

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2018 to April 20, 2018* and Continuation Plan for 2018-19 School Year

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/43520				
James Monroe High School	261600010066	Rochester City School District	n/a	Check which plan below applies:				
				SIG				SCEP
				Cohort: (4, 5, 6 or 7?) 4.2 Model: Transformation				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Sandra Chevalier-Blackman	Elizabeth Mascitti-Miller, <i>Chief of Superintendent's Receivership Schools and Innovation</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		7 – 12	projected 49.5% <i>as of 1/1/18</i>	45.9% <i>Internal SPA data, 4/10/18</i>	22.2% <i>Internal SPA data, 4/10/18</i>	845 <i>Internal SPA data, 4/10/18</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, has undertaken the work of becoming a Community School. The school is in the Initiating Involvement stage of implementation, which has allowed for strengthening and enhancing community partnerships to provide additional resources to support student achievement and parent/family engagement opportunities.

The Community School Site Coordinator, recently hired, will lead this initiative, working closely with the Expanded Learning Resource Coordinator to design programming and align resources for students and families.

The school is currently in the process of identifying and implementing the following initiatives and priorities:

1. Collaboratively develop a new vision and mission that aligns to the Community School model and philosophy.
2. Refine the electronic referral system to allow data to be collected and analyzed by the Expanded Learning Resources Coordinator, promoting alignment of student and/ or family needs to services and resources within the school or in the community.



3. Establish a Parent Academy which will provide workshops, training sessions and resources for parents. Two Home School Assistants will work in collaboration with the RCSD's Office of Parent Engagement.
4. Enhance the implementation of goals from DTSDE Tenets 5 and 6 with committees and focus groups comprised of all stakeholders (faculty, parents, students and community).
5. Increase student voice in decision-making with establishment of student groups such as Civics Club and Student Ambassadors, in addition to Student Council.
6. Increase instructional time and enrichment and intervention opportunities for 7th and 8th graders.
7. Design a master schedule that includes two additional graduation pathway: Seal Of Biliteracy and Sports Management.
8. Establish new partnership with Next Level and Beyond, who will provide academic / tutoring services, internship and additional athletic opportunities to support student academic plans and the Sport Management graduation pathway.
9. Add a bilingual and monolingual Drug and Alcohol counselor to serve students and families. The bilingual counselor (IBERO) will be on-site twice a week , and the monolingual counselor (Center for Youth) three times a week.
10. Add an additional Bilingual Social Worker or staff to support the RtI behavioral prevention and intervention plan process.

The school's instructional framework continues to focus on:

1. Establishment of a standards-based grading system and learning opportunities that promote cognitive engagement
2. Lesson planning that is standards-based and data-driven
3. Learning target(s) and closure activities
4. Embedded formative and summative assessments
5. Differentiation of instruction that meet the needs of ALL students (ELLs and SWD)
6. Higher Level Questioning

Provision of social-emotional and family supports for students and families continues to be a primary focus. Since September 2017, Monroe has welcomed over 83 families due to the aftermath of Hurricane Maria. Of the 83 families, 21 students with disabilities have a temporary placement at Monroe and are in the process of being evaluated for appropriate placement. Many of these students and families are in need of social and emotional support and services. The Community School model and new initiatives will aim to serve them more effectively and in a timely manner.

James Monroe High School is returning to the newly remodeled facility for the 2018-2019 school year. The faculty, students, families and community stakeholders are excited about this event, and will host a "Welcome Back Home Celebration," with programming that will include a ribbon cutting ceremony, alumni celebration, Open House, school tours and a football event for the entire school community to enjoy.

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 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 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 must be posted on the district web-site.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2018-19 school year. All prompts submitted under the "2018-19 School Year Continuation Plan" heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



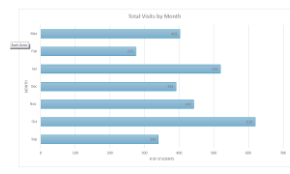
Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2018-19 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. 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)

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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies that have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#5 – School Safety	31	<5 or 20% decrease = 6.8		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	<u>Red Jacket Help Zone:</u> Strategies in both Help Zones continue to show a positive impact. See chart below.	<ul style="list-style-type: none">• Attendance data• Suspension data• Red Jacket Help Zone data• Referral data	<u>Average Daily Attendance Data:</u> Average Daily Attendance as of 4/20/18 is 80.7%. Attendance Committee has participated in Attendance Blitzes and home visits. The “Step Up Your Attendance” incentive program targeted 2017 cohort 9th graders who had a ADA below 75%. This incentive lowered that number from 36 students to 29 with an ADA below 75%.	<u>Red Jacket Help Zone:</u> Help Zone services will be extended to all grade levels next year (Grades 7-12). <u>Operations:</u> As the school will be moving back into its newly renovated building next year, state-of-the-art security cameras have been installed, allowing for staff to address crisis situations in an immediate manner.



Electronic Referral System:

Electronic Referral System continues to receive referrals from administrators to Tenet 5 Case Manager. These referrals are then topics of conversation at the Social-Emotional Team meetings.

