

Receivership Schools ONLY

Quarterly Report #1: July 1, 2018 to October 13, 2018 (Due October 31, 2018)

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43520			
James Monroe High School	261600010066	Rochester City School District	n/a	Check which plan below applies:			
				SIG		SCEP	
				n/a			
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	Amy Schiavi, <i>Chief of School Leadership Network Intensive Support and Innovation</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		7-12	41.7% ELL 9.7% Former ELL <i>Internal SPA Data</i> 10/9/18	21.8% <i>Internal SPA Data</i> 10/9/18	909 <i>Internal SPA Data</i> 10/9/18
	Appointment Date: August 2016						

Executive Summary

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

James Monroe High School is "home." This school year opened with the return of Monroe High School to its newly remodeled facility at the school's historical location. The faculty, students, families and community stakeholders hosted a "Welcome Back Home Celebration," and ribbon-cutting ceremony that included an Open House, school tours an alumni celebration and a football event for the entire school community.

The school's instructional framework continues with implementation of strategies and research used for the past three years, with focus this year on strengthening the following areas:



➤Common Professional Time (CPT) Foci: Standards Based Grading, Data-Driven Planning and Student Growth Analysis. Meetings take place weekly among clusters of teachers.

➤ Biweekly Data Accountability Meetings, Grades 9 - 12: Held with administrators, teachers and counselors to review and analyze student growth, need and related and academic support every marking period, by cohort.

➤Walkthrough Schedule: Aligned for this school year with school priorities and data accountability meetings with immediate supervisor.

➤AIS teachers with coaching responsibilities, student contact and targets.

Monroe continues to provide social-emotional and family supports for all students, with specific supports for students and families who arrived in 2017-18 as a result of hurricane displacement. To further support the school's large Hispanic community, this school year's contract with IBERO Family Services has been expanded to include a bilingual part-time drug and alcohol counselor to serve Hispanic students and families. Additionally, the school has partnered with the Borinquen Dance Company to add expanded learning opportunities for this group of students, including a club that offers traditional folklore and traditional dances from the Caribbean.

Upon data analysis and reflection, Monroe has identified three (3) major factors challenging its efforts toward meeting targets:

1. Average Daily Attendance
2. Chronic Absenteeism
3. Influx of recently arrived students resulting from Hurricane Maria
- 4.

Action plans to address these issues are further detailed in reference to the targets below.

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	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.				
#5 – School Safety	31	<5 Serious Incidents or 20% reduction		<p>The school met this indicator for SY1718.</p> <p>Current trends point towards meeting this target for SY1819.</p>	<p>Red Jacket Help Zone:</p> <p>Restorative strategies used in both Help Zones continue to show a positive impact. Help Zone services have been extended to all grade levels this year (7 - 12).</p> <p>The school reviews data collected by the Red Jacket Help Zone and subsequently coordinates conferences and plans for students.</p> <p>Electronic Referral System:</p> <p>Electronic Referral System continues to receive referrals from administrators to Tenet 5 Case Manager. These referrals are then topics of conversation at the Social-Emotional Team meetings. The Expanded Learning Resource Coordinator is responsible for analyzing data and aligning identified needs with school and community resources (i.e. Drug and Alcohol Counselor).</p> <p>Mental Health Supports:</p> <p>Mental health supports are intact as before. The school has established a</p>	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Red Jacket Help Zone data ● Referral data 	<p>Average Daily Attendance Data:</p> <p>Monroe’s average daily attendance is about 79.9%; 7th grade has the highest ADA at 87.0%. There are 215 students-to-date with perfect attendance.</p> <p>Suspension/Serious Incident Data:</p> <p>The school has 0 long term suspensions and 0 serious incidents to date.</p> <p>Red Jacket Help Zone:</p> <p>To date, the Help Zone has supported students 278 times. 174 were assisted through restorative forms and the balance were either tier one, escalated to an administrator, or were utilizing hygiene/clothing closet.</p> <p>Referral Data - September and October:</p> <table border="1" data-bbox="2053 1227 2486 1393"> <thead> <tr> <th data-bbox="2053 1227 2268 1333">Grade</th> <th data-bbox="2274 1227 2486 1333">Number of Referrals</th> </tr> </thead> <tbody> <tr> <td data-bbox="2053 1336 2268 1393">7</td> <td data-bbox="2274 1336 2486 1393">5</td> </tr> </tbody> </table>	Grade	Number of Referrals	7	5
Grade	Number of Referrals										
7	5										



