New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

2022-2023 Receivership School Final Report and 2023-2024 Continuation Plan
Report Period: *April 29, 2023 to June 30, 2023 (Due July 21, 2023)*

This document is to be completed by the Superintendent/School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor's Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous place on the district website. All responses should directly align with, or be adaptations to, previously approved intervention plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
James Monroe Upper High School	26160001066	Rochester City School District	N/A	Cohort 1	https://www.rcsdk12.org/innovation

Superintendent	School Principal (If appointed since the last reporting period, please attach resume)	School Principal Appointment Date	Additional District Staff working on Program Oversight	Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Jason Muhammad	2/2021	Brenda Torres- Santana *Chief of Schools*	9-12	66%

Executive Summary
Please provide a *plain-language summary* of this combined report and continuation plan to both reflect the changes and progress made since the last reporting period and to describe how actions taken to implement lead strategies, engage the community, and enact Receivership powers during the past quarter will provide a basis for developing a data-informed continuation plan for the next school year. 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*. Applicable links must be made publicly available prior to submitting the report.
Monroe has been working extremely hard to make progress, in spite of the obstacles that have been presented. Our Three Diamonds (lead strategies) anchored our work and supported some of our new initiatives during the 2022-2023 SY: ASAP program called Shine Bright and SMART. Our Three Diamonds for the 22-23 school year were: 1. Grade Level Instruction Grade Level Instruction based on grade level standards must be common in every classroom. Implementing such instruction with fidelity ensures the appropriate rigor for every student, every day. 2. Academic Language and Vocabulary Acquisition It is not enough to simply introduce Academic Language and higher-tiered Vocabulary words to our students. They must be able to properly use such language as their own. Therefore, we must develop an academic environment where Students work towards independent knowledge acquisition through the mastery of language. 3. The Philosophy of Standards-Based Grading Standards Based Grading places an emphasis on mastery of grade-level standards, the implementation of fair, valid, and reliable assessments, and the use of assessment data to guide instructional interventions. Monroe has realized great success utilizing this framework over the past several years and will continue to implement it during the 2022-2023 school year. The After School Acceleration Program (ASAP) and Shine Bright provides direct service to students and helps students to obtain new credits, recover credits, and start and complete marking period recovery in order to graduate on time. Nearly 200 students took advantage of these opportunities. Some who were far off track were able to recover and move forward, celebrating their success with an on-time graduation.

Such strategies were imperative to counteract the District initiated placement of students who were over-aged and under-credited. Over the past several years, students who were not a part of the original Cohort numbers were enrolled without the school having the opportunity to vet their status or graduation eligibility. Such placements negatively impacted the overall graduation rate.

A proactive strategy to improve academic success is the Sports Majors, Athletics, and Regents Track (SMART) pathway to graduation. This academic track promotes and strengthens the connection between Academics and Athletics. The goal is to prepare college-ready Student Athletes and introduce them to sports-related professions beyond the playing field. In fact, SMART Students have proven what RCSD data informs us, as their attendance, GPAs, and performance on NYS Regents Examinations rank as some of the highest in the school.

In closing, Monroe is ready to make even greater progress in 2023-24 because we know who we are, and we know what we do.

Overview of School Demographic and Four-Year Trend Data
Please provide the demographic and four-year trend data requested below. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum included on page 4 of this template as a resource to determine related calculations.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, the School Demographic and Four-Year Trend Data should be reported as 'point-in-time' for each reporting period.

SWD _193-28%

Data Source: _____ROC 3D_____

Total Current Enrollment/Registrant Counts: N= ___681___

SWD/ELL percentage total
__6.2%

Date of Capture: _____June 26, 2023_____

ELL 231- 34%

Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2018-2019 7th - 12th	2019-2020 7th - 12th	2021-2022 9th - 12th	2022-2023 9-12th
Average Daily Attendance Rate	77.5%	79.6%	66.5%	67.4%
Chronic Absenteeism Rate	70.8%	48.6%	81.9%	81.7%

Suspension % Rate and Number by Category				
	2018-2019 7th - 12th	2019-2020 7th - 12th	2021-2022 9th - 12th	2022-2023 9-12th
Out-of-School Suspensions	17.6% /#145	15.7% / #139	24.4% / #166	18.3% / #125
Duplicated Suspensions	48.0% / #396	33.7% / #298	47.6% / #324	32.1% / #218
Unduplicated Suspensions	28.9% / #238	21.9% / #194	26.8% / #182	20.1% / #137
ELL Suspensions	28.1% / #92	21.1% / #72	17.2% / #49	16.7% / #38
SWD Suspensions	38.2% / #71	24.0% / #49	28.9% / #52	21.4% / #42

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension. *125*

Duplicated Suspensions #: (higher #)

Number of the same student(s) suspended more than one time.   *103*

Unduplicated Suspensions #:

Number of students suspended out of school one time.   *125*

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time.   38

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time.   42

Directions for Parts I, II, and III - District and school staff should respond to these sections of the document by both analyzing and summarizing the steps taken to implement lead strategies since the third quarter, as well as by identifying key strategies that will be included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and ultimately, the school improvement process.* The report and continuation plan should include a clear focus on *how evidence guides decisions* and an articulation of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space.

- When responding to prompts pertaining to the *Final Report and Reflection*, include processes that were used in Quarter 4 to assess the impact of strategies implemented on student learning outcomes.
- When responding to prompts pertaining to the *2023-2024 School Year Continuation Plan,* include processes for assessing the impact on student learning outcomes that will be implemented during the new school year.
- The implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
  - Claims should be evidentiary in nature.
  - Reported information and related data should be accessible and able to be reviewed upon request
- District and school staff should *assess the impact* of identified lead strategies on student learning, as connected and aligned to diagnostic review feedback, to ensure strategy implementation can achieve *long-term sustainable growth*.

Part I- Lead Strategies for School Improvement
Include 3-4 core lead strategies that are central to the school's improvement plan. The lead strategies included should be a continuation or extension of lead strategies implemented in the prior school year and serve as key levers for improvement based on trends in student performance data to serve as overarching approaches for implementing strategically focused action plans for achieving demonstrable improvement.

