includes quarterly benchmarks, the spiraling of curriculum with a focus on Next Generation Hallmarks and ELA standards  **The following supports helped achieve progress during Quarter 2:**   * ***Focus 1 - Data Wise Commitment*** * Academic Culture - Productive struggle   ***Supported by: Data Wise Academic Culture Commitment***   * Measured by Productive Struggle surveys, MP grades, and teacher observations. * ***Focus 2 -* Data Wise Commitment**    + Literacy - Annotations (PASS)   ***Supported by: Data Wise ELA Commitment***   * Measured by Data from departments connected with each strategy. * **Focus 3 - Data Wise Commitment** * Math - Gradual Release Strategy (I do, We do, You do)   ***Supported by: Data Wise Math Commitment***   * Measured by Data from departments connected with each strategy. * ***Focus 4 - Intentional Instruction*** * Block Scheduling * Grade level instruction * Utilize the Monroe Instructional Framework * Lesson planning framework, and Common Planning Time (CPT).   ***Supported by: The Monroe Lesson Planning Framework***   * Measured by Admin. walkthroughs, student MP grades, interim reports, teacher observations & surveys. |
| Graduation and Post Secondary Readiness |  | **Graduation and Post Secondary Readiness - The following foci will support this lead strategy by meeting the needs of all learners through:**  **The following supports helped achieve progress during Quarter 2:**   * ***Focus 1* - Data Wise Commitment** * Graduation- increasing student awareness of graduation requirements and post secondary opportunities   ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker * ***Focus 2* - The SMART program** * Providing connections and aligning academics with passion.   ***Supported by - The SMART program***   * Measured by counselors meetings, grades, and opportunities offered by staff * ***Focus 3* - After School Acceleration Program (ASAP) & Shine Bright** * Providing opportunities for acceleration and remediation.   ***Supported by: The After School Acceleration Program (ASAP) & Shine Bright***   * Measured by the number of students in ASAP - Students in ASAP from October - January 16th = 50 students * Measured by the amount of new and recovered credits obtained through VAR spreadsheet (Feb.), currently 206 students are enrolled in ShineBright and have the opportunity to participate.   ***Supported by*: *Business/Computer Classes/Mechatronic class/ Community Partners***   * Measured by the number of events, student sign-ins, field trips, career week opportunities. |
| Parent & Monroe Family Engagement |  | ***Parent & Monroe Family Engagement-*The following foci will support this lead strategy by meeting the needs of all learners through:**  **The following supports helped achieve progress during Quarter 2:**   * ***Focus 1* - Increase Engagement Opportunities** * Parent Breakfasts, Open house, Parent Volunteers, Kick off events, Award ceremonies, family nights and family events.   ***Supported by: Increasing the amount of staff/family engagement opportunities offered.***   * Measured by Community Partner logs, weekly forms, event sign-ins, meeting minutes, and surveys. * ***Focus 2 -* Increased communications to parents/staff/partners.** * Providing means of communication: Quarterly Smores Newsletter, Social Media announcements, Emails, Counselor Google Classroom updates, ***Postcards, Attendance Cards, PowerSchool reminders/check-ins***   ***Supported by: Establishing a consistent “accessible space” (physical & digital) that includes important***  ***information.***   * Measured by the amount of Parent/Community meetings and events. |

| ***Part II –* *Demonstrable Improvement Level 1 Indicators***  *Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets.* |
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| **Quarterly Report #2 with Reflection on Lead Strategies Utilized during**  **October 31, 2023 – January 31, 2024** |
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| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator. | * Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . * Describe how the data trends for this reporting cycle will inform future action steps. * Include a description of any adjustments made to the Continuation Plan and correspondingdata used to inform the adjustment, as applicable. |
| --- | --- | --- | --- |
| DII #67 - 2022 Total Cohort (10th Graders) Passing Math Regents  Progress Target: 8 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR * Sat. Regents Review Sessions in January | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/17/23** there are 47 students out of the 2022 Total Cohort enrollment of 179 with a score of 65 or above. Current progress is at **30.3%**. This progress target **has been met.**   ***Based on the data reviewed from Quarter 2,*** *the BOY DW Gradual Release survey, 32% of students reported to “always” participating in the Gradual Release Model.*  ***MOY*** *- Students will be taking the survey at the end of the 2nd MP- The survey window will be open from 1/15-1/22. Data will be reported after results are analyzed in February.*  ***Data Trends:***  *Last year 21.8% of students reported “always" participating in the Gradual Release Model according to the DataWise Math survey on Gradual Release.