				<p>Social-Emotional Team, which meets every Tuesday morning. The team is comprised of the three (3) Social Workers, Help Zone Staff, Ibero, Community School Site Coordinator, and Expanded Learning Resource Coordinator, all working collaboratively to individualize plans for students and share out on interventions that have been referred via the social/emotional referral system.</p> <p>Attendance Team:</p> <p>The attendance team continues to be comprised of various school- and district-based stakeholders. It has been restructured into two subgroups, with one focusing on the “average daily attendance” of Monroe and the other focused on the “chronic absenteeism” of specific students.</p> <p>PBIS:</p> <p>Grades 7-8 continue to implement PBIS; both students and staff have taken ownership of this initiative.</p> <p>Middle school teachers continue to measure citizenship and good behavior by awarding tickets called Buzz Bucks.</p> <p>Middle school has adopted community meetings with students and teachers once a week.</p> <p>Middle school integrated an advisory time during which “Homebase” teachers</p>						<table border="1"> <tr> <td>8</td> <td>3</td> </tr> <tr> <td>9</td> <td>24</td> </tr> <tr> <td>10</td> <td>5</td> </tr> <tr> <td>11</td> <td>1</td> </tr> <tr> <td>12</td> <td>0</td> </tr> </table>	8	3	9	24	10	5	11	1	12	0
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				<p>are monitoring attendance, academics and behaviors.</p> <p>The school has recently embedded offerings for recess during lunch periods to encourage development of social skills and team building skills for the 7th and 8th grades.</p> <p>Master Schedule: This year, grades 7-8 and 9-12 have different start times, streamlining day-to-day operations of the building and creating separate physical environment for 7th and 8th graders supportive of the unique needs of middle school students.</p>		
# 9 – 3 – 8 ELA All Students Level 2 and Above	14%	51% or +6%age points = 20%		See Indicator #33.		
#15 – 3 – 8 Math All Students Level 2 and Above	16%	51% or +6%age points = 22%		See Indicator #39.		



<p># 33 – ELA All Students MGP</p>	<p>44.94</p>	<p>50.72 or +2% = 45.84</p>		<p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Data Meetings:</p> <p>Data meetings will continue, this year taking the form of cluster meetings, where teachers and administrators review student data in all content areas and make adjustments to instruction/intervention accordingly. Conducting the meetings as a cluster will allow for more targeted focus on patterns of needs for students across disciplines. Teachers, administrators and counselors at the 9-12 grade levels will continue to meet on a biweekly basis to review data and engage in cohort tracking.</p> <p>Rtl:</p> <p>Use of Frontline, the electronic data management system used by the school to track individual student progress will continue. Teachers will use this tool to track progress of students and adjust instruction accordingly. The school plans to train additional teachers this year to impact a larger number of students.</p> <p>Expanded Learning Opportunities:</p> <p>Monroe’s master schedule has been adjusted for this school year, providing and extra hour of instructional time for each student in grades 7 and 8 focused on development of ELA knowledge and skills. Intervention or acceleration will be provided by students’ own teachers, leveraging the teachers’ knowledge of the students as learners. An additional</p>	<ul style="list-style-type: none"> ● NWEA ELA ● NWEA Math ● 2017 ELA Item Analysis ● 2017 Math Item Analysis ● AIMSWeb Progress Monitoring ● Other Formative Assessments 	<p>Fall Reading NWEA Data:</p> <p>See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" data-bbox="2053 407 2429 656"> <thead> <tr> <th>Grade</th> <th>Percentage of Students Level 2 and Above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>22.66</td> </tr> <tr> <td>8</td> <td>12.26</td> </tr> <tr> <td>Total</td> <td>17.95</td> </tr> </tbody> </table> <p>Fall Math NWEA Data:</p> <p>See chart below for data from Fall administration of NWEA. This is projected proficiency data.</p> <table border="1" data-bbox="2053 846 2429 1078"> <thead> <tr> <th>Grade</th> <th>Percentage of Students Level 2 and Above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>12.13</td> </tr> <tr> <td>8</td> <td>9.43</td> </tr> <tr> <td>Total</td> <td>10.92</td> </tr> </tbody> </table> <p>Data Meetings:</p> <p>To date, six monolingual and six bilingual cluster meetings have occurred for data review and instructional planning purposes.</p> <p>Tier 2 Rtl:</p>	Grade	Percentage of Students Level 2 and Above	7	22.66	8	12.26	Total	17.95	Grade	Percentage of Students Level 2 and Above	7	12.13	8	9.43	Total	10.92
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<p>#39 – Math All Students MGP</p>	<p>41.05</p>	<p>51.17 or +2% = 41.87</p>		<p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Monroe’s master schedule has been adjusted for this school year, providing and extra hour of instructional time for each student in grades 7 and 8 focused on development of ELA knowledge and skills. Intervention or acceleration will be provided by students’ own teachers, leveraging the teachers’ knowledge of the students as learners. An additional</p>																		