Final Report and Reflection on Lead Strategies Applied during April 29, 2023 – June 30, 2023		Lead Strategies that will Guide the 2023-2024 School Year Continuation Plan	
List the lead strategies that guided the school's improvement work during the 2022-2023 school year, including any that were discontinued.	For each lead strategy, provide context for why the strategy was selected as a key lever for improvement based on data trends, as well as whether the lead strategy will be maintained during the next school year.	List the lead strategies that will guide the school's improvement plan during the 2023-2024 school year.	Explain why the lead strategy listed was selected based on current data trends, and how the lead strategy will help to achieve progress toward this year's demonstrable improvement targets.
1. Grade Level Instruction Grade- Level Instruction based on grade level standards must be common in every classroom. Implementing such instruction with fidelity ensures the appropriate rigor for every student, every day.	**This lead strategy will be incorporated into next year's lead strategy, "Purposeful Instruction".** **Grade-level instruction with a focus on fostering student independence** This strategy is supported by the district's initiative - GLEAM (Grade Level, Engaging, Affirming, Meaningful)	**1. Purposeful Instruction -** **Supported by: Data Wise Math/ELA Commitments** - Measured by Coaches evidence log (walkthrough tool) & peer surveys - Measured by Data from departments connected with each strategy. **Supported by: Data Wise Academic Culture Commitment**	**This lead strategy was listed based on current data trends that were identified in the 23-34 Needs Assessment Plan, the DataWise School Improvement Plan as well as student assessment scores (Cohort Data 22-23).** **The following foci will support this lead strategy (Purposeful Instruction) by meeting the needs of all learners through:** *Focus 1 -*Data Wise Commitments - Literacy - Annotations - Math - Gradual Release Strategy *Focus 2 -* Data Wise Commitment - Academic Culture - Productive struggle

		- Measured by Productive Struggle surveys, MP grades, and teacher observations. **Supported by: The Monroe Lesson Planning Framework** - Measured by Admin. walkthroughs, student MP grades, interim reports, teacher observations & surveys.	*Focus 3* - Intentional Instruction - Block Scheduling - Grade level instruction - Utilize the Monroe Instructional Framework - Lesson planning framework, and Common Planning Time (CPT).
2.Academic Language and Vocabulary Acquisition It is not enough to simply introduce Academic Language and higher-tiered Vocabulary words to our students. They must be able to properly use such language as their own. Therefore, we must develop an academic environment where Students work towards independent knowledge acquisition through the mastery of language.	**This lead strategy will not be utilized next year.** **This lead strategy is based on qualitative data from** teacher feedback, which stated that students need more exposure to Tier II and III vocabulary, as well as strategies to independently read and comprehend rigorous grade-level texts. ● As part of the school improvement process (Data Wise), teachers and instructional leaders have identified annotating text as the research-based reading comprehension strategy we will use to explicitly model	**2.Graduation and Post Secondary Readiness** **Supported by: Data Wise Graduation Commitment** - Measured by new and recovered credits obtained, Cohort Data Tracker **Supported by: The SMART program** - Measured by counselors meetings, grades, and opportunities offered by staff. **Supported by: The After School Acceleration Program (ASAP) & Shine Bright**	**This lead strategy was listed based on current data trends that were identified in the 23-34 Needs Assessment Plan, the DataWise School Improvement Plan as well as student assessment scores (Cohort Data 22-23).** **The following foci will support this lead strategy (Graduation & Post Secondary Readiness) by meeting the needs of all learners through:** *Focus 1* -Data Wise Commitment - Graduation- increasing student awareness of graduation requirements and post secondary opportunities *Focus 2* - The SMART program - Providing connections and aligning academics with passion. *Focus 3* - After School Acceleration Program (ASAP) & Shine Bright

	and teach, which students will apply consistently across a wide range of content areas.	**-** Measured by new and recovered credits obtained through VAR spreadsheet **Supported by: Business/Computer Classes/Community Partners** - Measured by the number of events, student sign-ins, field trips, career week opportunities.	*Focus 4* - Post-Secondary Opportunities with Community Partners and at Monroe - Business classes, field trips, etc.
3.The Philosophy of Standards-Based Grading Standards Based Grading places an emphasis on mastery of grade-level standards, the implementation of fair, valid, and reliable assessments, and the use of assessment data to guide instructional interventions. Monroe has realized great success utilizing this framework over the past several years and will continue to implement it during the 2022-2023 school year.	This lead strategy will be included in next years lead strategy called, "Purposeful Instruction".	**3.Parent & Monroe Family Engagement** **Supported by: Increasing the amount of staff/family engagement opportunities offered.** Measured by Community Partner logs, weekly forms, event sign-ins, meeting minutes, and surveys. **Supported by: Establishing a consistent "accessible space" (physical & digital) that includes important information**. Measured by Amount of views on the weekly Smores Data Analytics, and Parent/Community Partner surveys.	**This lead strategy was listed based on current data trends that were identified in the 23-34 Needs Assessment Plan, the DataWise School Improvement Plan as well as student assessment scores (Cohort Data 22-23).** **The following foci will support this lead strategy (Parent & Family Engagement) by meeting the needs of all learners through:** *Focus 1* - Increase opportunities - Parent Breakfasts, Open house, Parent Volunteers, Kick off events, Award ceremonies, family nights *Focus 2* - Weekly/BiWeekly Smores communications to parents/staff/partners.

These 3 lead strategies (diamonds) will guide our school's improvement plan during the 2023-2024 school year. Monroe anticipates that our diamonds will help to achieve progress toward the demonstrable indicators outlined below:
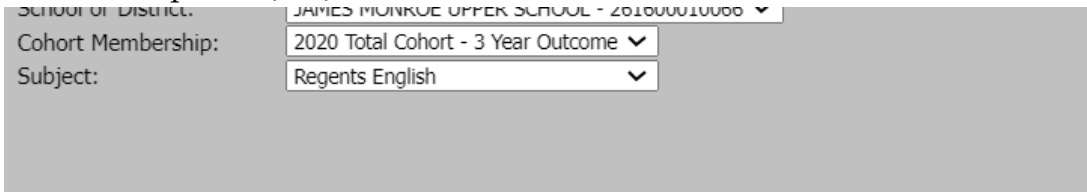
Part II – Demonstrable Improvement Level 1 Indicators *Please list the school's Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation specific strategies, action steps, goals, and commitments to support progress toward the Demonstrable Improvement Indicator targets.*	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
DeFranco #67 **Total Cohort (10th Graders) Passing Math Regents** 22-23 Progress	**Strategies & Action Steps toward progress:** During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence** ● Texts, tasks, and materials aligned to the appropriate college and career standards. ● Used high-quality instructional materials	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **District Report: Scoreboard** - L2RPT report ● As of 2/4/23 progress is at 10.6%. There are 19 students out of a Total Cohort enrollment of 188 that have passed a Regents. To meet the progress target, an additional **89** students need to score 65+. WNYRIC report ● As of 6/26/23 progress is at 13.9%. This was calculated by adding the level 3s and 4s in the (25) and then dividing by the total cohort enrollment number (179).

