

Monroe Receivership Schools ONLY

Quarterly Report #2: *October 14, 2019 to January 15, 2020*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/52265			
James Monroe High School	261600010066	Rochester City School District	n/a	Check which plan below applies:			
				SIG		SCEP	
				Cohort (6 or 7):			
			Model:				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Ms. Sandra Chevalier-Blackman	Amy Schiavi <i>Chief of School</i> Ms. Michele Alberti White, <i>Executive Director of School Innovation</i> Ms. Carrie Pecor, <i>Director of Program Accountability</i>		7-12	39.3% ELL 5.3% Former ELL <i>*internal SPA data, as of 10/9/19</i>	22.6% <i>*internal SPA data, as of 10/9/19</i>	888 <i>*internal SPA data, as of 10/9/19</i>
	Appointment Date: August 2016						

Executive Summary :

Please provide a *plain-language summary* of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. 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*.

This quarter report includes the academic and operational changes that impacted our school most significantly due to the district reductions. Due to staff reductions, two math teachers were displaced from the building, one ELA teacher resigned and three AIS teachers were displaced from their intervention positions. These reductions impacted both Middle and High School staffing, academic and operational frameworks. It reduced the amount of available academic prevention and intervention support provided to High School students. For example, all the targeted small grouping tutoring and Literacy and Math Lab courses were removed from the master schedule. The targeted small-group pullouts were eliminated. Additionally, a Bilingual Home School Assistant was displaced that was assigned from the Office of Attendance to conduct home visits, attendance robo-calls, and work within our attendance committee on chronic absenteeism. Ultimately, over 300 students received revised schedules as of January 6, 2020.

The most significant impact was to Middle School programming. The recommendations received from the state reviewers prior to this report would have to be evaluated and re-assigned due to reductions made. The master schedule was also impacted. The current master schedule resembles the one during the 205-2016 school year. It



offers only basic, mandated courses with minimal interventions and no opportunity for small-group pullouts. The class sizes have increased in every content area and, since November 2019, we have received 39 new students. We have four new seniors who have recently arrived from Cuba and Puerto Rico. These additions present a challenge in meeting graduation requirements for those students.

Updates on the **New Initiatives:**

- Online Credit Recovery Opportunities: We have five confirmed completions in Physical Education and English I. We anticipate enrolling more students in OCR classes for the second semester.
- Department Representatives continue to meet and implement the Data Wise protocol. Each department leader facilitates conversation on data analysis and student's growth.
- See Part III: Additional Key Strategies for updates on the Literacy Initiative, Standard Based Grading, Data Wise and The One Million Project.

Data Accountability: Middle School & High School:

- Middle school teachers are meeting twice per month to discuss the student's growth using the Data Wise protocol. Principal Chevalier-Blackman will be responsible for these meetings with the support of two coaches and the Community School Site Coordinator.
- ELA/SS: They have completed three benchmark rotations
- Science: They have completed two benchmark rotations
- Math: They have completed one benchmark rotation. This department was impacted the most.
- Cohort Accountability Meetings: Upcoming meetings are scheduled with Counselors and Administrators to discuss the student's academic status and graduation plans after January Regents and marking period report cards ending on Friday, January 31st. The established processes and procedures will be followed: Meeting, cohort analysis and individual meetings with students and families are needed.

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for receivership schools receiving Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district website.

Directions for Parts I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the first quarter in light of their realized level of implementation and their impact on student learning outcomes. The district should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging state academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)



Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.			
67 – 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	52%	57%	Y	Yes	<ul style="list-style-type: none"> Targeted intervention groups for tutoring Strategic, data-driven intervention instruction aligned with student need Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 Math Curriculum) 	<ul style="list-style-type: none"> Quarter 1, 2, 3, and 4 Interim Reports Daily informal assessments Quarterly Benchmark Assessments Monthly Data Accountability Meetings with administrators, teachers and counselors Data Conversations between teachers and students, quarterly 	<p>This cohort currently has 131 students. An additional 17 students passed the exam in January. We need 21 more students to pass in June 2020.</p> <p>Small group target tutoring and classroom support was discontinued as of January 6, 2020 due to staff reductions.</p> <p>The 21 students are in different classes with different teachers. Principal will meet with the teachers to discuss report cards and differentiate instruction to support success in the exam.</p> <p>Teachers who teach the Local Geometry and Algebra Geometry Blend courses are also tracking the students who need to pass the Algebra I Regents. Principal will conduct the accountability conversation.</p> <p>Regents January Data:</p> <table border="1" data-bbox="1911 1333 2228 1446"> <tr> <td style="background-color: yellow;">Need 69/121 (57%) to pass</td> </tr> <tr> <td style="background-color: green;">48 Have Passed</td> </tr> <tr> <td style="background-color: yellow;">Need 21 More</td> </tr> </table>	Need 69/121 (57%) to pass	48 Have Passed	Need 21 More
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							<p>We continue to reinforce</p> <ul style="list-style-type: none"> • Word wall in all the classrooms • Glossaries - traditional and electronic used • Exam analysis and deconstruction
69 – 2019-20: 2017 Total Cohort (11 th Graders) Passing ELA Regents	31%	37%		Yes	<ul style="list-style-type: none"> • Targeted intervention groups for tutoring • Literacy Initiative • Department Representatives on Instructional Leadership Teams • Embedded professional development for teachers • Use of Backwards Design with a Focus on priority standards • Increased exposure to the Regents • Action research group - PD opportunity for staff to identify and resolve learner-centered problems • Strategic master scheduling • Use of Data Wise Improvement Process 	<ul style="list-style-type: none"> • Quarter 1, 2, 3, and 4 Interim Reports • Daily informal assessments • Quarterly Benchmark Assessments • Monthly Data Accountability Meetings with administrators, teachers and counselors • Data Conversations between teachers and students, quarterly 	<p>As of January 1, 2020, the cohort has 152 students, which has increased since the last report. An additional 8 students are required to meet the progress target.</p> <p>All students in the 2017 cohort were scheduled to take the English regents exam in January; of those who were scheduled, 93 students took the exam. 45/138 have passed and the current passing rate is 33%. Eight additional students are required to pass in order to meet this progress target and 23 students scored between 50 and 63 on the January regents exam.</p> <p>Students who did not pass in January will be scheduled to take the exam again in June, providing an additional opportunity to pass. Students who scored below an 80 will also be encouraged to retake the exam in June.</p> <p>Data from teachers show that there is currently a 67% passing rate for students in English III.</p> <p>Teachers have been providing students with strategies for reading and answering multiple-choice questions and reinforcing the skill of argument writing. Teachers continue to work on the standard/skill of identifying the central idea and how it develops over the course of a text.</p>



