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	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, *Superintendent*	Sandra Chevalier-Blackman Appointment Date: August 2016	Dr. Elizabeth Mascitti-Miller, *Chief of Superintendent's Receivership Schools and Innovation* Michele Alberti White, *Executive Director of School Innovation* Carrie Pecor, *Director of Program Accountability*	7 – 12	projected 49.5% *as of 1/1/18*	45.5% *Internal SPA data, 1/3/18*	22.9% *Internal SPA data, 1/3/18*	896 *Internal SPA data, 1/3/18*

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

Of particular note at this time is Monroe's provision of immediate academic, social-emotional and family supports for students and families recently arrived as a result of recent hurricanes in Puerto Rico. The school has embedded supplemental ENL supports for these students during their regular school day, and has established after school and Saturday programming to assist students in intensive English language acquisition and acculturation.

Coherent, high-quality professional learning is underway, with cohorts of staff participating in collegial learning focused on the school's instructional initiatives, including the Literacy for a Lifetime Initiative, collaboration and coteaching and standards-based grading. Since October, the school has also implemented Monroe Instructional Academy, which meets monthly to offer all staff additional support in implementing the aforementioned initiatives. Additionally, initial professional learning has begun around the community schools framework to develop and deepen staff knowledge during the school's infancy stages of implementing the community school model.

Provision of academic interventions continues to be led by the school's four (4) Intervention/Prevention Teachers, and analysis of intervention data results in follow-up conversations with counselors and teachers to ensure that student needs are met. Expanded learning opportunities for students, including intervention and enrichment, are offered on Saturdays, after school and during school breaks. The school recently expanded its additional learning opportunities to meet the academic needs of recently arrived bilingual Spanish speaking students from Puerto Rico.

An Attendance Team, an additional Social-Emotional Case Manager provided by the Center for Youth, and the school's "Lead Counselor," serve to support students' social-emotional well being. These entities work together to review data that includes attendance and social-emotional health data, and review and develop plans to link students and families with community resources to promote student achievement and graduation opportunities. This quarter notes an increased need for support of families recently arrived from Puerto Rico; the school, in partnership with IBERO and Center for Youth, has provided orientation, survival provisions and links to community resources to over 44 families.

James Monroe High School continues to reflect on its progress and make real-time adjustments to provide personalized supports to students.

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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.
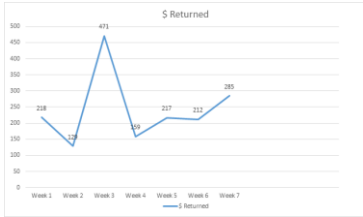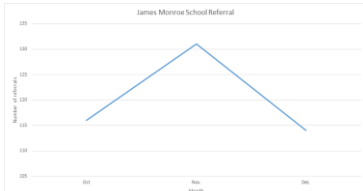
Part I – *Demonstrable Improvement Indicators (Level 1)*

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.
#5 – School Safety	31	<5 or 20% decrease = 6.8	*(green)*	The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Red Jacket Help Zone:** Strategies in both Help Zones have shown impact. From October 2017 - November 2017, there was a 29% decrease in HelpZone visits, suggesting that teachers are able to prevent more social-emotional escalations. As a result, students are able to spend more time receiving instruction. **Electronic Referral System:**	● Attendance data ● Suspension data ● Red Jacket Help Zone data ● Referral data	**Average Daily Attendance Data:** 85.6% as of 1/3/18, the highest in 5 years. The Attendance Team has completed over 90 home visits so far this year. As a result, the school has recorded an 11% drop in chronic absenteeism from November 2016 to November 2017.

With the establishment of Monroe's electronic referral system, analysis of referral data is more consistent and allows for adjustments to behavioral plans to be made. Based on data collected through this structure, Monroe anticipates a suspension rate, overall, around 15% lower than last year.

Mental Health Supports:
Various community agencies partner with the school to bolster provision of social-emotional supports to students. The school's Expanded Learning Site Coordinator coordinates supports, and the school is currently finding success using a system in which administrators refer students to the Social-Emotional Case Managers, providing specific information so that unique student needs are met.