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Target: **60** (SIRS-204)	● Used texts and tasks on grade- level ● Learning Targets included grade-level standards ● Included specially designed instruction (SDI) to meet the needs of all learners ● Fostered student independence by providing targeted feedback ● Maintaining OCR opportunities **Implementation of the Philosophy of Standards Based Grading** ● Utilizing strategic, standards-based instruction aligned with student needs ● Using the Monroe Instructional Framework to refine instruction ● Integrating Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● Providing targeted learning opportunities for review/recovery/acceleration ● Implemented an instructional plan that includes quarterly benchmarks, the spiraling	<table><tr><td>School Year:</td><td colspan="8">2022-23</td></tr><tr><td>School or District:</td><td colspan="8">JAMES MONROE UPPER SCHOOL - 261600010066</td></tr><tr><td>Cohort Membership:</td><td colspan="8">2021 Total Cohort - 2 Year Outcome</td></tr><tr><td>Subject:</td><td colspan="8">Regents Mathematics</td></tr></table> Data Refresh Date: Jun 26, 2023 Regents Mathematics:Number of Students | Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)
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*All Students	179	36	143	74	44	25	0	 The projected result could further be calculated by identifying each **Cohort 2021 student** that took and passed a June Math Regents. The calculation above does not include June Regents. Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. We are not able to give an accurate projection at this time. **School Report: Cohort 2021** ● OCR Student completion - 1 student from the 2021 cohort completed an OCR course as of 4/13. ● **Cohort 2021** has 179 students as of 6/23/23

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

	of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards
	● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth
		● Thus far, in this Cohort, 25 students scored at level 3, and 26 are PHE exempt that will be encouraged and scheduled to take a Math Regents in June.
		● In total, 25 out of 109 students have met the requirement for this indicator leaving **84 students** needing to receive a **level 3 or higher** to achieve this indicator.
		   ○ Math Blitz opportunity- Sat review and after-school review sessions are starting for this group of students on 4/16/23.
		      ■ Math Blitz data
		● Of the 55 students who took the Algebra I exam on January, 6 of them scored at level 3.
		   ○ Assessment Test Data
		   ○ Indicator 67 Math data tracker
		Data trends that will inform future action steps:
		● Teachers will identify which learning standards need to be spiraled into the next unit.
		● Staff will differentiate instruction based on the results from classroom assessments or CFAs given.
		● Students who received a PHE exemption are encouraged to retake Algebra I regents to score a Level 3.
		● Math Blitz opportunity - students that need to take Algebra Regents from Cohort 2020 & 2021 are offered time to study on Saturdays and every day after school.
		● Monroe Upper Cohort Data 22-23
		● ASAP program data
		● Shine Bright after school program
		● Math Regents Blitz data

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
Owens **#69** **Total Cohort (11th Graders) Passing ELA Regents** 22-23 Progress Target: **41** (SIRS-204)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence** ● Texts, tasks, and materials aligned to the appropriate college and career standards. ● Used high-quality instructional materials ● Used texts and tasks on grade level ● Learning Targets included grade-level standards ● Included specially designed instruction (SDI) to meet the needs of all learners ● Fostered student independence by providing targeted feedback ● Maintained OCR opportunities **Implementation of the Philosophy of Standards-Based Grading** ● utilized strategic, standards-based instruction aligned with student needs	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. WNYRIC report - 6/26/23: School or District: JAMES MONROE UPPER SCHOOL - 261600010066 Cohort Membership: 2020 Total Cohort - 3 Year Outcome Subject: Regents English Data Refresh Date: Jun 26, 2023 Regents English:Number of Students | Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)
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*All Students	192	50	142	67	26	27	22	 The projected result could further be calculated by identifying each **Cohort 2020 student** that took and passed the June ELA Regents. The calculation above does not include June Regents. At this time we have 26 + 27 + 22 = 75 total. This does not include June Regents and needs to be divided by student enrollment number (192). 39%

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● used the Monroe Instructional Framework to refine instruction ● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth	Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. We are not able to give an accurate projection at this time. **District Report: Scoreboard - L2RPT report** **School Report:** ● **Overall student enrollment in Cohort 2020 is 192 students as of 06/29/23.** ● As of 6/29/23, 75 students have achieved a level 2 or higher on the ELA Regents. ● The students who still need to meet this target will be scheduled to take the regents exam in August 2023 or January 2024. CFA Middle of Year (MOY) data indicate that 93 students completed the CFA in quarter three ● with 18% of students meeting or approaching the standard. ● Data analysis shows that students struggle to meet grade-level reading and writing standards. ● Teachers will teach a specific annotation strategy to help students better access grade-level reading/writing standards and track student progress when utilizing the strategy. **Data trends that will inform future action steps** ● Teachers will continue to provide grade-level reading and writing tasks, as well as appropriate scaffolds to allow students to access grade-level content

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Teachers will incorporate more academic discussion protocols to allow students to process their thoughts verbally before writing them down to help students reach proficiency with writing standards. ● Teachers will identify which learning standards need to be spiraled into the next unit. ● Staff will differentiate instruction based on the results from classroom assessments, CFAs, and regents exam results.

Part III – Demonstrable Improvement Level 2 Indicators

Final Report with Reflection on Lead Strategies Utilized during April 29, 2023 – June 30, 2023	2023-2024 School Year Continuation Plan for Meeting this Indicator

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#70 **Total Cohort 4-Year Grad Rate - All Students** 22-23 Progress Target: **60** (SIRS-201)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence,** more specifically ● provided rigorous, mastery-based instruction with opportunities to build on feedback ● strengthened the standards alignment and requirements needed to support students post-graduation to support college and career readiness **Implementation of the Philosophy of Standards-Based Grading**	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **School Report:** ● **Cohort 2019 had 170 students enrolled.** ● **We had 17 drops, 14 early grads and 98 June grads.** ● **This gives us a 66% grad rate of 2019 Cohort.** ● **We have met this target.** ○ Cohort Data Tracking ● **See Powers of Receiver Plan for Enrollment** **Data trends that will inform future action steps:** ● An early warning intervention and monitoring system that is composed of academics, attendance, and social, emotional, and behavioral (SEL) data and supports.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● utilized strategic, standards-based instruction aligned with student needs ● used the Monroe Instructional Framework to refine instruction ● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth In addition: ● held regular data accountability conversations with the 2019 cohort team (principal, counselor, AP) ● maintained senior checklist meetings	● Staff will meet bi-monthly to review data and develop action plans as evidenced in a shared Google Document. ● The families of students receiving Academic Intervention Plans will receive regular communications to report their progress as evidenced in the shared Google Document. ● MTSS RCSD Action Plan

