

Monroe Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan 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 – n/a				SCEP X
				Cohort:				
Model:								
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
Mr. Terry Dade, Superintendent	*If new, attach resume. Ms. Sandra Chevalier-Blackman Appointment Date: August 2016	Amy Schiavi, <i>Chief of Schools</i> Michele Alberti, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		7 – 12	56.7% (projected - internal SPA data, as of 7/12/19)	41.7% ELL 6.6% Former ELL (internal SPA data, as of 7/11/19)	23.0% (internal SPA data, as of 7/11/19)	852 (internal SPA data, as of 7/11/19)

Executive Summary

Please provide a *plain-language summary* of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing 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*.

The 2018-2019 school year was a year of sustainability and accountability. It marked the third year under the same leadership team and the same expectations. The established processes, procedures and best practices were followed with consistency, and became part of the daily routine. Common language surrounding initiatives was adopted and evidence of improvement began to be seen across all areas of the school. The school’s culture and systems improved, and student voice became stronger. Data Accountability language and expectations became part of daily conversations and meetings with teachers and students. For example, the following processes were established and consistently utilized:

Data Accountability:

- Students’ academic and graduation plans were discussed at each interim and marking period report card time. The Standards Based Grading (SBG) philosophy became critical in discussions with teachers about separating behavior vs academic needs; this distinction is an area of continuous improvement. The SBG Work Habits rubric was completed and reinforced, and the interim report template will be aligned to the Work Habits rubric for the upcoming school year. Accountability meetings included cohort reviews for 2015, 2016, 2017, and 2018 cohorts. Each meeting included conversations on active, inactive, passing, failures and graduation paths for each student . Green, yellow and red were terms adopted and expected for each accountability meeting; consistent use of this language and approach have made predictions of progress on Demonstrable Improvement Indicators (DIIs) more accurate than ever before.

Student Voice:

- Student Government was established and the number of students serving as Monroe Ambassadors increased. The student government included a student from each grade level, including middle school. Students participated in school and district committees, for example, Community Engagement Team (CET), attendance committee, parent planning committee and school events. Students designed activities such as the pep rally, school spirit activities, field trip planning and community volunteer work. Some students also served as the ambassadors greeting parents and community visitors.
- Seniors and Junior representatives met on a weekly basis during Homebase. They learned about the school and district governing policies regarding food services and school safety policies. Students learned the functions of School-Based Planning Team, and Building Committee. Students prepared presentations using data and used terms such as “maximize instruction and learning opportunities”.

Standards Based Learning (SBG):

- During the second year of implementation the main objectives were to develop and implement Work Habits as part of the teaching and learning process, and to prioritize standards for one course a teacher taught. The Summer Summit, planned for August 2019, is designed to create assessments for the courses in which teachers prioritized the standards. Two new comments were added to report cards that support the SBG philosophy. Academic vs. behavior grading is still a difficult conversation for some teachers.

Attendance: Count Me In initiative

- The Community School Site Coordinator (CSSC) designed an electronic referral system that aligned all the school services and resources to student and family needs. Referrals were completed by teachers and filtered, based on the needs, to counselors, social workers, and/or home-school assistants. Data was analyzed by the CSSC and new resources were added, for example, food distribution through FoodLink and a clothing closet in the school.

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 plan for 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 serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously 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 that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is 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 to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support 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 will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
67 – 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	52%	57%		See Indicator 70. Note: <ul style="list-style-type: none"> ● 2017 Cohort Data: 50% passed in June 2019 <ul style="list-style-type: none"> ○ Of the 2018 Cohort for this Indicator: 17% passed in June 2019 		
69 – 2019-20: 2017 Total Cohort (11 th Graders) Passing ELA Regents	31%	37%		See Indicator 70. Note: <ul style="list-style-type: none"> ● 2017 Cohort Data: 40%* passed in June 2018 <ul style="list-style-type: none"> ○ *9 percentage point increase from June 2018 		
70 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – All Students	50%	56%		<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Additional OCR Labs ● Instructional Leadership Teams ● DataWise Improvement Process 	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations 	<ul style="list-style-type: none"> ● Continue targeted groupings of students for tutoring sessions throughout the day and after school/Saturdays/breaks. ● Online Credit Recovery (OCR) Lab: An additional OCR lab will be conducted throughout the day to provide

