

Receivership Schools ONLY

Quarterly Report #3: *January 31, 2017 to April 28, 2017* and Continuation Plan for 2017-18 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322			
James Monroe High School	261600010066	Rochester City School District		Check which plan below applies:			
				SIG X and PSSG			SCEP
				Cohort: 4.2			
				Model: Transformation			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Sandra Chevalier-Blackman	Elizabeth Mascitti-Miller, Chief of Intensive Supports & Innovation Michele Alberti-White, Executive Director of School Innovation Kirstin Pryor, School Ambassador, Office of School Innovation		7-12	37.9% <i>Source: internal SPA 5/9/17</i>	20.3% <i>Source: internal SPA 5/9/17</i>	927 <i>Source: internal SPA 5/9/17</i>
	Appointment Date: Acting, August 2016						

Executive Summary

Please provide a plain-language summary of this quarter in terms of implementing key strategies, engaging the community, enacting Receivership, and assessing Level 1 and Level 2 indicator data. The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public, and limit the summary to no more than 500 words.

Monroe continues to make steady progress by being steadfast in following its instructional pathway and articulated schoolwide strategies. The collective efforts of the leadership team, faculty and staff, students and families provide momentum that is paying off in the indicator data. The school continually reflects on its progress and makes real-time adjustments to provide personalized supports to students.



This quarter saw Monroe aggressively monitor student progress, meeting with students, families and teachers to assess and create interventions. At this point, the school is confident it will meet 8 indicators and finds that another 8 indicators are very likely to be met.

While it is understood that the PSSG budget narrative and corresponding plan is not due until further guidance is provided, Monroe is already laying the groundwork for the next level of improvement to occur over the summer and next year—“Sharpening our Effectiveness” has been the theme of recent professional development / team retreats and work sessions. (In some areas of this report, there are 17-18 plans included, which will be finalized upon receipt of the forthcoming guidance). Priority areas for next year will include: 1) launching a multi-year shift toward standards-based grading; 2) refining the co-teaching model for instruction for ELL students; 3) distributing instructional leadership to a wider group of teacher leaders and administrative staff; and 4) enhancing the coordination and availability of social-emotional and mental health supports. All of these build on previous successes and will sustain and propel Monroe’s transformation.

The Receivership powers have given Monroe the opportunity to retain the staff that is most committed to the vision, using the re-signing of the Employee Work Agreement by 95% of the RTA, 100% of administrators and 100% of community partners. In addition, the District has been able to maintain the increased levels of flexible staffing which enable Monroe to provide its responsive continuum of supports such as the Bridges Program, Saturday and after-school sessions, Help Zone and embedded interventions. As such, Monroe is well-positioned to continue its momentum.

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 2017-18 school year. All prompts submitted under the “2017-18 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. 2017-18 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)

<u>LEVEL 1 Indicators</u> 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	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
Priority School make yearly progress		Make Progress	Red	No	Please see discussions below.	Participation rate and academic data below.	Monroe is unlikely to meet the participation rate threshold.	
School Safety	31%	15% less	Green	Yes	The school continues to work in a restorative way, creating the Red Jacket Help Zone while also refining the referral and discipline process. As noted, the length of suspension is decreasing, which aligns with the	VADIR reporting Internal SPA	Through April, Monroe has recorded 6 serious incidents, which is far below the target, and therefore on-track to achieve this metric.	Since Monroe's data is trending in the right direction, the school is going to refine and enhance strategies and structures already in place:



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(As required under Section 211(f) of NYS Ed. Law)