Attendance Team:
The attendance team, comprised of various school- and district-based stakeholders, has conducted almost 100 home visits this school year, resulting in the school's highest Average Daily Attendance rate in the past five (5) years.

PBIS:

Suspension/Serious Incident Data:
The school has been steadfast in addressing behaviors and incidents, as indicated in the suspension data below. Monroe has had 13 serious incidents year-to-date.

Red Jacket Help Zone:
The school reviews data collected out of the the Red Jacket Help Zone and subsequently coordinates conferences and plans for students.

PBIS:
Teachers implementing this program have been tracking "tickets" provided to students to encourage and support behavioral competence. Students have returned a total of 1691 PBIS 'Buzz Bucks' tickets for rewards as of December. The number of electronic referrals

					Grades 7-8 continue to implement PBIS; both students and staff have taken ownership into this initiative, resulting in a decrease of referrals since October.		and middle school visits to the Help Zone have decreased showing a positive correlation (see graphs).
# 9 – 3 – 8 ELA All Students Level 2 and Above	14%	51% or +6%age points = 20%			The school met the progress target for 2016-17 for this indicator.	See Indicator #33.	See Indicator #33.
							See Indicator #33.

				The school expects to meet the progress target for this indicator for SY2017-2018.			
#15 – 3 – 8 Math All Students Level 2 and Above	16%	51% or =6%age points = 22%		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.	See Indicator #39.	See Indicator #39.	See Indicator #39.
# 33 – ELA All Students MGP	44.94	50.72 or +2% = 45.84		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.	**Data Meetings:** A total of 28 data meetings, focused on specific information regarding student progress, have been conducted this year. During these meetings teachers and administrators review student data in all content areas and make adjustments to instruction/intervention accordingly. Achieve 3000 assessment data is included for Spanish-speaking bilingual students. ENL and NLA teachers have participated in two Achieve 3000 training sessions in order to deepen their knowledge of how to utilize the program to support the academic and linguistic needs of students. **RtI:**	• Quarter 1 Interim Reports • NWEA ELA • Achieve 3000 Levelset • 2017 ELA Item Analysis • Other Formative Assessments: -teacher-made assessments emphasizing vocabulary and writing	**Fall NWEA Data:** See chart below for data from Fall administration of NWEA. This is projected proficiency data. Total Percentage Level 2 or Above 7 — 14.6 8 — 12.36 Total — 13.48 District instructional coaches conducted 87 goal setting conferences for 7th and 8th grade students. The Winter administration of NWEA is in process. **Interim Report Data:** Review of first quarter marking period grades show that 26 8th

	9				ELA and Math teachers providing Tier 1 RtI in grades 7 - 9 have established a Google Doc that shares strategies they have found effective overall and with particular students. Professional learning has been provided to train teachers on RtI Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly. **Expanded Learning Opportunities:** Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.			grade students failed ELA, with 9 of them due to chronic absenteeism. In 7th grade, 13 students failed with 3 due to absenteeism. All students failing due to absence were referred to the attendance committee. 17 8th graders and ten 7th graders are being tracked in the RtI online program for ELA. **Achieve 3000 Data:** ENL and NLA teachers have participated in two Achieve 3000 training sessions in order to deepen their knowledge of how to utilize the program to support the academic and linguistic needs of students. **Tier 2 RtI:** Professional learning has been provided to train teachers on RtI Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly.
	41.05			The school met the progress target for 2016-17 for this indicator.	**Data Meetings:**		• Quarter 1 Interim Reports • NWEA Math	**Fall NWEA Data:**

#39 – Math All Students MGP		51.17 or +2% = 41.87		The school is uncertain as to whether or not it will meet the progress target for this indicator for SY2017-2018.	A total of 28 data meetings, focused on specific information regarding student progress, have been conducted this year. During these meetings teachers and administrators review student data in all content areas and make adjustments to instruction/intervention accordingly. Achieve 3000 assessment data is included for Spanish-speaking bilingual students. ENL and NLA teachers have participated in two Achieve 3000 training sessions in order to deepen their knowledge of how to utilize the program to support the academic and linguistic needs of students.	● 2017 Math Item Analysis ● DreamBox Data ● Curricular Common Formative Assessments	See chart below for data from Fall administration of NWEA. This is projected proficiency data.

