

Receivership Schools ONLY

Quarterly Report #1: July 1, 2017 to October 13, 2017

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 X and PSSG			SCEP
				Cohort (4, 5, 6, or 7?): 4.2			
Model: Transformation							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Sandra Chevalier-Blackman Appointment Date: August 2016	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	42.2% <i>Internal SPA data, 10/6/17</i>	21.5% <i>Internal SPA data, 10/6/17</i>	902 <i>Internal SPA data, 10/6/17</i>

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*.

James Monroe High School's plan for improvement continues to move forward under the theme of "Sharpening Our Effectiveness," and includes, but is not limited to, the following key strategies:

1. A multi-year shift toward standards based grading
2. Refinement of the co-teaching model for instruction for ELLs



3. Distribution of instructional leadership to a wider group of teacher leaders and administrative staff
4. Enhancement of the coordination and availability of social-emotional and mental health supports

A coherent, high-quality professional learning plan this year will be the underpinning of sharpening the school's effectiveness, and is anchored in evidence-based texts and practices selected by Monroe's School-Based Planning Team. These selections include learning that will be focused on standards-based grading, use of embedded formative assessments, tenets of visible learning and coteaching and collaboration. Additionally, the International Center for Leadership in Education will provide Literacy for a Lifetime professional learning for 2017 Cohort English, Math, Science and Social Studies teachers (12 total) with a focus on increasing rigor and relevance in instruction. Schoolwide professional learning sessions will be succeeded by smaller professional learning committees, led by the school's instructional leaders, and job-embedded coaching will then follow. The school's vision by the end of the year is to establish model classrooms in the areas of standards-based grading and collaboration and co-teaching.

Facilitation and coordination of academic interventions this year will be led by administrators and teacher leaders, and will include weekly meetings focused on data analysis and subsequent review and planning conversations with teachers and counselors. The school has increased staff, in the form of four (4) Intervention/Prevention Teachers, to support this work. Expanded learning opportunities for students, including intervention and enrichment, will be offered on Saturdays, after school and during school breaks.

Provision of social-emotional supports to students is enhanced this year, with establishment of an Attendance Team, an additional Social-Emotional Case Manager provided by the Center for Youth, identification of a "Lead Counselor," and increased supports for bilingual students and families through IBERO. These entities work together to review data that includes attendance and social-emotional health data, and reviews and develops plans to link students and families with community resources to promote student achievement and graduation opportunities.

James Monroe High School met the majority of its Receivership indicators, and has preliminarily been determined as having made demonstrable improvement. The school continually reflects on its progress and makes real-time adjustments to provide personalized supports to students, and will continue to do so throughout the school year. Of particular note at this time is that with the displacement of hundreds of families from Puerto Rico resulting from recent hurricanes, the school is currently in the process of mobilizing resources to prepare for what is expected to be an influx of hundreds of students, and is committed to welcoming these students and families and providing them with immediate supports needed for settlement and acculturation into the educational process.



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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The Quarterly Report, in its entirety, must be posted on the district web-site.

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

Part I – Demonstrable Improvement Indicators (Level 1)

Identify Indicator # and Name	Baseline	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 goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
#1 – Priority School Make Yearly Progress		Make Progress		The school did not meet the progress target for 2016-17 for this indicator. The school is uncertain as to whether or not it will make the progress target for this indicator for SY2017-2018.	See below.	See below.	See below.
#5 – School Safety	31	<5 or 20% decrease = 6.8		The school met the progress target for 2016-17 for this indicator.	Red Jacket Help Zone: The school has Increased services to the Red Jacket Help Zone to include 10 th graders, and has added additional staff	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Red Jacket Help Zone data ● Referral data 	Average Daily Attendance Data: 82.1% as of 10/19/2017. The Attendance Team has completed