					<p>school's multi-year focus on restorative approaches.</p> <p>Two case managers were assigned to specific students, one for middle school and one for the overage under-credited students.</p>		<p>Furthermore, with 249 total incidents and 411 suspensions to date, Monroe is on pace to decrease the number of suspensions and significantly reduce the number of long-term suspensions. As a result, the number of total days suspended is on pace to be approximately half the total in prior year. This is attributed to the restorative system in place.</p>	<ul style="list-style-type: none"> Refine the Progressive Discipline process including the Help Zone process for middle school and 9th grade, the alternative Bridges setting and In-School Suspension. Develop and enhance a continuum of mental health supports for students and families, working in partnership with community agencies.
3-8 ELA All Students Level 2 & above	14%	17%	Yellow	Likely to be met.	<p>The following actions were taken to support students:</p> <ul style="list-style-type: none"> During break week, 25 students participated in the Monroe theme-based ELA Boot Camp to prepare students for the upcoming NYS ELA 7 & 8 Assessments. There were 7 Saturdays of ELA small group-tutoring sessions. The three hour session was divided between ELA and Math instruction ELA Instructional Coaches did small group pull out sessions for 4 to 6 weeks. Middle School Administrator with the Middle Instructional Coaches coordinated cluster meetings to discuss students work and review data. Middle school teachers implemented a mentorship program to target academic and 	<p>Given the time of year, there is little new assessment data to report.</p> <p>Marking Period 3 grades</p>	<p>Based on Monroe's knowledge of each student, the school projects that it will demonstrate growth toward meeting the progress target and goal.</p> <p>In the 3rd Marking Period, 60% of the 7th and 8th graders earning passing grades in ELA. Specifically, 48% earned at least a C in the course.</p>	<p>Based on the success of Monroe's instructional framework, the foundation will be sustained and the following have been identified as areas to further sharpen:</p> <p>We will refine Co –Teaching strategies in the ELA and ESOL classroom to improve teacher practices.</p> <p>Strengthen common planning time that provide opportunities to discuss student's academic behavior plans.</p> <p>Establish the Phase II of RtI in which a committee will discuss students' academic and behavioral support beyond classroom.</p>



					<p>behavior support for students who were identified as students at risk of failing a course.</p> <ul style="list-style-type: none">• Student's planners were integrated into the student's academic day.• ELA students received an academic plan that listed the previous and current scores and students set new goals for the end of the school year.• New Writing strategy "A.R.M" was implemented throughout all middle school subject. <p><u>A</u>ccess Knowledge [What do you know (from the text/problem/prompt or background knowledge), as it relates to the text or question?]</p> <p><u>R</u>elavant Information (What evidence can you use to answer the question?)</p> <p><u>M</u>erge what you know and the information from the text/problem/prompt to answer the question.</p>			
3-8 Math All Students Level 2 and above	16%	19%	Yellow	Likely to be met.	<p>Specific adjustments includes:</p> <ul style="list-style-type: none">• The week of April Recess, there were 25 students who participated in the Monroe Math Camp to prepare students for the upcoming NYS Math 7 & 8 Assessments.• For 5 days consecutive students received instruction on multiple equation skills during Home Base and Period 1.	NWEA winter MP grades	Third marking period grades show that two-thirds of 7 th and 8 th graders passed math class, with approximately 40% earning a C or better.	<p>Having consistent math instruction in the middle school has been a large gain this year, and next year Monroe will invest in solidifying the middle school foundation. This will include:</p> <ul style="list-style-type: none">• Strengthen common planning time that provide opportunities to



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					<ul style="list-style-type: none"> Consistent math instruction continued and push-in pull out math interventions. 			<p>discuss student's academic behavior plans.</p> <ul style="list-style-type: none"> Establish the Phase II of RtI in which a committee will discuss students' academic and behavioral support beyond classroom. The AIS –Math Lab will be part of the Master schedule; the same teacher will teach the Math and Math Lab course to same group of students to assure continuity. We will integrate a new Math AIS program called DreamBox, which will simultaneously support Math instruction in the monolingual and bilingual classrooms.
3-8 ELA All Students MGP	44.94%	45.94%	Yellow	Likely to be met.	Please see discussions in other areas, as this metric is about growth.	Please see discussions in other areas, as this metric is about growth.	Monroe exceeded the progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time.	Please see discussions in other areas, as this metric is about growth.
3-8 Math All Students MGP	41.05%	42.05%	Yellow	Likely to be met.	Please see discussions in other areas, as this metric is about growth.	Please see discussions in other areas, as this metric is about growth.	Monroe exceeded the progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time.	Please see discussions in other areas, as this metric is about growth.
2012 Total Cohort (10th Graders) Passing	40%	43%	Green	Yes	Update of student data review. Adjustment for pullouts to identify top 30 students according to current grades and attendance; adjustment	Multiple measures are being considered including: Third quarter grades;	At this point in the year, 36% of the 2015 cohort has passed this Regents. Additional data points have determined the final	