				<p>English AIS teacher has been staffed to provide structured, targeted small-group interventions. After school tutoring is being offered via Community Partners groups embedded at Monroe as well as Monroe teachers.</p> <p>Standards-Based Grading:</p> <p>The school has entered into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>		<p>All Math AIS teachers collect data into Frontline for Math for students in Grades 7-9. Data is being tracked for 116 7th graders for Math and ELA, 60 8th graders for Math and ELA, 106 9th graders for Math and 24 9th graders for ELA. In addition, 20 7th graders and 16 8th graders receive Tier 3 ELA.</p>
#67 – 2017 (Total Cohort Passing Math Regents (Score >=65%))	40%	65% or +6%age points = 46%		<p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Small Group Instruction:</p> <p>Students in the 2017 cohort scores of (55-64) on Algebra I R and Geometry have been identified to receive targeted small-group instruction to address relevant learning gaps, with emphasis on topics from the exams in preparation for January 2019 Regents.</p>	<ul style="list-style-type: none"> Algebra I and Geometry Regents scores from June and August 2018 Attendance data <p>Small Group Instruction:</p> <p>Of the 32 students receiving targeted, small group instruction, 23 have completed half or more of the planned topics.</p>
#69 – 2016 Total Cohort Passing ELA Regents (Score >=65%)	36%	61% or =6%age points = 42%		<p>The school did not meet the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Changes to Master Schedule:</p> <p>The school has added ENG III ESOL, co-taught by a dually-certified (ENG/ESOL) teacher and dually-certified (Bilingual and SPED) support teacher for Entering/Emerging students. Additionally, ELA teachers meet once a week together, led by the ELA Coach, to review data and plan targeted instruction and intervention with groups of students.</p> <p>Additional Support:</p>	<ul style="list-style-type: none"> ELA Baseline data Attendance data <p>Data Conversations:</p> <p>Four individual teacher meetings and five group meetings have been held to discuss implementation of ELA Action plan.</p>



				<p>Small-group instruction is provided to targeted groups of students within English III classes, delivered by an ELA-certified Instructional Coach. Groups are led by the ELA Coach and a dually-certified (ELA-ESOL) teacher.</p> <p>Data Meetings:</p> <p>Individual teacher data meetings will continue, focusing on evidence proficiency in ELA standards. Teacher/co-teachers and administrator will review student data and make adjustments to small group instruction accordingly.</p>		
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<p>#70 – Total Cohort 4-Year Grad Rate – All Students (2015 Cohort as of August)</p>	<p>43% (2009 Cohort)</p>	<p>64% or +6%age points = 49%</p>		<p>The school did not meet the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Data Meetings: 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>Intervention/Review/Credit Recovery: Opportunities for intervention and learning/credit recovery are offered to students after school through the school’s partnership with Next Level and Beyond, as well as on Saturdays by certified Monroe teachers.</p> <p>Standards-Based Grading: The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>	<ul style="list-style-type: none"> ● Credit Accrual Status ● Quarter 1 Interim Reports ● Other Formative Assessments: <p>-Administrator/Teacher Data Conversations</p>	<p>Cohort Tracking: As of 10/25/18, the Total Cohort number is 185, and the Active Student number is 166. (Inactive students total 19, and include 14 dropouts, and 5 students currently enrolled in a GED program.) Five students within this cohort were early graduates, and two of the five students received an Advanced Regents Diploma.</p> <p>Within the current Total Cohort, 37.4% of students are on track for graduation in terms of having earned 16 or more credits and having passed three (3) or more Regents exams.</p>
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#76 – Total Cohort 4-Year Grad Rate w/	1%	18% or =6%age points = 7%		<p>The school did not meet the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Data Meetings/Cohort Tracking: Weekly meetings with counselors address data and student success. These conversations begin during the 7th and</p>	Cohort tracking	<p>Cohort Tracking: The school has identified 13 students for potential Advance Regents. Two (2) students already received their</p>