			<p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>to one of the rooms, making a total of three staff in the middle school Help Zone and three in the 9th and 10th grade Help Zone.</p> <p>Electronic Referral System: Monroe has established an electronic referral system to assist with analyzing data to identify students who are consistently removed from classrooms during instruction. Based on data collected through this mechanism, administrators and teachers will conduct parent teacher conferences and develop behavioral plans, and Response to Intervention services will be provided as needed.</p> <p>Mental Health Supports: Increased mental health supports for students have been added, including additional resources from current partners (Ibero Action League, Center for Youth Services, The Gandhi Institute) to integrate a mental health component into its provision of social-emotional supports. A Case Manager from IBERO Action League collaborates with the school’s Expanded Learning Resource Coordinator to lead this initiative.</p> <p>Attendance Team: An attendance team, comprised of various school- and district-based</p>		<p>over 40 home visits so far this year.</p> <p>Suspension/Serious Incident Data: Suspensions are significantly down from this time last year, as per internal SPA data below. Monroe has had four (4) serious incidents year-to-date.</p> <p style="text-align: center;">Suspensions by Month</p> <p>Red Jacket Zone: With the implementation of the school’s new electronic referral system, the school is in the process of reviewing data and beginning the process of coordinating conferences and plans for students.</p> <p>PBIS: Teachers implementing this program have been tracking “tickets” provided to students to encourage and support behavioral competence. The count is up to 939 amongst 17</p>
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				<p>stakeholders, examines attendance data and conducts home visits to promote student attendance.</p> <p>PBIS: Grades 7-8 added a PBIS system to promote positive behavior.</p>		<p>teachers; data will be reviewed to determine which strategies are working best and which areas are in need of refinement.</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.
#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 target for this indicator for SY2017-2018.</p>	See Indicator #39.	See Indicator #39.	See Indicator #39.
# 33 – ELA All Students MGP	44.94			<p>The school did not meet the progress target for 2016-17 for this indicator.</p>	<p>Data Meetings: Administrators will be conducting weekly meetings with teachers to</p>	<ul style="list-style-type: none"> ● Quarter 1 Interim Reports ● NWEA ELA ● Achieve 3000 Levelset 	Spring 2017 NWEA Data:



		<p>50.72 or +2% = 45.84</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>review NWEA data; teachers will then in collaboration with Instructional Coaches conduct conferences with individual students to review NWEA scores and engage in goal-setting. For ELLs, review of Achieve 3000 data will be included within the data meetings, and goals will be set to track growth and determine focus areas for ENL support during classroom instruction. Achieve 3000 data will also be used by bilingual teachers to identify gaps in Spanish literacy skills for bilingual students, and plans will be developed to address gaps identified.</p> <p>Tier 2 Rtl: Administrators and teacher leaders will review data to identify the most effective strategies and related student progress.</p> <p>Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.</p> <p>SYFR: Teachers at grades 7 and 8 are engaged in this professional learning, which promotes an evidence-based instructional model that increases</p>	<ul style="list-style-type: none"> ● 2017 ELA Item Analysis ● Other Formative Assessments: <ul style="list-style-type: none"> -teacher-made assessments emphasizing vocabulary and writing 	<ul style="list-style-type: none"> ● Incoming 7th graders 2016-17 NWEA average high RIT score = 193. ● Incoming 8th graders 2016-17 NWEA average high RIT score = 197. <p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" data-bbox="2118 605 2475 812"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>14.6</td> </tr> <tr> <td>8</td> <td>12.36</td> </tr> <tr> <td>Total</td> <td>13.48</td> </tr> </tbody> </table> <p>Interim Report Data: In process of being collected and analyzed for Q1.</p> <p>Achieve 3000 Data: As this program is new this year, teachers are in process of completing training on how to analyze data and adjust program to maximize student achievement.</p>		Total Percentage Level 2 or Above	7	14.6	8	12.36	Total	13.48
	Total Percentage Level 2 or Above														
7	14.6														
8	12.36														
Total	13.48														