				<ul style="list-style-type: none">• Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 ELA Curriculum)• Laser like focus on writing instruction• Strategic grouping of ELLs in ELA classes• Culturally-responsive teaching practices	<p>Formative assessments have helped teachers identify which students need more practice on particular standards. The assessment plan that teachers developed on Superintendent’s Conference Day is being implemented and teachers meet twice each month during department meetings to discuss student growth and plan future instruction.</p> <p>Using the Data Wise improvement process, teachers have identified the following:</p> <ul style="list-style-type: none">• Learner Centered Problem: Students struggle with writing quality analyses• Problem of Practice: Teachers do not provide enough opportunities to practice and reinforce skills and strategies• Action Plan: One day every other week will be used to practice text-based analysis department-wide using the “What, So What, Now What” strategy <p>School-based professional development sessions have covered topics such as SBG, data accountability and student growth, Data Wise and the RCSD instructional Framework.</p> <p>Targeted, small-group tutoring will continue to take place in classrooms with ESOL and Special Education teachers using data from formative assessments and report card data. Students who are underperforming and need additional time to grasp major concepts will continue to be targeted.</p>
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						<p>The Literacy Initiative has been established in all ELA classrooms, and each week students are given time to independently read each and track reading participation on a visible chart.</p> <p>Teachers will analyze and deconstruct the January regents data to determine whether students are still struggling with the standard/skill of identifying the central idea and Standard 4, determining the meanings of words in context; this will allow them to determine the focus of instruction in the next semester.</p> <p>Action research: There have been six action research meetings, and participants have identified their research questions as well as planned their action research projects. Data collection will begin in February 2020.</p> <p>The English III course load continues to be spread across teachers, and teachers have agreed upon the sequence of when standards will be taught which has resulted in more focused data conversations among teachers, improved planning, and improved instructional practices.</p> <p>With the realignment of the English III curriculum, every teacher continues to use grade-level excerpts, short stories, and poems for the first semester to increase exposure to the types of texts and tasks they will experience when taking the regents. This has allowed students to spend more time on task in class instead of reading lengthy texts, which require more in-class reading time.</p>
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							<p>ENL students continue to receive targeted instruction through co-teaching and small group models. Some teachers have elected to work with students in class while others are pulling out groups of students for more targeted instruction. When the ENL and content area teachers co-plan, they decide which method would be best for students based on formative assessments, levels of English language proficiency and the learning targets. The focus of instruction is determined by the priority standards.</p> <p>All staff were provided professional learning on the strategies and interventions outlined in the District’s “Instructional Guide for Advancing Language & Literacy Acquisition in African American and other Standard English Learner (SEL) Population” during Common Planning Time meetings the week of October 23. Teachers received the manual and were asked to use it as a planning resource and be cognizant of the ways students’ cultural background affects their learning.</p>
70 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – All Students	50%	re56%		Yes	<ul style="list-style-type: none"> • Targeted intervention groups for tutoring • Additional OCR Labs • Instructional Leadership Teams • Data Wise Improvement Process 	<ul style="list-style-type: none"> • Credit Accrual Status • Cohort Tracking • Quarter 1, 2, 3 and Interim Reports • Administrator/Teacher Data Conversations 	<p>This cohort has increased from 141 students to 152 students. We received two additional bilingual students in January 2020.</p> <p>We continued to have four early graduates. As of January 2020, we have 114 potential graduates.</p> <p>We need 81 students to meet the progress target.</p>



					<ul style="list-style-type: none"> Standards-Based Grading-aligned curricula Strategic master scheduling Literacy initiative Supports for student athletes 		<p>Counselors and Administrators met with students and families to review graduation requirements and marking period 2 grades.</p> <p>January 31st marked the end of the first semester.</p>
88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students	56%	62%		Yes	<ul style="list-style-type: none"> Non-graduates are enrolled at alternative programs in order to graduate in January or June of 2020. 	<ul style="list-style-type: none"> Credit Accrual Status Cohort Tracking Quarter 1, 2, 3 and Interim Reports Administrator/Counselor from Monroe and All City Program Data Conversations 	<p>This cohort currently has 202 students; 122 of whom have graduated; 2 completed graduation requirements in January 2020.</p> <p>The Senior Administrator and Counselor visited students twice in the past two months. They continue to be in touch by phone and text messages with students.</p> <p>There are 23 2015 cohort students currently enrolled at ACH. 12 of those 23 are projected to graduate in June or August 2020. There are 11 2015 students who are still under credit and over age.</p> <p>On our campus, we have 4 active students, and they are projected to meet graduation requirements in June 2020.</p> <p>We have 52 inactive students.</p> <p>We need 4 additional students to meet the target.</p>
100 – 3-8 ELA All Students Core Subject	36.8	46.8		Yes	<ul style="list-style-type: none"> Instructional Leadership Teams Target intervention (AIS) 	<ul style="list-style-type: none"> NWEA ELA, tri-annually 2019 ELA SED Assessment Item Analysis 	<p>There are currently 283 active students in this cohort; the school needs at least 133 students to score at a Level 2 in order to meet the progress target.</p>