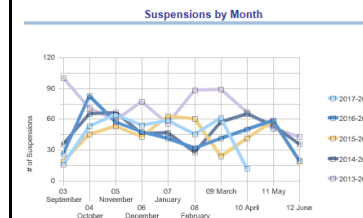
Mental Health Supports:

Mental health supports are intact as before. The school has establish a have formed a Social-Emotional Team which meets every Tuesday morning. The team is made up of the three (3) Social Workers, Help Zone Staff, Ibero, Community School Site Coord, and ELRC. Goal is to individualize plans for students and share out on intervention that have been referred via the social/emotional referral system.

Currently, Home School Assistants are tracking 58 students in Frontline. The data includes the number of home visits, student meetings at school and parent contacts.

Suspension/Serious Incident Data:

The school has been steadfast in addressing behaviors and incidents, as indicated in the suspension data below. Monroe has had 12 serious incidents year-to-date.



Rtl:

The review process for Rtl will include a Social-Emotional Teamto review referrals and discuss interventions.

Master Schedule:

Next year, grades 7-8 and 9-12 will have different start times, streamlining day-to-day operations of the building and creating separate physical environment for 7th and 8th graders supportive of the unique needs of middle school students.

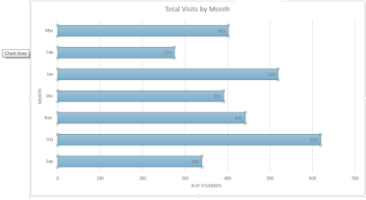
Electronic Referral Process:

Teachers and administrators will continue to use electronic discipline referrals to help streamline the timeliness of writing and returning referrals between teachers and administrators. This tool allows administrators to analyze referral data with more consistency, providing opportunity for purposeful adjustments to behavioral plans. The Expanded Learning Resource Coordinator will be responsible for analyzing data and aligning identified needs with school and community resources (i.e. Drug and Alcohol Counselor).



				<p><u>Attendance Team:</u></p> <p>The attendance team, comprised of various school- and district-based stakeholders, has conducted over 200 home visits this school year, resulting in the school’s highest Average Daily Attendance rate in the past five (5) years. The Attendance Committee has targeted different groups of students at various timeframes.</p> <p><u>PBIS:</u></p> <p>Grades 7-8 continue to implement PBIS; both students and staff have taken ownership into this initiative, resulting in a decrease of referrals since October.</p> <p>The school recently amended its PSSG to acquire additional PBIS materials for implementation of this support in grades 9 - 12.</p>	<table><tr><td>2b Other Sex Offenses</td><td>1</td><td>0.4%</td></tr><tr><td>3a Assault Physical Injury</td><td>1</td><td>0.4%</td></tr><tr><td>4a Weapons at Security Check</td><td>3</td><td>1.1%</td></tr><tr><td>5a Discrim Harass Bullying</td><td>7</td><td>2.7%</td></tr><tr><td>8 Drug Use, Possession, Sale</td><td>5</td><td>1.9%</td></tr><tr><td>Bullying</td><td>3</td><td>1.1%</td></tr><tr><td>Defiance/Non-compliance</td><td>135</td><td>51.1%</td></tr><tr><td>Disrespect</td><td>24</td><td>9.1%</td></tr><tr><td>Disruptive</td><td>14</td><td>5.3%</td></tr><tr><td>Fighting</td><td>39</td><td>14.8%</td></tr><tr><td>Forgery/Plagiarism</td><td></td><td></td></tr><tr><td>Harassment</td><td>7</td><td>2.7%</td></tr><tr><td>Inappropriate Language</td><td></td><td></td></tr><tr><td>Other NON-SSEC Behavior</td><td></td><td></td></tr><tr><td>Physical Aggression</td><td>14</td><td>5.3%</td></tr><tr><td>Property Damage/Vandalism</td><td>8</td><td>3.0%</td></tr><tr><td>Skip</td><td>1</td><td>0.4%</td></tr><tr><td>Tardy</td><td>1</td><td>0.4%</td></tr><tr><td>Truancy (From Class or Day)</td><td>2</td><td>0.8%</td></tr><tr><td>Grand Total</td><td>264</td><td>100.0%</td></tr></table> <p><u>Red Jacket Help Zone:</u></p> <p>The school reviews data collected by the Red Jacket Help Zone and subsequently coordinates conferences and plans for students.</p> <p>To date, the Help Zone has supported students 2,988 times. (see graph below)</p>	2b Other Sex Offenses	1	0.4%	3a Assault Physical Injury	1	0.4%	4a Weapons at Security Check	3	1.1%	5a Discrim Harass Bullying	7	2.7%	8 Drug Use, Possession, Sale	5	1.9%	Bullying	3	1.1%	Defiance/Non-compliance	135	51.1%	Disrespect	24	9.1%	Disruptive	14	5.3%	Fighting	39	14.8%	Forgery/Plagiarism			Harassment	7	2.7%	Inappropriate Language			Other NON-SSEC Behavior			Physical Aggression	14	5.3%	Property Damage/Vandalism	8	3.0%	Skip	1	0.4%	Tardy	1	0.4%	Truancy (From Class or Day)	2	0.8%	Grand Total	264	100.0%	
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							 <p>PBIS: Teachers implementing this program have been tracking “tickets” provided to students to encourage and support behavioral competence. 2281 Buzz Bucks have been turned in for PBIS incentives, an increase of 590 during the third marking period.</p>	
# 9 – 3 – 8 ELA All Students Level 2 and Above	14%	51% or +6%age points = 20%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	See Indicator #33.	See Indicator #33.	See Indicator #33.	See Indicator #33.
#15 – 3 – 8 Math All Students Level 2 and Above	16%	51% or =6%age points = 22%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress</p>	See Indicator #39.	See Indicator #39.	See Indicator #39.	See Indicator #39.