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● maintained a senior class Google Classroom ● maintained OCR opportunities	
#88 **Total Cohort 5-Year Grad Rate - All Students** 22-23 Progress Target: **65** ([SIRS-201](#))	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence,** more specifically ● provided rigorous, mastery-based instruction with opportunities to build on feedback ● strengthened the standards alignment and requirements needed to support students post-graduation to support college and career readiness **Implementation of the Philosophy of Standards Based Grading** ● utilized strategic, standards-based instruction aligned with student needs ● used the Monroe Instructional Framework to refine instruction	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **School Report:** ● As of **6/28/23 we had more than 2 additional students graduate from this cohort. Totaling 84 students. This allows us to meet our requirement.** [Monroe Upper Cohort DATA](#) **Data trends that will inform future action steps:** ● An early warning intervention and monitoring system that is composed of academics, attendance, and social, emotional, and behavioral (SEL) data and supports. ● Staff will meet bi-monthly to review data and develop action plans as evidenced in a shared Google Document. ● [MTSS RCSD Action Plan](#)

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth In addition: ● held regular data accountability conversations with the 2019 cohort team (principal, counselor, AP) ● maintained senior checklist meetings ● maintained a senior class Google Classroom ● maintained OCR opportunities	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#120 **HS ELA All Students PI** 22-23 Progress Target: **92.8** (SIRS-114) **USED SIRS - 204**	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade-level instruction with a focus on fostering student independence** **Implementation of the Philosophy of Standards-Based Grading** ● *See Indicator 69*	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June ELA Regents. The calculation above does not include June Regents. Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. We are not able to give an accurate projection at this time.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		WNYRIC - Data hasn't been updated since Oct. 29th 2022 - SIRS-114 - We will be able to assess once WYNRIC updates the Regents scores. . Furthermore, the data we were able to supply suggests that we are close to meeting this indicator. Important NOTE: We need accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. enrollment cohort number - for graduation rate from the state to calculate if we made this target. JUNE 26 REPORT - **SIRS 204 ELA - 2019**

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		59- level 1 - 0pts 36- level 2 - 36pts 31 level 3 - 62 pts. 12 level ⅘ - 30 pts. **EQUALS - 128** 128 needs to be divided by the enrollment cohort number (not the total cohort enrollment), this data the state provides. 2022-23 JAMES MONROE UPPER SCHOOL - 261600010066 2019 Total Cohort - 4 Year Outcome All Subjects Finish Jun 26, 2023

Number of Students**

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)	Receiving Regents Credit for an Approved Alternative (h)
*All Students	176	38	138	59	36	31	12	0

School Report:

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		● Of the students currently enrolled in Cohort 2019, 117 students took the exam and 92 students have met this target either by passing with a 65 or greater or receiving the special appeal (50).
		● There are 18 active students who have never taken this exam, and they will be scheduled to take it in June.
		● Monroe Upper Cohort Data 22-23
		● WYNRIC Data
		
		Through the lead strategy of *Grade Level Instruction***, Monroe anticipates:**
		● An increase in Regents passing rates (January data)
		  ○ **9 students** in Cohort 2019 passed the ELA Regents in January
		● Quarterly passing rates (MP 1 - MP 2 data)
		  ○ School average **MP1 - 79.17%**, **MP2 - 85.54%**
		● Classroom assessments/Common Formative Assessments (CFA) as a result **(Passing percentage)** MP 1 - 56.7% / MP2 - 61.8%
		
		Data trends that will inform future action steps:
		● Teachers will identify which learning standards need to be spiraled into the next unit.
		● Staff will differentiate instruction based on the results from classroom assessments or CFAs given.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#140 **College, Career and Civic Readiness Index - All Students** 22-23 Progress Target: **69.1** (SIRS-108)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence** ● *See Indicator 70* **In addition,** ● Monroe continues to offer different graduation paths such as CDOS, Seal of Biliteracy, and World Language pathways ● made changes to students' schedules based on students' needs ● counselors continue to establish additional work-based learning hour opportunities for students during half days/curriculum nights as well as continue to offer classes via MCC for dual	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **Goal:** 100% of seniors will attend and participate in Grad Plan meetings to plan for graduation. **School Report: Current SIRS 108** CCCR Index $$(h) = ((2.0(c) + 1.5(d)+1.0(e)+0.5(f)) / (a+b)) *100$$ 83.33 ● All students have attended Grad Plan meetings ● Seal of Biliteracy -7 students on track for the seal, one additional is graduating in August ● CDOS - At least 20 seniors

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	enrollment, continuing college fair trips via collaboration with community partners	● AP Courses -15 students in AP senior-level classes ● MCC/Dual Courses - 11 students Dual credit senior-level classes College Fairs & Trips - RAC Fair 10/7/22; MCC 12/22; Bryant & Stratton 2/3/23; HBCU Field Trip 3/2-3/7/23 **Data trends that will inform future action steps:** ● Counselors will meet with students to revise plans as needed
#170 **HS Chronic Absenteeism - All Students** 22-23 Progress Target: **53**	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: ● Grade level instruction with a focus on fostering student independence **In addition,** ● Attendance Team to monitor student attendance data and trends	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **District Report: Scoreboard - L2RPT report** **Goal:** 75% of students will attend school daily, lowering our Chronic absenteeism rate to 53% or lower to meet this indicator.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

(SIRS-107)	● Coordinate Monroe's multi-tiered attendance strategy, examining the reasons for absences using quantitative and qualitative data
	● Ensure that chronically absent students receive needed support.
	● Attendance Celebration Committee
	● Partnering with community agencies and the RCSD attendance office allowed Monroe to effectively monitor individual student attendance.
		School Report:
		Data:
		As of 4/11/23 - **(69.7%)** *1/17/23 -* **(70.9%)**
		691 Total students enrolled 684 Total students enrolled (1/17/23)
		● 394 (20 days absent) * 256 (20 days absent)
		● 522 (10 days absent) * 447 (10 days absent)
		● 611 (5 days absent) * 543 (5 days absent)
		● 632 (3 days absent) * 590 (3 days absent)
		