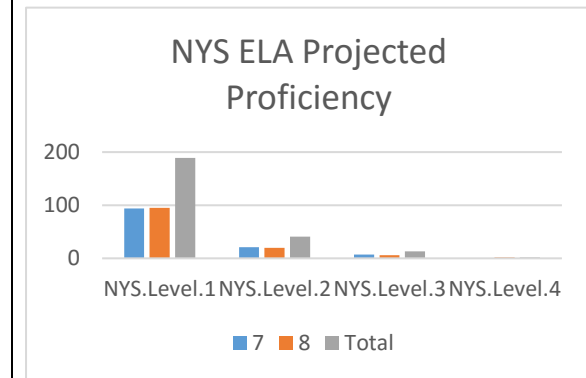
Performance Index

- Data Wise Improvement Process
 - Standards-Based Grading-aligned curricula
 - Strategic master scheduling
 - Literacy Initiative
 - Increased access to enrichments and acceleration (Honors)
 - Embedded professional development for teachers
- 6-8 week Interval Benchmark Common Assessments

Grade Analysis of 7th / 8th grade ELA

Grade	Passing MP1
7th	56%
8th	56%

NWEA – Based on the Winter NWEA Projected Proficiency report, only 56 of the 189* students tested scored a level 2 and above (see below). Additionally 84 students met the growth target, with 145 not meeting the growth target. The NWEA was administered in January 2020.



*Chronic absenteeism and student suspension affected the number of students tested

Additionally, all students will participate in benchmark assessments to monitor progress towards target and identify need for intervention, and rubrics aligned with the NYS ELA Assessment will be used to score writing tasks in instruction, to provide students with feedback as they work towards mastery.

See data below.



							<p>Student growth from MS ELA Benchmarks</p> <table border="1"> <thead> <tr> <th></th> <th style="background-color: green;">Green</th> <th style="background-color: yellow;">Yellow</th> <th style="background-color: red;">Red</th> </tr> </thead> <tbody> <tr> <td>7th writing</td> <td>25/136 (18%)</td> <td>43/136 (32%)</td> <td>68/136 (50%)</td> </tr> <tr> <td>8th writing</td> <td>28/136 (21%)</td> <td>24/136 (18%)</td> <td>84 / 136 (62%)</td> </tr> </tbody> </table> <p>In the above table, green represents students who demonstrated growth, yellow represents students who demonstrated the same point value, and red represents students who either had no data for both measurements OR decreased in score.</p> <p>The ELA Department is using the Data Wise process as a structure for its meetings, and has identified the LCP (learner centered problem) and come up with the POP (problem of practice), which is Step 6 of the Data Wise process.</p> <p>ELA AIS for 7th grade has changed teachers during the mid-year transition.</p> <p>The Literacy Specialist has been transitioned into the 8th grade classroom during the mid-year changes. The corrective reading program has been discontinued.</p>		Green	Yellow	Red	7th writing	25/136 (18%)	43/136 (32%)	68/136 (50%)	8th writing	28/136 (21%)	24/136 (18%)	84 / 136 (62%)
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110 – 3-8 Math All Students Core Subject Performance Index	21.6	31.6		Yes	<ul style="list-style-type: none"> Targeted intervention (RampUp) After school tutoring Instructional Leadership Teams Data Wise Improvement Process 	<ul style="list-style-type: none"> NWEA Math, tri-annually 2019 Math SED Assessment Item Analysis 6-8 week Interval Benchmark Common Assessments 	<p>As of Feb 8, 2020 -the projected accountability cohort is at 283 students. We would need 90 students scoring at Level 2 to meet progress target. Student scoring Level 3-4 will reduce number of students needed to reach target.</p> <p>Grade Analysis of 7th/8th grade math based on SPA data</p>												



				<ul style="list-style-type: none"> Standards-Based Grading-aligned curricula Strategic master scheduling Literacy Initiative Increased access to enrichments and acceleration Embedded professional development for teachers Common Planning for standardized curriculum 			<table border="1" data-bbox="1908 219 2244 446"> <thead> <tr> <th>Grade</th> <th>Passing MP1</th> </tr> </thead> <tbody> <tr> <td>7th</td> <td>75%</td> </tr> <tr> <td>8th</td> <td>28%</td> </tr> </tbody> </table> <p data-bbox="1908 479 2459 641">In Math Middle School cluster meetings, the team has identified the Learner Centered Problem, and Problem of Practice, and they are in the process of identifying strategies to support students’ lack of foundational math skills.</p> <p data-bbox="1908 673 2459 803">The Math Department continues to use the Data Wise process to conduct department meetings, and is beginning to design targeted instruction based on data analysis.</p> <p data-bbox="1908 836 2459 950">NWEA – Based on the Winter administration of the NWEA, 43 of the 208* students tested scored at a level 2 or higher.</p> <div data-bbox="1908 950 2459 1339"> <p data-bbox="2029 974 2352 1055">NYS Math Projected Proficiency</p> <table border="1" data-bbox="1921 1071 2446 1323"> <thead> <tr> <th>Proficiency Level</th> <th>Grade 7</th> <th>Grade 8</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>NYS.Level.1</td> <td>100</td> <td>100</td> <td>200</td> </tr> <tr> <td>NYS.Level.2</td> <td>20</td> <td>10</td> <td>30</td> </tr> <tr> <td>NYS.Level.3</td> <td>5</td> <td>5</td> <td>10</td> </tr> <tr> <td>NYS.Level.4</td> <td>2</td> <td>2</td> <td>4</td> </tr> </tbody> </table> </div> <p data-bbox="1908 1388 2459 1453">*Chronic absenteeism and student suspension affected the number of students tested</p>	Grade	Passing MP1	7th	75%	8th	28%	Proficiency Level	Grade 7	Grade 8	Total	NYS.Level.1	100	100	200	NYS.Level.2	20	10	30	NYS.Level.3	5	5	10	NYS.Level.4	2	2	4
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							<p>Due to mid-year staffing changes the Math Instructional coach was immersed back into the classroom. However because the plan was laid out prior to the cuts teachers continue to develop, Standards-aligned Common Assessments used every marking period to gauge student strengths and needs. Consequently, students were unable to participate in the second benchmark assessment but will complete the third during marking period 3.</p> <p>The Math TOA retains the class of 25 8th graders who are accelerating in Algebra I.</p>
120 – HS ELA All Students Performance Index	77.8	87.8		No	<p>See Indicator 69.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Strategic scheduling for the 2016 cohort • Targeted tutoring for the 2016 cohort 	<p>See Indicator 69.</p> <p>In addition:</p> <ul style="list-style-type: none"> • Quarter 1 and 2 Interim Reports • Administrator/Teacher Data Conversations, quarterly • Student/Teacher Data Conversations • Other Formative Assessments 	<p>See Indicator 69.</p> <p>There are currently 124 students in the 2016 accountability cohort. 52 students took the January Regents exam; 21 students either passed or increased their score. There are 44 students who still need to pass, and 26/44 students have current scores between 50 and 60. The current performance index is 79.0.</p> <p>In addition, targeted tutoring occurred. Four students participated in after-school tutoring. 50% of those students passed the ELA Regents and one student increased her score by 20 points. Data from the January Regents will be used to offer tutoring to additional students to prepare for the June Regents.</p>



140 – College, Career and Civic Readiness Index	54.1	64.1		Yes	<p>See Indicator 70.</p> <p>In addition:</p> <ul style="list-style-type: none"> The school will continue to offer different graduation paths such as CDOS, Seal of Biliteracy, and LOTE pathways. 	<p>See Indicator 70.</p> <p>In addition:</p> <ul style="list-style-type: none"> Tracking CTE program details via Counselor Dashboard on PowerSchool Program- reviewed with parents and students, twice per year Tracking CTE credit details, seal of biliteracy details, dual enrollment details and Regents with Advanced Designation details 	<p>See Indicator 70.</p> <p>75 students have been identified as projected to earn a Regents diploma (worth 1 point for Performance Index), 25 students will graduate with Advanced Placement coursework (worth 1.5 points) and 9 students are projected to earn Regents with Advanced Designation or Seal of Biliteracy (worth 2 points).</p>												
150 – Grades 4 and 8 Science All Students Core Subject Performance Index	92.1	102.1		No	<ul style="list-style-type: none"> Intermediate Level Science Test Assessment Analysis Targeted intervention groups for tutoring Standards-Based Grading-aligned curricula (vertical alignment of Science Curriculum) Lunchtime review group Embedded professional development for teachers Action research group Literacy Initiative 	<ul style="list-style-type: none"> 2019 SED Item Analysis Quarterly Benchmark Common Assessment exam scores Quarterly data conversations Quarter 1, 2, 3, and 4 Interim Reports Google Form recording, quarterly, for Literacy initiative 	<p>See indicator 100 for Middle School Restructuring Plan.</p> <p>Select students were pulled out of 8th grade science classes for additional support throughout the month of November and into early December. Due to staffing changes in December, targeted support was discontinued until the second semester.</p> <p>The first benchmark exam was given during the last week of October, the second was given during January, and the results were analyzed.</p> <table border="1" data-bbox="1911 1112 2475 1295"> <thead> <tr> <th></th> <th style="background-color: #00FF00;">Green</th> <th style="background-color: #FFFF00;">Yellow</th> <th style="background-color: #FF0000;">Red</th> </tr> </thead> <tbody> <tr> <td>Benchmark 1</td> <td>29%</td> <td>13%</td> <td>58%</td> </tr> <tr> <td>Benchmark 2</td> <td>47%</td> <td>19%</td> <td>34%</td> </tr> </tbody> </table> <p>In terms of student growth, it was found that 59% of the students who received scores for both benchmark exams improved their score, while 5% remained at the same score, and 34% decreased</p>		Green	Yellow	Red	Benchmark 1	29%	13%	58%	Benchmark 2	47%	19%	34%
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				<ul style="list-style-type: none">• Targeted pullouts for ILST practicum preparation• Strategic staffing of open positions, specifically bilingual content area positions	<p>their score. Teachers attribute the high percentage of growth to the implementation of a variety of instructional interventions, while the percentage of students who decreased their scores were often times the result of inconsistent attendance.</p> <p>Groupings in Science 8 classrooms were adjusted based on results. Teachers are examining results to determine the effectiveness of their interventions between the two benchmarks to determine which should be continued and which should be discontinued as they move into the second semester.</p> <p>There have been six action research meetings, and participants have identified their research questions as well as planned their action research projects. Data collection will begin in February 2020. The action research questions include:</p> <ol style="list-style-type: none">1. How can I challenge my students' assumptions that work completion equates to full understanding/learning?2. How can I foster an environment that encourages ELL students to actively participate in class?3. How does expressly linking vocab back to Regents questions impact student ability to successfully answer NYS questions?4. How do student "To Do" lists impact student ability to become independent participants in my classroom?5. How does the use of historic imagery impact student ability to engage in higher level questions in social studies?
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							<p>6. How does the regular use of “squiggles” impact student ability to articulate science content?</p> <p>The Science TOA attended 23 class periods over the course of November and December, both as an observer and as a participant pulling students out. Passive observation had little direct impact on the students themselves but helped the teachers to work through several new instructional methods. Teachers reported mixed results, but will continue to implement strategies to improve student outcomes. For student pullouts, students reported having a clearer understanding of science content due to the smaller grouping and individual attention. Based on Benchmark data, it was found that 59% of students tested improved their scores from the first to the second benchmark, which can be attributed to the implementation of instructional strategies.</p> <p>Seventeen 8th grade students are currently enrolled in Living Environment and are scheduled to take the exam in June. Their current focus is on making up lab minutes.</p>
160 – 3-8 Chronic Absenteeism	56%	49%		Yes	<ul style="list-style-type: none"> • Enhancement of “Count Me In” attendance initiative • Enhanced partnerships with community agencies and RCSD Attendance Office 	<ul style="list-style-type: none"> • Average Daily Attendance Data • Strategic review of inactive students • Chronic Absenteeism Data review twice a month with District attendance staff • Review of attendance by period • Home Visit data 	<p>As of 1/29/20 middle school, chronic absenteeism is 43%. Middle School has 129 total students chronically absent. At this point, there is only one (1) middle school “no-show”. The team has worked to ensure that appropriate steps are taken to confirm the school’s enrollment. With the staff reductions in Jan 2020, we did lose a Bilingual</p>



							<p>Home school assistant that was assigned to Monroe.</p> <p>The school has grouped students into tiers to provide targeted support for attendance. The school presently has 74 Tier 2 level students (10%-19.99% absence rate). Within this number, 25 students have an 88% or higher attendance rate. We targeted these students to move to Tier 1. The school has scheduled grade level assemblies to address these students and reinforce the importance of attendance and attending at minimum 90%. The “Count Me In” attendance initiative rewards grade levels through an attendance competition.</p> <p>Additionally, the attendance team meetings normally occur every other Wednesday. The team have met 9/11/19, 9/18/19, 10/2/19, 10/16/19, 10/30/19, 11/20/19, 12/18/19, and 1/29/20</p>
170 – HS – Chronic Absenteeism	63%	56%		No	<ul style="list-style-type: none"> • Enhancement of “Count Me In” attendance initiative • Enhanced partnerships with community agencies and RCSD Attendance Office 	<ul style="list-style-type: none"> • Average Daily Attendance Data • Strategic review of inactive students • Chronic Absenteeism Data review twice a month with District attendance staff • Review of attendance by period • Home Visit data 	<p>As of 1/29/20 high school, chronic absenteeism is 56%. .</p> <p>The school has grouped students into tiers to provide targeted support for attendance. The school presently has 128 Tier 2 level students (10%-19.99% absence rate). Within this Tier 2 group, we have identified 38 students who have an attendance rate of 89%. We are targeting these students to move to Tier 1. With the staff reductions of Jan 2020, we did lose a Bilingual home school assistant assigned by central office</p>



							<p>that was assisting with Chronic absenteeism reduction.</p> <p>Additionally, the attendance team meetings normally occur every other Wednesday. The team has met 9/11/19, 9/18/19, 10/2/19, 10/16/19, 10/30/19, 11/20/19, 12/18/19, and 1/29/20.</p>				
230 – HS Science All Students Performance Index	119.6	129.6		Yes	<p>See Indicator 150.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Living Environment and Earth Science review opportunities both in person and online ● Lab makeup group ● Embedded professional development ● Literacy initiative ● Standards-Based Grading-aligned curricula ● Gear Up Review for class of 2020 ● Quarterly benchmark assessments ● Lunchtime review group ● Action research group PD opportunity for staff 	<p>See Indicator 150.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Benchmark exam scores ● Quarterly data conversations ● Quarter 1, 2, 3, and 4 Interim Reports ● Google form recording, quarterly for Literacy initiative ● Student support by standard during lunch group ● Surveys from staff and students ● Lab minute tracker 	<p>See Indicator 150.</p> <p>The Science TOA examined student test data and compiled a list of students who need to move along the continuum of science scores. For these students, their schedules were examined and Living Environment review was offered in the weeks before the exam during lunch periods and during these students’ excused periods. Six students attended the review. Upon completion of the January testing window, Monroe picked up an additional six points towards its Performance Index score.</p> <p>Curriculum work continues to be completed weekly through CPT. Upcoming check-in dates for the curriculum work are 2/7, 4/24, and 6/5.</p> <p>The first two benchmark assessments were completed, with the results analyzed. The findings can be seen below, disaggregated by discipline:</p> <div style="text-align: center; margin-top: 10px;"> <p>Living Environment</p> <table style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 20px; background-color: gray;"></td> <td style="width: 20px; height: 20px; background-color: green; color: white; text-align: center; font-weight: bold;">Green</td> <td style="width: 20px; height: 20px; background-color: yellow; color: black; text-align: center; font-weight: bold;">Yellow</td> <td style="width: 20px; height: 20px; background-color: red; color: white; text-align: center; font-weight: bold;">Red</td> </tr> </table> </div>		Green	Yellow	Red
	Green	Yellow	Red								



				<ul style="list-style-type: none"> Strategic master scheduling for the 2019 cohort to include an additional year of science preparation by offering Environmental Science 		<table border="1"> <tr> <td>Benchmark 1</td> <td>28%</td> <td>27%</td> <td>45%</td> </tr> <tr> <td>Benchmark 2</td> <td>19%</td> <td>24%</td> <td>56%</td> </tr> </table> <table border="1"> <thead> <tr> <th colspan="4">Physics</th> </tr> <tr> <th></th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Benchmark 1</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>Benchmark 2</td> <td>89%</td> <td>0%</td> <td>11%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Earth Science</th> </tr> <tr> <th></th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Benchmark 1</td> <td>4%</td> <td>57%</td> <td>39%</td> </tr> <tr> <td>Benchmark 2</td> <td>30%</td> <td>40%</td> <td>30%</td> </tr> <tr> <td>Benchmark 3</td> <td>30%</td> <td>38%</td> <td>32%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">Chemistry</th> </tr> <tr> <th></th> <th>Green</th> <th>Yellow</th> <th>Red</th> </tr> </thead> <tbody> <tr> <td>Benchmark 1</td> <td>55%</td> <td>20%</td> <td>25%</td> </tr> <tr> <td>Benchmark 2</td> <td>35%</td> <td>50%</td> <td>15%</td> </tr> </tbody> </table>	Benchmark 1	28%	27%	45%	Benchmark 2	19%	24%	56%	Physics					Green	Yellow	Red	Benchmark 1	100%	0%	0%	Benchmark 2	89%	0%	11%	Earth Science					Green	Yellow	Red	Benchmark 1	4%	57%	39%	Benchmark 2	30%	40%	30%	Benchmark 3	30%	38%	32%	Chemistry					Green	Yellow	Red	Benchmark 1	55%	20%	25%	Benchmark 2	35%	50%	15%
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							<p>For all Regents science courses, the third benchmark assessment will be given during quarter 3 as per the Data Wise process.</p> <p>Teachers continued their assessment plan for each course with all teachers completing their first and second assessments. Based on the results of benchmark 1, teachers were able to adjust both grouping and instruction. Teachers are in the process of analyzing results from benchmark 2 to make further adjustments.</p> <p>There have been six action research meetings, and participants have identified their research questions as well as planned their action research projects. Data collection will begin in February 2020. The action research questions include:</p> <ol style="list-style-type: none">1. How can I challenge my students' assumptions that work completion equates to full understanding/learning?2. How can I foster an environment that encourages ELL students to actively participate in class?3. How does expressly linking vocab back to Regents questions impact student ability to successfully answer NYS questions?4. How do student "To Do" lists impact student ability to become independent participants in my classroom?5. How does the use of historic imagery impact student ability to engage in higher level questions in social studies?
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							<p>6. How does the regular use of “squiggles” impact student ability to articulate science content?</p> <p>Due to staffing and schedule changes, science teachers will begin the open lab period during lunches during the second semester. Lab minute data is currently being tracked to see which students are on track to meet their lab requirements.</p> <p>Both Earth Science and Living Environment reviews were offered before the January testing cycle. For LE, six students attended, resulting in an additional 6 points being picked up during the January testing window. Earth Science data is not currently available, as the staff member in charge of it is out on medical leave.</p>
240 – HS Social Studies All Students Performance Index	112.6	122.6		Yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Literacy Initiative ● Department Representatives on Instructional Leadership Teams ● Increased exposure to the Regents ● Master scheduling ● Use of Data Wise Improvement Process 	<ul style="list-style-type: none"> ● Common assessment data ● Quarterly data conversations ● Quarter 1, 2, 3 and 4 Interim Reports 	<p>In order to target strategies for new framework exams, the Social Studies Department has reviewed all students who took the Global New Framework and US History and Government and identified students who scored at the 2, 3, and 4 levels. The team is examining strategies used by different teachers to promote growth from the transitional exam to the new framework exam for both Global and now US History (new framework) Teachers are collaborating and sharing ideas.</p> <p>Following the January 2020 regents exams we were able to pick up an additional 12.5 points for the performance index. Our number following the 18-19 school year was 139.5. Our number now is 152.</p>



					<ul style="list-style-type: none"> Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 SS Curriculum) Strategic grouping of ELLs in SS classes Culturally-responsive teaching practices Focus on analyzing primary documents in continued support of the humanities model 		<p>The cohort accountability number was 141 but we have confirmation of a student who enrolled in Buffalo. This lowers our number to 140. As of Jan 29th, 2020, our Social Studies PI is 108.5 with an ultimate goal of 122.6. We still have 38 students who possibly can accrue points.</p> <p>The US History and Geography New Framework exam arrives in early June. Teachers in review classes are now targeting skills for that exam.</p>
250 – 2019-20: 2014 Total Cohort 6-Year Grad Rate – All Students	67%	71%		No	<ul style="list-style-type: none"> Inactive list continues to be discussed with Senior Counselor and Home School Assistants to find their location and connect them to alternative programs 	<ul style="list-style-type: none"> Data analysis from Attendance and Chronic Absenteeism meetings 	<p>There are currently 168 students in this cohort</p> <ul style="list-style-type: none"> 89 students graduated 75 inactive students There is only 1 student left of this cohort attending Monroe There are 3 students in ACH 31 students are needed to meet the Target This target will not be met.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .			Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
66 – 2019-20: 2018 Total Cohort (10 th Graders) with 5 or More Credits	58%	64%	Y	Yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring are no longer available due to staff reductions ● Instructional Leadership Teams ● Data Wise Improvement Process ● Standards-Based Grading-aligned curricula 	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations continues 	<p>89/126 (70.6%) students have 5 or more credits.</p> <p>No Longer is available: Four groups of targeted instruction is occurring on a daily basis with the TOA assigned to the content area.</p> <p>We continue to do Parent and Teacher conferences meetings to discuss marking period 2 and develop academic action plans</p> <p>RIT Gear up tutoring will occur; students will be identified to receive the tutoring.</p>



<p>68 – 2019-20: 2017 Total Cohort (11th Graders) with 5 or More Credits</p>	<p>55%</p>	<p>61%</p>		<p>Yes</p>	<ul style="list-style-type: none"> ● Instructional Leadership Teams ● Data Wise Improvement Process ● Standards-Based Grading-aligned curricula ● Strategic master scheduling 	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations 	<p>110/132 (83.3%) have 5 or more credits</p> <p>This intervention was eliminated due to staff reductions. (Four groups of targeted instruction is occurring on a daily basis with the TOA assigned to the content area.)</p> <p>40 students are currently working on OCR courses.</p> <p>RIT Gear up continues to provide tutoring will occur; students will be identified to receive the tutoring.</p>
<p>130 – HS Math All Students Performance Index</p>	<p>51.3</p>	<p>61.3</p>		<p>Yes</p>	<ul style="list-style-type: none"> ● Literacy Initiative ● Department Representatives on Instructional Leadership Teams ● Increased exposure to the Regents ● Master scheduling ● Use of Data Wise Improvement Process ● Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 Math Curriculum) 	<ul style="list-style-type: none"> ● Quarter 1, 2, 3, and 4 Interim Reports ● Daily informal assessments ● Quarterly Benchmark Assessments ● Monthly Data Accountability Meetings with administrators, teachers and counselors ● Data Conversations between teachers and students, quarterly 	<p>See Indicator 67</p>
<p>132 – HS Math Black Performance Index</p>	<p>50.0</p>	<p>60.0</p>		<p>Yes</p>	<p>37.0% of the school’s population is considered “Black.” This is a significant portion of the school’s All Students population.</p>	<p>37.0% of the school’s population is considered “Black.” This is a significant portion of the school’s All Students population.</p>	<p>37.0% of the school’s population is considered “Black.” This is a significant portion of the school’s All Students population.</p>



					See Indicator 130.	See Indicator 130.	See Indicator 130.
133 – HS Math Hispanic Performance Index	47.5	57.5		Yes	57.6% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.	57.6% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.	57.6% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.
180 – 3-8 ELP Success Ratio – All Students	0.7	0.9		Yes	<ul style="list-style-type: none"> ● Increase building vocabulary in the content area ● Increase literacy learning opportunities in the classroom across content areas ● NYSESLAT data analysis in department meetings with a concentrated focus on long term ELLs 	<ul style="list-style-type: none"> ● NYSESLAT ● NWEA ELA ● Other Formative Assessments ● Informal assessment to measure proficiency in each of the modalities and vocabulary 	<p>ENL teachers continue to use language objectives in their classrooms, including stand-alone classes and co-taught ELA classes.</p> <p>Teachers have determined an area of focus of Tier 2 words and content area vocabulary.</p> <p>The ENL Department created and administered the first common formative assessments aligned with the NYSESLAT in November 2019. This assessment was scored using the NYSESLAT rubric. This assessment serves as their baseline. The second assessment will be administered in February of 2020.</p>
190 – HS ELP Success Ratio – All Students	0.5	0.7		Yes	<ul style="list-style-type: none"> ● Increase building vocabulary in the content area ● Increase literacy learning opportunities in the 	<ul style="list-style-type: none"> ● NYSESLAT ● Other Formative Assessments 	ENL teachers continue using language objectives in their classrooms, including stand-alone classes and co-taught ELA classes.



					classroom across content areas <ul style="list-style-type: none"> • NYSESLAT data analysis in department meetings with a concentrated focus on long term ELLs 	<ul style="list-style-type: none"> • Informal assessment to measure proficiency in each of the modalities and vocabulary 	Teachers have determined an area of focus of Tier 2 words and content area vocabulary. The ENL Department created and administered the first common formative assessments aligned with the NYSESLAT in November 2019. This assessment was scored using the NYSESLAT rubric. This assessment serves as their baseline. The second assessment will be administered in February of 2020.
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Additional Key Strategies – (As applicable)

Key Strategies :

- **Do not repeat strategies described in Parts I and II.**
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.
- **Every school must discuss the use of technology in the classroom to deliver instruction.**



List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out
1.	Use of technology in the classroom to deliver instruction		One Million Project (District Initiative): We just completed the third deployment. We have 350 students with Chromebooks and access to WiFi 24 hours per day, 7 days a week. We are currently offering professional development opportunities for teachers to incorporate google classroom into their planning.
2.	Data Wise Improvement Process		<p>The Instructional Cabinet was impacted by the staff reductions. Three TOAs returned to classrooms and the MS administrator was moved to another building.</p> <p>6 Assistant Principals completed the Data Wise online course offered by Harvard University.</p> <p>All staff have participated in an overview professional development session on the the DataWise process either through Common Planning Time meetings or on Superintendent’s Conference Day.</p>
3.	Instructional Leadership Teams		<p>Each department has a department representative but the Math department. The TOA representing the math department was assigned to teach Math at the Middle school level.</p> <p>Administrators received two training sessions regarding the basics of Standards-Based Grading, how to identify common pitfalls, how to engage in SBG conversations with teachers, and how to examine its effectiveness during observations and walkthroughs.</p> <p>Principal continues to meet with department representatives every other Tuesday to discuss department needs and student's growth.</p>
4.	Standard Based Grading		<p>Standards-Based Grading (SBG): No recent meetings have been completed. One of the Teachers on assignment leading the initiative was impacted by the reductions. Dr. Coffey will lead the conversation and support with a new calendar meeting starting in February 2020.</p> <p>Administrators received two training sessions regarding the basics of Standards-Based Grading, how to identify common pitfalls, how to engage in SBG conversations with teachers, and how to examine its effectiveness during observations and walkthroughs. The pre-conference and post conference forms were revised to assist AP monitor best practices when observing classrooms.</p> <p>Due to reduction in staff, the SBG CPT meetings have been reduced to once a month.</p>
4.	Literacy Initiative - Monroe READS		Literacy Initiative - Monroe READS: Irvin, Meltzer, and Dukes (2007) base this Initiative on the research presented in the book Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders. The READS team will engage in understanding how to develop and implement an effective literacy action plan at the building level, how to support teachers in improving literacy instruction, using a. Variety of data sets to make curricular decisions, and how to build capacity for shared leadership. As evidenced by both MS and HS ELA exam scores, as well as NWEA data, it is apparent



that the majority of Monroe students are currently reading below grade level. To that end, it is imperative that the Monroe READS team is able to design and implement an effective intervention (or series of interventions) to address this literacy gap. Monroe READS team will design a literacy action plan, including goal setting, a timeline, how to foster shared leadership, and methods for determining the effectiveness of the program. Ultimately, armed with these new understandings and insights, the Monroe READS Team will be able to design and implement such a program. This initiative addresses Tenets 4 of Monroe's Continuation Plan, as it directly requires teachers and staff to make strategic decisions to reduce the gap between what students know and what they need to know.

Phase 1 (2019-2020) –

Vision: Students will have the opportunity to read independently while working toward an incentive, with the overall goal of strengthening their literacy skills and inspiring a lifelong love for reading.

Mission: The Monroe READS team will implement a creative and supportive reading incentive program that is visible throughout James Monroe, encouraging our Monroe family to read.

Incentives are handed out to Homepage teachers at the end of each MP, teachers distribute awards accordingly.

GoogleForms will be sent out at the end of each marking period, and students who meet certain criteria will be rewarded for their efforts. Google forms will also be used to track student information - see below

The 2nd MP READS survey has shown the following:



			READS HOMEBASE DATA		MP1 Out of 265 responses	STATUS	MP2 Out of 218 responses	STATUS
			Do you have a public library card	Yes – 21.9 No – 78.1		Goal: Increase Yes	Yes – 40% No- 60%	Continue to increase %
			Do you have an APP to use for electronic resources	Yes – 21.5 No- 78.5		Goal: Increase Yes	Yes – 21% No- 79%	Focus – All students get LIBBY App
			Do you enjoy reading independently	Yes- 73.2 No- 26.8		Goal: Increase Yes	Yes – 63% No – 37%	Continue to increase reading % during HB
			How often do you read independently <ul style="list-style-type: none"> ● Every day / todos los dias ● Once a week / una vez a la semana ● Once a month / una vez al mes ● Once a year / una vez al año ● Never / Nunca 	17.7 33.6 18.1 23 7.6		Goal: Increase Red/Blue	13.9 42.6 15.3 10.2 18.1	Continue to increase everyday & once a week reading %
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.		

Part IV – Community Engagement Team and Receivership Powers



Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.

Status (R/Y/G)	Analysis/Report Out
	<p>The CET Committee and CET Sub-Committee has met several times this school year. Below are agendas/minutes for each of those meetings.</p> <p>Focus of conversation during these meetings has been attendance, parent engagement, and updates on how agencies are contributing to the school.</p> <p>CET Committee Meeting Minutes for September 5th, 2019: https://drive.google.com/file/d/1YW57lXa1Z-PG99RIJFP3ejsA7UBP2VnX/view?usp=sharing November 7th, 2019: https://drive.google.com/file/d/1htb9eaQfLknEDEICT3vgFTpHj16-SQqp/view?usp=sharing January 9, 2020: https://drive.google.com/file/d/104gVsaU_ZeHk0-i3oNFSUFJXB-eCUMCT/view?usp=sharing</p> <p>CET Sub-committee Meeting Minutes for September 17, 2019: https://docs.google.com/document/d/1Bn5vgKTLJFmWtGynrYdHouxtCWjs5HNGtMlmr2WB_RU/edit?usp=sharing October 15, 2019: https://docs.google.com/document/d/1l2FGFLymxGtu6IJTXGN8om5uQstZDR8SxR63TG1rEcE/edit?usp=sharing December 3, 2019: https://docs.google.com/document/d/1as83SyJqYdS8MsY6o7tMUNJvGB_3SOMNCR4GiPgtwk/edit?usp=sharing January 28, 2020: https://docs.google.com/document/d/1RI-MMewi3CxghTKaDHqmU5jeYvDYFDhisSH8vPPVjLg/edit?usp=sharing</p> <p>The school's CET roster can be found here: https://www.rcsdk12.org/Page/48620.</p>

Powers of the Receiver
 Describe the use of the school receiver's powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.

Status (R/Y/G)	Analysis/Report Out
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> • Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. • Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers. • Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. • The Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. • Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.



Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	The following plan remains unchanged as of February, 2020: Monroe High School Needs Assessment was conducted in the 2017-18 school year and lasts three years. A new Needs Assessment will not need to be conducted till the 2020-2021 school year. The school continues to work towards priorities and needs that were identified within this needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	No new updates in this area.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Monthly communications sent to parents to invite them to parent ambassador meetings. These meetings update parents to school events and alert them to a variety of resources.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	Monthly parent ambassador meetings are held and bimonthly Community Engagement Team meetings are held.
Steering Committee (challenges, meetings held, accomplishments)	The CET meetings have discussed attendance as well as how the community partners can increase engagement with parents and families. A challenge has been consistent parent engagement. A goal would be to double our current membership for parents.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	Monroe has maintained our existing community partnerships while enriching programming through MCC and Trillium Health. We added an additional partner to service a sewing club for students, which is also projected to serve parents. Our food pantry is up-and-running and has serviced a number of families, and continues to serve our families in need. Los Padres Comprometidos, an initiative of Ibero will begin in March.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	None of our programs requires any additional funds, as we only have two paid contracts. Center for Youth services students in the building and IBERO services families.



Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	All Code 30 expenditures have been completed.
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		<p>An amendment has been prepared and informally reviewed and approved by SED for the following adjustments:</p> <p>Code 15 – Increase to support professional development as related to DataWise. Other costs pertaining to additional hourly pay to support Regents and Skills USA prep are on target and have provided students with opportunities to address skill and knowledge gaps as related to these assessments, increasing their likelihood for success on exams.</p>



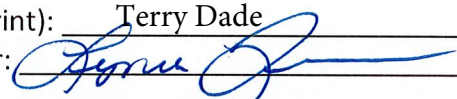
		<p>Code 16 – Increase to provide an additional number of hours for subs to support the online credit recovery lab. These supports have been provided since the beginning of the school year, and currently support 40 students.</p> <p>Code 46 – Decrease of travel to Standards-Based Grading Conference, as funds were shifted into Codes 15 and 16.</p>
SIG:	n/a	
CSG:		Expenditures are on target. An amendment is forthcoming.

Part VII: Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. The school is continuing to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	

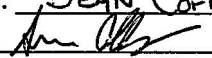
Part VIII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the community engagement teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry Dade
 Signature of Receiver: 
 Date: 2/19/20



By signing below, I attest to the fact that the community engagement team has had the opportunity to provide input into this quarterly report, and the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): SEAN COFFEY
Signature of CET Representative: 
Date: 2/3/20