*  *The students started the 23-24 SY with the protocol and we have seen the amount of participation increase from the following year (21.8 to 32%). We added in a MOY survey and will be looking for this trend to continue to increase in students participating with the protocol.*  ***MOY Survey Results will be added post 1/22***  ***Future Action Steps:***  *DataWise will implement a MOY survey to be able to focus on trends.*  *Teachers have added a MOY/EOY Tracker to measure the use of the protocol in their classes. Data will be collected at the end of February.*  *Additionally, data conversations and tracker results will be shared with students with the focus of increasing participation. We would like to see more students taking advantage of the strategy and applying it with fidelity.*  ***In addition to Data Wise data, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage overall for Math is 39% according to Panorama Education.***  *Teachers and Staff will continue to encourage more Tutoring opportunities for students who are in need of content support.*  *Purposeful instruction is continuously being modified to encourage and provide opportunities for students to use the Gradual Release model , become more independent in their problem solving and apply these skills to the Regents Exam. We should see an increase in the passing rates.* |
| DII #69 - 2021 Total Cohort (11th Graders) Passing ELA Regents  Progress Target: 22 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** there are 16 students out of the 2021 Total Cohort enrollment of 179 with a score of 65 or above. Current progress is at 8.9%. This leaves a total of 163 students that need to test. To meet the progress target an additional **24 of the 163 students** need to score a 65 or above. * There are two opportunities to achieve this. All students will be taking the Regents in January and June.   ***Based on the data reviewed from Quarter 2,*** *the BOY DW Annotation survey, 21% of students reported “always” implementing an Annotation strategy.*  ***MOY*** *- Students will be taking the survey at the end of the MP- The survey window will be open from 1/15-1/22. Data will be reported*  ***Data Trends***  *In March of 2023- 25.4 % of students reported to “always" using annotation strategies according to the DW ELA survey. This number is higher than what was reported this year at the BOY. We will have to compare the MOY results to see if there needs to be a modification to the protocol.*  ***Future Action Steps:***  *DataWise will implement a MOY survey to be able to focus on trends- we are specifically looking to increase 5% points to be on track or better than the 22/23 SY.*  *Teachers have added a MOY/EOY Tracker to measure the use of the protocol in their classes.*  *Additionally, data conversations and tracker results will be shared with students with the focus of increasing participation. We would like to see more students taking advantage of the strategy and applying it with fidelity. These adjustments should increase the use of the protocol and lead to an increase in our passing rate on the ELA Regents.*  *Teachers and Staff will continue to encourage more Tutoring opportunities for students who are in need of content support.*  ***In addition to Data Wise data, we are monitoring MP passing percentage.***  ***At this time, the MP1 ELA Passing percentage,posted on Panorama, is reported at 53%.***  *Purposeful instruction is continuously being modified to encourage and provide opportunities for students to use annotation, become more independent in their problem solving and apply these skills to the Regents Exam. We should see an increase in the passing rates.* |
| DII #70 - 2020 Total Cohort 4-Year Grad Rate - All Students  Progress Target: 65 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** there are 19 students out of the 2020 Cohort enrollment of 192 who are confirmed graduates. **173/192** are left in this Cohort. To meet the progress target an additional **106 students** will need to graduate. Progress data is being tracked on the cohort tracker- it will be updated for second semester if credits are earned.   ***Based on Data***   * *At this time, the MP1 Passing percentage (Panorama) is* ***39%****.* * *Exam criteria - ALL MET- 65 students = 34%*   ***Data Trends***  ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker, and graduation meetings. * Monitor progress through VAR report for OCR/MPR   ***Future Action Steps:***   * Counselors will continue to update and monitor the Cohort Data Tracker * Interim reports/MP grades will funnel students into Shine Bright Program |
| DII #88 - 2019 Total Cohort 5-Year Grad Rate - All Students  Progress Target: 76 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** there are 117 students out of the 2019 Cohort enrollment of 176 who are confirmed graduates. Projected graduation rate is 66.5%. To meet the progress target an additional **17/59 students** will need to graduate to meet this target.   Data Cohort Tracker - Tab 2019  ***Based on Data***  ***In addition to using the Data Cohort tracker, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage (Panorama) is 23%.***  *2019 Cohort (2nd Year Seniors) - out of the ~59 remaining students*   * *1 New student - 2019 Cohort will graduate in June* * *10 students are at Monroe*   ***Data Trends***  Supporting Measures:  **Data Wise Commitment**  ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker will be analyzed after January exams. * Monitor VAR report, regularly     ***Future Action Steps:***   * Admin. and the state are working to reduce the number of students placed at Monroe that are undercredited and over age from CO. * MP grades will funnel students into Shine Bright Program |