				higher-level thinking and cognitive engagement.		Tier 2 Rtl: AS this program is new this year, teachers are in the process of completing training on use.								
#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 target for this indicator for SY2017-2018.</p> <p>Data Meetings: Administrators will be conducting weekly meetings with teachers to review NWEA data; teachers will then in collaboration with Instructional Coaches conduct conferences with individual students to review NWEA scores and engage in goal-setting. DreamBox, a blended learning tool, will support instruction and allow for personalized instruction through use of adaptive software; data resulting from its use will be analyzed during data meetings.</p> <p>Master Schedule: A master schedule modification provides time for a math teacher to teach small groups as needed.</p> <p>Tier 2 Rtl: Administrators and teacher leaders will review data to identify the most effective strategies and related student progress.</p>	<ul style="list-style-type: none"> • Quarter 1 Interim Reports • NWEA Math • 2017 Math Item Analysis • DreamBox Data • Curricular Common Formative Assessments 	<p>Spring 2017 NWEA Data:</p> <ul style="list-style-type: none"> • Incoming 7th and 8th graders 2016-17 NWEA average high RIT score = 205. <p>Fall NWEA Data: See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1"> <thead> <tr> <th></th> <th>Total Percentage Level 2 or Above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>4.49</td> </tr> <tr> <td>8</td> <td>9.79</td> </tr> <tr> <td>Total</td> <td>7.18</td> </tr> </tbody> </table> <p>Interim Report Data: In process of being collected and analyzed for Q1.</p> <p>DreamBox Data: In process of being collected and analyzed for Q1.</p>		Total Percentage Level 2 or Above	7	4.49	8	9.79	Total	7.18
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				<p>Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.</p> <p>SYFR: Teachers at grades 7 and 8 are engaged in this professional learning, which promotes an evidence-based instructional model that increases higher-level thinking and cognitive engagement.</p>		<p>Tier 2 Rtl:AS this program is new this year, teachers are in the process of completing training on use.</p>	
#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>Addition of Staff: An additional math teacher will support students in the 2016 Cohort during math classes with targeted instruction in small-group pullouts.</p>	<ul style="list-style-type: none"> ● SY2015-16 and SY2016-17 Regents score review ● Quarter 1 Interim Reports ● Other Formative Assessments: <ul style="list-style-type: none"> -Administrator/Teacher Data Conversations -Teacher-made Feedback Focus assessments 	<p>Regents Review: 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"> ● 9 of the 60 passed as 8th graders during the 2015-16 SY, leaving 51 students to count toward the metric. ● 21 students scored between 60-64 on the Algebra Regents in June 2017. ● 13 students scored between 55-59. <p>Administrator/Teacher Data Conversations: Administrator has had 4 data conversations to date with</p>



							Algebra/Geo teachers and AP for 2016 Cohort. Interim Report Data: In process of being collected and analyzed for Q1.
# 69 – 2015 Total Cohort Passing ELA Regents (Score >=65%)	36%	61% or =6%age points = 42%		The school did not meet the progress target for 2016-17 for this indicator. The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.	Master Schedule: The master schedule was modified to include a specific AIS course that was designed to address writing aligned to the Regents exam. Blended Learning for ELLs: ·Achieve 3000 will be used in ESOL 3rd classes to support newly arrived students in English acquisition. Exposure to Exam: The 2015 Cohort will take the ELA CC Regents in January and in June 2018. Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.	<ul style="list-style-type: none"> • Quarter 1 Interim Reports • Other Formative Assessments: <ul style="list-style-type: none"> -Administrator/Teacher Data Conversations 	Administrator/Teacher Data Conversations: Administrator has met with 3 teachers for data conversations. Based on these conversations, 113 students from the 2015 Cohort have been identified by teachers as likely or possible to pass the ELA CC Regents. Interim Report Data: In process of being collected and analyzed for Q1.
	43%		Y	The school met the progress target for 2016-17 for this indicator.	Data Meetings:	<ul style="list-style-type: none"> • Credit Accrual Status • Quarter 1 Interim Reports 	Credit Accrual Status:



<p>#70 – Total Cohort 4-Year Grad Rate – All Students (2014 Cohort as of August)</p>	<p>(2009 Cohort)</p>	<p>64% or +6%age points = 49%</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>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>Senior Night: During the month of October, the 12th grade counselors and administrator hosted Senior Night. They reviewed expectations, graduation requirements and college planning. The 12th grade counselors continue to meet with parents and students reviewing graduation plans.</p> <p>Intervention/Review/Credit Recovery: Monroe 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 and Saturday school.</p> <p>Staffing: A bilingual Teacher on Assignment is providing interventions to targeted</p>	<p>● Other Formative Assessments: -Administrator/Teacher Data Conversations</p>	<p>As of 10/11/2017, the Total Cohort number is 178, and the Total Active cohort is 130. To achieve the 49% progress target, Monroe must have 88 students graduate. In this cohort there are currently 4 early graduates and 46 students considered on-track in terms of having already earned 16 credits and 3 Regents.</p>
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				groups of students with the Hispanic Cohort as well as families.			
#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: Weekly meetings with counselors will 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: In this school-wide initiative, students are encouraged to explore the advantages of obtaining and Advanced Regents Diploma. The program is being “marketed” through conversations and meetings with counselors and posters/literature throughout and available at the school.</p> <p>AP Courses: The school has increased its offerings of advanced placement courses this year.</p>	<ul style="list-style-type: none"> ● Cohort Tracking 	<p>Cohort Tracking: Monroe needs 7 students to meet the target. Monroe currently has 6 strong candidates for an Advanced Regents. The school is in the process of developing plans for 2 additional students who have been identified as strong candidates for this distinction.</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>Acceleration Groups: Bilingual 8th grade Honors group and additional group of non-bilingual students are taking Living Environment and labs during the school day.</p> <p>Master Schedule:</p>	<ul style="list-style-type: none"> ● Quarter 1 Interim Reports ● Student Survey ● Other Formative Assessments: -Teacher-developed assessments -Administrator/Teacher Data Conversations 	<p>Administrator/Teacher Data Conversations: Administrator has met with two middle school science teachers and APs to review student data.</p> <ul style="list-style-type: none"> ● Of the 90 students in the 8th grade cohort, 19 are enrolled in the monolingual LE course



				<p>Master schedule has been modified to allow for opportunities for additional lab practicums throughout the school year. Administrator will monitor lab minutes.</p> <p>Logistics: All middle school science classes will be offered in the same wing of the building, allowing for increased sharing of resources.</p> <p>Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.</p>		<p>and 11 are enrolled in the bilingual LE course.</p> <ul style="list-style-type: none"> • Additional students have been scheduled for pull-out lab opportunities. <p>Interim Report Data: In process of being collected and analyzed for Q1.</p>
#88 – Total Cohort 5-Year Grad Rate – All Students (2013 Cohort as of August)	36% (2008 Cohort)	69% or +6%age points = 42%		<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: Monthly meetings are held with multiple stakeholders to discuss the progress of these students.</p> <p>Online Credit Recovery: Personalized, adaptive software is used to maximize students’ abilities to recover credits.</p> <p>Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.</p>	<ul style="list-style-type: none"> • Cohort Tracking <p>Data Meetings: Of the 28 students currently within this cohort, 8 are expected to graduate in January.</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 <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.



Part II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	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 goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 17-18 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#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 has hired 2 Home School Assistants. (1 is Bilingual) ● Monroe has partnered with IBERO to have (2) Family Assistants to provide support and community linkages to families. <p><u>Parent/Family Events and Communication:</u></p> <ul style="list-style-type: none"> ● Monroe will continue surveying parents to identify their needs and wants, providing bus passes for transportation, and hosting student-centered events such as student awards ceremonies, and performances. ● The school acknowledges the need to increase parent presence in 	<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>Monroe hosted the 2017 Back to School Festival and Health Fair in August 2017. 77 parents and 155 students attended; and 22 organizations participated by having an information booth set up to assist families. Based on the survey of 81% of the families who attended, the following areas were identified as areas of interest for parents/families to increase engagement at the school:</p> <p>Open House- 55% Talent Show 18% Cultural Events -18% Parent/Teacher Conferences- 45% Bilingual Forum- 18% Being on a school committee- 9%</p>



				<p>Community Engagement Team (CET) Meetings and will actively recruit at parent events.</p> <ul style="list-style-type: none"> •The school is finalizing its first bilingual newsletter for families and will be mailing before the end of October. • The school has an established Parent Center, and is continuing its Spanish Parent Phone Calls Initiative. • Monroe will actively seek community-based locations to hold parent/family events. 		<p>Volunteer Work- 9%</p> <p>This information will be shared with the Home-School Assistant and followed up on to support and strengthen parent/family engagement at the school.</p>	
#14 – 3 – 8 ELA ED Students Level 2 and Above	14%	45% 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>	<p>90.8% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicators #1 and #33.</p>		
#20 – 3 – 8 Math ED Students Level 2 and Above	16%	45% 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 target for this indicator for SY2017-2018.</p>	<p>90.8% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population.</p> <p>See Indicators #1 and #39.</p>		
#65 – 2017 Total Cohort with 5 or More Credits	38%	77% or +6%age points = 44%		<p>The school met the progress target for 2016-17 for this indicator.</p>	<p>Strive for Nine: In this school-wide initiative, students are encouraged to explore the advantages of obtaining and Advanced Regents Diploma. The program is being “marketed” through</p>	<ul style="list-style-type: none"> • Credit Accrual Status • Quarter 1 Interim Reports • Other Formative Assessments: -Administrator/Teacher/Counselor Data Conversations 	<p>Administrator/Teacher/Counselor Conversations: Administrator has had data conversation with two Cohort 2017 counselors and APs.</p>