Chart (embedded):

	Total Percentage Level 2 or Above
7	4.49
8	9.79
Total	7.18

District instructional coaches conducted 87 goal setting conferences for 7th and 8th grade students.

The Winter administration of NWEA is in process.

Interim Report Data:
Review of first quarter marking period grades show that in 8th grade, 24 students failed Math, with 9 of them due to chronic absenteeism and all were referred to the attendance committee. For 7th grade, 11 students failed Math, 3 due to absenteeism. 15 8th graders and 8 7th graders are being tracked in the RtI online program.

Tier 2 RtI:
Professional learning has been provided to train teachers on RtI

(Column 6 continued):

Master Schedule:
A master schedule modification provides time for a math teacher to teach small groups as needed.

Tier 2 RtI:
ELA and Math teachers providing Tier 1 RtI in grades 7 - 9 have established a Google Doc that shares strategies they have found effective overall and with particular students. Professional learning has been provided to train teachers on RtI Frontline, the electronic data management system used by the

					school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly. **Expanded Learning Opportunities:** Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays. **SYFR:** Teachers and administrators at the 7-8 grade levels are participating in this learning. Current focus is developing learning opportunities that focus on heavily-tested standards in Science. The school has enlisted the support of the District Science coach to develop a series of spiraled problems, which are administered to students weekly. Follow-up data conversations then occur to monitor progress.		Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly.
#67 – 2016 (Total Cohort Passing Math Regents (Score >=65%)	40%	65% or +6%age points = 46%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Addition of Staff:** The Math Intervention Teacher and Instructional Coach are using small group pull-outs to address gaps in learning. Current data showing 59 students, or 39%, have met the target. .	● SY2015-16 and SY2016-17 Regents score review ● Quarter 1 Interim Reports ● Other Formative Assessments: -Administrator/Teacher Data Conversations -Teacher-made Feedback Focus assessments	**Regents Review:** 2016 Cohort has 150 active students. Review of Regents exam scores has identified 60 students that have passed a math Regents exam. ● 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. **Administrator/Teacher Data Conversations:** Eight one-on-one data conversations have been with math teachers.
# 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:** Students in grade 9 have been scheduled to take a specific AIS course that was designed to address writing aligned to the Regents exam, giving them additional instructional time dedicated to developing the literacy skills needed to succeed. **Blended Learning for ELLs:** Achieve 3000 is being used in ESOL 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.	● Quarter 1 Interim Reports ● Other Formative Assessments: -Administrator/Teacher Data Conversations	**Administrator/Teacher Data Conversations:** Based on data conversations and analysis of first quarter grades, 74 students in the 2015 cohort were identified by English III and AP Language teachers as probable to pass the January exam.

					Expanded Learning Opportunities: Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays. Students in grades 10 - 12 recently attended a field trip to the Geva Theatre, to experience a production aligned with their learning in ELA.		
#70 – Total Cohort 4-Year Grad Rate – All Students (2014 Cohort as of August)	43% (2009 Cohort)	64% or +6%age points = 49%		The school met 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.	**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. **Parent Meetings:** The 12th grade counselors continue to meet with parents and students reviewing graduation plans. **Intervention/Review/Credit Recovery:** Students continue to attend expanded learning opportunities. At least 65 students within this cohort are currently enrolled in online credit recovery	● Credit Accrual Status ● Quarter 1 Interim Reports ● Other Formative Assessments: -Administrator/Teacher Data Conversations	**Credit Accrual Status:** As of 1/22/18/2017, 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.