				target for this indicator for SY2017-2018.												
# 33 – ELA All Students MGP	44.94	50.72 or +2% = 45.84		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>Data Meetings:</p> <p>A total of 28 data meetings, focused on specific information regarding student progress, have been conducted this year. During these meetings teachers and administrators review student data in all content areas and make adjustments to instruction/intervention accordingly. Achieve 3000 assessment data is included for Spanish-speaking bilingual students. ENL and NLA teachers have participated in two Achieve 3000 training sessions in order to deepen their knowledge of how to utilize the program to support the academic and linguistic needs of students.</p> <p>Rtl:</p> <p>ELA and Math teachers providing Tier 1 Rtl in grades 7 - 9 have established a Google Doc that shares strategies they have found effective overall and with particular students. Professional</p>	<ul style="list-style-type: none">• Quarter 1 Interim Reports• NWEA ELA• Achieve 3000 Levelset• 2017 ELA Item Analysis• Other Formative Assessments: teacher-made assessments emphasizing vocabulary and writing	<p>Winter NWEA Data:</p> <p>See chart below for data from Winter administration of NWEA. This is projected proficiency data.</p> <table><tr><td></td><td>Total Percentage Level 2 or Above</td></tr><tr><td>7</td><td>14.74%</td></tr><tr><td>8</td><td>15.22%</td></tr><tr><td>Total</td><td>14.97%</td></tr></table> <p>Marking Period Data:</p> <p>Review of second quarter marking period grades show that 37 8th grade students failed ELA, with 19 of them due to chronic absenteeism. In 7th grade, 33 students failed with 14 due to absenteeism. All students failing due to absence were referred to the attendance committee. 52 7th and 8th graders are being tracked in the Rtl online program for ELA.</p> <p>Achieve 3000 Data:</p> <p>Achieve 3000 continues to be utilized as a supplement to the</p>		Total Percentage Level 2 or Above	7	14.74%	8	15.22%	Total	14.97%	<p>Master Scheduling:</p> <p>Monroe’s master schedule for next year reflects a double block for ELA and includes AIS provided by students’ primary core teachers for all students. Additionally, the schedule provides for regularly scheduled cluster meetings (grades 7 and 8) to analyze intervention data.</p> <p>AIS:</p> <p>An additional English AIS teacher has been designated to provide additional small-group interventions.</p> <p>Phase III Rtl:</p> <p>Tier III Rtl will expand to track progress of more students and train additional teachers to use the Frontline system.</p> <p>Achieve 3000:</p> <p>Data gathered from Achieve 3000 will be utilized for scheduling students in AIS classes for the 2018-19 school year.</p> <p>Standards-Based Grading:</p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form</p>
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				<p>learning has been provided to train teachers on RtI Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.</p>		<p>curriculum for SLA and ENL classes. An additional 150 hours of student activity has been logged this quarter. Five of the eight teachers using the program have graded writing assignments. The end of the year assessment will be administered in June and progress in English and Spanish proficiency will be recorded for all students.</p> <p><u>Tier 2 RtI:</u></p> <p>All English AIS teachers enter data into Frontline for ELA for students in Grades 7-9. Data is being tracked for 52 (35 monolingual and 17 bilingual) students including strategies used and progress monitoring updates.</p> <p><u>Data Conversations with Administrator and Teachers:</u></p> <p>Six (6) data meetings with 7th and 8th grade monolingual and Eng/ENL teachers identified 54 students with demonstrated success based on formative assessments to achieve Level 2 or higher on the NYS ELA exam.</p>	<p>will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>	
#39 – Math All Students MGP	41.05	51.17 or +2% = 41.87		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress</p>	<p><u>Data Meetings:</u></p> <p>A total of 28 data meetings, focused on specific information regarding student progress, have been conducted this year. During these meetings teachers and administrators review student data in all</p>	<ul style="list-style-type: none">● Quarter 1 Interim Reports● NWEA Math● 2017 Math Item Analysis● DreamBox Data● Curricular Common	<p><u>Winter NWEA Data:</u></p> <p>See chart below for data from Winter administration of NWEA. This is projected proficiency data.</p>	<p><u>Master Scheduling:</u></p> <p>Monroe’s master schedule for next year reflects a double block for math and includes AIS provided by students’ primary core teachers for all students. Additionally, the schedule provides for regularly scheduled cluster meetings (grades 7 and 8) to analyze intervention data.</p>