				<p>The school expects to meet the progress target for this indicator for SY2017-2018.</p>	<p>conversations and meetings with counselors and posters/literature throughout and available at the school.</p> <p>Data Meetings/Cohort Tracking: Weekly meetings with counselors will address data and student success. These conversations begin during the 7th and 8th grades to identify potential candidates for acceleration.</p> <p>Tier 2 Rtl: Administrators and teacher leaders will review data to identify the most effective strategies and related student progress.</p> <p>Expanded Learning Opportunities: Tutoring and review sessions will be offered after school and on Saturdays to targeted groups of students.</p>		<p>Interim Report Data: Parents of students failing courses as indicated on interim reports will be contacted by counselors.</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>54.6% 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>See Indicators #1 and #70.</p>		<p>Credit Accrual Status: The target for this metric is 42 students. As of 10/11/17, Monroe need 40 students out of 71 active students to meet this metric.</p>



<p>#75 – Total Cohort 4-Year Grade Rate ED Students (2014 Cohort as of August)</p>	<p>40%</p>	<p>60% or +4%age points = 44%</p>		<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>90.8% 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>See Indicators #1 and #70.</p>			
<p>#83 – Post-Graduation Plans of Completers (4-Year College)</p>	<p>13%</p>	<p>36% or +3%age points = 16%</p>		<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: Counselor, students and families met at the beginning of October to begin development of graduation plans. Additionally, weekly meetings with counselors will focus on student progress, attendance and graduation plans.</p>	<ul style="list-style-type: none"> • Counselor and administrative review and monitoring of plans 	<p>Plans are being discussed at counselor/student meetings.</p>	
<p>Green</p>	<p>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>.</p>			<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>	



Part III – Additional Key Strategies – (As applicable)

<u>Key Strategies</u>				
<ul style="list-style-type: none"> Do not repeat strategies described in Parts I and II. If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner. Every school must discuss the use of technology in the classroom to deliver instruction. 				
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out	
1.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A	
2.	Use of technology in the classroom to deliver instruction	Yellow	Most teachers are using Google Apps in the classroom. Google forms are used to collect student data to help with emotional and academic support. Monthly technology focused PDs focus on helping students with vocabulary, feedback, and writing. CIT LT IT and the IT technology resources teachers are facilitating collegial circle on ways to integrate technology to help students be successful in their learning.	
3.	See “Key Strategies” as outlined in Executive Summary and as referred to within Indicator descriptions.			
4.				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 17-18 CET plan and/or the 17-18 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	Monroe’s Community Engagement Team is comprised of representatives from the school, parents and all partner organizations of the school. It most recently met on 9/29/17, and will meet nine (9) more times during the course of the school year.



	<p>The brochure recently developed by the CET outlines services provided by the various partners of the school, the services provided by each, and a list of internal contacts. This has been made available to parents and families.</p> <p>As a focus for this school year, the CET had identified a need for increased partnerships with agencies to support crisis intervention/prevention and the provision of social-emotional supports to students. In response, Monroe has contracted with IBERO for a Restorative Practices Mediator to support in the Red Jacket HelpZone; is continuing to work with the Center for Youth and Hillside to provide crisis intervention and prevention; has established a relationship with the MK Gandhi Institute to work with 7th and 8th grade students supporting crisis management.</p> <p>An additional focus for the team this year will be to design and implement a mechanism for data sharing amongst the school and its partners in order to ensure for alignment of supports and refinement as necessary.</p>
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Powers of the Receiver