			(yellow)		courses; 17 credits have been recovered to date. **Staffing:** A bilingual Coordinator of Special Programs is providing targeted supports to targeted groups of students and their 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%	(red)	The school did not meet the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Data Meetings/Cohort Tracking:** Weekly meetings with counselors address data and student success. These conversations begin during the 7th and 8th grades to identify potential candidates for acceleration. **Strive for Nine:** In this school-wide initiative, students are encouraged to explore the advantages of obtaining and Advanced Regents Diploma. The school has identified students in both the junior and senior classes who are appropriate candidates for this diploma designation. **AP Courses:** 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.	● Cohort Tracking	**Cohort Tracking:** Monroe needs 8 students to meet the target. Monroe currently has 6 strong candidates for an Advanced Regents. The school continues to be in the process of developing plans for 2 additional students who have been identified as strong candidates for this distinction.

| #85 – Grades 4 and 8 Science All Students Level 3 and Above | 19% | 57% or +6%age points = 25% | | 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. | **SYFR:** Teachers and administrators at the 7-8 grade levels are participating in this learning. Current focus is developing learning opportunities that focus on heavily-tested standards in Science. The school has enlisted the support of the District Science coach to develop a series of spiraled problems, which are administered to students weekly. Follow-up data conversations then occur to monitor progress.

Acceleration Groups:
Bilingual 8th grade Honors group and additional group of non-bilingual students are taking Living Environment and labs during the school day.

Master Schedule:
Master schedule has been modified to allow for opportunities for additional lab practicums throughout the school year. The majority of students are on track with lab minutes, with 22 students having accrued at least half of the required 1200 minutes.

Logistics:
All middle school science classes will be offered in the same wing of the building, allowing for increased sharing of resources and collegial expertise. | ● Quarter 1 Interim Reports
● Student Survey
● Other Formative Assessments:
-Teacher-developed assessments
-Administrator/Teacher Data Conversations | **Administrator/Teacher Data Conversations:**
Administrator has met with two middle school science teachers and APs to review student data.
● Of the 90 students in the 8th grade cohort, 19 are enrolled in the monolingual LE course and 11 are enrolled in the bilingual LE course.
● Additional students have been scheduled for pull-out lab opportunities. |

					Expanded Learning Opportunities: Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays. **Field Trips:** 45 8th graders attended the Living Environment Genesee Valley Park Canoe trip at the end of October.		
#88 – Total Cohort 5-Year Grad Rate – All Students (2013 Cohort as of August)	36% (2008 Cohort)	69% or +6%age points = 42%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Data Meetings:** Monthly meetings are held with multiple stakeholders to discuss the progress of these students. **Online Credit Recovery:** Personalized, adaptive software is used to maximize students' abilities to recover credits. **Expanded Learning Opportunities:** Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.	● Cohort Tracking	**Data Meetings:** Of the 28 students currently within this cohort, 11 are expected to graduate in January.

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

Part II – *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		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Staffing/Partnerships:** ● Monroe's newly hired Community Schools Site Coordinator has begun to take inventory on school and community needs and assets, the first step in developing the school's needs and asset assessment, integral in implementation of the community schools framework. **Parent/Family Events and Communication:** ● Parent Ambassadors team was incepted, creating a group of parent advocates for the school. Their first meeting was 11/30. ● The school hosted two family events in December - a Family Fun Night to develop and strengthen relationships and an orientation for families and students participating in the SOL program.	● Parent/Family Surveys ● Data collection in Google ● Meetings between Case Worker and ELRC ● Documentation of home visits conducted by Home-School Assistant	Of most significance this quarter has been Monroe's ability to support newly arrived families from Puerto Rico. In partnership with IBERO, the school has served 48 families, providing food, clothing, school information and connecting them with community agencies.