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Math Regents (2015)					to pull-out small groups for Algebra Review for final quarter. Assistant Principal conferences with students.	Attendance in Algebra class, pullout groups and ELT; Teacher conferencing and recommendations;	groupings for 4 th Quarter pull-outs. Based on the data, 30 students are projected to pass and 16 are needed to meet the target.	
2011 Total Cohort (11th Graders) Passing ELA Regents (2014)	36%	39%	Yellow	Likely to be met.	<ul style="list-style-type: none"> Update of student data review for ELA CC Regents practice test for cohort. English teachers meet weekly to review student progress. Student instructional groups formed based on writing and language proficiency. Assistant Principal conferences with students. 	Multiple measures are being considered including: Practice exams, Third quarter grades; Attendance in English class and pullout groups; Teacher conferencing and recommendations;	23% (42 students) have already passed this Regents. In addition, based on school data described, 34 students are projected to pass the June Regents to meet the target. Of the 34 projected to pass, 12 are ELLs and 3 are SWD students which remains our greatest challenge in meeting the target. If all 34 pass, that would be 76 students, reflecting 40% of the cohort, and slightly exceeding the progress target.	
Total Cohort 4-Year Grad Rate – All Students	43%	46%	Yellow	Likely to be met.	<p>During the month of March, the 12th grade counselor and administrator met with every 12th grader to review the mid-year progress. They will be meeting with parents of the students in jeopardy of not graduating to come up with a plan to set them up for success.</p> <p>Six students were identified to sit for the USA Skills Test which will replace 1 Regents exam that students are lacking. The first test took place this week, and 3 students earned the certificate.</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.	<p>As of April 24th, the Total Cohort number is 208, and the Total Active cohort is 155. To achieve the 46% progress target, Monroe must have 96 students graduate. Currently, the projection is 42%, which includes 7 early graduates from the 2013 cohort, and 80 students considered on-track in terms of having already earned 16 credits and 3 Regents.</p> <p>In addition, 29/155 cohort students are 11th graders, meaning they are behind on</p>	



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					<p>Monroe is also providing extra tutoring, during the school day, in Geometry for 6 students to give them extra support in passing the Regents exam.</p> <p>Coordinating proactive meetings with all 2014 cohort students to review transcripts, report cards and summer school opportunities. This was structured to build collaboration and capacity in the counseling team.</p> <p>Monroe also continues to use Receivership funds flexibly and aggressively to respond to student needs—creating small, alternative settings for credit recovery, using both push-in and pull-out intervention support, offering after school tutoring.</p>		credits. Of these 29, 14 students have the possibility to graduate in June or August.	
Total Cohort 4-Year Grad Rate with Adv. Designation – All Students	1%	3%	Green	Yes	<p>The third-year language was a concern first quarter; however, since then, we have hired substitutes to address the student's needs. For example, one student needs German and two students need to pass the American Sign Language assessment. For these students, the principal is using a substitute to offer students preparation; this type of very granular personalized support is the norm at Monroe.</p> <p>Also, began meeting with all 2014 cohort students to review transcripts, report cards and</p>	Cohort tracking	<p>Monroe notes that 2 early graduates graduated with Advanced Regents diplomas, meaning that Monroe needs 4 more students to hit the target. Monroe currently has five strong candidates for an Advanced Regents. If all 5 earn it, the total of 7 students would just hit the progress target.</p>	<p>Over time, as we stabilize and accelerate the middle school honors track, we will see more students on this advanced pathway.</p> <p>Monroe is working to increase the number of AP offerings.</p>



					summer. In doing this we are identifying students who will qualify for advanced Regents diplomas and scheduling them appropriately for next year.			
Grades 4 and 8 Science All Students Level 3 and above	19%	22%	Green	Yes	<p>Current efforts include:</p> <ul style="list-style-type: none"> 30 8th grade students are enrolled in Regents Level Living Environment classes. 15 Bilingual students are receiving Living environment LAB every Tuesday and Thursday as part of the ELT time. All 8th graders are participating in the practicum science lab prior to the actual Lab exam. Ongoing data-driven strategies also include data walls in classrooms that represent student progress towards lab minutes, attendance, homework and assessment grades. 	<p>Classroom formative assessments</p> <p>Report card grades</p>	<p>Formative assessment shows that the 8th grade Honors group is projecting a 95 % passing rate in the Regents exam. Report card, classroom work and attendance predict a 90% passing rate. If these prove accurate, they would represent almost 20% of the 8th grade cohort, which would be close to the metric.</p> <p>For those 8th grader not enrolled in Living Environment, 61% passed their science class in the third marking period, with about half earning a C or better.</p> <p>Note that because the NWEA was not available in Spanish, Monroe did not use with students, but is exploring what the assessment can provide.</p>	
Total Cohort 5-Year Grad Rate – All Students	36%	39%	Green	Yes	Continuation of the frequent monitoring and personalized supports described in previous sections.	Cohort tracking analysis	51% of the 2012 cohort has already graduated, meaning that Monroe has already met this metric.	
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 II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators

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

Identify Indicator	Baseline	2016-17 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2016-17 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.	2017-18 School Year Continuation Plan for Meeting this Indicator
Family and Community Engagement (DTSDE Tenet 6)	N/A	Developing	Green	Yes	Monroe continues to serve parents and families in various ways, including communicating everything in both English and Spanish and planning Parent Workshops. In addition, Monroe: <ul style="list-style-type: none">Modified the Interim Report process, asking parents to sign that they have reviewed, and running a HomeBase contest to increase the rate of return.Published its third quarterly Bilingual Parent Newsletter, which now includes a section where parents can provide feedback to the school.	DIIR Review, scheduled in May. Parent signatures are collected during each event. Feedback from the surveys are collected and complied into a database where we can further analyze the data and incorporate suggestions from parents and community members. Additionally, parent feedback from the Community Engagement Team Meetings and School Based Planning Team	<ul style="list-style-type: none">There have been over 800 visitors to the parent center from September to May. However, parent participation in the parent workshops remains low.Parent attendance and participation at student centered school events has increased. (Middle School Dance, Middle School February ELA Academy, Middle School April Math Academy, Bilingual Parent Meetings, Parent Teacher Conferences, High School	The following adjustments to Monroe's strong offerings have been identified thus far: <ul style="list-style-type: none">Monroe's plan is to hire a Home school Assistant or Staff to oversee the Parent center.To continue surveying parents to identify their needs and wants, providing bus passes for transportation, planning student centered events such



				<ul style="list-style-type: none">• Created a new parent and student survey to gather feedback, to engage parents in a manner that is conducive to their needs and works with parent's schedules.• Created a Community Partners Brochure, available in the Parent Resource Center, and added it to the website. This brochure informs parents about the Community Partnerships in the school, the partner's location within the building, the services they provide, and information on how to access those services for their child.• The Parent Resource Center now has bus passes available for parents who need transportation to and from the school to attend conferences and events.• Several seniors were trained to be certified babysitters through the Red Cross, and babysitting services are available for parents enabling them to attend workshops and conferences at the school.• Hosted a community event at the Freddie Thomas Campus on a Saturday enabling over 100 family and community members to attend the event.	Meetings are considered and used to increase our responsiveness to parents.	<ul style="list-style-type: none">• Graduation Requirement Meeting, Common Root of Our Family Tree Community Event).	<p>as student awards ceremonies, and performances.</p> <ul style="list-style-type: none">• To increase parent presence in Community Engagement Team Meetings.• To continue to produce the quarterly bilingual parent newsletter.• To continue the parent resource center, and the Spanish Parent Phone Calls Initiative.• To coordinate parent meetings in alternative locations in the community.
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					<ul style="list-style-type: none"> Parents have been invited to join the staff during our ½-day conferences. Several parents took advantage of the opportunity and worked alongside teachers to learn how to use the Google platform, and engaged in a meet and greet with the Community Partners. Continue to hold monthly Community Engagement Team Meetings. One of the parents who attends the meetings has also joined to brainstorm barriers to parent participation along with ways to combat those barriers and increase parent participation. 			
3-8 ELA ED Students Level 2 and above	14%	17%	Red	No	The interventions and responses are discussed in the previous 3-8 ELA section.	NWEA winter	Subgroup analysis from Winter NWEA predict that 6% of this subgroup will score a level 2 or above. However, Monroe's internal analysis suggests that this number is a low-ball projection. However, the school is not certain that it will meet this metric.	
3-8 Math ED Students Level 2 and above	16%	19%	Red	No	The interventions and responses are discussed in the previous 3-8 Math section.	NWEA winter	Subgroup analysis predicts 3% of this subgroup will score a level 2 or above. Monroe's analysis suggests that this number is a low-ball projection. However, the school is not certain that it will meet this metric.	
2013 Total Cohort (9th Graders) with 5	38%	41%	Green	Yes	The 9 th grade team continues to build relationships with students using restorative conversations and	Detailed cohort tracking and frequent review of student data show that this metric will likely be met. Monroe projects that approximately 50% are on track to earn at least 5 credits.		