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

Status (R/Y/G)	Analysis/Report Out
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	<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 aligned to the priorities of the school or hold teachers who were being recruited by other schools. 2. 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. 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. 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. 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.
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Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.
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Part V – Community Schools Grant (CSG)

(This section needs to be completed by every Receivership school receiving CSG funds during the 8/1/17 – 6/30/18 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, Receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 17-18)	Overall, there are multiple, ongoing Community-wide Needs Assessments occurring at each of the struggling and persistently struggling schools, as part of and in preparation for Continuation (SIG/PSSG) plans, as well as specifically targeted at either the continuation of, or the new implementation of, the Community School Strategy. Each of these meetings/events is uniquely adapted to the individual school's character. It is important to note that additionally and concurrently, the District is engaged in the Path Forward process - holding active, ongoing public engagement forums to inform, generate new ideas, and build upon the knowledge, creativity and goals of each school community. Monroe's first Path Forward meeting was 10/25/17.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	Schools entering this inaugural year of the community school strategy (3, 8, 41, Monroe, NE) will integrate the communication and understanding of the community school strategy into existing structures and events during the first part of the year. During the year as the schools build internal capacity to design and implement an appropriate needs and asset assessment process, the public forums and active surveying will occur. See information above regarding Monroe's Community Engagement Team.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	The District centrally supports timely communication to all stakeholders, as it has during the past two years of Receivership communication, through the District's Office of Communications. Two staff positions were recently added to the department - Assistant to the Superintendent for Communication and Community Outreach, and a Communications Assistant so support social media use at the district and schools. The nature of Community School strategy is local, and holds that relationships are central, requiring that the bulk of communication be as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali if required. There is a Spanish translator on staff in the District Communications Office.
3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee	Each school's site coordinator serves (or will serve when identified) as part of the school leadership team, be a member of the School-based Planning Team, the CET, and other community/building roles as the principal assigns. Ongoing professional development is provided for site coordinators and leadership teams to deepen CS understanding, align their roles to their specific schools, and align their stakeholder communication skills.
Steering Committee (challenges, meetings held, accomplishments)	
Feeder School Services (specific services offered and impact)	N/A



Community School Site Coordinator (accomplishments and challenges)	Monroe has begun the hiring process for this position.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant documents and FS-10 were submitted to NYSED and are under programmatic review. Preparations have been made so that both Central Office and each school is poised to initiate work the moment approval is given.

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

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

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 17-18 FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		Under NYSED review. Proposed expenditures include: 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. Code 16 - Civil service hourly pay to support ELT, community schools implementation, parent outreach. 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 Code 45 - Supplies as related to PBIS launch in grades 7 and 8, RtI materials, fitness equipment, supports for parent/family outreach Code 46 - Content-based field trips and enrichments for students, professional learning aligned to the school’s initiatives, student transportation for ELT Code 20 - Fitness equipment to support expansion of Monroe’s athletic offerings and clubs
SIG:		Under NYSED review. Proposed expenditures include:



		<p>Code 15 - Teacher hourly pay to provide expanded learning opportunities to targeted groups of students during Summer 2018.</p> <p>Code 16 - Civil service hourly pay for support staff for expanded learning opportunities to targeted groups of students during Summer 2018.</p> <p>Code 46 - Transportation expenditures for students for expanded learning opportunities during Summer 2018.</p>
CSG:		<p>Under NYSED review. Proposed expenditures, for this school specifically, include:</p> <p>Code 40 - Contracted services from IBERO.</p> <p>Code 45 - Supplies as related to supporting families in transition and sports uniforms.</p> <p>Code 30 - Cafe expansion, counseling and nursing suite reconstruction, school/community athletic facilities expansion</p>

Part VII: 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.. It is the intention of the Department to share these best practices with schools and districts in Receivership.	
List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.	
2.	
3.	



Receivership Quarterly Report and Continuation Plan - 1st Quarter
July 1, 2017-October 13, 2017
(As required under Section 211(f) of NYS Ed. Law)

Part VIII – Assurance and Attestation

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

Name of Receiver (Print): Barbara Deane-Williams

Signature of Receiver: [Handwritten Signature]

Date: 10/31/17

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 the opportunity to review, and update if necessary, its 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print): NATASHA BELL

Signature of CET Representative: [Handwritten Signature]

Date: 10/20/17