		Data trends that will inform future action steps:
		● HSA's will communicate with families of chronically absent students, monthly.
		● Attendance Team will regularly meet once / mth. to discuss student plans
		● Monroe Upper will participate in the upcoming attendance Blitz.
		    ● MTSS RCSD Action Plan
		    ● Monroe Upper Attendance Procedure
		    ● MP Excellent/Perfect attendance celebrations
		       ○ MP1 - students (28)
		       ○ MP2 - students (37) and families came for lunch (15)
		       ○ MP3 - student (30) and families (TBD- May 4th)

DeFranco #230	During this Receivership Reporting Period, the following strategies and action steps were taken and	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
HS Science All Students PI 22-23 Progress Target: **134.6** (SIRS-114) **Is this the correct report?**	implemented to support progress for this indicator in the following ways: **Grade-level instruction with a focus on fostering student independence** ● Texts, tasks, and materials aligned to the appropriate college and career standards. ● Used high-quality instructional materials ● Used texts and tasks on grade level ● Learning Targets included grade-level standards ● Included specially designed instruction (SDI) to meet the needs of all learners ● Fostered student independence by providing targeted feedback ● Maintained OCR opportunities **Implementation of the Philosophy of Standards-Based Grading** ● utilized strategic, standards-based instruction aligned with student needs	Used SIRS 204 School Year: 2022-23 School or District: JAMES MONROE UPPER SCHOOL - 261600010066 Cohort Membership: 2019 Total Cohort - 4 Year Outcome Subject: Regents Science Data Refresh Date: Jun 26, 2023 Regents Science:Number of Students* | Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)
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*All Students	176	121	55	21	16	15	3	

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	● used the Monroe Instructional Framework to refine instruction ● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth

The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June Regents. The calculation above does not include June Regents. |

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. It is statistically difficult to reach these indicators. We are not able to give an accurate projection at this time. Furthermore, the data we were able to supply suggests that we are closer to meeting this indicator. Important NOTE: We need the accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. Enrollment cohort number - for graduation rate is different. SIRS - 204 report Level 1s - 21 = 0 Level 2s - 16 = 16pts Level 3s - 15 = 30pts Level 4s - 3 = 7.5 Equals 53.5 / **District Report: Scoreboard - L2RPT report** ● Projected Accountability Cohort is 133 students as of 2/4/23. Out of the projected acct total cohort, PI is at 22.9 (L1-112, L2-14, L3-7, L4-1).

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		School Report:
		● Of the **140 students currently enrolled in Cohort 2019** Science PI, 8 students have scored a level 3 or higher. The current PI score is 30.4 using the data from SIRS-204 report and the PI tool. Approximately 100 students will need to score a level 2 and/or 50 students will need to score a level 3 or higher to meet this target.
		  ○ Living Environment - L4- 2, L3-6.
		  ○ Earth Science - PHE exempts, No L4 or L3
		● The remaining students who need to meet this target will be scheduled to either retake a Science exam in January or are currently enrolled in a Science course that will end in a June regents exam. Students can also receive a Regents Science review after school in our SHINE Bright program.
		● Monroe Upper Cohort Data 22-23 (2019 tab at the bottom)
		● **Data from WNYRIC**
		
		Through the lead strategy of *Grade Level Instruction,* **Monroe anticipates:**
		● An increase in Regents passing rates (January data)
		  ○ Zero students took and/or passed a Science Regents in January. Quarterly passing rates (MP 1 - MP 2 data) - with Chronic Absenteeism removed.
		
		Data trends that will inform future action steps:
		● Teachers will identify which learning standards need to be spiraled into the next unit.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		● Staff will differentiate instruction based on the results from classroom assessments or CFAs administered.
#240 **HS Social Studies All Students PI** 22-23 Progress Target: **127.6** (SIRS-114)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade-level instruction with a focus on fostering student independence** ● Texts, tasks, and materials aligned to the appropriate college and career standards. ● Used high-quality instructional materials ● Used texts and tasks on grade level ● Learning Targets included grade-level standards ● Included specially designed instruction (SDI) to meet the needs of all learners ● Fostered student independence by providing targeted feedback ● Maintained OCR opportunities	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **WNYRIC data below:** The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June Regents. The calculation above does not include June Regents. Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. It is statistically difficult to reach these indicators. We are not able to give an accurate projection at this time. Furthermore, the data we were able to supply suggests that we are closer to meeting this indicator. Important NOTE: We need accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. Enrollment cohort number - for graduation rate is different.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	Implementation of the Philosophy of Standards-Based Grading ● utilized strategic, standards-based instruction aligned with student needs ● used the Monroe Instructional Framework to refine instruction ● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth	Cohort Membership: 2019 Total Cohort - 4 Year Outcome Subject: Regents Global History Data Refresh Date: Jun 26, 2023 Regents Global History:Number of Stude...<table><tr><td>Student Subgroup (accountability subgroups are marked with an asterisk (*))</td><td>Cohort Enrollment (a)</td><td>Not Tested (b)</td><td>Tested (c)</td><td>Scoring at level 1 (d)</td><td>Scoring at level 2 (e)</td><td>Scoring at level 3 (f)</td><td>Scoring at level 4 or 5 (g)</td></tr><tr><td>*All Students</td><td>176</td><td>154</td><td>22</td><td>6</td><td>3</td><td>12</td><td>1</td></tr></table>

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
		Cohort Membership: 2019 Total Cohort - 4 Year Outcome Subject: Regents US History Data Refresh Date: Jun 26, 2023

Regents US History:Number of Student

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	Scoring at level 4 or 5 (g)
*All Students	176	176	0	0	0	0	0

● Projected Accountability Cohort is 133 students as of 2/4/23. Out of the projected acct total cohort, PI is at 1.5 (L1-131, L2-2, L3-0, L4-0).

School Report:
● Of the 135 students currently enrolled in Cohort 2019, 119 students (88%) have met this target.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.

		● The remaining students who need to meet this target will be scheduled to retake a Social Studies exam in January and/or June.
		● Students can also receive regents Social Studies review after school in our SHINE Bright program.
		● Monroe Upper Cohort Data 22-23 (2019 tab at the bottom)
		● **WNYRIC Data**
		
		Through the lead strategy of *Grade Level Instruction*, **Monroe anticipates:**
		● An increase in Regents passing rates (January data)
		   ○ Additionally, 3 students earned a Level 3 score for Global/History in January.
		● Quarterly passing rates (MP 1 - MP 2 data) with Chronic Absenteeism removed.
		   ○ School average **MP1 - 79.17%**, **MP2 - 85.54%**
		● Classroom assessments/Common Formative Assessments (CFA) as a result (Passing percentage **MP 1 - 61.5% / MP2 - 54.6%**)
		
		Data trends that will inform future action steps:
		● Teachers will identify which learning standards need to be spiraled into the next unit.
		● Staff will differentiate instruction based on the results from classroom assessments or CFAs administered.

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
#250 **Total Cohort 6-Year Grad Rate - All Students** 22-23 Progress Target: **73** (SIRS-201)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade level instruction with a focus on fostering student independence** ● *See Indicator 70* **In addition,** ● Monroe continues to offer different graduation paths such as CDOS, Seal of Biliteracy, and World Language pathways ● made changes to students' schedules based on students' needs ● counselors continue to establish additional work-based learning hour opportunities for students during half-days/curriculum nights as well as continue to offer classes via MCC for dual	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. SIRS-201 School Year: 2022-23 School or District: JAMES MONROE UPPER SCHOOL - 261600010066 Cohort Membership: 2017 Total Cohort - 6 Year Outcome Enrollment Duration: All Outcomes Data Refresh Date: Jun 26, 2023

Student Subgroup (accountability subgroups are marked with an asterisk (*)) (a)	Cohort Enrollment as of June (b)	Total Number of Graduates (c) =d+e+f	Local Diplomas (d)	Regents Diplomas without Advanced Designation (e)	Regents Diplomas with Advanced Designation (f)	IEP Diplomas and Commencement Credentials (g)	Still Enrolled (h)	Transferred to AHSEPP/HSEPP (i)	Dropped Out (j)	Unknown Outcome (k)	Seal of Biliteracy (l)	Seal of Civic Readiness (m)	% Gradu (n) = ((d+e+f)/b)
*All Students	158	118	0	95	23	0	4	0	36	0	0	0	74.7%

School Report:
● There were 158 students in the 2017 cohort and 115 or 72.7% of students graduated in June or August 2017.
● Of those remaining, there is currently 1 active student from the 2017 cohort; he is on track to meet this requirement, which will increase the graduation rate to **73.4%**. Student

Indicator	What specific strategies and action steps were implemented to support progress for each of the Demonstrable Improvement Indicators? ● Provide the specific data/evidence used to determine progress and impact on instruction, student learning, and achievement. ● Describe how the data trends that emerged during this period will inform future action steps.	Drawing from the information provided in the **Final Report and Reflection on Activities,** what specific strategies, and action steps will be implemented during the 2023-2024 school year to support progress for this Demonstrable Improvement Indicator? ● Provide a data-informed rationale for the strategies and action steps indicated. Include evidence from the 2022-2023 academic year in the rationale. ● Include a description of any adjustments made since the last reporting period along with the corresponding data used to inform the adjustment. Be explicit in outlining the impact of such evidence and the related contributive value of specific methods on instruction, student learning, and achievement. ● Any hyperlinks included to provide evidence, such as data, information, and/or relevant documents, must be made publicly available prior to submitting the report.
	enrollment, continuing college fair trips via collaboration with community partners	the initials of ASD was able to graduate and there are ZERO 2017 students to account for. This target was met. **Data trends that will inform future action steps:** ● Teachers will identify which learning standards need to be spiraled into the next unit. ● Staff will differentiate instruction based on the results from classroom assessments or CFAs administered.

Level 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific strategies and action steps to support progress toward the Demonstrable Improvement targets during this quarter.

| #66

Total Cohort (10th Graders) with 5 or more credits

22-23 Progress Target: **68**

([SIRS-330](#)) | During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:

Grade-level instruction with a focus on fostering student independence
● Texts, tasks, and materials aligned to the appropriate college and career standards.
● Used high-quality instructional materials
● Used texts and tasks on grade level
● Learning Targets included grade-level standards
● Included specially designed instruction (SDI) to meet the needs of all learners
● Fostered student independence by providing targeted feedback
● Maintained OCR opportunities

Implementation of the Philosophy of Standards Based Grading
● utilized strategic, standards-based instruction aligned with student needs
● used the Monroe Instructional Framework to refine instruction
● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition
● provided targeted learning opportunities for review/recovery/acceleration implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework | Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.

School Report:
● There are currently 185 students in the 2021 cohort, of which <u>at least 126 students or 65% have met this requirement.</u>
● The remaining students are enrolled in one or more OCR (Online Credit Recovery) courses, with a goal of completing one course by the end of semester 2.

District Report: Scoreboard - L2RPT report
● As of 2/4/23 the 2021 Total Cohort is at 180 students. To reach the target, a total of 123 students need to earn 5+ credits in the 22-23 SY.
Data trends that will inform future action steps:
● Teachers will identify which learning standards need to be spiraled into the next unit.
● Staff will differentiate instruction based on the results from classroom assessments or CFAs administered. |

	with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth **In addition:** ● provided additional learning opportunities such as OCR to help students review content and recover coursework ● teachers designed lesson plans that are aligned to Next Generation Hallmarks using vertical alignment ● preparing English III students to take the English III Regents in January to provide multiple opportunities for mastery	
#68 **Total Cohort (11th Graders) with 5 or more credits** 22-23 Progress Target: **65** (SIRS-330)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade-level instruction with a focus on fostering student independence** ● Texts, tasks, and materials aligned to the appropriate college and career standards. ● Used high-quality instructional materials ● Used texts and tasks on grade level ● Learning Targets included grade-level standards ● Included specially designed instruction (SDI) to meet the needs of all learners ● Fostered student independence by providing targeted feedback ● Maintained OCR opportunities	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. **School Report:** ● There are currently 190 students in the 2020 cohort, of which 163 students, or <u>85.7% have met this requirement.</u> ● The remaining students are enrolled in one or more OCR (Online Credit Recovery) courses, with a goal of completing at least one course by the end of semester 1. **District Report: Scoreboard - L2RPT report** ● As of 2/4/23 the 2020 Total Cohort is at 188 students. To reach the target, a total of 123 students need to earn 5+ credits in the 22-23 SY. **Data trends that will inform future action steps:** ● Teachers will identify which learning standards need to be spiraled into the next unit.

	Implementation of the Philosophy of Standards Based Grading	● Staff will differentiate instruction based on the results from classroom assessments or CFAs administered.
	● utilized strategic, standards-based instruction aligned with student needs ● used the Monroe Instructional Framework to refine instruction ● integrated Academic Vocabulary and Language to build breadth and depth of vocabulary acquisition ● provided targeted learning opportunities for review/recovery/acceleration ● implemented an instructional plan that includes quarterly benchmarks, the spiraling of curriculum, and implement the Understanding by Design framework with a focus on Next Generation Hallmarks and ELA standards ● designed lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that assessed student growth **In addition:** ● provided additional learning opportunities such as OCR to help students review content and recover coursework ● teachers designed lesson plans that are aligned to Next Generation Hallmarks using vertical alignment ● preparing English III students to take the English III Regents in January to provide multiple opportunities for mastery	
DeFranco Regan #130	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.

HS Math All Students PI		

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HS Math All Students PI

22-23 Progress Target: **66.3**

([SIRS-114](#))

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Grade level instruction with a focus on fostering student independence

Implementation of the Philosophy of Standards Based Grading

- *See Indicator 67*

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Regents Mathematics		*All Students	176	112	64	33	10	18	3

District Report: Scoreboard - L2RPT report
- Projected Accountability Cohort is 133 students as of 2/4/23. Out of the projected acct total cohort, PI is at 12.0 (L1-119, **L2-12, L3-2, L4-0). To reach target 73 students will need to score at levels 2-4.** Students scoring Level 3-4 will reduce the number of students needed to reach targets.

The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June Regents. The calculation above does not include June Regents.

Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. It is statistically difficult to reach these indicators. We are not able to give an accurate projection at this time.

Furthermore, the data we were able to supply suggests that we are closer to meeting this indicator.

Important NOTE: We need accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. Enrollment cohort number - for graduation rate is different.

Currently w/o June Regents:
School Report:
Level 1s - 33 - 0pts
Level 2s - 10 - 10pts
Level 3s - 18 - 36 pts
Level 4s - 3 - 7.5pts
53.5/Accountability Cohort number

February:

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Of the 1**40** students currently enrolled in **Cohort 2019**, 18 students have scored a level 3 or above.
- The remaining students who need to meet this target will be scheduled to retake a Math regents exam in January and if needed, in June.
- Students can also receive regents Math review after school in our SHINE Bright program.
- Monroe Upper Cohort Data 22-23
  - WNYRIC Data
  - Math 2019 indicator data

Data trends that will inform future action steps
- Teachers will identify which learning standards need to be spiraled into the next unit.
- Staff will differentiate instruction based on the results from classroom assessments or CFAs administered.

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| DeFranco Regan

#132

HS Black PI

22-23 Progress Target: **65**

(SIRS-114)

Used | During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:

Grade level instruction with a focus on fostering student independence

Implementation of the Philosophy of Standards Based Grading

- *See Indicators 67 and 130* | Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. |

Regents Mathematics

	All Students						
*All Students	176	112	64	33	10	18	3
Female	77	46	31	15	3	10	3
Male	99	66	33	18	7	8	0
*Black	63	36	27	11	5	9	2
*Hispanic	101	69	32	20	5	7	0

District Report: Scoreboard - L2RPT report
- Projected Accountability Cohort is 51 students as of 2/4/23. Out of the projecetd acct total cohort, PI is at 17.6 (L1-43, L2-7, L3-1, L4-0). To reach target 25 students will need to score at levels 2-4. Students scoring Level 3-4 will reduce the number of students needed to reach targets.

SIRS-204

School Year: 2022-23
School or District: JAMES MONROE UPPER SCHOOL - 261600010066
Cohort Membership: 2019 Total Cohort - 4 Year Outcome
Subject: Regents Mathematics

Data Refresh Date: Jun 26, 2023

Regents Mathematics:Number

Student Subgroup (accountability subgroups are marked with an asterisk (*))	Cohort Enrollment (a)	Not Tested (b)	Tested (c)	Scoring at level 1 (d)	Scoring at level 2 (e)	Scoring at level 3 (f)	
*All Students	176	112	64	33	10	18	
Female	77	46	31	15	3	10	

School Report:

The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June Regents. The calculation above does not include June Regents.

Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. It is statistically difficult to reach these indicators. We are not able to give an accurate projection at this time.

Furthermore, the data we were able to supply suggests that we are closer to meeting this indicator.

Important NOTE: We need accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. Enrollment cohort number - for graduation rate is different.
Cohort enrollment - 63
Level 1s - 11 - 0
Level 2s - 5 - 5pt
Level 3s - 9- 18pt
Level 4s - 2- 5pt
28 pts./cohort enrollment

- Of the 61 students in Cohort 2019 HS Math Black subgroup data, 53 students are PHE, and of those 9 students have scored a level 3 or higher.
- Monroe Upper Cohort Data 22-23 (2019 tab at the bottom)

- 53/61 = 86% = Target Met with PHE
  - Data from WNYRIC

  - School average **MP1 - 79.17%**, **MP2 - 85.54%**

Data trends that will inform future action steps
- Teachers will identify which learning standards need to be spiraled into the next unit.

		● Staff will differentiate instruction based on the CFA priority standard analysis that is completed after CFAs are given.
DeFranco Regan #133 **HS Math Hispanic PI** 22-23 Progress Target: **62.5** (SIRS-114)	During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways: **Grade-level instruction with a focus on fostering student independence** **Implementation of the Philosophy of Standards-Based Grading** ● *See Indicators 67 and 130*	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. The projected result could further be calculated by identifying each **Cohort 2019 student** that took and passed the June Regents. The calculation above does not include June Regents. Important note: The indicator targets have not been adjusted by the state to account for PHE/exemptions from the prior years. It is statistically difficult to reach these indicators. We are not able to give an accurate projection at this time. Furthermore, the data we were able to supply suggests that we are closer to meeting this indicator. Important NOTE: We need accountability cohort number (deals with BEDS day info.) used to calculate Regents indicator subject areas. Enrollment cohort number - for graduation rate is different. **June (no Regents Results)** **School Report:** **Cohort enrollment - 101** **Level 1s - 20 - 0** **Level 2s - 5 - 5pt** **Level 3s - 7- 14pt** **Level 4s - 0 - 0pt** **19 pts. / cohort enrollment** **February** **District Report: Scoreboard - L2RPT report**

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- Projected Accountability Cohort is 75 students as of 2/4/23. Out of the projected acct total cohort, PI is at 5.3 (L1-71, L2-46, L3-0, L4-0). To reach the target 43 students will need to score at levels 2-4. Students scoring Level 3-4 will reduce the number of students needed to reach targets.