<p>Adv. Designation – All Students (2015 Cohort as of August)</p>					<p>8th grades to identify potential candidates for acceleration.</p> <p><u>Strive for Nine:</u> In this school-wide initiative, students are encouraged to explore the advantages of obtaining an Advanced Regents Diploma. The school has identified students in both the junior and senior classes who are appropriate candidates for this diploma designation.</p> <p>This program continues, with a shift to proactivity in supporting students to accrue credits. Students in grades 9 and 10 are now informed and have the time to achieve passing status for the 9 required Regents exams for the Advanced Regents diploma.</p> <p><u>AP Courses:</u> The school has embedded supports throughout the school day to include co-teaching of classes populated with these students, as well as arranging after school opportunities for individual students to meet this designation.</p>		<p>Advanced Regents designation as early graduates last year.</p>
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<p>#85 – Grades 4 and 8 Science All Students Level 3 and Above</p>	<p>19%</p>	<p>57% or +6%age points = 25%</p>		<p>The school met the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Data Meetings: Data accountability conversations aligning Formative Assessment data to science information and instruction are taking place.</p> <p>AIS Science – 7/8: Meet weekly through first marking period to develop lessons for preparation of Science 8 Practicum.</p> <p>Master Schedule: Monroe’s master schedule currently reflects a double block for science and includes AIS provided by students’ primary core teachers for all students. Additionally, the schedule provides for regularly scheduled cluster meetings (grades 7 and 8) to analyze intervention data.</p> <p>Acceleration Groups: One section of Living Environment is currently being offered at Grade 8 - enrollment is at 12 monolingual students and 16 bilingual students.</p> <p>Logistics: All middle school science classes are offered in the same wing of the building, allowing for increased sharing of resources and collegial expertise.</p>	<ul style="list-style-type: none"> ● Formative Assessments ● 2018 NYS Science 8 data: Item Analysis 	<p>Data Meetings: Three meetings have been held with both monolingual and bilingual Science and Special Education teachers to discuss instructional planning for AIS and Science 8.</p> <p>Four weekly meetings with administrators and instructional coaches have been held to discuss implementation of Science 8 plan.</p>
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<p>#88 – Total Cohort 5-Year Grad Rate – All Students (2013 Cohort as of August)</p>	<p>36% (2008 Cohort)</p>	<p>69% or +6%age points = 42%</p>		<p>The school met the target for this indicator for SY1718. Current trends point towards meeting this target for SY1819..</p>	<p>Programming: Students receive programmatic support aligned with specific requirements each needs for graduation. Frequent meetings occur to ensure that students are attending and completing requirements needed to graduate.</p> <p>Online Credit Recovery: Personalized, adaptive software is used to maximize students’ abilities to recover credits.</p>	<ul style="list-style-type: none"> ● Attendance ● Formative Assessments 	<p>Programming:</p> <ul style="list-style-type: none"> ● 18 active students remaining in the 2014 Cohort ● 7 receiving specialized programming for overaged/undercredited students ● 11 receiving traditional, tailored instruction at Monroe, including all 6 students that only needed ELA Regents to graduate. ● Students are attending and completing requirements needed to pass courses and related Regents exams; internal data suggests a projected graduation rate for this cohort of 47.3%.
<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 II – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 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.
	N/A	Effective Rating or		The school met the target for this indicator for SY1718.	<p>Staffing/Partnerships:</p> <ul style="list-style-type: none"> ● Transition in the Community School Site Coordinator Coordinator position 	<ul style="list-style-type: none"> ● Parent/Family Surveys ● Meetings with Parent Ambassadors 	Of most significance this quarter has been Monroe’s new Attendance initiative “Count Me