					●Monroe is currently in negotiation with Rochester's central library, exploring opportunities to host parent activities at a more central location, allowing parent to attend more easily.		
#14 – 3 – 8 ELA ED Students Level 2 and Above	14%	45% or +6%age points = 20%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	90.8% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the school's All Student population. **See Indicators #1 and #33.**		
#20 – 3 – 8 Math ED Students Level 2 and Above	16%	45% or +6%age points = 22%		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.	88.3% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the school's All Student population. **See Indicators #1 and #39.**		
#65 – 2017 Total Cohort with 5 or More Credits	38%	77% or +6%age points = 44%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Strive for Nine:** In this school-wide initiative, students are encouraged to explore the advantages of obtaining and Advanced Regents Diploma. The school has identified students in both the junior and senior classes who are appropriate candidates for this diploma designation. **Data Meetings/Cohort Tracking:** Weekly meetings with counselors continue to address data and student success. Twenty-three (23) students	● Credit Accrual Status ● Quarter 1 Interim Reports ● Other Formative Assessments: -Administrator/Teacher/Counselor Data Conversations	**Administrator/Teacher/Counselor Conversations:** Administrator continues to have data conversations with two Cohort 2017 counselors and APs. **Interim Report Data:** 57% of cohort passed all core classes MP1. For those students failing 1 or more classes, counselors have sent letters to

					have been identified as potential candidates for acceleration to date. **Tier 2 RtI:** Professional learning has been provided to train teachers on RtI Frontline, the electronic data management system used by the school to track individual student progress. Teachers have begun to use this software to review and analyze data and adjust instruction accordingly. **Expanded Learning Opportunities:** Tutoring and review sessions have an average attendance of 60 - 65 students during the week and 70 - 75 students on Saturdays.		parents and had conferences with students.
#73 – Total Cohort 4-Year Grade Rate Hispanic Students (2014 Cohort as of August)	37%	56% or +4%age points = 41%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	61.4% of the school's student population within this cohort is considered "Hispanic." This is a significant portion of the school's All Student population for the 2014 cohort. **See Indicators #1 and #70.**	**Credit Accrual Status:** Accurate data is in the process of being collected, as the school obtains information pertaining to the newly arrived Spanish-speaking students.

Indicator							
#75 – Total Cohort 4-Year Grade Rate ED Students (2014 Cohort as of August)	40%	60% or +4%age points = 44%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	88.3% of the school's student population is considered "Economically Disadvantaged." This is a significant portion of the school's All Student population and 2014 cohort. **See Indicators #1 and #70.**		
#83 – Post-Graduation Plans of Completers (4-Year College)	13%	36% or +3%age points = 16%		The school met the progress target for 2016-17 for this indicator. The school expects to meet the progress target for this indicator for SY2017-2018.	**Data Meetings:** Counselor, students and families have collaborated to complete graduation plans for all relevant students.	• Counselor and administrative review and monitoring of plans	Progress monitoring of plans is 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 _with impact_.	**Yellow**	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	**Red**	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – *Additional Key Strategies – (As applicable)*

Key Strategies		
• 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. Google forms are used to collect student data to help with emotional and academic support and student behavior. Monthly technology focused PDs provide support on effective ways of using technology in the classroom: giving students a voice, creative projects, multiple types of formative assessment, direct feedback. CIT LT IT and the IT technology resources teachers are facilitating collegial circle on ways to integrate technology to help students be successful in their learning. Technology committee meets monthly to discuss implementation process. Technology committee also publishes a newsletter showcasing best practices of Monroe teachers. The school is exploring opportunities to support its large bilingual population with software in Spanish.
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 *with impact*.	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – *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. 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. The school's CET roster can be found here.

	Meetings have taken place 9/28/17, 10/26/18, 11/30/18, 12/21/18 and 1/18/18. Meetings typically take place on the last Thursday of the month. The team has designed a mechanism for data sharing amongst the school and its partners, and meetings include data-grounded discussions focused on effectiveness of provision of services to students. As the school prepares to return to its home campus in SY1819, meetings also include brainstorms on future initiatives as aligned with the RCSD's Path Forward, and ways in which to continue to engage the Monroe community upon return to its home building.
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
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 17-18 school year: 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.

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

Part V – *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.)