				<ul style="list-style-type: none"> Standards-Based Grading-aligned curricula Strategic master scheduling Literacy initiative Supports for student athletes 	<p>Note:</p> <ul style="list-style-type: none"> 2015 Cohort Data: Projected 56.7% in June 2019; Projected 60% in August 2019 	<p>marking period recovery. One administrator will oversee the process and the data.</p> <ul style="list-style-type: none"> Establishment of Instructional Leadership Teams: ILT meetings will be held in addition to traditional CPT. A teacher from each Department will be recruited to participate in the ILT, and then will facilitate Department and Cluster meetings. Meetings will analyze data using the Data Wise process. Curriculum: Use of vertical alignment for curricular planning using the Standards Based Grading (SBG) process. Master Schedule: English II students will prepare to take the English III Regents. English II will be taught by teachers who taught English III during the 2018-2019 school year. Literacy Initiative: This initiative will implement monthly learning activities with a common theme that will promote a love for literacy and increase students' time reading. Supports for student athletes: Supports will be provided to student athletes to address students' unique academic needs, providing interventions and enrichments as necessary.
88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students	56%	62%		See Indicator 70.		
100 – 3-8 ELA All Students Core Subject Performance Index	36.8	46.8		<ul style="list-style-type: none"> Targeted intervention groups for tutoring Instructional Leadership Teams DataWise Improvement Process Standards-Based Grading-aligned curricula 	<ul style="list-style-type: none"> NWEA ELA NWEA Math 2019 ELA SED Assessment Item Analysis 2019 Math SED Assessment Item Analysis AIMSWeb Progress Monitoring Other Formative Assessments 	<p>Restructure Middle School Academy as follows:</p> <ul style="list-style-type: none"> New AP assigned to the caseload. Principal, school administrator and two TOAs will lead Middle School cluster meetings using the Data Wise protocol. One TOA will teach Math accelerated group. TOA will co-teach or support small groupings in and out of the classroom. New master schedule including opportunities for students to excel or accelerate in different subjects. (Eliminate the Honors cohort model.)
110 – 3-8 Math All Students Core Subject Performance Index	21.6	31.6		<ul style="list-style-type: none"> Strategic master scheduling Literacy initiative Increased access to enrichments and acceleration Embedded professional development for teachers 		

					<ul style="list-style-type: none"> • Added Humanities course to reinforce reading and writing skills. • Additional Art services for students. • Data accountability conversations. • Additional summer opportunities for identified students to be accelerated in Math (Algebra I). • Integrate Standards Based Grading (SBG) Work Habits into the interim report and students’ conferencing with students and parents.
120 – HS ELA All Students Performance Index	77.8	87.8		See Indicator 70.	
140 – College, Career and Civic Readiness Index	54.1	64.1		<p>See Indicator 70.</p> <p>In addition:</p> <p>The school’s partnership with IBERO will include the following additions:</p> <ul style="list-style-type: none"> • Health Professional Opportunity Grant (HPOG) will offer job readiness training for students over 18 as well as parents of Monroe students in the healthcare field. • Emergency Medical Technician job readiness training will be offered to students over 18 years old and interested in the medical field. Logistics are currently being established; the school intends to offer this during the day as well as immediately after school. <p>The school will continue to offer different graduation paths such as CDOS, Seal of Biliteracy, and LOTE pathways.</p> <p>Note:</p> <ul style="list-style-type: none"> • 2015 Cohort Data: <ul style="list-style-type: none"> ○ Seal of Biliteracy - 20 students ○ Advanced Regents - 7 students ○ CDOS Diploma - 36 students ○ Puerto Rico Diploma - 5 students 	
150 – Grades 4 and 8 Science All Students Core Subject Performance Index	92.1	102.1		<p>See Indicator 70.</p> <p>In addition:</p> <p>The school will welcome and train a new teacher for middle school.</p> <p>The school has secured a returning a bilingual science teacher for middle school, who has established relationships with students and has one year of familiarization with the curriculum completed.</p>	

160 – 3-8 Chronic Absenteeism	56%	49%		<ul style="list-style-type: none"> • Enhancement of “Count Me In” attendance initiative. • Enhanced partnerships with community agencies and RCSD Attendance Office. 	<ul style="list-style-type: none"> • Average Daily Attendance Data • Chronic Absenteeism Data • Parent/Family Data (via Community Schools Initiative) <p>Note:</p> <ul style="list-style-type: none"> • Data for 2018-2019: <ul style="list-style-type: none"> ○ Average Daily Attendance - 81.2% ○ Chronic Absenteeism (Overall) - 56.8% <ul style="list-style-type: none"> ■ Middle School (7-8): 47% ■ High School (9-12): 61.7 % ○ “Count Me In” Initiative: <ul style="list-style-type: none"> ■ 794 tiered documented interventions occurred ■ 324 attendance-based home visits occurred 	<p>Continue with Restorative Approaches as follows:</p> <ul style="list-style-type: none"> • Help Zone for grades 7 – 12. • Restorative lessons will be delivered daily during Homepage. • “Count Me In” attendance initiative. • Activities supported by partnerships with The Center for Youth and IBERO. • The school will continue to partner with the RCSD Attendance Office to triangulate attendance data.
170 – HS – Chronic Absenteeism	63%	56%				
230 – HS Science All Students Performance Index	119.6	129.6		<p>See Indicator 70.</p> <p>In addition: Monroe has revised its master schedule for the 2019 cohort to include an additional year of science preparation by offering Environmental Science.</p> <p>Note:</p> <ul style="list-style-type: none"> • Data June 2019: <ul style="list-style-type: none"> ○ Living Environment: 27% passed ○ Earth Science: 19% passed 		
240 – HS Social Studies All Students Performance Index	112.6	122.6		<p>See Indicator 70.</p> <p>In addition: Monroe has revised the middle school Social Studies curriculum to provide a strong foundation for the US History course. Targeted groups of students will take US History in 9th grade and the corresponding Regents in June 2020.</p> <p>Note:</p> <ul style="list-style-type: none"> • Data June 2019 <ul style="list-style-type: none"> ○ Global: 28% passed ○ US History: 24% passed 		
250 – 2019-20: 2014 Total Cohort 6-Year	67%	71%		See Indicator 70.		

Grad Rate – All Students				
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .			Yellow Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be 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	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support 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 will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
67 – 2019-20: 2018 Total Cohort (10 th Graders) with 5 or More Credits	58%	64%		See Indicator 70.		
68 – 2019-20: 2017 Total Cohort (11 th Graders) with 5 or More Credits	55%	61%		See Indicator 70.		
132 – HS Math Black Performance Index	50.0	60.0		See Indicator 70.		
133 – HS Math Hispanic	47.5	57.5		See Indicator 70.		

Performance Index						
130 – HS Math All Students Performance Index	51.3	61.3		See Indicator 70.		
180 – 3-8 ELP Success Ratio – All Students	0.7	0.9		See Indicators 110 and 120. In addition: English as a New Language Teachers will participate in Common Planning Time meetings; ENL teachers will continue to provide professional learning opportunities to colleagues, both formal and job-embedded, and model effective instructional practices for ELLs during integrated, co-planned and co-taught classes. ENL teachers will conduct formal professional development on best practices in co-teaching and share resources with content area teachers. Targeted groups of students will be offered expanded learning opportunities, after school, Saturdays and/or during breaks, as funding permits.		
190 – HS ELP Success Ratio – All Students	0.5	0.7		See Indicator 180.		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .		Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be 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 that will be implemented during the 2019-2020 school year that are <i>not described in Part I or II above but</i> will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support 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 their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.					
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan			
1. Standards-Based Grading		Continued implementation of Standards-Based Grading strategies will continue to strengthen delivery of instruction and assessment that is grounded in standards. Resources that have been developed (rubric, report card comments, accountability conversations) will be enhanced and built upon as staff build capacity around use of the approach. Establishment of an Instructional Leadership Team will ensure that the school maintains a focus on instruction and assessment, resulting in improved delivery of instruction and subsequent improved student outcomes. The ILT will use the DataWise Improvement Process to guide this work. As the ILT will be comprised of teacher leaders from various grade levels and departments, DataWise practices used during ILT meetings will be replicated in other common planning time meetings, promoting a consistent approach to collecting and analyzing data, relentlessly focused on evidence.			
2. DataWise Process					
3. Instructional Leadership Teams					
4.					
5.					
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part IV – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential 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 2019-20 School Year.	
Status (R/Y/G)	Report Out of CET Plan Implementation
	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>The CET will consist of new members this year, as several teacher members of the team retired at the end of the 2018-2019 school year.</p> <p>The school's CET roster can be found here: https://www.rcsdk12.org/Page/48620.</p>		
<p>Powers of the Receiver Describe the anticipated use of the School Receiver's powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.</p>			
Status (R/Y/G)	Report Out		
	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none"> ● Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. ● Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. ● Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. ● The Chief of Superintendent's Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring. ● The Chief of Superintendent's Receivership Schools visits schools weekly to ● Review all data by school, grade and student ● Conduct classroom walkthroughs ● Monitor professional development plans 		
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.
Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.		

Part V – Budget – (As applicable)

Budget Amendments



ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.

PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/caf/forms/>.

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result 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 that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
The school is continuing to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	

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New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Continuation Plan 2019 – 2020 School Year
(As required under Section 211(f) of NYS Ed. Law)

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan 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): Terry Dade
Signature of Receiver: [Signature]
Date: 7/31/19

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): SEAN COFFEY
Signature of CET Representative: [Signature]
Title of CET Representative: SCHOOL-BASED PLANNING TEAM MEMBER
Date: 7/18/19

The University of the State of New York

THE STATE EDUCATION DEPARTMENT
 Albany, NY 12234
 2019-20
School Improvement Grant 1003(g)
 Continuation Plan Cover Page

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