<p>#6 – Family and Community Engagement</p>		<p>Movement Up One Level on HEDI Scale</p>		<p>Current trends point towards meeting this target for SY1819.</p>	<p>is currently underway. A new CSSC will start at the end of October.</p> <ul style="list-style-type: none"> ● In July 2018 the Needs Assessment and Development Plan were completed, and an Action Plan was established. ● New partnerships were developed and other readjusted to meet the needs of the school. <p><u>Parent/Family Events and Communication:</u></p> <ul style="list-style-type: none"> ● Parent Ambassadors team held their first elections and have a President, Vice President, and Delegates to organize the parent group and meetings. ● A Parent Academy has begun at Monroe and offers different workshops for families based on their input and voice. <p><u>New Partnership:</u></p> <p>Monroe will embark on a newly-established partnership with Next Level and Beyond (NLB), a community agency providing academic and wellness supports. NLB will provide after school tutoring, and sports training, and conditioning opportunities for students, eventually leading to internships.</p>	<ul style="list-style-type: none"> ● Documentation of home visits conducted by Home-School Assistant 	<p>In.” There is an established tiered system of support, communication, and data collection form. The system allows for targeted home visits and opportunities to incorporate the support of families to reach our 93% goal for our average daily attendance. To date, Home-School Assistants have completed 141 visits targeted towards addressing the school wide initiative “Count Me In.”</p>
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				<p>Social/Emotional Team: The school will continue to provide social-emotional supports to students and their families through the Social/Emotional Team. This team is comprised of Social Workers, Community Partners, Home School Assistants, Community School Site Coordinator (CSSC) and ELRC. The team will meet once a week to review data pertaining to students’ social/emotional needs, identify concerns and collaboratively problem-solve.</p>		
#14 – 3 – 8 ELA ED Students Level 2 and Above	14%	45% or +6%age points = 20%		<p>91.4% 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 Indicator #33.</p>		
#20 – 3 – 8 Math ED Students Level 2 and Above	16%	45% or +6%age points = 22%		<p>91.4% 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 Indicator #39.</p>		
#65 – 2018 Total Cohort with 5 or More Credits	38%	77% or +6%age points = 44%		<p>61.4% of the school’s student population within this cohort is considered “Hispanic.” This is a significant portion of the school’s All Student population for the 2018 cohort.</p> <p>See Indicator #70.</p>		



<p>#73 – Total Cohort 4-Year Grade Rate Hispanic Students (2014 Cohort as of August)</p>	<p>37%</p>	<p>56% or +4%age points = 41%</p>		<p>The school did not meet the target for this indicator for SY1718.</p> <p>The school is unsure whether it will meet this target for SY1819.</p>	<p>Data Meetings: 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>Intervention/Review/Credit Recovery: Opportunities for intervention and learning/credit recovery are offered to students after school through the school’s partnership with Next Level and Beyond, as well as on Saturdays by certified Monroe teachers.</p> <p>Standards-Based Grading: The school will enter into the full first year of Phase I planning for Standards-Based Grading. The Interim Report and the Sports Eligibility form will support the SBG philosophy and promote student ownership of learning. Two teacher leaders will continue to provide leadership with this initiative.</p>	<ul style="list-style-type: none"> ● Credit Accrual Status ● Quarter 1 Interim Reports ● Other Formative Assessments: <p>-Administrator/Teacher Data Conversations</p>	<p>Cohort Tracking: There is a total of 90 students in this cohort. Of the 90 students, 59 students are on grade level, and 24 of those students have completed and passed all required Regents exams. Twenty-eight (28) students are off grade level, and 3 students have dropped.</p>
	<p>40%</p>						



#75 – Total Cohort 4-Year Grade Rate ED Students (2014 Cohort as of August)		60% or +4%age points = 44%		91.4% 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. See Indicator#70.				
#83 – Post-Graduation Plans of Completers (4-Year College)	13%	36% or +3%age points = 16%		The school met the target for this indicator for SY1718. Current trends point towards meeting this target for SY1819.	Data Meetings: Counselor, students and families have collaborated to complete graduation plans for all relevant students. These meetings take place on a bi-weekly basis and include relevant administrators.	Counselor and administrative review and monitoring of plans.	Bi-Weekly Meetings Administrator and Counselors have completed plans. Meetings to review student progress are underway.	
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)

<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. Use of technology in the classroom to deliver instruction		With completion of the school’s facilities modernization project, every classroom in the school has been updated with an 80 inch SmartScreen, speakers, microphones and amplification technology in order to integrate technology into direct instruction. Multiple adaptive software programs are being used to enhance instruction, and AIMSweb software is being used for progress monitoring for recently arrived students. A technology collegial circle has been implemented to discuss strategies for incorporating technology into the classroom. All content area teachers who have completed the RCSD’s “Ready-Set-Go” Google training have received Chromebook carts for their classrooms.