				<p>target for this indicator for SY2017-2018.</p>	<p>content areas and make adjustments to instruction/intervention accordingly. Achieve 3000 assessment data is included for Spanish-speaking bilingual students. ENL and NLA teachers have participated in two Achieve 3000 training sessions in order to deepen their knowledge of how to utilize the program to support the academic and linguistic needs of students.</p> <p><u>Master Schedule:</u></p> <p>A master schedule modification provides time for a math teacher to teach small groups as needed.</p> <p><u>Tier 2 Rtl:</u></p> <p>ELA and Math teachers providing Tier 1 Rtl in grades 7 - 9 have established a Google Doc that shares strategies they have found effective overall and with particular students. Professional learning has been provided to train teachers on Rtl Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use</p>	<p>Formative Assessments</p>	<table><tr><td></td><td>Total Percentage Level 2 or Above</td></tr><tr><td>Math</td><td></td></tr><tr><td>7</td><td>3.09%</td></tr><tr><td>8</td><td>11.11%</td></tr><tr><td>Total</td><td>6.95%</td></tr></table> <p><u>Interim Report Data:</u></p> <p>Review of second quarter marking period grades show that in 8th grade, 42 students failed Math, with 19 of them due to chronic absenteeism and all were referred to the attendance committee. For 7th grade, 36 students failed Math, 14 due to absenteeism. 54 7th and 8th graders are being tracked in the Rtl online program.</p> <p><u>Tier 2 Rtl:</u></p> <p>All Math AIS teachers enter data into Frontline for Math for students in Grades 7-9. Data is being tracked for 60 students (32 monolingual and 28 bilingual) including strategies used and progress monitoring updates.</p> <p><u>Data Conversations with Administrator and Teachers:</u></p> <p>Eight (8) data meetings with 7th and 8th grade monolingual and bilingual teachers identified 57 students with demonstrated success based on</p>		Total Percentage Level 2 or Above	Math		7	3.09%	8	11.11%	Total	6.95%	<p><u>AIS:</u></p> <p>An additional Math AIS teacher has been designated to provide additional small-group interventions.</p> <p><u>Phase III Rtl:</u></p> <p>Tier III Rtl will expand to track progress of more students and train additional teachers to use the Frontline system.</p> <p><u>Standards-Based Grading:</u></p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>
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				<p>this software to review and analyze data and adjust instruction accordingly.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.</p> <p><u>SYFR:</u> Teachers and administrators at the 7-8 grade levels are participating in this learning. Current focus is developing learning opportunities that focus on heavily-tested standards in Science. The school has enlisted the support of the District Science coach to develop a series of spiraled problems, which are administered to students weekly. Follow-up data conversations then occur to monitor progress.</p>		<p>formative assessments to achieve Level 2 or higher on the NYS Math exam.</p>	
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#67 – 2016 (Total Cohort Passing Math Regents (Score ≥65%))	40%	65% or +6%age points = 46%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p><u>Addition of Staff:</u></p> <p>The Math Intervention Teacher and Instructional Coach are using small group pull-outs to address gaps in learning.</p> <p>.</p>	<ul style="list-style-type: none">• SY2015-16 and SY2016-17 Regents score review• Quarter 1 Interim Reports• Other Formative Assessments: <p>- Administrator/Teacher Data Conversations</p> <p>-Teacher-made Feedback Focus assessments</p>	<p><u>Regents Review:</u></p> <p>2016 Cohort has 150 active students. Review of Regents exam scores has identified 60 students that have passed a math Regents exam.</p> <ul style="list-style-type: none">• 12 additional 2016 Cohort students passed the January Algebra I Regents exam, bringing the total number of students to 71. This progress meets 6% increase necessary to meet the Demonstrable Improvement Indicator progress target.• Six students scored between 60-64 on the Algebra Regents. Ten more scored between 55-59.• Intervention groups focusing on standards and targeting gaps will continue until the June Regents administration.	<p><u>AIS:</u></p> <p>The school will continue to provide small-group Math instruction via an Intervention Teacher.</p> <p><u>Master Scheduling:</u></p> <p>Summer review of cohort data to schedule a preventative class for students not passing June Regents.</p> <p><u>Data-Driven Conversations:</u></p> <p>Continued, frequent and structured Administrator/Teacher data/accountability conversations.</p> <p><u>Standards-Based Grading:</u></p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>
# 69 – 2015 Total Cohort Passing ELA	36%	61% or =6%age		<p>The school did not meet the progress target for 2016-17 for this indicator.</p>	<p><u>Master Schedule:</u></p> <p>Students in grade 9 have been scheduled to take a specific AIS course that was</p>	<ul style="list-style-type: none">• Quarter 1 Interim Reports• Other Formative Assessments:	<p><u>January ELA CC Regents:</u></p> <ul style="list-style-type: none">• Of the 134 students that took the January ELA CC	<p><u>Master Scheduling:</u></p> <p>Summer review of 2016 Cohort data and schedule a preventative class to provide interventions to students per individual student need.</p>



