

James Monroe High School

Quarter 4 Receivership Survey

Respondent's Credentials	
School District:	Rochester City School District
Superintendent:	Barbara Deane-Williams
School Name:	James Monroe High School
School Principal Name:	Sandra Chevalier Blackman
School Principal Appointment Date:	July 1, 2016
2. What are the accomplishments of the 2017-2018 school year that you would like the community to know about your school?	
<p>From the 2014 cohort, five students graduated with the Seal of Biliteracy.</p> <p>We welcomed 80 families who arrived from Puerto Rico after Hurricane Maria. We provided services to the students and families including assistance for clothing, food, shelter, community resources, and acculturation classes for the students.</p> <p>Two bilingual Family Service Assistants (FSA) were located in the school from the Ibero Community partnership. The two FSAs served 86 Spanish-speaking families. They coordinated the first Parent Leadership training workshop in which 15 Hispanic families graduated.</p> <p><u>Increase in family contacts:</u> Ibero FSAs completed approximately 350 contacts including home visits. Home School Assistants completed 400 contacts including home visits.</p> <p>Attendance Average :78% Chronic Absenteeism decreased by 8% from 2017-2018.</p> <p>Math Target : We exceeded the goal by obtaining a 9% growth.</p> <p>Standards- Based Grading: 9 staff were training by the Marzano Institute in the philosophy and implementation of the SBG. National speaker and co-author of the book, Jan Hoegh, facilitated a conference for the entire staff and trained the instructional coaches.</p> <p>School culture: We continued to build on a positive school culture in which students' voices increased by 25% . Students took leadership in designing community school surveys for students, coordinating school assemblies, contributing to the parent newsletter, Monroe News Network , National Student Walkout Day, and participating in the Community Engagement committee. Discipline Referrals decreased by 6%.</p>	

3. Which of this school's Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2018-19 to make Demonstrable Improvement on these indicators?

Most challenging targets

Advance Designation: We missed the target by 2 students.

Action Plan:

- ❖ We started bringing awareness of the 9 Regents exams for graduation with the school initiative; Strive for 9 starting with the 8th graders.
- ❖ Added two Freshman Night meetings with parents and students to discuss graduation requirements.
- ❖ Continue with a designated Lead Counselor to serve as a mentor to the James Monroe Counselor
- ❖ The Lead Counselor is the lead Contact for Colleges. She establishes weekly meeting with counselors with a running agenda for entire academic year. The Lead Counselor reviews all Part 154 and course request of each counselor. She coordinates Senior night, Senior Exit Interviews, partnership with Bryant and Stratton and a partnership with alternative programs in the community to help students transition to GED program. The Lead Counselor coordinates with the other counselors to identify students who qualify for the Seal of Bi-literacy.
- ❖ Implementing a College and Career Counselor to work with 60 overage and under credit students
- ❖ She will coordinate College board/PSAT, Work Readiness, Internship Coordinator for the Public Safety and Cosmetology programs. The College and Career Counselor will review and be the point person for all scholarship opportunities for the senior class.

Complete quarterly meetings with Seniors to discuss grades and post graduation opportunities.

ELA :

The continuous enrollment of English Language Learner students enrolled in the school is one of the biggest challenge. They cannot pass the ELA Regents exam within the 4 years graduation path.

Action Plan: Add an additional AIS ELA teacher who can analyze data and facilitate small group instruction to address deficiency in writing, vocabulary and comprehension skills.

We included an ESOL dual certified teacher to teach English III for the 2018-2019 school year.

4. Did the superintendent use her Receivership Authority in the 2017-18 school year?

Yes X

No

If choice is yes: please specify how the Superintendent receiver authority was used.

School Visits

Accountability meetings with Principal and designated administrators and counselors as needed.

5. Is your district interested in presenting a best practice at the second Promising Practices conference?

Yes

No

If choice is yes: briefly describe the research-based practice that the school implemented and the change in student achievement that resulted from implementation of the best practice?

6. Summarize the trends in student achievement data that have resulted from the implementation of the SCEP, SIF or SIG plan. What has improved and what has not yet?

- ❖ **AIS Teachers:** We currently have teachers serving as instructional coaches who facilitated small group meetings with teachers to address students' skills based on formative and summative assessments. These AIS teachers analyze data and facilitate flexible small group instruction quarterly.
- ❖ **Data Driven Faculty meetings and teacher accountability meetings:** Administrators met quarterly to discuss data and identify students who needed additional support . The outcome of the meetings resulted in creating differentiated lesson plans, tutoring during lunchtime, change of schedule if possible, small instruction with AIS teacher, home visits and parent conferencing. Principal continued to present the Monthly instructional focus to the entire faculty sharing consistent and updated data and best teaching practices
- ❖ **Academic Intervention Services : Phase III :** Phase III included analysis of data , coordinating small groups instruction that will address academic and behavior.
- ❖ Master schedule will include an additional period for small group instruction identified by the data analyzed by the AIS teacher. This additional period is for Middle School. 9th graders will receive AIS through the Literacy Lab.

7. Describe the role of the Community Engagement Team in development and oversight of implementation of the school's improvement plan. Describe any actions that will be taken to enhance the ability of the Community Engagement Team to support improvement in student achievement.

Created two committees that incorporated our community partners. One committee is our Community Engagement Team that incorporates a representative from all stakeholders; Teachers, administrators, community partners, parents, and students. Another committee is our Social/ Emotional committee that incorporates community partners, administrators, teachers, and social workers. The Community Engagement Team functions with more big picture aspects of our school improvement plan, while our social/emotional team involves the stakeholders that work with our students day to day to support improvement in our students social/emotional development to increase achievement . All stakeholders this year also participated in the development of our Needs Assessment through surveys, focus groups, and data analysis to create our development plan with our priorities to address the following year based on the needs of our community (Families & Students). Each committee will work towards supporting the schools improvement plan and our development plan to improve student achievement.

8. In what ways has the NYSED Office of Innovation and School Reform (OISR) been supportive of your school improvement efforts?

Having a Receivership school Ambassador to assist with reports and immediate inquiries has been very helpful.

Providing written feedback from quarterly report sent to Principal.

9. In what ways can OISR better serve your district/schools' improvement efforts?

Create an alternative target for schools with a high percentage of ELLs enrollment. This criteria impacts enormously the targets for graduation rate, ELA and Advanced Designation. The percentage of graduates with the Seal of Biliteracy should be an alternative target. An official Native Language Arts exam should be replaced or be an alternative for the ELLs instead of the ELA Regents exam.