| DII #120 - HS ELA All Students PI  (Cohort 2020) Seniors  Progress Target: 13.3 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23 -** Out of the Proj Acct Total Cohort of 192, (**L1-125**, L2-44, L3-15, L4-8), this gives us a PI of 48.96. Therefore, this Progress Target has been met. Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Based on Data***  ***In addition to using the Data Cohort tracker, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2020) is 37%. SMART - Seniors passing Math MP1 - 100%***  ***Data Trends***  Supporting Measures:  **Data Wise Commitment@**  ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker   **Data Wise Commitments**   * Math - Gradual Release Strategy   ***Supported by: Data Wise Math/ELA Commitments***   * Measured by Coaches evidence log (DW Evidence Collection Tool) * Measured by Data from departments connected with each strategy. * Academic Culture - Productive struggle   ***Intentional Instruction***   * Block Scheduling/Grade level instruction */*Monroe Instructional Framework * Lesson planning framework, and Common Planning Time (CPT).   ***Supported by: The Monroe Lesson Planning Framework***   * Measured by Admin. walkthroughs, student MP grades, teacher observations & surveys.   ***Future Action Steps:***   * MP and Regents exam data will funnel students into the Shine Bright Program to offer additional learning opportunities. * Encourage Seniors that have not earned a 65 or higher on the Regents by   + Identifying which seniors are in this position.   + Creating a plan to target and prepare the identified students to sit for the ELA Regents   + Plan for Seniors that are in an English IV class to prepare for January Regents |
| DII #130 - HS Math All Students PI  (Cohort 2020) Seniors  Progress Target: 47.7 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** - Out of the Proj Acct Cohort, PI is at 16.7 (L1-161, L2-30, L3-1, L4-0). To reach the target a **total of 60 students need to score at least a Level 2**. Students scoring Level 3-4 will reduce the number of students needed to reach the target. Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Based on Data***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2020) is 45%. SMART - Seniors passing Math MP1 - 100%***  ***Data Trends***  Supporting Measures:  **Data Wise Commitment**  ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker   **Data Wise Commitments**   * Math - Gradual Release Strategy   ***Supported by: Data Wise Math/ELA Commitments***   * Measured by Coaches evidence log (DW Evidence Collection Tool) * Measured by Data from departments connected with each strategy. * Academic Culture - Productive struggle   ***Intentional Instruction***   * Block Scheduling/Grade level instruction */*Monroe Instructional Framework * Lesson planning framework, and Common Planning Time (CPT).   ***Supported by: The Monroe Lesson Planning Framework***   * Measured by Admin. walkthroughs, student MP grades, teacher observations & surveys.   ***Future Action Steps:***   * MP and Regents exam grades will funnel students into the Shine Bright Program to offer additional learning opportunities. * Encourage 60 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Math Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #140 - College, Career and Civic Readiness Index - All Students  Progress Target: 88.3 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** - Out of the Proj Acct Total Cohort, CCRI is at 12.0 To meet our progress target an additional **147 students will need to graduate with a Local or Regents Diploma.** Students earning an Advanced Regents Diploma or Regents with CDOS pathway will decrease the number of students needed to reach the progress target.   ***Data Trends***  Supporting Measures  **Data Wise Commitment**  ***Supported by: Graduation & Post Secondary Commitment***  Graduation- increasing student awareness of graduation requirements and post secondary opportunities   * *Presentation -10/27-12/5/23 and two other presentations will be held.* * *At this time, 100% of the senior meetings have been held with families that opted to meet in person. FAFSA Event and student/family meetings over -Zoom/Phone- will be completed in February.* * *Measured by:* ***counselors*** * Measured by new and recovered credits obtained. Credits are not earned mid-marking period- this will be updated with the semester based classes.   *Advanced Regents Diploma-* 2 with the possibility of 4 more  *Regents Diploma*-63 Regents Diplomas     * After January Regents, students' exams will be assessed and categorized to see Regents/Adv./CDOS   **The SMART Program**   * 65 students enrolled. * Average GPA is 84%. * Average Daily Attendance is 89% * Providing connections and aligning academics with sports related programs.   ***Supported by - The SMART program***   * Measured by counselors meetings, grades, and opportunities offered by staff. * Examples:   + 1 RIT visits - Nov. 1st   ~ 10 or more - Career speakers   * Regularly scheduled visits with SMART bi-monthly with SMART staff.   **Shine Bright and After School Acceleration Program (ASAP)**   * 229 students enrolled in Shine Bright and ASAP programs from October - January 16th * Providing opportunities for acceleration and remediation. * EVERY Senior is set up to take the SkillsUSA exam and will be reviewing in this program. * Tracking the number of students have passed SkillsUSA     ***Business/Computer /Mechatronic class(es)/ Community Partners***  Measured by the number of events, student sign-ins, field trips, career week opportunities.  ***Future Action Steps:***   * MP grades and Regents exams will funnel students into the Shine Bright Program for additional preparation needed to graduate. |