Regents (Score ≥65%)		points = 42%		<p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>designed to address writing aligned to the Regents exam, giving them additional instructional time dedicated to developing the literacy skills needed to succeed.</p> <p><u>Blended Learning for ELLs:</u></p> <p>Achieve 3000 is being used in ESOL classes to support newly arrived students in English acquisition.</p> <p><u>Exposure to Exam:</u></p> <p>The 2015 Cohort took the ELA CC Regents in January and in June 2018.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays. Students in grades 10 - 12 recently attended a field trip to the Geva Theatre, to experience a production aligned with their learning in ELA.</p>	<p>- Administrator/Teacher Data Conversations</p>	<p>Regents, 38 students passed the exam.</p> <ul style="list-style-type: none">• 6 students scored between 60-64 and 14 scored between 55-59. Of the students that scored below 55, 42% are ELLs, (8 students are at the Entering/Emerging level).• Of the remaining 2015 cohort students, 39% are ELLs, (14 students are Entering or Emerging level) <p><u>Data Driven Conversations:</u></p> <p>Two Early Dismissal Conference days have been selected for Data Driven conversations to discuss students needs.</p> <p><u>ICLE:</u></p> <p>Consultant from the International Center for Leadership Education (ICLE) met with students from the Cohort and debriefed with teachers regarding student needs, supporting ELL students and strategies to use to increase vocabulary and comprehension.</p>	<p>ENL stand-alone classes will be restructured to focus on building vocabulary and writing.</p> <p><u>ENL Intervention/Prevention Teacher:</u></p> <p>The school plans to recruit and hire an ENL Intervention/Prevention Teacher to offer professional development for teachers in building vocabulary and the foundations of writing for ELLs. Additionally, the teacher will provide English AIS to ELLs to support vocabulary development and language acquisition.</p> <p><u>Expanded Learning Opportunities:</u></p> <p><i>Sports and Saturdays:</i> This program designs Saturdays around sports and tutoring. The school's ELRC will organize an intramural league on Saturdays for students. Part of the participation will be mandatory tutoring focused on individual needs for students.</p> <p><i>Tutoring:</i> After school and Saturday individualized small group tutoring focused on vocabulary and the foundations of writing.</p> <p><u>Data-Driven Conversations:</u></p> <p>Continued, frequent and structured Administrator/Teacher data/accountability conversations.</p> <p><u>Standards-Based Grading:</u></p>
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								By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.
#70 – Total Cohort 4-Year Grad Rate – All Students (2014 Cohort as of August)	43% (2009 Cohort)	64% or +6%age points = 49%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p>Data Meetings:</p> <p>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. Leadership team was reconfigured to align with this specific target data and review progress toward graduation.</p> <p>Parent Meetings: The 12th grade counselors continue to meet with parents and students reviewing graduation plans.</p> <p>Intervention/Review/Credit Recovery:</p>	<ul style="list-style-type: none">● Credit Accrual Status● Quarter 1 Interim Reports● Other Formative Assessments: <p>- Administrator/Teacher Data Conversations</p>	<p>Credit Accrual Status:</p> <p>As of 4/18/18/2018, the Total Cohort number is 177, and the Total Active cohort is 116. To achieve the 49% progress target, Monroe must have 87 students graduate. In this cohort there are currently 7 early graduates and 44 students considered on-track in terms of having already earned 16 credits and all Regents exams.</p>	<p>Credit Recovery:</p> <p>Credit recovery options will be available to 2015 and 2016 Cohorts during the school day, after school and on Saturdays.</p> <p>Data-Driven Conversations:</p> <p>Continued, frequent and structured Administrator/Teacher data/accountability conversations.</p> <p>Standards-Based Grading:</p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will</p>



				<p>Students continue to attend expanded learning opportunities.</p> <p>Staffing:</p> <p>A bilingual Coordinator of Special Programs is providing targeted supports to targeted groups of students and their families.</p>			continue to provide leadership with this initiative.
#76 – Total Cohort 4-Year Grad Rate w/ Adv. Designation – All Students (2014 Cohort as of August)	1%	18% or =6%age points = 7%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p> <p>Data Meetings/Cohort Tracking:</p> <p>Weekly meetings with counselors address data and student success. These conversations begin during the 7th and 8th grades to identify potential candidates for acceleration.</p> <p>Strive for Nine:</p> <p>In this school-wide initiative, students are encouraged to explore the advantages of obtaining and Advanced Regents Diploma. The school has identified students in both the junior and senior classes who are appropriate candidates for this diploma designation.</p>	Cohort Tracking	<p>Cohort Tracking:</p> <p>Monroe needs 8 students to meet the target. Monroe currently has 6 strong candidates for an Advanced Regents. The school continues to be in the process of developing plans for 2 additional students who have been identified as strong candidates for this distinction.</p>	<p>Strive for Nine:</p> <p>This program will continue, with a shift to proactivity in supporting students to accrue credits. Students in grades 9 and 10 are now informed and have the time to achieve passing status for the 9 required Regents exams for the Advanced Regents diploma.</p> <p>Additional dates for Saturday credit-bearing classes during the 18-19 school year will allow students to take additional classes to pursue the Advanced Regents Diploma.</p> <p>February and Spring Break Recess Academies:</p> <p>Recess academies will continue to provide Math and ELA review for grades 7th and 8th. The academy will expand to add high school students to continue to obtain credit bearing</p>



					<p><u>AP Courses:</u></p> <p>The school has embedded supports throughout the school day to include co-teaching of classes populated with these students, as well as arranging after school opportunities for individual students to meet this designation.</p>			<p>courses, review classes, and the intramural league.</p> <p><u>Standards-Based Grading:</u></p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>
#85 – Grades 4 and 8 Science All Students Level 3 and Above	19%	57% or +6%age points = 25%		<p>The school did not meet the progress target for 2016-17 for this indicator.</p> <p>The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.</p>	<p><u>SYFR:</u> Teachers and administrators at the 7-8 grade levels are participating in this learning. Current focus is developing learning opportunities that focus on heavily-tested standards in Science. The school has enlisted the support of the District Science coach to develop a series of spiraled problems, which are administered to students weekly. Follow-up data</p>	<ul style="list-style-type: none"> • Quarter 1 Interim Reports • Student Survey • Other Formative Assessments: <p>-Teacher-developed assessments</p> <p>- Administrator/Teacher Data Conversations</p>	<p><u>Administrator/Teacher Data Conversations:</u></p> <p>Administrator continues to meet with teachers. Two Early Dismissal Conference days have been identified for Data Driven conversations to discuss students needs</p> <p><u>AIS:</u></p> <p>Daily interventions provided by AIS Science teacher, aligned to individual student need.</p> <p><u>Expanded Learning Opportunities:</u></p>	<p><u>AIS:</u></p> <p>The school will continue to provide small-group Science instruction via an Intervention Teacher.</p> <p><u>Master Schedule:</u></p> <p>Monroe’s master schedule for next year reflects a double block for science and includes AIS provided by students’ primary core teachers for all students. Additionally, the schedule provides for regularly scheduled cluster meetings (grades 7 and 8) to analyze intervention data.</p> <p><u>Data-Driven Conversations:</u></p>



				<p>conversations then occur to monitor progress.</p> <p><u>Acceleration Groups:</u></p> <p>Bilingual 8th grade Honors group and additional group of non-bilingual students are taking Living Environment and labs during the school day.</p> <p><u>Master Schedule:</u></p> <p>Master schedule has been modified to allow for opportunities for additional lab practicums throughout the school year. The majority of students are on track with lab minutes, with 22 students having accrued at least half of the required 1200 minutes.</p> <p><u>Logistics:</u></p> <p>All middle school science classes will be offered in the same wing of the building, allowing for increased sharing of resources and collegial expertise.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Tutoring and review sessions have an average attendance of 60 - 65 students during the week</p>		<p>Students in accelerated classes are able to makeup missed lab minutes on Saturday with their teacher.</p>	<p>Continued, frequent and structured Administrator/Teacher data/accountability conversations.</p> <p><u>Standards-Based Grading:</u></p> <p>By the end of the school year, nine (9) teachers and three (3) administrators will have completed a two day training at the Marzano Institute in Denver, Colorado. The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>
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					and 70 - 75 students on Saturdays.			
#88 – Total Cohort 5-Year Grad Rate – All Students (2013 Cohort as of August)	36% (2008 Cohort)	69% or +6%age points = 42%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	Data Meetings: Monthly meetings are held with multiple stakeholders to discuss the progress of these students. Online Credit Recovery: Personalized, adaptive software is used to maximize students' abilities to recover credits. Expanded Learning Opportunities: Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.	Cohort Tracking	January Graduates: Three (3) students graduated this past January from the 2013 cohort.	See Indicator #70.
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.

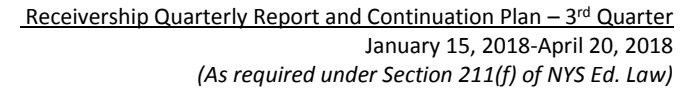


Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> 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	Baseline	2017-18 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2017-18 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.	2018-19 School Year Continuation Plan for Meeting this Indicator
#6 – Family and Community Engagement	N/A	Effective Rating or Movement Up One Level on HEDI Scale		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p><u>Staffing/Partnerships:</u></p> <ul style="list-style-type: none">● Monroe's newly hired Community Schools Site Coordinator is currently conducting a needs assessment, which will allow the school to align resources to student and family need. <p><u>Parent/Family Events and Communication:</u></p> <ul style="list-style-type: none">● Monroe Cares- 127 Families received clothing donated by Monroe staff.	<ul style="list-style-type: none">● Parent/Family Surveys● Data collection in Google● Meetings between Case Worker and ELRC● Documentation of home visits conducted by Home-School Assistant	<p>Of most significance this quarter has been Monroe's ability to support newly arrived families from Puerto Rico. In partnership with IBERO, the school has served 83 families, providing food, clothing, school information and connecting them with community agencies.</p>	<p><u>Implementation of Community School Model:</u></p> <p>The school is in the Initiating Involvement stage of implementation, which has allowed for strengthening and enhancing community partnerships to provide additional resources to support student achievement and parent/family engagement opportunities.</p> <p>The Community School Site Coordinator, recently hired, will lead this initiative, working closely with the Expanded Learning Resource</p>