or more credits (2016)					<p>morning check-ins to set the tone for the day. They utilize academic intervention plans and provide access to additional tutoring as needed.</p> <p>9th grade support team meetings including all supports: Center for Youth, Gandhi, RCSD admin, RCSD school counselor, and RIT GEAR UP coordinator continually meet weekly on Wednesday mornings from 7:15am to 7:50am to discuss individual caseloads and what students need for support academically.</p> <p>The team held a specific Parent Teacher Conference Night for Cohort 2016 and Renaissance Academy Graduation Requirements Presentation.</p>	<table><tr><td>COHORT 2016 STUDENTS</td><td>Monolinguals</td><td>105</td></tr><tr><td># OF STUDENTS ON TRACK TO EARN 5 OR MORE CREDITS</td><td></td><td>48</td></tr><tr><td># OF STUDENTS IN NEED OF ADDITIONAL INTERVENTIONS IN ORDER TO EARN 5 OR MORE CREDITS</td><td></td><td>25</td></tr><tr><td># OF STUDENTS NOT ON TRACK TO EARN 5 CREDITS</td><td></td><td>12</td></tr><tr><td># OF STUDENTS WHO CAN EARN 5 OR MORE CREDITS BY AUGUST IF ATTENDING SUMMER SCHOOL</td><td></td><td>22</td></tr></table> <div><div>Total # of Cohort 2016 students</div><div>ELLs/ Bilingual</div><table><tr><td># of students on track to earn 5 or more credits</td><td>22</td></tr><tr><td># of students in need of additional interventions to ensure they earn 5 or more credits</td><td>16</td></tr><tr><td># of students NOT on track to earn 5 credits by June</td><td>10</td></tr><tr><td># of students who can earn 5 or more credits by attending summer school</td><td>4</td></tr></table></div>		COHORT 2016 STUDENTS	Monolinguals	105	# OF STUDENTS ON TRACK TO EARN 5 OR MORE CREDITS		48	# OF STUDENTS IN NEED OF ADDITIONAL INTERVENTIONS IN ORDER TO EARN 5 OR MORE CREDITS		25	# OF STUDENTS NOT ON TRACK TO EARN 5 CREDITS		12	# OF STUDENTS WHO CAN EARN 5 OR MORE CREDITS BY AUGUST IF ATTENDING SUMMER SCHOOL		22	# of students on track to earn 5 or more credits	22	# of students in need of additional interventions to ensure they earn 5 or more credits	16	# of students NOT on track to earn 5 credits by June	10	# of students who can earn 5 or more credits by attending summer school	4	
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Total Cohort 4-Year Grad Rate Hispanic Students	37%	39%	Yellow	Likely to be met.	<p>Through PSSG resources, a team began work on curricular alignment between the skills and texts in ELA, ESOL and Native Language Arts courses. The final product will inform PD this summer and into next year across the three departments.</p> <p>Also this quarter saw the design and launch of work with Maria Dove. A team of 10 teachers will be participating in a series of webinars and long-distance coaching. This</p>	Cohort analysis	<p>This metric is within reach, because 2% of the 96 students in this subgroup at the time of writing have already graduated and another 37.5% are on-track for graduation in terms of credits and Regents.</p>																								