Community Schools Grant (CSG)	
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)	Multiple, ongoing Community-wide Needs Assessments are 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 and as part of the Community School Strategy, and also for creating applications for new grant opportunities. Each of these assessment that involves Monroe High School reflects the school's unique characteristics and needs. The District continues to move its Path Forward process, including holding active, ongoing public engagement forums to informa, generate new ideas, and build upon the knowledge, creativity, and goals of each school community.
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)	As Monroe High School begins implementation as a Community School, they are integrating the communication and understanding of the community school strategy into existing structures and events during the first semester. As the year progresses, and the school builds internal capacity to design and implement an appropriate needs and asset assessment process, the public forums and active surveying will occur. Monroe's Site Coordinator has just been hired, and is working diligently to get up to speed. Further information on Monroe's CET is above.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients' native language)	The District continues to centrally support timely communication to all stakeholders through the District Office of Communications, utilizing the two recently added staff positions (Assistant to the Superintendent for Communication and Community Outreach), and a Communications Assistant to support social media use centrally and at schools. 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's Site Coordinator has just been hired, and she is working diligently as part of the school leadership team, the CET, and additional community and building team roles as the principal assigns. She will begin receiving ongoing professional development, beginning in mid January, at a CS conference in NYC being attended by District principals, site coordinators, and the Superintendent's Chief of Receivership Schools. This will assist her understanding of the Community Schools strategy, align her role to Monroe, and align her role as communicator with all stakeholders.
Steering Committee (challenges, meetings held, accomplishments)	Monroe's Site Coordinator was just hired, and she is poised to begin assembling and scheduling teams.
Feeder School Services (specific services offered and impact)	N/A
Community School Site Coordinator (accomplishments and challenges)	Monroe's Site Coordinator has just begun her position and training.

Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018. To date accomplishments include:
	Code 15:
	  ● Hiring CS Site Coordinator
	Code 45:
	  ● Ordering laptops for site coordinator and home school assistants

	• Order being completed for sports uniforms • Purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters Code 46: • Site coordinator, principal and RTA representative attended January CS PD in NYC • Parent transportation (bus passes) being purchased. Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED.
Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)	The Community Schools Grant was approved on November 15, 2017, and runs through June 30, 2018.

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

Part 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.)

Budget Analysis		
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:		Expenditures are supporting programming at the school, and an amendment will be submitted to include, but not be limited to, the items described below. **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. Amendment will be submitted to increase additional hourly pay to support the school's robust ELT programming. **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, supports for parent/family outreach, supplies and materials to support instructional priorities, and supplies and materials to support ELT and the provision of supplemental instruction to newly arrived bilingual students. **Code 46 -** Content-based field trips and enrichments for students, professional learning aligned to the school's initiatives, student transportation for ELT. Amendment will be submitted to shift use of funds to support staff travel to AVID training, which the school will begin to implement to target achievement of specific group of 9th grade students.
SIG:		Expenditures will largely support provision of a summer learning program to targeted groups of students during Summer 2018. **Code 15 -** Teacher hourly pay to provide expanded learning opportunities to targeted groups of students during Summer 2018. **Code 16 -** Civil service hourly pay for support staff for expanded learning opportunities to targeted groups of students during Summer 2018. **Code 46 -** Transportation expenditures for students for expanded learning opportunities during Summer 2018.
CSG:		Expenditures are supporting programming at the school. Accomplishments include: **Code 15 -** Hiring CS Site Coordinator **Code 45 -** Ordering laptops for site coordinator and parent liaison, order being completed for sports uniforms, purchase order underway for emergency funds for immigrant/refugee families fleeing recent natural disasters **Code 46 -** Site coordinator, principal and RTA representative attended the January CS PD in NYC, parent transportation (bus passes) being purchased Challenges are primarily calendar based: some budget line item amounts will be adjusted due to the lateness of the award, and therefore lateness of implementation, any amounts remaining is hoped to be repurposed, with programmatic approval requested from NYSED.

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. Standards-Based Grading	A teacher and administrator attended training in December with Teacher Leaders. A consultant is scheduled for additional on-site training in June. Professional development sessions are planned to train staff using prioritized standards/proficiency scales developed by Marzano Research.
2.	
3.	

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: _____

Date: _____ 1/30/17

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: _____

Date: _January 22, 2018_