School Report:
- Of the 99 students currently enrolled in Cohort 2019 Hispanic subgroup; 94 students are PHE and **6** of those students scored a 3 or higher.
- Monroe Upper Cohort Data 22-23 (2019 tab at the bottom)
  - Data from WNYRIC

  - School average **MP1 - 79.17%**, **MP2 - 85.54%**

Data trends that will inform future action steps:
- Teachers will identify which learning standards need to be spiraled into the next unit.
- Staff will differentiate instruction based on the CFA priority standard analysis that is completed after CFAs are given

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Owens Payton

#190

HS ELP Success Ratio - All Students

22-23 Progress Target: **0.8**

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During this Receivership Reporting Period, the following strategies and action steps were taken and implemented to support progress for this indicator in the following ways:

Academic Language and Vocabulary Acquisition
- Daily Do Nows / Activities focused on Vocabulary
- Provided frequent writing opportunities to build language and knowledge
- EmphasizedTier 2 vocabulary words and academic vocabulary and language
- Utilized sentence frames/language frames to support student-centered discussion and writing

Grade-level instruction with a focus on fostering student

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Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.

ELL students are managed by ESOL teachers. The NYSELSAT scores are usually are reported in August. At that time, our team will analyze and document the data.
At this time our team is reaching out to the Director to see what staff member from our building supports this data and manages the growth of our ESOL students.

School Report:

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(SIRS-113)	**independence**	

independence
- Texts, tasks, and materials aligned to the appropriate college and career standards.
- Used high-quality instructional materials Used texts and tasks on grade level
- Learning Targets included grade-level standards

School Year: 2021-22
School or District: JAMES MONROE UPPER SCHOOL - 261600010066
Select Subject: HS ELP

Data Refresh Date: October 17, 2022

Student Subgroup	ELL Student Count (a)	Benchmark (b)	Progress Rate (c)	Success Ratio (d) = c/b
All Students	179	0.22	0.11	0.50
American Indian/Alaska Native	0			

This was refreshed Oct. 17th

- There are currently 232 ELLs enrolled at Monroe as of 4/14/23.
- The NYSESLAT data below show that fewer students scored at the Entering and Emerging levels and more students are reaching the Commanding level when compared to the previous year's data.

NYSESLAT Data from May 2022 (Current Levels)

Entering	Emerging	Transitioning	Expanding	Commanding
7.1%	17.5%	30.2	36.5%	8.7%

- LAS Links - Students completed the LAS Links assessment in January/ February.

LAS Links Data from January/February 2022: Speaking and Listening ONLY

Grade	Entering	Emerging	Transitioning	Expanding	Commanding
9	48.75	15.95	26.52	8.78	0
10	26.87	26.70	37.53	8.91	0
11	28.57	24.4	29.47	17.56	0
12	46.5	15.37	33.91	4.28	0

Data trends that will inform future action steps
- Teachers will identify vocabulary that needs to be spiraled into the next unit.
- Staff will differentiate instruction based on (1) classroom assessments given and (2) instructional reports from the LAS Links assessment
- Teachers will create targeted groups of students for classroom intervention with an emphasis on reading, writing, listening, and speaking using LAS Links data

Part IV – Community Engagement Team (CET)
The role of the Community Engagement Team is to serve as an active thought partner in contributing to, and supporting the development of, recommendations for school improvement by the school and district soliciting input through public engagement.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school's Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership. Such should be addressed in response to the prompts below.

Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner's Regulations 100.11(b)

Report Out of 2022-2023 CET Plan Implementation	Plan for Use of CET Recommendations in 2023-2024

● List the constituent categories of stakeholders that have participated as CET members during this reporting period. ● Include any changes made to the CET's membership during this reporting period. Include the role/title of any new members. ● Provide data and related evidence used to measure the impact and efficacy of the CET. ● Describe how recommendations made by the CET during this reporting period were used to inform implementation of the school's improvement plan.	● Outline the process by which new members of the CET will be identified and selected*. ● Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. ● Provide and outline your plan for CET meeting agenda development, action items, follow through, and analysis. ● What methods will be used to provide the CET with the necessary information to assess and analyze the impact of lead strategies and/or department-approved intervention model that includes rigorous performance metrics and goals.

Recommendations made by the CET during this reporting period and how each was used to inform the implementation of the school's improvement plan:
 	
  ● Please reference Slides to see partnership involvement/impact on families and students.
  ● November
  ● December
  ● January
  ● February/March
  ● April
  ● May/June
	● Members of the CET will be identified by August of 2023
	-The CSSC will communicate with past, present and new CET members
	-Survey will be sent out to see when CET members will prefer to meet and other details.
	● CET meeting agendas will be developed in August. The action items will be identified via our Needs Assessment and Partnerships. Follow through will be noted at the end of each meeting at the "next steps" section of the Agenda. Analysis of the data from partnerships and needs assessment will be completed prior to the meeting with CET members.
	● The methods used to provide the CET with necessary information include measurements from the 3 following items:
	  ○ Revised, 3 - LEAD strategies for 23-24 SY: Interim & MP grades
	  ○ Data Wise - School Improvement Plan: Quarterly assessments
	  ○ Partnership Check-In meetings - Data Checks

Part V – Powers of the Receiver Provide a summary of the use of the School Receiver's powers during 2022-2023 school year.	Describe the anticipated use of the School Receiver's powers during the 2023-2024 school year (pursuant to those identified in Commissioners Regulation §100.19).
All receivership schools in the Rochester City School District continued to provide four hours a month of paid professional development with their RTA staff. All receivership schools have received training from HCI on their specialized placement processes that started significantly earlier this year to improve retention and hiring	

practices. Specialized staff has been added to improve coherence, visioning, and targeted support to instructional coaches and teachers. At Monroe, funding has been used to develop after-school credit recovery programming and Regents support, as noted in the report.

Part VI – Assurance and Attestation

By signing below, I attest to the fact that the information in this Final Report and Continuation Plan is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print): _Caroline Peluso_
Signature of Receiver:
Date: _7/20/23_

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this Final Report and Continuation Plan, and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership.

Name of CET Representative (Print): _Regina Theroulette_
Signature of CET Representative*: _Regina Theroulette_
Title of CET Representative: _Instructional Support / Teacher_
Date: _6/12/2023_

The CET Attestation must be signed by a CET member other than a school administrator.

Monroe