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					launched in May and will shape the work for next year as well.			
Total Cohort 4-Year Grad Rate – ED Students	40%	42%	Yellow	Likely to be met.	Given that 90% of Monroe’s student population is Economically Disadvantaged, strategies outlined in previous sections pertain here.	Cohort analysis	Of the total cohort of 192 students, there have been 6 early graduates and there are another 76 students with 16 credits and at least 3 Regents, providing a projection of 43% at this point. This would meet the target.	
Post-graduation plans of Completers	13%	15%	Green	Yes	The forms were sent from Central Office to the school in April. The expectation has been set with counselors.	Counselor and administrative review	Counselors and students will be meeting at the beginning of May to complete the graduation plans.	
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 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 not described in Part I or II above, but 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 2016-17 interventions plans (SIG, SIF or SCEP), and should include evidence and/or data used to make determinations. If the school has a SIF grant during the 2016-17 school year, or 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	2017-18 School Year Continuation Plan
1.	Refining the System of Progress Discipline and Support		<p>As Monroe’s discipline data show (provided in Level 1 Indicators section), the work to build a restorative school culture and climate is paying off. There are many contributing factors to this work; here we highlight three:</p> <p>Help Zone: This is a district initiative, and is part of Monroe’s initial SIG/Receivership Plan. It emphasizes using restorative practices as a means to reduce student suspension. The Help Zone provides a means to minimize classroom distractions and interruption of instructional time. The Help Zone provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts. The Help Zone can also serve as a point of connection to social-emotional supports both within and outside of the school.</p> <p>The Red Jacket Help Zone has had almost 2000 student visits this year. Students frequently visited in the first three months (1021 through November), and then frequency declined throughout the year, resulting in 684 visits from Dec – March. This also mirrors a decline in suspensions.</p> <p>Bridges - This intensive academic program is staffed by Monroe teachers and is designated to support students who have struggled academically and/or behaviorally. This program provides students with a smaller class setting and learning environment and the opportunity to have more</p>	<p>Based on data, Monroe will continue with this strategy. It plans to make the following adjustments:</p> <ul style="list-style-type: none">• The 2017-18 school year will begin with most staff and students already familiar with goals, routines and processes of our Help Zone. Our goal is to lower monthly visits to the Help Zone, and decrease the average time spent in the Help Zone.• Begin identifying students sooner who would benefit from the level of support available through Bridges. Please note this program helps support students who are in the general education setting and does not include students who have an individualized educational plan.• Increase the mental health support for students, in addition the social emotional support already in place. Monroe will work with its current partners (Ibero Action League, Center for Youth Services, the Gandhi Institute) to integrate a mental health component to the bridges and help zone programs.• Develop and stronger system, and identify a lead person who can take a case-management / coordination role with regards to student social-emotional and mental health supports. The goal is to work with the Response to Intervention team to gather further evidence to support these students academically and behaviorally.



			teacher attention. The program is staffed with 2 teachers. The program also includes restorative practices which include support from social workers, counselors and school partners. This program is specifically designed to assist students in reconnecting with school environment. Parents are required to participate and sign a contract that supports the program's criteria in order for students to succeed. Bridges program has shown to reconnect students and return back to their regular education program. For example, 50% of students who participated in the Middle School Bridges program have returned to their regular program. Many of the remaining students require a more intensive mental health support program. The Bridges program has also contributed to our decrease in suspensions this 2016-7 academic school year in addition to decreasing the number of visitations to the help zone.	
2.	Sharpening our Effectiveness – Instructional Framework and Teaching		<p>The unified Instructional Framework, driven through the successful use of Common Planning Time (CPT), where the principal delivered embedded PD to teachers, has been a strength in Monroe's transformation. This is evidenced by the improving academic outcomes, the common language of teachers, the increase in use of student data, and has been demonstrated in artifacts shared this year.</p> <p>In this quarter, there have been continued efforts to distribute and deepen the leadership for instructional improvement. This has been evident in staff retreats/PD that include teacher leaders and administrative team, School-based Planning and Community Engagement Teams. These sessions have allowed a wide group to take stock and reflect on where Monroe is, and to identify the priority areas for next year's work.</p>	<p>Building on this success, the goals for 17-18 thus articulated include:</p> <ul style="list-style-type: none">• Maintaining and expanding CPT such that leadership is distributed to teacher leaders in each department.• Begin a collective effort to launch a shift toward standards-based assessment. This work will include collegial texts, discussions and support, and will be led by a teacher-on-assignment.• Revitalizing a specific middle school culture that engages teachers in a recognition that middle school provides the foundation for academic success at Monroe. This work will include working with an external provider, SYFR, to facilitate professional learning community that joins Monroe middle school teachers with a cohort from other Receivership schools. The plan is that this will build cache and pedagogy at the same time.
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.	<div>Red</div> <div>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</div>



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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
Green	There were nine community engagement meetings scheduled. Each meeting included the community partner members and two parents, and the team plays a role in the school. They participated in school events and facilitated at least one parent workshop. The members planned for upcoming school events, participated in events, facilitated at least one parent workshop and developed a brochure that described the support and services. This school year all the CE members participated in the Common Planning Time Week I in which the school instructional focus was discussed. They were informed of the school targets and school initiatives. One member from partner Ibero was the latest addition to the school community.	For the upcoming school year, we will focus on developing partnerships focused on crisis and social-emotional needs.