| DII #170 - HS Chronic Absenteeism - All Students  Progress Target: 78 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  ***Data Trends***  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * Currently we are below 78% which indicates that for Q1 we have met this progress target. Though, this number can drastically change in the future depending on how many student absences are accumulated. * Attendance Data 10/25/23 - 63% * Attendance Data 1/2/24 - 74% Chronically absent     Supporting Measures:   * Attendance Reports * Attendance Meetings * Attend Actions Reports * Parent Connect LOG in Reports   ***Future Action Steps:***   * Teachers will continue to communicate with families . ½ day conferences will focus on communication cards. * The attendance team will continue to meet regularly. * The HSA will continue to make home visits to chronically absent students’ homes. * Family Attendance Celebrations will be implemented after Q1, Q2 and Q3 attendance percentages are analyzed. Students with 85% or greater attd. will receive an invitation. * Students that have above average attendance & have less than 3 tardies to school will receive incentives from a community partner every quarter. |
| DII #190 - HS ELP Success Ratio - All Students  Progress Target: 0.6 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **Data in PowerSchool indicates that we have 253 English Language Learners.**  **District Report: Scoreboard** - L2RPT report   * As of **10/19/23,** proficiency levels based on data from the May 2023 NYSESLAT are as follows:  | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** | | --- | --- | --- | --- | --- | | 29/253 = 11.5% | 42/253 = 17% | 67/253 = 26.5% | 84/253 = 33% | 31/253 = 12% |  * As of **01/4/24**, proficiency levels based on data from the October administration of the LAS Links for **speaking and listening** are as follows:  | **Entering** | **Emerging** | **Transitioning** | **Expanding** | **Commanding** | | --- | --- | --- | --- | --- | | 34.22% | 25.27% | 33.58% | 6.93% | 0% |   ***Data Trends***  Supporting Measures:   * LAS links - The second administration window is from 1/23 - 2/16 * See Indicator #69   ***Future Action Steps:***   * Data from the LAS Links will be analyzed once it becomes available to determine next instructional steps |
| DII #230 - HS Science All Students PI (Cohort 2020)  Progress Target: 74.1 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23 -**  Out of the Proj Acct Cohort, PI is at 29.4 (L1-154, L2-20, L3-17, L4-1). To reach the target a **total of 106 students need to score at Level 2 or greater**. Students scoring Level 3-4 will reduce the number of students needed to reach the target. Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Data Trends***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2020) for Seniors passing Science MP1 - 33%***  Supporting Measures:   * Lab minute tracker * Regent’s Review Days * Common Assessments   ***Future Action Steps:***   * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #240- HS Social Studies All Students PI  Progress Target: 16.8 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** - Out of the Proj Acct Cohort, PI is at 38.5 (L1-134, L2-50, L3-7, L4-4). **Target has been met, 38.54.** Please note, Proj Acct Cohort is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Data Trends***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2020) for Seniors passing SS MP1 is 50%***  Supporting Measures:   * Continue to monitor the Data Cohort Tracker   ***Future Action Steps:***   * This target has been met. |
| DII #250 - 2018 Total Cohort 6-Year Grad Rate - All Students  Progress Target: 83 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** there are 86 students out of the 2018 Cohort enrollment of 128 who are confirmed graduates. Projected graduation rate is at 67.2%. To meet the progress target an additional **21 students** will need to graduate. Unlikely the target will be met - there are not a sufficient number of students enrolled to meet the target.   ***Data Trends***   * Continue to monitor the Data Cohort Tracker. * Monitor the VAR report for OCR/MPR progress   ***Based on Data***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2018) is 25%.***  *2018 Cohort (3rd Year Seniors) 9 students remaining.*  ***Data Trends***  Supporting Measures:  **Data Wise Commitment**  ***Supported by: Data Wise Graduation Commitment***   * Measured by new and recovered credits obtained, Cohort Data Tracker will be analyzed after January exams.   ***Future Action Steps:***   * Continue to work with the RCSD Placement & Attendance offices to identify and monitor the chances of identifying 21 students. |