2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A
3.	“See Key strategies” as outlines in Executive Summary and as referred to within Indicator descriptions.		
4.			
5.			
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 18-19 CET plan and/or the 18-19 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>This team is comprised of administrators, teachers, students, parents and various representatives from school-based partners. It meets monthly from October to June to collectively review actions being implemented to address the school’s needs and related data, all in alignment with the school’s instructional and social-emotional priorities, Receivership targets and areas of need as identified through the Community Schools Needs Assessment.</p> <p>In November the school will have two new partners. Next Level and Beyond will begin to offer tutoring through St. John Fisher, including, weight training, mentoring, and apprenticeship opportunities for 9-12th grade scholar athletes. Also beginning in November, IBERO will begin to provide PAO (Proyecto Ayuda Outreach). PAO focuses on substance abuse programs that consist of preventative education, individual student counseling, and workshops for parents and community members.</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/48620</p>



<u>Powers of the Receiver</u>					
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				
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 V – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/19 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	Monroe completed and submitted its community-created needs assessment and development plan on July 2018. The school has begun to implement and develop school wide initiatives and strategic teams to focus on the priorities in the development plan.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period: 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)	Monroe has held public meeting with multiple stakeholders through our middle school meeting, Senior, and Freshman night. This year Monroe has also begun its Parent Academy with different workshops based on interest.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Communication through emails, letters, robo calls, Facebook, twitter, and school wide meetings have been provided to our school community sharing our vision, priorities, and necessary information. Another service provided at Monroe for our families and teachers is a system to request a translator to make phone calls home in Spanish. All communication to our community is provided in Spanish and in English.



	The District also has a Spanish translator on staff. This follows with the nature of Community School strategy being local and holding relationships central, requiring the bulk of communication as close to the school as possible. All communication is provided, minimally, in English and Spanish, with Arabic, Somali, and Nepali as needed.
3. parents, teachers, and community members’ access to Community School Site Coordinator and Steering Committee	Monroe has developed a Parent Ambassadors group. Elections have been held and there is a president, vice president, and delegates. This will provide the families an opportunity to gather, organize, and have direct access to the Community Coordinator. Through the Community Engagement Team meetings other community members will have an opportunity to engage and share their voice on the development plan and school priorities.
Steering Committee (challenges, meetings held, accomplishments)	The school will hold the Community Engagement Team Meeting through October-June with a representation from all stakeholders.
Feeder School Services (specific services offered and impact)	n/a
Community School Site Coordinator (accomplishments and challenges)	A new Community Schools Site Coordinator was appointed at the school on October 26, 2018. A transition has begun for the new Coordinator to take the lead on all initiatives focused on Tenet 6 and the Needs Assessments Development Plan, working closely with the Expanded Learning Resource Coordinator to design programming and align resources for students and families.
Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	See Part VI - Budget.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	See Part VI - Budget.

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

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



<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-19 (PSSG, CSG) or 2018-19 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		Expenditures are supporting programming at the school, and an amendment has been submitted to further support the school’s work in meeting its targets. Code 15 - Supports teacher hourly pay, and per-diem substitute pay focused on provision of interventions and ELT. Code 16 - Civil service hourly pay to support ELT. Code 40 - Contracted services with community partners, including IBERO, MK Ghandi, Center for Youth, and Next Level and Beyond. Code 45 - Supplies and materials to support instructional priorities, and supplies and materials to support ELT and the provision of expanded learning time.
SIG:	N/A	
CSG:		While no additional funds were added to the CSG for 18-19, the following items were funded from remaining CSG: <ul style="list-style-type: none"> • All Code 30 projects that are remaining will be completed by June 30, 2019 • Community School Site Coordinator

Part VII: Best Practices (Optional)

<u>Best Practices</u>		
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices currently being implemented in the school. It is the intention of the Department to share these best practices with schools and districts in receivership.		
	List the best practice currently being implemented in the school.	Describe the significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1.	The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.	



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enm

Receivership Quarterly Report—1st Quarter
July 1, 2018–October 13, 2018
(As required under Section 211(f) of NYS Ed. Law)

Name of Receiver (Print): _____
Signature of Receiver: _____ *enm*
Date: _____

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 2018-2019 community engagement team plan and membership.

Name of CET Representative (Print): NATASHA BELL
Signature of CET Representative: *N Bell*
Date: OCTOBER 19, 2018