

Receivership

Quarterly Report

2nd Quarter - November 1, 2015 to January 15, 2016

School	School BEDS Code	District	Status (R/Y/G)	SIG/SIF/SCEP Cohort
School #66: James Monroe HS at the Marshall Campus	261600010066	Rochester City School District		SIG 4.2
Superintendent	School Principal	Additional District Personnel Responsible for Program Oversight and Report Validation	Grade Configuration	Number of Students
Dr. Bolgen Vargas Daniel Lowengard Linda Cimusz	Dr. Vicma Ramos	Amy Schiavi Michele Alberti Cheryl Wheeler	7-12	1,038 as of 1/15/16

Executive Summary

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

James Monroe HS is part of School Improvement Grant (SIG) Cohort 4.2. It was here that the school began its school improvement plan that has been implemented with some success.

Key strategies that are being implemented for SY 15-16 include:

- 1. Curriculum and Instruction including Bilingual Programming, College/Career Ready- Dual Credit courses, Hillside Work Study and TRS/Accuplacer classes. This includes regular review of critical student data to identify trends and implement strategies to keep all students "on-track."*
- 2. Expanded Learning Time (ELT): Increased instructional time provided at least an extra 200 hours for all students by starting the school year in August and providing a 9th period for additional academic support, dual credit coursework, college preparatory math, and enrichments based on student need and interest.*
- 3. School Climate: A Culture/Learning Environment: engaging, positive, rigorous, that is student-centered.*
- 4. Improved sustainable active Parent/Community Involvement.*

The school must demonstrate a number of indicators of success. Level 1 Indicators were selected by the State Education Department (SED). They are:

- 1. Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall.*
- 2. Indicator #5: School Safety- progress will be demonstrated if the school has < 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.*



3. *Indicator #9: 3-8 ELA All Students Level 2 & Above- progress will be demonstrated if the school reaches 40% or has a minimum of a 1% increase in this groups academic performance.*
4. *Indicator #15: 3-8 Math All Students Level 2 & Above- progress will be demonstrated if the school reaches 38% or has a minimum of a 1% increase in this groups academic performance.*
5. *Indicator #33: 3-8 ELA All Students MGP will be demonstrated if the school increased from 44.94 to 50.72 or has a minimum of a 1% increase.*
6. *Indicator #39: 3-8 Math All Students MGP will be demonstrated if the school increased from 41.05 to 51.17 or has a minimum of a 1% increase.*
7. *Indicator #67: 2012 Total Cohort Passing ELA Regents (Score \geq 65) will be demonstrated if the school increases the percent passing from 40% to 56% or has a minimum of a 1% increase.*
8. *Indicator #69: 2011 Total Cohort Passing Math Regents (Score \geq 65) will be demonstrated if the school increases the percent passing from 36% to 51% or has a minimum of a 1% increase.*
9. *Indicator #70: Total Cohort 4-Year Grade Rate, With Adv. Designation, All Students will be demonstrated if the school increases the percent passing from 43% to 55% or has a minimum of a 1% increase.*
10. *Indicator #76: Total Cohort 4-Year Grade Rate, All Students will be demonstrated if the school increases the percent of students receiving Adv. Designation diplomas from 1% to 9% or has a minimum of a 1% increase.*
11. *Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above will be demonstrated if the school increased the percent of students scoring at Level 3 or above from 19% to 44% or has a minimum of a 1% increase.*
12. *Indicator #88: Total Cohort 5-Year Grade Rate, All Students will be demonstrated if the school increases the percent passing from 36% to 61% or has a minimum of a 1% increase.*

The school is required to choose 7 Level 2 Indicators. Based on meetings with the SBPT and CET, the following Indicators were chosen.

1. *Indicator #6: Family and Community Engagement (DTSDE Tenet 6). Progress is demonstrated if the school receives a rating of “Developing” or “Stage 2” during its DTSDE school review.*
2. *Indicator #14: 3-8 ELA ED Students Level 2 & Above- progress is demonstrated if the school reaches 37% or has a minimum of a 1% increase in the groups academic performance.*
3. *Indicator #20: 3-8 Math ED Students Level 2 & Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the groups academic performance.*
4. *Indicator #65: Total Cohort with 5 or more credits will be demonstrated if the school reaches 74% or has a minimum of a 1% increase.*
5. *Indicator #73: Total Cohort 4-Year Grade Rate, Hispanic Students will be demonstrated if the school reaches 50% or has a minimum of a 1% increase.*
6. *Indicator #75: Total Cohort 4-Year Grade Rate, ED Students will be demonstrated if the school reaches 54% or has a minimum of a 1% increase.*
7. *Indicator #83: Post-graduation plans of Completers (4-year college) will be demonstrated if the school reaches 29% or has a minimum of a 1% increase.*

Attention – This document is intended to be completed by the School Receiver and/or their designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcome of key strategies related to Receivership, and as such should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for schools with School Comprehensive Education Plans (SCEP). The Quarterly Report in its entirety must be posted on the district web-site.



Part I – Demonstrable Improvement Indicators

LEVEL 1 – Indicators
 Please list the school’s Level 1 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.

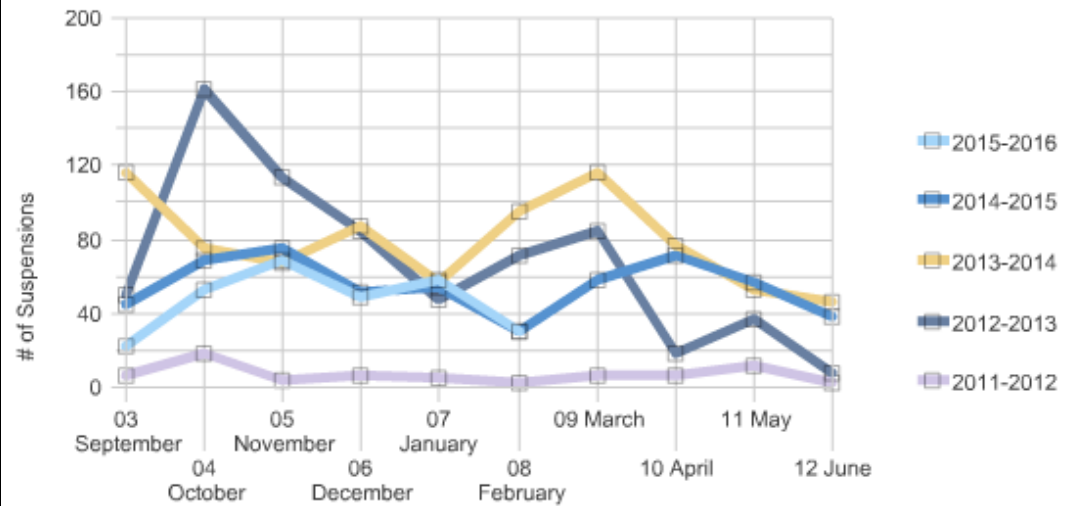
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
<p><i>Indicator #1: Priority School make yearly progress- progress is demonstrated by academic progress of students overall.</i></p>		N/A	N/A	<p>NWEA Winter 2016 testing demonstrates that 7th & 8th grade students are on the cusp of reaching growth targets in mathematics. ELA and math Coaches dedicated to the 7-8 grade to support teachers supporting students. 9th period provides additional time to provide intervention based on NWEA results that demonstrate student need.</p> <div style="text-align: center;"> </div> <p>NYS Regents/January administration: The school has reviewed the results of all January NYS Regents exams and is seeing a consistent, significant increase in passing rates when compared to January 2014 and January 2015 (see below- positive changes highlighted in green).</p>



Exam	January 2016 Result	January 2015 Result	January 2014 Result
US History R	Average Scaled Score: 49.6 23% passing rate	Average Scaled Score: 55 34% passing rate	Average Scaled Score: 45.9 12% passing rate
Global R	Average Scaled Score: 49.4 14% passing rate	Average Scaled Score: 49 18% passing rate	Average Scaled Score: 46 5% passing rate
Living Env R	Average Scaled Score: 56.2 29% passing rate	Average Scaled Score: 50 12% passing rate	Average Scaled Score: 49.4 8% passing rate
Alg 2 Trig R	Average Scaled Score: 60.7 29% passing rate	Average Scaled Score: 51 18% passing rate	Average Scaled Score: 31.8 0 % passing rate
Earth Sci R	Average Scaled Score: 56.4 13% passing rate	Average Scaled Score: 51.1 12% passing rate	Average Scaled Score:51 6% passing rate
Geometry R	Average Scaled Score: 52.3 33% passing rate	Average Scaled Score: 50.9 12% passing rate	Average Scaled Score: 55 12% passing rate
Algebra CC R	Average Scaled Score: 52.3 11% passing rate	Average Scaled Score: 46.4 3% passing rate	Average Scaled Score No tests given
Integrated Alg R	TBD (Feb 25 Adm)	Average Scaled Score: 52.6	Average Scaled Score: 52.6



						16% passing rate	10% passing rate					
				ELA CC	Average Scaled Score: 37.3 23% passing rate	Average Scaled Score: 45.4 36% passing rate	Average Scaled Score No tests given					
				Comprehensive Eng	Average Scaled Score: 48.7 45% passing rate	Average Scaled Score: 49.0 31% passing rate	Average Scaled Score: 47 27% passing rate					
				Analysis of NWEA and NYS Regents results, as well as blended learning literacy components help to inform groupings and individual instructional planning for 2 nd semester.								
				7 students were eligible for graduation in January, and all 7 students graduated.								
<i>Indicator #5: School Safety- progress will be demonstrated if the school has < 7 Serious Incidents or has a minimum of 10% reduction in Serious Incidents.</i>		31	< 7 Serious Incidents or a minimum of a 10% reduction.	Monroe data on Suspensions by Month indicates a reduction from the same time last year; 242 compared to 289. By grade level, grade 9 still the biggest challenge with almost ½ the suspensions attributed to students in that grade.								
				Incidents/Suspensions YTD:								
				School Year Description	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions	Total # of Days Suspended
				2015-2016	150	172	70	118	54	70	242	2,729
				2014-2015	401	441	110	397	54	100	551	4,448
				2013-2014	580	577	218	385	195	215	795	54
				2012-2013	525	605	73	610	0	68	678	0
				2011-2012	58	32	39	34	0	37	71	0



Discipline Events YTD Compared to Previous:

Offense	2015-2016		2014-2015		2013-2014	
	# of Offenses	% of Offenses	# of Offenses	% of Offenses	# of Offenses	% of Offenses
02.1 Forcible Sexual Offense	2	1.3%				
07 Assault - Physical Injury	4	2.6%	9	2.3%	12	2.1%
08 Reckless Endangerment	2	1.3%	6	1.5%	3	0.5%
09 Minor Altercations	31	20.5%	92	23.0%	130	22.5%
10 IHMB No Physical Contact	4	2.6%	24	6.0%	31	5.4%
12 Criminal Mischief	1	0.7%	10	2.5%		
13 Larceny or Other Theft	2	1.3%	8	2.0%	10	1.7%
18 Drugs Use, Possess, Sale	3	2.0%	14	3.5%	11	1.9%
20 Other Disruptive Incidents	102	67.5%	220	55.0%	314	54.3%
02.2 Other Sexual Offense			4	1.0%		



03 Robbery			1	0.3%		
04 Assault - Serious Phys Inj			1	0.3%	1	0.2%
05 Arson			2	0.5%	2	0.3%
17.1 Weapons Confiscated			9	2.3%	10	1.7%
17.2 Weapons Found - Other			4	1.0%	1	0.2%
Bullying			1	0.3%		
15 False Alarm					1	0.2%
16 Riot					2	0.3%
Defiance/Non-compliance					31	5.4%
Disrespect					1	0.2%
Disruptive					12	2.1%
Fighting (NON VADIR)					1	0.2%
Forgery/Plagiarism					1	0.2%
Inappropriate Language					9	1.6%
Minor, Non-NYS Reportable					1	0.2%
Physical Aggression					3	0.5%
Truancy (From Class or Day)					13	2.2%
11 Burglary						
19 Alcohol Use, Possess, Sale						
Grand Total	151	100.0%	400	100.0%	578	100.0%

Current Year Suspensions by Grade Level:

Current Grade Level	# of Suspensions	%
7	38	15.7%
8	39	16.1%
9	111	45.9%
10	29	12.0%
11	9	3.7%
12	16	6.6%
Grand Total	242	100.0%



				Serious Incidents by Category: <table border="1" style="margin-left: 20px;"> <tr> <td>Forcible Sexual Offense</td> <td>2.1</td> <td>2</td> </tr> <tr> <td>Assault- Physical Injury</td> <td>07</td> <td>4</td> </tr> <tr> <td>Reckless Endangerment</td> <td>08</td> <td>1</td> </tr> </table> <p>Based on current reported serious incidents, the school is on track to meet its target of at least a 1% reduction of serious incidents.</p>	Forcible Sexual Offense	2.1	2	Assault- Physical Injury	07	4	Reckless Endangerment	08	1
Forcible Sexual Offense	2.1	2											
Assault- Physical Injury	07	4											
Reckless Endangerment	08	1											
<i>Indicator #9: 3-8 ELA All Students Level 2 & Above- progress will be demonstrated if the school reaches 40% or has a minimum of a 1% increase in this groups academic performance.</i>		14%	40% or a minimum of a 1% increase	See Indicator #1 above. <ul style="list-style-type: none"> Honors classes: Global, ELA (8), SS (8), Living Environment (8), Spanish (8), Algebra (8) 9th period academic support in both math and ELA. Literacy Lab that uses Corrective Reading demonstrates that students in grades 7-8 are showing a 96% increase in decoding skills. The baseline for comprehension is 81% and will be compared to results at the end of the year for increases. 									
<i>Indicator #15: 3-8 Math All Students Level 2 & Above- progress will be demonstrated if the school reaches 51.17 or has a minimum of a 1% increase in this groups academic performance.</i>		16%	38% or a minimum of a 1% increase	See Indicator #1 above. A math lab has been implemented. There was a resignation of the bilingual math teacher, causing the school to move the teacher to the classroom. Some momentum has been lost and is planned to be regained using pull outs with coaches/intervention support staff based on common assessments.									
<i>Indicator #33: 3-8 ELA All Students MGP will be demonstrated if the school increased from 44.94 to 50.72 or has a minimum of a 1% increase.</i>		44.94	50.72 or a minimum of a 1% increase	See Indicator #9 above.									
<i>Indicator #39: 3-8 Math All Students MGP will be demonstrated if the school increased from 41.05 to 51.17 or has a minimum of a 1% increase.</i>		41.05	51.17 or a minimum of a 1% increase	See Indicator #15 above.									
<i>Indicator #67: 2012 Total Cohort Passing ELA Regents (Score >= 65) will be demonstrated if the school increases the percent passing from 36% to 51% or has a minimum of a 1% increase.</i>	N/A	40%	56% or a minimum of a 1% increase	The school has reviewed cohort passing rates by courses for this cohort. Not all students registered to this school as the home school attend this school, and may be dually enrolled in programs. Of the 20 students attending All City HS program, 58% are passing all courses, and of the 117 students attending at James Monroe HS, 88% are passing all courses.									
<i>Indicator #69: 2011 Total Cohort Passing Math Regents (Score >= 65) will be demonstrated if the school increases the percent passing from</i>	N/A	36%	51% or a minimum of a 1% increase	The school has reviewed cohort passing rates by courses for this cohort. Not all students registered to this school as the home school attend this school, and may be dually enrolled in programs. Of the 10 students attending All City HS program, 62% are passing all courses, and of the 13 students attending at James Monroe HS, 58% are passing all courses.									



40% to 56% or has a minimum of a 1% increase.				
Indicator #70: Total Cohort 4-Year Grade Rate, With Adv. Designation, All Students will be demonstrated if the school increases the percent passing from 43% to 55% or has a minimum of a 1% increase.	N/A	43%	55% or a minimum of a 1% increase	Grad Rate cannot be determined until June.
Indicator #76: Total Cohort 4-Year Grade Rate, All Students will be demonstrated if the school increases the percent of students receiving Adv. Designation diplomas from 1% to 9% or has a minimum of a 1% increase.	N/A	1%	9% or a minimum of a 1% increase	Grad Rate cannot be determined until June.
Indicator #85: Grades 4 and 8 Science All Students Level 3 and Above will be demonstrated if the school increased the percent of students scoring at Level 3 or above from 19% to 44% or has a minimum of a 1% increase.		19%	44% or a minimum of a 1% increase	Quarter 2: An additional teacher has been provided to work with small groups in order to help students close gaps and prepare for the 8 th grade science test in the Spring. Students will participate in a pre-assessment to indicate gaps and levels/areas of proficiency. This data will be used to group students and inform this supplemental instruction. This plan will begin after February Break. Saturday programming will be offered to students to target additional interventions based on identified need and support student progress on assessments.
Indicator #88: Total Cohort 5-Year Grade Rate, All Students will be demonstrated if the school increases the percent passing from 36% to 61% or has a minimum of a 1% increase.	N/A	36%	61% or a minimum of a 1% increase	Grad Rate cannot be determined until June.

LEVEL 2 Indicators				
Please list the school's Level 2 indicators below and discuss each with respect to the type, nature and analysis (as applicable) undertaken during the current reporting quarter, as well as necessary course-corrections. Indicate the current status of each indicator in terms of the likelihood of meeting the established targets for realizing Demonstrable Improvement.				
Identify Indicator	Status (R/Y/G)	Base-line	Target	Analysis / Report Out
Indicator #6: Family and Community Engagement (DTSDE Tenet 6). Progress is demonstrated if the school receives a rating		N/A	Developing Rating (Stage 2)	The recommendations of the review team were: School leaders and staff will communicate every five weeks with students and families about the status of students in meeting CCLS/NYS Content Standards in a student and parent-friendly manner to increase understanding and required next steps for graduation/proficiency levels to



<p>of “Developing” or “Stage 2” during its DTSDE school review.</p>				<p>maximize student achievement and to support social-emotional growth and well-being. This will be achieved by:</p> <ul style="list-style-type: none"> o School leaders will ensure that communications are free of educational jargon which parents may not understand and will schedule at least four parent meetings to explain school expectations and CCLS/graduation expectations for college and career readiness. o Teachers and counselors will conference/communicate to all students at least every five weeks in order for students to know specifically what their current course grade/average is and what students have to do to improve achievement in classes. o Teachers will consistently maintain current information on Parent Connect. o The Parent Liaison will expand communication and professional assistance to parents in how to use and access Parent Connect to monitor their child’s/children’s performance and attendance. <p>Quarter 2- <i>The school continues to engage in Family and Community Engagement. They have held a graduation meeting with parents and 1:1 conferencing to ensure students are on track. Restorative Conferences have been implemented to resolve issues and reduce negative consequences for students such as suspension that leads to loss of academic time. Working with MK Gandhi the school has instituted intervention plans, run-around sheets and restorative detention for students. Boys groups have been created for support and mentorships have been established. A 6-week push in with the social worker and Gandhi staff in 7th grade SPED 12:1:1 has been done to improve student to student and student to adult relationships. An 8-week home base push in has been done at the 7th grade level and is now being done at the 8th grade level to improve relationships and culture.</i></p> <p><i>Center for Youth has recorded 89 crisis interventions for 9th grade, 2 student groups, 1 parent event, and 2 school-wide events to support student SEDH. 123 peer mediation/restorative conversations in grades 7-8. 108 unduplicated participants in the program. 23 sessions of pull out groups for 35 students. 1 presentation with 217 outreach contacts.</i></p>
<p>Indicator #14: 3-8 ELA ED Students Level 2 & Above- progress is demonstrated if the school reaches 37% or has a minimum of a 1% increase in the groups academic performance.</p>		<p>14%</p>	<p>37% or a minimum of a 1% increase</p>	<p>Of the over 1000 students at Monroe HS, 915 or 89% are considered Economically Disadvantaged. This group is a large subset of the all-student group. See indicator #1 above</p>



<p><i>Indicator #20: 3-8 Math ED Students Level 2 & Above- progress is demonstrated if the school reaches 35% or has a minimum of a 1% increase in the groups academic performance.</i></p>		16%	35% or a minimum of a 1% increase	<p>See indicator #15 above: The poverty percent at Monroe is 89%. The ED subgroup is a substantial part of the all-student population. This group is receiving additional support on an as-needed basis as identified by assessments.</p>
<p><i>Indicator #65: Total Cohort with 5 or more credits will be demonstrated if the school reaches 74% or has a minimum of a 1% increase.</i></p>	N/A	38%	74% or a minimum of a 1% increase	<p>When using the 90-5-1 metric for on-track students in Cohort 2014, the school has 17% of students on track. When we take out the 90% attendance criteria, the % of on-track students jumps to 27.8%. When the 1 NYS Regents is removed, per the state definition, the % of on-track students jumps to 53.6%.</p>
<p><i>Indicator #73: Total Cohort 4-Year Grad Rate, Hispanic Students will be demonstrated if the school reaches 50% or has a minimum of a 1% increase.</i></p>	N/A	37%	50% or a minimum of a 1% increase	<p>Grad Rate cannot be determined until June.</p>
<p><i>Indicator #75: Total Cohort 4-Year Grade Rate, ED Students will be demonstrated if the school reaches 54% or has a minimum of a 1% increase.</i></p>	N/A	40%	54% or a minimum of a 1% increase	<p>Grad Rate cannot be determined until June.</p>
<p><i>Indicator #83: Post-graduation plans of Completers (4-year college) will be demonstrated if the school reaches 29% or has a minimum of a 1% increase.</i></p>	N/A	13%	29% or a minimum of a 1% increase	<p>Post-graduation plans have not yet been determined.</p>
<p>Green Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <u>with impact</u>.</p>	<p>Yellow</p>	<p>Red</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.</p>