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 2017-18 School Year.

Status (R/Y/G)	Analysis/Report Out	2017-18 School Year Continuation Plan
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	<p>Over the course of the past several months, the power of the Receivership has allowed for greater flexibility in structures and operations that support the aggressive school improvement plans in each school to meet their respective demonstrable indicators. Structures include thoughtful placement procedures; effective budget allocation; professional learning design with collective bargaining units; and overall central office paradigm shifts that view the schools as the unit of change. The Office of Finance, Human Capital Initiatives and Office of Innovation, and Office of Teaching and Learning have been instrumental in the success of this shift.</p> <p>Significantly, the teacher collective bargaining unit, in partnership with our Law Office has been extremely supportive in the development and implementation of each school’s Election to Work Agreement. The powers of receivership have been extremely effective in clearly outlining the signature of the school and meaningful dialogue among all staff that establishes a common purpose to best meet the needs of students. Lastly, the Board of Education continue to engage in with our receivership schools to gain understanding and support through Board Leadership visits.</p> <p>As part of the structure created in the RCSD for schools in Receivership a professional learning community structure has emerged which includes regular school visits, weekly conference calls and monthly meetings at rotating schools. In addition, professional learning has also included interdisciplinary teams, including the Superintendent, during weekend retreats; data deep dive protocols; and Teaching and Learning Partnership classroom walkthroughs. Also, additional partners have been engaged to support the school chief and principals to foster meaningful dialogue with Bank Street provided by support from the Gates Foundation and the early stages of support from NYCLA.</p> <p>In addition, community engagement teams in all of the schools have been helpful in sharing expertise, improving accountability, increasing parent engagement and multi-tiered systems of support to our students and families. The Community School planning has also been an important part of our planning over the past several months to develop an internal framework for the district, as well as, engage with our partners and community to build the overall vision.</p>	<p>In moving forward the powers of receivership, as indicated above will continue in the 17-18 School Year as we improve our schools. As we build on our successes additional strategies for the 17-18 School Year include:</p> <ul style="list-style-type: none">• Increased autonomies and supports directly to the buildings via the budget process• Comprehensive Professional Development Plan for 17-18, including PLC text based group• Receivership summer literacy conference			
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)

(This section should only be completed, if the school is funded by the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG). Add rows as needed.)

<u>Budget Analysis</u>			
Please designate either as PSSG expenditures or SIG expenditure and describe the budget item or activity.	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place.	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>: • SIG FS-10 2017-18 BUDGET AND BUDGET NARRATIVE AS APPLICABLE. <u>DO NOT SUBMIT PSSG BUDGET DOCUMENTS AT THIS TIME.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
<p>Given the recent news that the PSSG will be extended through the 17-18SY, the District staff continues to work with Monroe’s leadership team to be effective stewards of these funds. For this reason, several of the approved expenses in the amendment are NOT being spent, because the determination has been made that it is more important to maintain additional staffing levels next year.</p> <p>We await SED guidance as to how and when to do the year-end accounting and reconcile what was approved with what is actually spent, and what we will budget for next year.</p>		<p>By in large, any funds associated with direct services to students are proceeding and having impact outlined above. The professional development costs are also proceeding as planned, including some portion of the contracted services. Monroe is not spending all of the proposed materials and supplies, although those decisions are being made on case by case basis.</p>	



District set aside funds		Again, these funds are being spent very cautiously as the team makes case-by-case decisions as to the impact when weighed against the ability to use next year.	
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Part VI: Best Practices (Optional)

Best Practices The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.		
List the best practice currently being implemented in the school.		Describe a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Many are described in previous sections.	
2.		
3.		



Part VII – Assurance and Attestation

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

Name of Receiver (Print):

Barbara Deane-Williams

Signature of Receiver:

Date: 5/26/17

[Handwritten signature of Barbara Deane-Williams]

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 2017-2018 Community Engagement Team plan and membership.

Name of CET Representative (Print):

MATASHA BELIC

Signature of CET Representative:

[Handwritten signature of Matasha Belic]

Date: May 25, 2017