| ***Part III* – *Demonstrable Improvement Level 2 Indicators***  *Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment.* |
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| **Quarterly Report #2 with Reflection on Lead Strategies Utilized during**  **October 31, 2023 – January 31, 2024** |
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| Indicator | Status (R/Y/G) | Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators. | * Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . * Describe how the data trends for this reporting cycle will inform future action steps. * Include a description of any adjustments made to the Continuation Plan and correspondingdata used to inform the adjustment, as applicable. |
| --- | --- | --- | --- |
| DII #66 - 2022 Total Cohort (10th Graders) with 5 or more credits  Progress Target: 47 |  | ***During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways…*** | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report - the results are not in at this time. Currently waiting for last year's results.  ***Data Trends:***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2022) is 27%.***   * Data Cohort Tracker analyzed after Regents scores.   ***Future Action Steps:***   * Consult Data Cohort Tracker and update as needed to adjust OCR/MPR data. * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #68 - 2021 Total Cohort (11th Graders) with 5 or more credits  Progress Target: 63 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report - the results are not in at this time. Currently waiting for last year's results.  ***Data Trends***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.***  ***At this time, the MP1 Passing percentage (Panorama-Cohort 2021) is 31%.***   * Data Cohort Tracker analyzed after Regents scores.   ***Future Action Steps:***   * Consult Data Cohort Tracker and update as needed to include OCR/MPR data. * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #97 - HS Student Promotion Rate (promoted from grades 9,10 & 11)  Progress Target: 70 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report - the results are not in at this time. Currently waiting for last year's results.  ***Data Trends***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.***  ***At this time, the MP1 Passing percentage (Panorama-9th-12th, all academics) is:***  ***9th grade 208 - (14% are passing all classes)***  ***10th grade 149 - (27% are passing all classes)***  ***11th grade 127 - (35% are passing all classes)***  ***12th grade 115 - (45% are passing all classes)***   * **Data Cohort Tracker*-*** *Credits are tracked*   Progress updates will be reevaluated after January exams.  *At this time, 100% of the senior meetings have been held with families that opted to meet in person. FASA and student/family meetings over Zoom/Phone will be completed in February.*   * *Presentation -10/27-12/5/23 and two other presentations will be held.*   ***Future Action Steps:***   * Consult Data Cohort Tracker and update as needed at the conclusion of semester one courses and January regents exams * Consult Data Cohort Tracker and update as needed to include OCR/MPR data. * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #124 - HS ELA ELL PI  Progress Target: 1 |  | **Strategies/Actions steps - See Page 9-13 SMART Goals**  **Purposeful Instruction- Diamond 1**   * **ACADEMIC CULTURE Data Wise Commitment** * Productive struggle Strategy * **ELA Data Wise Commitment** * Annotations * Staff choice (Ex. PASS/SPY)   Measured by Dept. Data  Measured by Surveys   * **MATH Data Wise Commitment** * Gradual Release Strategy * I do, We do, You do   Measured by Dept. Data  Measured by Surveys   * **INTENTIONAL INSTRUCTION** * Block scheduling * grade level instruction * Monroe instructional framework * Lesson Planning Framework and Common Planning Time * Measured byWalkthroughs, MP grades and Interim reports * **After School Shine Bright Program** * Tutoring * OCR/MPR   **Graduation & Post Secondary Readiness - Diamond 2**   * increasing student awareness of graduation requirements and post secondary opportunities   **Parent & Monroe Family Engagement - Diamond 3**   * provide time, space and opportunities for the families of Monroe to interact, collaborate and become informed. | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meet indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** - Out of the Proj Acct Total Cohort, PI is at 16.7 (L1-46, L2-7, L3-1, L4-0). **Most likely this Progress Target has been met.** Please note, Proj Acct Cohort is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Data Trends***  ***In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.***  ***At this time, the MP1 Passing percentage (Panorama-2020 ELA/ELL is 27%.***   * See Indicator #69   ***Future Action Steps:***   * Consult Data Cohort Tracker and update as needed to include OCR/MPR data. * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |
| DII #125 - HS ELA ED PI  Progress Target: 13.6 |  | **Strategies:**  Diamond 1  **Purposeful Instruction**  **See Page 11-12**  **Action Steps Taken:** | ***Data Statement:*** Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.  Needed to meed indicator:  **District Report: Scoreboard** - L2RPT report   * As of **10/2/23** - Out of the Proj Acct Total Cohort, PI is at 42.1 (L1-121, L2-42, L3-9, L4-6). Most likely this **Progress Target has been met.** Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.   ***Data Trends***  *In addition to using the Data Cohort tracker, Data Wise data and District scoreboard, we are monitoring MP passing percentage to gauge meeting this indicator.*  *At this time, the MP1 Passing percentage (Panorama-2020-Seniors ELA/ED is* ***37%.***   * See Indicator #69   ***Future Action Steps:***   * Consult Data Cohort Tracker and update as needed to include OCR/MPR data. * Saturday/ Afterschool lab makeups if number are low * Increase review in Shine Bright program for credit recovery/ reteaching opportunities * Encourage 106 Seniors that have not earned a 65 or higher on the Regents.   + Identify how many seniors are able to be identified in this position.   + Create a plan to target and encourage the identified students to sit for a Science Regents   + Plan for Seniors that are in a Financial Math class to prepare for January Regents   + Identify that these students are not on the “consistently late” list. |

| ***Part IV* – *Community Engagement Team (CET)***  [*The Community Engagement Team*](https://www.p12.nysed.gov/oisr/MostRecent100.19Regs915p12a2.pdf) *is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.*  *Recommendations made by the CET, including how the school community and**community**at****-****large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its membership for the 2023-2024 SY should be included and detailed below.*  *\*Note: Administrative, teacher, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)* |
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| **Report Out of 2023-2024 CET Plan Implementation** |
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| List the constituent categories of stakeholders that have participated as CET members during this reporting period.   * Monroe Upper CET Team members | Outline the process by which new members of the CET will be identified and selected\*.   * All stakeholders in the community are welcome. * The current CET invitations are emailed to over 400 parent/guardian emails, 100 alumni, over 100 Monroe Staff, one selected class of students (15-20), 14 in-building Community Partners, and 13 out of building Partners. The invitation is also posted on all social media handles. * New members of the CET team will be introduced during the beginning of each meeting. |
| --- | --- |
| Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members.   * There have not been any changes to the CET members at this time. | Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members.   * SPIRIT NYS and Burger King have been added. |
| Provide data and related evidence used to measure the impact and efficacy of the CET.   * The Monroe CET met on Aug. 25th (Agenda below) to discuss the new Indicators      * The Monroe Upper CET met on Sept. 9th (Agenda example below) to share receivership report, meet with parents and community partners.      * The Monroe Upper CET will meet once a month to introduce in-building partnerships, and share/discuss impact. * At the end of each meeting a google survey is sent to all participants.   + Example of survey - results are reviewed and incorporated into the next month's meeting. | An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported.   * Letter to Participate in CET team      * Monroe Campus Community Engagement Team Survey 23-24      * Progress will be monitored via our working document called, [Partnership Inventory](https://docs.google.com/spreadsheets/d/1l_14g_momWM-g4Tlu19RiyQ5c7xeoZIRqeWAFAaYChU/edit?usp=sharing) |
| Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan.   * Recommendations made by the CET team are documented in all Agendas. All recommendations made have been to support the academic and future success of our students. This supports all indicators and commitments mentioned above in this plan. | Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround models in a timely manner.  Please see Agendas and Slides to see the Community Partner data and impact they have had on the James Monroe Family.   * (tab 3 - at the bottom) |

| ***Part V* – *Powers of the Receiver***  *Provide a summary of the use of the School Receiver’s powers during this reporting period.* |
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| During the quarter two reporting period, the use of the School’s Receivership powers include the following:   1. Teachers are required to attend two grade level meetings per week 2. Teachers and staff are required to attend one hour of professional learning afterschool each week. 3. Exemption for the teacher transfer day process used by the District for the 24-25 school year   Through the Power of Receiver, we were able to implement several changes to help us meet our goals. These changes include the following:  - Displacement of Staff who were not contributing to the aims and objectives of the school  - Hiring new staff who embrace the vision of the school  - Staff signing the Elect to Work Agreement (EWA) signifying their commitment to the work of School Improvement  - Mandatory, Paid Professional Learning  - Block Scheduling |

***Part VI* – *Assurance and Attestation***

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):

Signature of Receiver:

Date:

