Receivership Schools ONLY

Quarterly Report #2: *October 31, 2016 to January 30, 2017*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322		
				Check which plan below applies:		
James Monroe High School	261600010066	Rochester City School District		SIG/SIF X and PSSG Cohort: 4 Model: Transformation		SCEP
Superintendent/EPO	**School Principal**	**Additional District Staff working on Program Oversight**		**Grade Configuration**	**% ELL**	**% SWD**	**Total Enrollment**
Barbara Deane-Williams	Sandra Chevalier-Blackman	Elizabeth Mascitti-Miller, Chief of Intensive Supports & Innovation Michele Alberti-White, Executive Director of School Innovation		7-12	37.3% *Source: Internal SPA, as of 2/4/16*	20.6% *Source: Internal SPA, as of 2/4/16*	936 *Source: Internal SPA, as of 2/4/16*
	Appointment Date: Acting 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*.

Monroe remains solidly on its established instructional path, and is collaborating with teachers and families to support student success. This quarter, Data-Driven analysis and accountability conversations have been the instructional focus. The administrators review and analyze interim report cards and marking period report cards. The analysis guided the conversations during the weekly Leadership Team meetings and Counselor meetings. This data, in addition to walkthrough data, allows the Leadership Team to have regular, targeted conversations with teachers. Student data also formed the basis of the professional development for Superintendent's Conference Day and Common Planning Time. Monroe was honored to be recognized as a bright spot in the District for its work to make instructional data actionable for teachers, in order to personalize supports for students. This video highlights Monroe's work: https://www.youtube.com/watch?v=DfWKP2c4BYM&feature=youtu.be .

The January Regents results helped Monroe's progress toward several metrics, the ELA Regents exam in particular. The middle school mid-year benchmark, however, is not as positive. The school continues to take a very granular approach to knowing each student and creating responsive and personalized supports. The PSSG extension has been instrumental in this work, allowing supports such as additional push-in and pull-out intervention, flexible settings such as Bridges, case management approach for struggling students, and individualized tutoring to enable Advanced Regents diploma. These supports are making a difference as several key metrics are in reach.

Instructional leadership is a key focus for Monroe this quarter. The leadership team has begun using an electronic walkthrough tool and sets themselves weekly targets to ensure that they are more visible in classrooms. The principal reviews the data collected on student engagement and key areas of instruction such as learning targets and tiered vocabulary. The professional development in weekly department meetings is now being jointly led by a SBPT member and instructional coach. This strategy for distributing leadership generates a collegial spirit and shared ownership.

Monroe continues to invest in promoting positive school climate and teaching students peaceful ways of solving conflict. It works to build a collaborative culture with students, with staff and with families. Parental outreach and workshops have increased, two-way communication structures like the agendas in middle school, and plans for spring events with and for parents are strengthening the relationships.

One significant improvement from last quarter is that the District has developed an enrollment process for student entry at Monroe, unless they need bi-lingual special education programming, in which case an enrollment process has been established. Our current challenge is the shortage area shared across the State—Monroe is projecting upcoming midyear vacancies in ESOL and we currently have some bi-lingual classes being taught by long-term substitutes. The school has an internal solution for the ESOL vacancies, and the District invests in continuous recruitment efforts.

At the start of the second semester, Monroe is cautious about assessing metrics green unless there is a high degree of certainty. That said, Monroe is confident that many more metrics are within reach. Extending the PSSG funds through the end of the year will be instrumental in providing the level of supports necessary to achieve demonstrable improvement.

__Attention__ – This document is intended to be completed by the School Receiver and/or its designee 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 <u>not</u> 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 School Improvement Grant (SIG) or School Innovation Fund (SIF) 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 <u>must be posted</u> on the district web-site.

Part I – *Demonstrable Improvement Indicators*

LEVEL 1 Indicators

Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School make yearly progress			Make AYP		
School Safety – serious incidents	Green	31	<6, or -15%age points = 26.3	VADIR reporting	Through January 30th, Monroe has recorded **6 serious incidents, which is far below the target, and therefore on-track to achieve this metric**. At this point, Monroe has 175 total incidents and 249 suspensions (10 long-term, 239 short-term). While the overall number of suspensions is slightly higher than last year, the trend has been decreasing since October. Furthermore, the number of total days suspended is on pace to be significantly less than prior year. The school continues to work in a restorative way, creating the Red Jacket Help Zone while also refining the referral and discipline process. As noted, the length of suspension is decreasing, which aligns with the schools multi-year focus on restorative approaches.

3-8 ELA All Students Level 2 & above	Red	14%	42%, or +3%age points = 17%	NWEA fall and winter	The preliminary NWEA results show that **6% of the 205 7th and 8th graders tested scored at or above national norm for the grade level**, which is the 50th percentile. The projections to NYS proficiency levels will be completed within the next few weeks, and that new data will be included in the Spring reporting.

The preliminary NWEA results show that **6% of the 205 7th and 8th graders tested scored at or above national norm for the grade level**, which is the 50th percentile. The projections to NYS proficiency levels will be completed within the next few weeks, and that new data will be included in the Spring reporting.

Improving ELA performance continues on two levels—building instructional effectiveness and providing targeted supports to students. Using the PSSG funds, Monroe is able to support students toward this metric in the following ways:

- Instructional coaches have organized small groups for pull-out interventions from now through the ELA exam in March. Groups were created using a combination of prior year NYS exam scores, Fall NWEA and attendance, giving Monroe a group of students who are ready to increase their performance levels and will benefit from targeted supports.
- Offering Middle School academy over winter break
- Saturday school sessions have begun.
- Secured an additional Teacher Assistant to push-in and support the Entering/Emerging ELL students in core courses. This is in response to the fact that 76 of the 227 total 7th and 8th graders are Entering/Emerging ELLs.
- To provide another layer of support to adolescents, cluster meetings with 7/8 teachers have taken place monthly to support communication, accountability, and student achievement. In addition, student planners have been distributed to students in order to improve organizational skills, foster independence, increase student accountability and reciprocal communication between school and parents, and provide positive reinforcement to students.

At the same time, Monroe continues to build a schoolwide culture of continuous improvement, working collectively to sharpen all staff's effectiveness. Key actions include:

- Increasing the leadership team's visibility as instructional leaders. The Principal works with the leadership team to set weekly walkthrough targets, electronically collect and analyze walkthrough data on student engagement and alignment to curriculum and instructional priorities. She has also provided additional administrative support, through PSSG funds, to enable APs to dedicate more time to classroom visits and feedback.
- The Assistant Principal has met with 7th and 8th grade teachers regularly to focus on instructional strategies, progress monitoring, student engagement, attendance, writing, behavior supports, providing student feedback and progress tracking for students to assess their own learning.
- Specific to testing, Monroe's instructional coaches will work with teachers and students on active proctoring and engagement / stamina. Early data analysis of the NWEA results show that students did not spend as much time on the test as they should have, indicating a need to re-set expectations and test-taking habits.

| 3-8 Math All Students Level 2 and above | Red | 16% | 41%, or +3%age points = 19% | NWEA fall and winter | The preliminary NWEA results show that **6% of 7th graders and 2% of 8th graders tested scored at or above national norm for the grade level**, which is the 50th percentile. The projections to NYS proficiency levels will be completed within the next few weeks, and that new data will be included in the Spring reporting |

Students have been grouped based on triangulation of prior year NYS exams, spring and/or fall NWEA and 85% attendance threshold. The table below shows the number of students that fall in each tier. This data is used to have conversations with each teacher, focused on each individual student. It also forms the basis for the additional intervention supports, largely provided by the additional flexible staff funded through PSSG. For example, the green column represents students who have previously scored in the high range of any Level 1-4 on NYS AND NWEA AND have high attendance. Yellow represents those students who scored in the high band on one or the other assessment, and still meet the attendance threshold.

Math				219 Students				80 Students				139 Students			
3-8 Level 2 and Above - All Students		Current 3-8 Enrollment	# of Students to meet Goal/Target	Tier (i)	Tier (ii)	Tier (iii)	Tier (iv)	Grade 7 (i)	Grade 7 (ii)	Grade 7 (iii)	Grade 7 Tier (iv)	Grade 8 (i)	Grade 8 (ii)	Grade 8 (iii)	Grade 8 Tier (iv)
Goal	41%		90	31	74	25	89	14	24	11	31	17	50	14	58
Progress Target	3% Increase from 16%	219	43	31	74	25	89	14	24	11	31	17	50	14	58

Please refer to section immediately prior for the adjustments that are being made to support 7th and 8th graders over the coming months. One specific difference for math is that while winter break will focus on ELA, the April break will focus on Math.

| 3-8 ELA All Students MGP | n/a | 44.94 | 1% | Cannot track in formative way; use NWEA to assess growth. | Monroe exceeded the progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time. |
| 3-8 Math All Students MGP | n/a | 41.05 | 1% | Cannot track in formative way; use NWEA to assess growth. | Monroe exceeded the progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time. |

2012 Total Cohort passing Math Regents (Score >=65) Metric = 2015 total cohort passing Math	Yellow	40%	59%, or +3%age points = 43%	Roster-by-roster reviews with teachers Report cards and interim reports January Regents	Following January Regents, an additional 17 students have passed a Math Regents, **bringing the total percentage to 35%**, an increase from the 28% having passed at the beginning of the year. Based on current enrollment, the school needs 16 students to score ≥65 on the June Regents to meet this metric. The January Regents results indicate that 10 students have scored 60-64% and another 19 students have scored 55-59%. The Assistant Principal continues to meet bi-monthly with teachers to review roster-by-roster student progress (scores, online interim reports, attendance, and work habits). Additionally, the high school math coach is working with small groups to target misconceptions identified after review of the January Regents. All students that have not passed a Math Regents are scheduled for a review class during the day or during our Expanded Learning Time. After school math tutoring also continues two days a week onsite at Monroe for all 9th graders (regardless of cohort) who are enrolled in math, through Gear Up partnership with University of Rochester. (Artifacts February CPT Powerpoint and ELT offerings.)
2011 Total Cohort Passing ELA Regents (Score>=65) Metric = 2014 Total Cohort passing ELA	Yellow	36%	53%, or +3%age points = 39%	Roster-by-roster reviews with teachers Report cards and interim reports January Regents	Of the 181 students in the 2014 cohort, most are currently enrolled in English 3. Of these, 108 took the Regents in January. This was both to build exposure and stamina, and in hopes that many would pass. In fact, 41 students passed with a 65% or higher, **putting this metric at 22% currently**, five months before June. Another 16 students scored between 55-64% and 13 scored between 45-54% on their first attempt. A significant challenge remains due to the fact that 39% of the remaining students in the active cohort are ELLs and 17% are SWDs. An additional 30 students need to score ≥65% in order to meet the indicator in June. Despite the challenge, with the efforts below, this metric is within reach given that there are five months of targeted instruction and personalized academic support left. The high school ELA coach, ELA and ESOL teachers are working with small groups to target specific comprehension and writing skills based on data gathered from the first Common Formative Assessment and an ELA Regents practice exam. ELT classes are also available for ELA Review. The Assistant Principal meets bi-monthly with ELA and ESOL teachers to review roster-by-roster student progress (scores, online interim reports, attendance, and work habits). Together with RCSD content directors, department meetings have occurred monthly to review end of year assessments and to discuss specific writing strategies to increase targeted, skill-based, student writing opportunities. The next steps include teacher use of specific feedback to promote student revision in writing. (Artifact January PPT from CPT) Furthermore, Monroe is utilizing additional PSSG funds to assemble a team of teachers to work on curricular alignment between the skills and texts in ELA, ESOL and Native Language Arts courses. The team is working and will present a final product that can strengthen the work across the three departments. (Artifact email invitation)

| Total Cohort 4-Year Grad Rate - All Students | Yellow | 43% | 57%, or +3%age points = 46% | Cohort tracking spreadsheets | As of January 30th, the Total Cohort number is 208, and the Total Active cohort is 155. To achieve the 46% progress target, Monroe must have 96 students graduate. There have been 6 early graduates from the 2013 cohort, resulting in 90 students that must graduate this year. The chart below shows that 34% of students had earned at least 16 credits and passed at least 3 Regents, but this does not include the January Regents. While that analysis is being updated, the school's most current monitoring shows that: |

As of January 30th, the Total Cohort number is 208, and the Total Active cohort is 155. To achieve the 46% progress target, Monroe must have 96 students graduate. There have been 6 early graduates from the 2013 cohort, resulting in 90 students that must graduate this year. The chart below shows that 34% of students had earned at least 16 credits and passed at least 3 Regents, but this does not include the January Regents. While that analysis is being updated, the school's most current monitoring shows that:

- 58 students (41%) of the cohort has passed all 5 regents
- 29/155 cohort students are 11th graders, meaning they are behind on credits. Of these 29, 14 students have the possibility to graduate in June or August.

In addition to the individual teacher review of student progress, the Monroe leader continues to meet every Monday with all counselors to review on-track status and interim reports.

Monroe High School
Credit / Regents Accumulation Summary
for 2013 *Total Cohort* Students by Subgroup
(2017 Graduation Year)

	2013 Total Cohort as of December 2016	Requires Intensive Triage (0-5 Credits)		Requires Triage (5.5-10.5 Credits)		Requires Additional Support (11- 15.5 Credits)		On Track - 16+ Credits (ASAP Requirement Met)		On Track with 17+ Credits		On Track - Regents Requirement Met (3 Regents exam passing scores)		On Track - ASAP Requirement Met and a minimum of 3 Regents exam passing scores		On Track with 17+ Credits and a minimum of 3 Regents exam passing scores	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
MONROE	208	48	23.1%	23	11.1%	34	16.3%	103	49.5%	86	41.3%	81	38.9%	71	34.1%	63	30.3%
Asian	3 (1.4%)	0	0.0%	0	0.0%	1	33.3%	2	66.7%	2	66.7%	2	66.7%	1	33.3%	1	33.3%
Black	98 (47.1%)	26	26.5%	9	9.2%	19	19.4%	44	44.9%	37	37.8%	41	41.8%	35	35.7%	32	32.7%
Hispanic	96 (46.2%)	18	18.8%	11	11.5%	14	14.6%	53	55.2%	43	44.8%	33	34.4%	31	32.3%	26	27.1%
White	11 (5.3%)	4	36.4%	3	27.3%	0	0.0%	4	36.4%	4	36.4%	5	45.5%	4	36.4%	4	36.4%
SWD	30 (14.4%)	8	26.7%	3	10.0%	6	20.0%	13	43.3%	8	26.7%	12	40.0%	9	30.0%	5	16.7%
LEP	39 (18.8%)	12	30.8%	4	10.3%	3	7.7%	20	51.3%	16	41.0%	5	12.8%	5	12.8%	4	10.3%
Poverty	186 (89.4%)	42	22.6%	20	10.8%	32	17.2%	92	49.5%	78	41.9%	74	39.8%	65	34.9%	59	31.7%

Monroe also continues to use Receivership funds flexibly and aggressively to respond to student needs—creating small, alternative settings for credit recovery, using both push-in and pull-out intervention support, offering after school tutoring. Additionally, during the month of February, the 12th grade counselor and administrator will be meeting with every 12th grader to review the mid-year progress. They will be meeting with parents of the students in jeopardy of not graduating to come up with a plan to set them up for success.

While it will not impact this metric this year, Monroe continues to align resources to improve graduation over the long-term. Deploying additional PSSG supports to support the new 9th graders and the Renaissance programming for overage, under-credited students, helping each student to recover credits as much as possible. This quarter, three off-track students were able to catch back up with their cohort, a welcome result of very targeted efforts.

Total Cohort 4-Year Grad Rate with Adv. Designation - All Students	Yellow	1%	11%, or +2%age points = 3%	Cohort tracking analysis	Monroe notes that 2 of the early graduates graduated with Advanced Regents diplomas, meaning that Monroe needs 4 more students to hit the target. Monroe currently has five strong candidates for an Advanced Regents. The third-year language was a concern first quarter; however, since then, we have hired substitutes to address the student's needs. For example, one student needs German and two students need to pass the American Sign Language assessment. For these students, the principal is using a substitute to offer students preparation; this type of very granular personalized support is the norm at Monroe. Over time, as we stabilize and accelerate the middle school honors track, we will see more students on this advanced pathway.
Grades 4 and 8 Science All Students Level 3 and above	Yellow	19%	47%, or +3%age points = 22%	Report cards	Second marking period grades in Science courses, mostly Science 8 and including 33 enrolled in Living Environment, show that the majority of students are passing their science classes. This is not a proxy for the exam, but is an indication. In order to prepare for the Science exam, Monroe is offering an additional after-school lab support block for ELL Honors students enrolled in Living Environment. In addition, Monroe teachers have access to District training on the exam, which will help to familiarize students as well.
Total Cohort 5-Year Grad Rate - All Students	Green	36%	63%, or +3%age points = 39%	Cohort Tracking Analysis	Since 50% of the 2012 cohort had already graduated through August 2016, Monroe has already met this metric. Additionally, the number of students graduating within this 5th year will continue to rise when January and this June are factored in.
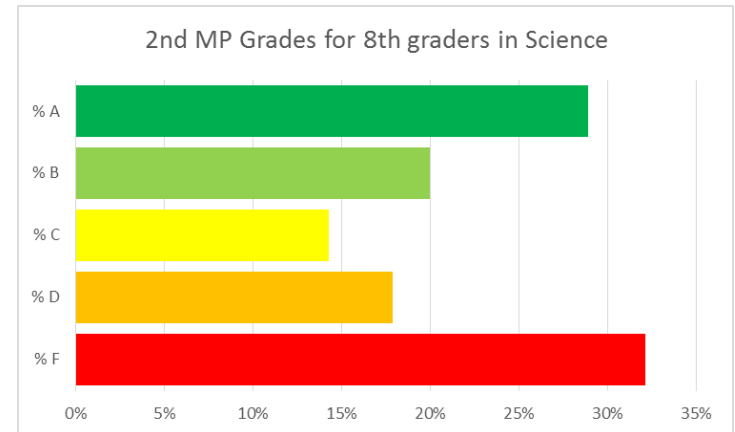
LEVEL 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether	What was the outcome during this quarter?

				or not you were making progress on meeting this target?	
Family and Community Engagement (DTSDE Tenet 6)	green	n/a	Developing Rating	15-16SY DIIR was Developing Internal progress monitoring	Monroe continues to serve parents and families, adding to the menu of workshops and activities in response to needs (see Artifact). The school has created a newsletter, FaceBook, Twitter and Instagram accounts to connect with families, and continues to communicate equally in both English and Spanish. The school established and communicates monthly meetings for families, and has increased parent representation on School-Based Planning Team. A significant change this year to increase the reciprocal communication was to start using interactive planners/agenda in grades 7 and 8. Students are expected to be taking these back and forth to connect home and school. This quarter saw the hire of a new person to fill the parent liaison role after an October retirement; the transition has been smooth. With the new PSSG funds, the school is planning on ramping up efforts to engage more parents in learning opportunities by enhancing the parent center, holding events in the community and holding workshops for parents and staff together. (Artifact newsletter)
3-8 ELA ED Students Level 2 and above	Red	14%	39%, or +3%age points = 17%	Subgroup projections will be available in late February	Proficiency projections by subgroup will be available within a few weeks after writing this report, and will be included in the spring reporting. However, the fact that 6% of students achieved the national norm does not bode well at this point. The interventions and responses are discussed in the previous ELA section.
3-8 Math ED Students Level 2 and above	Red	16%	37%, or +3%age points = 19%	Subgroup projections will be available in late February	Proficiency projections by subgroup will be available within a few weeks after writing this report, and will be included in the spring reporting. However, the fact that 6% of 7th and 2% of 8th grade students achieved the national norm does not bode well at this point. The interventions and responses are discussed in the previous Math section.
2013 Total Cohort (9th Graders) with 5 or more credits Metric = 2016 Total cohort	Yellow	38%	75%, or +3%age points = 41%	Cohort tracking	Approximately one-third (34.8%) of the 2016 cohort students entered 9th grade with at least one credit, increasing the likelihood of earning the necessary 5 credits this year. In December, the principal arranged a half-day focused work session with each administrator and the counselors, to review the academic progress of each cohort. As a result of the thorough review, the chart bellows the interventions and supports that were put in place. The majority of the 2016 cohort now has an academic intervention plan. In the most recent marking period, 25% of students earned at least a C in ELA and Math, while 38% failed both courses. Thus, these responses are necessary to support students in this critical year. The data below demonstrate Monroe's commitment to monitoring and adjusting supports based on student progress or struggle.

2016 COHORT	ACTION TAKEN	#
	ACADEMIC INTERVENTION PLAN	141
	RUNAROUND SHEET	19
	AM/PM CHECK IN	64
	COUNSELING PER IEP	11
	ERSS COUNSELING	2
	TOTAL NUMBER OF HELP ZONE VISITS	379
	PEER MEDIATION	51
	TEACHER/STUDENT RESTORATIVE CONFERENCES	8
	FAMILY/FAMILY RESTORATIVE CONFERENCES	8
	PARENT TEACHER CONFERENCES	95
	TOTAL NUMBER OF STUDENTS ATTENDING TUTORING	49
	TOTAL NUMBER OF STUDENTS ATTENDING ELT PATHWAYS TO SUCCESS WORKSHOPS	19
	ENROLLED IN GEAR UP PROGRAM	110
	ENROLLED IN HILLSIDE WORK SCHOLARSHIP	22
	ENROLLED IN URBAN LEAGUE	3

Total Cohort 4-Year Grad Rate - Hispanic Students	Yellow	37%	51%, or +2%age points = 39%	Cohort tracking	As of now, this **metric is within reach, because 2% of the 96 students in this subgroup at the time of writing have already graduated and another 32.3% are on-track for graduation**. These analyses have not yet been updated to incorporate the January Regents results. The results will help to increase the number of students considered on-track. The principal has also used additional PSSG funds to assemble a team of teachers to work on curricular alignment between the skills and texts in ELA, ESOL and Native Language Arts courses. The team is working and will present a final product that can inform the work across the three departments.

Total Cohort 4-Year Grad Rate - Hispanic Students		13-14 Baseline	Estimated 2013 Total Cohort Enrollment	# of Students to meet Goal/Target	2013 Total Cohort Hispanic Grads	Proj 2013 Hispanic Grad Rate	On Track - 16+ Credits & 3+ Regents	On-Track %
Goal	50%	37% (2009 Cohort)	96	48	2	2.1%	31	32.3%
Progress Target	2% Increase from 37%			38	2	2.1%	31	32.3%

| Total Cohort 4-Year Grad Rate - ED Students | Yellow | 40% | 56%, or +2%age points = 42% | Cohort tracking | Prior to January Regents, this metric stood at 35% of Monroe's Economically Disadvantaged subgroup being considered on track. This number will be updated to include the January Regents and marking period grades. |
| Post-graduation plans of Completers (4-yr college) | Green | 13% | 31%, or +2%age points = 15% | Counselor tracking systems | The expectations for the counselors to complete these with students during Spring semester is set. |

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	**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 – *Key Strategies*

Key Strategies		
Identify and analyze the implementation of all key strategies used this reporting period that are <u>not described above</u>, but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1. Expanded Learning Opportunities – Early Start Programming in August, additional during the school year.	Green	Monroe runs a 7-hour day, exceeding the State mandated 5.5 hour day. In addition, the school offers a variety of expanded learning opportunities from 3:30 – 4:30 and also on Saturdays. The menu of options for students include heavily academic support courses, but also enrichments like dance. Monroe has also put plans in place for February and April breaks. The ELT artifact shows attendance and range of offerings.
2. Instructional Cohesion	Green	Monroe continues to work to implement its theme for the year, "Sharpening our effectiveness by working together and increasing student achievement." Three key strategies have been the focus this quarter.
		First, the school has worked very deeply on using data for instructional decision-making. All levels of staff are working on translating data into student faces and

			actions teachers take to support students. (December PPT demonstrates the common language.) Monroe was recognized for its work to build systems and a culture of using data and is featured in the Superintendent's recent 100 Day Design project on instructional data: https://www.youtube.com/watch?v=DfWKP2c4BYM&feature=youtu.be Secondly, Monroe focused on writing across the curriculum, using the TEAL strategy as common language. The Powerpoint artifact from February outlines the professional development that was delivered schoolwide. Third, Monroe's leader is placing an emphasis on building a wide team of instructional leaders. She has begun setting very clear targets for her team's instructional walkthrough schedule, and her team meets weekly to assess whether they met their targets for number of classroom walkthroughs conducted, and what they are seeing, which informs PD. The first week of every month is Common Planning Time led by the principal, which all faculty attend. Recently, there has been attention paid to developing teacher leaders. Members of SBPT and of each department have been paired with instructional coaches and together these teams are being asked to promote the instructional vision by working with departments to apply the strategies introduced in CPT Week 1. With the additional PSSG funds, Monroe is able to build staff capacity by working with Maria Dove and training a small group of faculty. Taking teacher – administration teams to various conferences will prove likely.
3.	Culture of Learning		Monroe continues to set clear expectations and nurture relationships with students and families. In addition, it strives to create strong collaborative working relationships among staff as well, knowing that this ultimately supports students. The additional grant funding has allowed the school to be increasingly responsive to student need, creating a case management approach for students returning from suspension, increasing the number of partner staff focused on mediations, etc. The impact is visible in the school climate data.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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 – *Community Engagement Team and Receivership Powers*

Community Engagement Team (CET)
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.

Status (R/Y/G)	Analysis/Report Out
	The Community Engagement Team is meeting monthly, monitoring Monroe's progress toward the metrics.

Powers of the Receiver
Describe this quarter's use of the School Receiver's powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Status (R/Y/G)	Analysis/Report Out
	In the last quarter the Rochester City School District (RCSD) has taken significant measures to improve supports to our schools in Receivership status to successfully meet their Level 1 and Level 2 Demonstrable Indicators. Since the last report the following has occurred: • Appointing a Chief of Intensive Supports and Innovation to oversee Receivership schools; • Developed a Theory of Action/Action Plan for Receivership schools; • Revised the RCSD's placement practices in Receivership schools; • Allocated funds to each school based on each school's request. Funds are dedicated to meet all students' academic and social and emotional needs. Funds also supported innovative structures that support each school's signature and school plan. • Provided critical data to each school, every child by face and name, that is essential to personalize learning for every student; • Developed a professional learning group among Receivership principals, which included an organized retreat, scheduled weekly calls and monthly meetings to specifically address ongoing and immediate needs for each school; • Provided regular visits to schools and engage in regular classroom and school walkthroughs • Engaged in data deep dive conversations with principals and leadership teams to develop critical data-driven dialogue among principals, teachers and stakeholders • Offered additional supports as needed at each school based on needs; • Established and engaged in RCSD leadership team walkthroughs; • Established continuation of the collective bargaining agreement with the Rochester's Teachers association. The agreement includes an election to work agreement that will continue at each school based on their needs.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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 – *Instructional Technology Plan*

Instructional Technology Plan			
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.			
Key Components		Status (R/Y/G)	Analysis of evidence supporting QR#2 status in reaching the goal identified in the plan. If you need to make a course correction during QR#3, please describe.
1.	Current status of the District Technology Plan pertinent to this school		Presently, the school has 1:1 technology (Chromebooks) in Grades 9-12. Grades 7-8 have 1:3 Chromebooks. The first "phase" of professional development to support the pending deployment of equipment, titled "Google: Ready, Set, Go," became available District-wide in December.
2.	Use of technology in the classroom		This Monroe News Network video provides an example of how students at Monroe are using technology: https://www.youtube.com/watch?v=fHOQfgbOzNw As stated above, Chromebooks are accessible throughout the building, although must be scheduled and shared. SMARTBoards and Document Cameras are recently utilized in most classrooms, thanks to PSSG funds. Instructional software is used as an intervention tool in small groups and whole class instruction. Staff is continuing to use adaptive instructional software so students can access instruction at various levels depending on specific student needs, allowing for differentiated, self-driven learning opportunities. Monroe is working to purchase more Chromebook carts, through PSSG, so that more of the middle school classrooms can have their own set. A Technology Lead Teacher has been assigned to Monroe High School. This teacher will provide professional development and technology coaching to the staff in use of Google and instructional software. The tech teacher will be part of the weekly Common Planning Time at Monroe so that they can give teachers specific feedback regarding technology integration.

Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy *with impact*.	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 V – *Budget*

Budget Analysis		
Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#3.
PSSG		At this point, this budget analysis is yellow because of the short-term implications of the recently submitted amendment, which has been granted partial programmatic approval to add funds, but also to reallocate existing funds. There is logistic work to be done to reallocate, amend contracts for the remainder of the year, purchase materials, secure new per diem staff, etc. All of these take time and effort. With the addition of clerical support from the Office of School Innovation, Monroe's spending will be on track, after a period of time to address these. Please see the recently submitted FS-10A and memo for details on expected expenditures and reallocated funds. The District awaits final approval of the amendment, and in particular the three requests that were temporarily paused for further review.
SIG		The SIG is focused on summer early start programming. Monroe will decide what will be most beneficial for students.

Part VI: *Best Practices (Optional)*

Best Practices	
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 that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1. Building teacher leaders	The Common Planning Time, importantly taught by administration every month is an aspect of this work. So too, is the recent idea to pair a SBPT member with an instructional coach for each Department.

Part VII – *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): Barbara Deane-Williams

Signature of Receiver: _____

Date: 2/17/17

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 has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): NATASHA BELL

Signature of CET Representative: _____

Date: Feb. 10, 2017