					<ul style="list-style-type: none">● Parent Leadership Training- Average of 15 families attend● Black History Month Assembly● Fitness/Nutrition Workshops for Families			<p>Coordinator to design programming and align resources for students and families.</p> <p><u>Social/Emotional Team:</u> The school will continue to provide social-emotional supports to students and their families through the Social/Emotional Team. This team is comprised of Social Workers, Community Partners, Home School Assistants, Community School Site Coordinator (CSSC) and ELRC. The team will meet once a week to review data pertaining to students’ social/emotional needs, identify concerns and collaboratively problem-solve.</p> <p><u>New Partnership:</u> Monroe will embark on a newly established partnership with Next Level and Beyond (NLB), a community agency providing academic and wellness supports. NLB will provide after school tutoring, and sports training, and conditioning opportunities for students, eventually leading to internships.</p>
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				<p>the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.</p>		<p><u>Attendance Tracking:</u></p> <p>Cohort 2017 students with 75% attendance or less were targeted for the attendance incentive in collaboration with the RtI/Attendance committee.</p>	<p>and students needing Living Environment Review in English and Spanish.</p> <p><u>Expanded Learning Opportunities:</u></p> <p>Additional opportunities for lab make-ups will be offered on Saturdays.</p> <p><u>Freshman Night:</u></p> <p>Freshman nights are planned to follow each quarter with parents and students.</p>
#73 – Total Cohort 4-Year Grade Rate Hispanic Students (2014 Cohort as of August)	37%	56% or +4%age points = 41%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>61.4% of the school’s student population within this cohort is considered “Hispanic.” This is a significant portion of the school’s All Student population for the 2014 cohort.</p> <p><u>See Indicator #70.</u></p> <p><u>Credit Accrual Status:</u></p> <p>Accurate data is in the process of being collected, as the school obtains information pertaining to the newly arrived Spanish-speaking students.</p>		
#75 – Total Cohort 4-Year Grade Rate ED Students (2014 Cohort as of August)	40%	60% or +4%age points = 44%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress</p>	<p>88.3% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population and 2014 cohort.</p> <p><u>See Indicator #70.</u></p>		



				target for this indicator for SY2017-2018.				
#83 – Post-Graduation Plans of Completers (4-Year College)	13%	36% or +3%age points = 16%		<p>The school met the progress target for 2016-17 for this indicator.</p> <p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>Data Meetings:</p> <p>Counselor, students and families have collaborated to complete graduation plans for all relevant students.</p>	Counselor and administrative review and monitoring of plans.	Progress monitoring of plans is underway.	<p>Bi-Weekly meetings:</p> <p>Administrator and Counselor will meet bi-weekly to discuss cohort academic plan and referrals.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .			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)**

(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies Identify any key strategies being implemented during the current reporting period that are <u>not described in Part I or II above but</u> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention Plan. Responses should be directly aligned with approved 2017-18 interventions plans (SIG or SCEP), and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG, SIF or SCEP).		Status (R/Y/G)	Analysis / Report Out	2018-19 School Year Continuation Plan	
1.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A		
2.	Use of technology in the classroom to deliver instruction		<p>Most teachers are using Google Apps. Google forms are used to collect student data to help with emotional and academic support and student behavior. Monthly technology focused PDs provide support on effective ways of using technology in the classroom: giving students a voice, creative projects, multiple types of formative assessment, direct feedback. CIT LT IT and the IT technology resource teachers are facilitating collegial circle on ways to integrate technology to help students be successful in their learning. Technology committee meets monthly to discuss implementation process. Technology committee also publishes a newsletter showcasing best practices of Monroe teachers.</p> <p>The school recently acquired software in Spanish to support its large bilingual population.</p>	<p>The redesignated site of James Monroe High School will feature the state-of-the-art technology in classrooms, including:</p> <ul style="list-style-type: none">• 80-inch flat TV with wireless keyboards• audio-microphone amplifier for co-teaching• Chromecarts in every 7th and 8th grade core classroom• additional 40 chrome carts for grade 9 - 12 teachers' use <p>Additionally, on-site support aligned to integration of instructional technology will be provided by a lead technology teacher.</p> <p>Professional development for parents will be offered, with a focus on how parents can support use of technology at home.</p> <p>Monroe will offer an increased number of online credit recovery courses in Spanish, which are being piloted with several students currently and will be offered more broadly in the upcoming school year.</p>	
3.	See "Key Strategies" as outlined in Executive Summary and as referred to within Indicator descriptions.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u> .	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*

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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>Monroe’s Community Engagement Team is comprised of representatives from the school, parents and all partner organizations of the school. The school’s CET roster can be found here.</p> <p>Meetings have taken place 9/28/17, 10/26/18, 11/30/18, 12/21/18, 1/18/18, 2/15/18, 3/15/18 and 4/19/18. Meetings typically take place on the last Thursday of the month.</p> <p>The team has designed a mechanism for data sharing amongst the school and its partners, and meetings include data-grounded discussions focused on effectiveness of provision of services to students. As the school prepares to return to its home campus in SY18-19, meetings also include brainstorm on future initiatives as aligned with the RCSD’s Path Forward, and ways in which to continue to engage the Monroe community upon return to its home building.</p>	<p>The Community Engagement Team has been re-designed to integrate additional community stakeholders, parents and students.</p> <p>Partnerships will continue with the following agencies: Center For Youth, IBERO, Ghandi. Additionally, central office support for implementation of the Community Schools model will be provided by the RCSD’s, Community School Director, Community School Teacher on Assignment, and Coordinator of Strategic Partners. RBERN will support with instruction/assessment and familial support for families of ELLs. Additional support will be provided by Interfaith agencies, and two parent representatives and four students will serve on the team.</p> <p>The school’s CET roster can be found here.</p>
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. Please identify any changes in Receivership Powers to be utilized in the 2018-19 School Year.		
Status (R/Y/G)	Analysis/Report Out	2018-19 School Year Continuation Plan
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol style="list-style-type: none">1. 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	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 18-19 school year:</p> <ol style="list-style-type: none">1. 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



	<p>aligned to the priorities of the school or hold teachers who were being recruited by other schools.</p> <ol style="list-style-type: none">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 Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and 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.	<p>aligned to the priorities of the school or hold teachers who were being recruited by other schools.</p> <ol style="list-style-type: none">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 Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and 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.
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year:</p> <ol 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.	



	<div>3. 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.</div> <div>4. The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.</div> <div>5. 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.</div>				
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 V – Budget – (As applicable)

(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

Budget Analysis			
Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 17-18 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.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u> : • SIG FS-10 2018-19 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE</u> . DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS. BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/
PSSG:		<p>Expenditures are supporting programming at the school, and an amendment will be submitted to include, but not be limited to, the items described below.</p> <p>Code 15 - Teacher hourly pay, substitute pay and FTEs focused on provision of interventions and ELT, teacher hourly pay for participation in professional development aligned to the school's initiatives and subsequent curricular planning.</p> <p>Code 16 - Civil service hourly pay to support ELT, community schools implementation, parent outreach.</p> <p>Code 40 - Contracted services with community partners, including IBERO, MK Ghandi, SYFR, Center for Youth, ICLE, Standards-Based Grading Consulting Services, MCC, SUNY Geneseo and TES.</p> <p>Code 45 - Supplies as related to PBIS launch in grades 7 and 8, RtI materials, supports for parent/family outreach, supplies and materials to support instructional priorities, and supplies and materials to support ELT and the provision of supplemental instruction to newly arrived bilingual students.</p> <p>Code 46 - Content-based field trips and enrichments for students, professional learning aligned to the school's initiatives, student transportation for ELT.</p> <p>The school is currently awaiting determination from NYSED regarding the potential for PSSG to carryover to SY1819.</p>	
SIG:		Expenditures will largely support provision of a summer learning program to targeted groups of students during Summer 2018.	



		Code 15 - Teacher hourly pay to provide expanded learning opportunities to targeted groups of students during Summer 2018. Code 16 - Civil service hourly pay for support staff for expanded learning opportunities to targeted groups of students during Summer 2018. Code 46 - Transportation expenditures for students for expanded learning opportunities during Summer 2018.	
CSG:		Expenditures are supporting programming at the school. Accomplishments include: Code 15 - Hiring CS Site Coordinator Code 45 - Ordering laptops for site coordinator and parent liaison, order being completed for sports uniforms, purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters Code 46 - Site coordinator, principal and RTA representative attended the January CS PD in NYC, parent transportation (bus passes) being purchased Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED. The school is currently awaiting determination from NYSED regarding the potential for CSG to carryover to SY1819.	

Part VI: 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 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.	Standards-Based Grading: Phase I : Planning Stage	By the end of the school year, nine staff including teachers and administrators will have attended the Standards-Based Grading Conference at the Marzano Institute. A consultant is scheduled for additional on-site training on June 1st for the school-wide half day training.



		<p>A new grading philosophy has been established to support and promote the SBG philosophy.</p> <p>Interim Reports have been re-designed to support the SBG philosophy.</p>
2.	Community School Model	<p>Community School will allow the school to organize resources and community around student success.</p>
3.	Staggered Master Schedule	<p>Middle School and High School will have different start times. The Middle School schedule will include an extended time schedule from 7:30am to 3:30pm and will include additional enrichment and intervention services to the students throughout the day. The schedule will include block scheduling for all core subjects.</p> <p>High School will include two graduation paths that aim to recruit and retain students in the cohort until graduation date.</p>



Receivership Quarterly Report and Continuation Plan – 3rd Quarter
January 15, 2018-April 20, 2018
(As required under Section 211(f) of NYS Ed. Law)

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.

Barbara Deane-Williams, Superintendent

Name of Receiver (Print):

Signature of Receiver:

Date: April 30, 2018

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 into the 2017-2018 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2018-2019 Community Engagement Team plan and membership.

Name of CET Representative (Print):

Signature of CET Representative:

Date:

NATASHA BELL

N Bell

April 19, 2018



The University of the State of New York

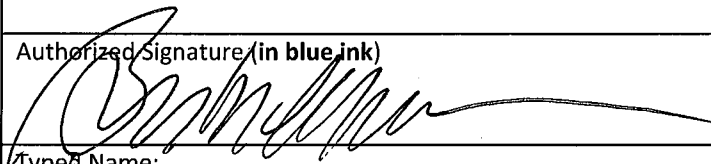

THE STATE EDUCATION DEPARTMENT

Albany, NY 12234

2018-19

School Improvement Grant 1003(g)

Continuation Plan Cover Page

District Name: Rochester City School District	
School Name James Monroe High School	
Contact Person Sandra Chevalier-Blackman	Telephone (585)262-8272
E-Mail Address sandra.chevalier-blackman@rcsdk12.org	
<p>I hereby certify that I am the applicant's chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature (in blue ink) 	Title of Chief School/Administrative Officer Superintendent 
Typed Name: Barbara Deane-Williams	Date: April 30, 2018