Part II – Key Strategies

Key Strategies As <i>applicable</i> , identify any key strategies being implemented during the current reporting period that are <u>not described above</u> , but are embedded in the approved intervention plan/budget and instrumental in meeting projected school improvement outcomes.		
List the Key Strategy from your approved Intervention Plan (SIG, SIF, SCEP or Out of Time).	Status of each strategy (R/Y/G)	Identify the evidence that supports your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the Intervention Plan.
1. <i>Expanded Learning Time (ELT)- implementing ELT as a whole school through Early Start and providing a minimum of 200+ hours of academic/enrichment opportunities to all students as part of the student’s academic day. An additional period will also be provided based on student need and student choice. ELT providers, both school staff and community organizations will work as true partners to enrich student opportunities.</i>		<p>Monroe began its school year approximately 3 weeks early in August 2015.</p> <p><i>Monroe HS will offer offers 200+ hours of Expanded Learning Time (ELT) for all students. The school began its school year in August in order to provide an additional 3 weeks of instruction for all students who did not participate in regular Commencement Summer Programs in preparation for the re-take of NYS Regents exams.</i></p> <p><i>In SY 15-16, the school continues to work in collaboration with the critical instructional and social emotional student support path with the Community Partners. This way, the community partnerships can better meet the needs of students and staff with the SIG Plan goals.</i></p> <p><i>ELT is provided by teachers and community partners. Partners include:</i></p> <ol style="list-style-type: none"> 1. <i>Center for Youth- intervention Specialist/ Restorative supports for middle school/</i> 2. <i>Monroe Community College- coordination of college ready courses in ELA and math in collaboration with Monroe HS staff, based on administration of the Accuplacer Exam, (new) and Dual Enrollment classes in Spanish and Microsoft Office. The dual credit course for Lifeguarding has been approved to be offered during the day in SY 16-17.</i> 3. <i>M.K. Gandhi- support for successful implementation of Restorative Practices</i> 4. <i>RAPA- provides Theater Arts Enrichment for 7-12th grade students</i> 5. <i>SUNY Geneseo- provides DDDM Team to develop formative and summative assessments and PD on impacts to instructional planning</i> 6. <i>IBERO American Action League- provides social/ emotional support for students.</i> 7. <i>ETS Brockport- provides college and career readiness activities for students</i> 8. <i>Upward Bound: University of Rochester- provides mentoring and academic/social/emotional support for students</i>



9. *Hillside Work Study-provides tutoring and career exploration, and job placement for identified students.*

10. *AmeriCorps provides support to the Monroe Community with Restorative Practices, conferences, attendance, parent activities, school activities and senior meetings.*

Evaluation of external partners will continue to be completed following delivery of services. Satisfaction surveys will continue to be incorporated into the review of correlation between partner services and student progress. YPQI data from partners who participate in that evaluation will be reviewed for effectiveness, student outcomes, and satisfaction with services.

Additionally, data for students who participate with providers including attendance, disciplinary referrals, and academic progress (NWEA, AIMSWeb, NYS 3-8, and NYS Regents; L2 formative assessments, NYSESLAT) will be analyzed quarterly to determine student progress toward goals.

For SY 15-16, Monroe will begin school with an Early Start for all students who are not attending regular commencement credit recovery summer school (~500). This will provide an additional 13 days of instruction for students that will focus on academics, social/emotional support through Restorative Practices, and enrichment opportunities that are differentiated based on student choice and need. Additionally, the school will provide extended time each day during the school year for supplemental academic and enrichment opportunities during 9th period.

A challenge to implementing the 9th period plan is that there are currently no tier 2 dismissal buses. If no after-school programming begins by the end of October, the school will be in jeopardy of not meeting the 200+ hour requirement. Planned ELT offerings for Period 9 planning includes the following menu options:

After-school programming began at the beginning of December due to bussing issues. See ELT options below.

Living Environment, Algebra, Global II, Geometry, Earth Science review, New credit courses are English I, English II, PE, and Global II. Geometry. Credit recovery includes Global I, English 1. Dual Credit Math with MCC, Restorative Practices; Peer Ambassadors, Peace Circle Training, Restorative Conversations – by grade level, Center for Youth- Learning Math through Cooking, Upward Bound through SUNY Brockport for college and career ready, and Hillside Work Scholarship will provide Regents and SAT Preparation.



			<p>A Social/Emotional survey for all students crafted by U of R and Gandhi, to measure restorative practices and impact planning for home-base advisory, an additional 20 minutes per day, every day for all students will be administered in October.</p> <p>Quarter 2: 9th period has officially begun at Monroe. It includes a wide variety of academic supports and enrichment offered to all students. The bussing issue has been resolved. Review for Alg. LV, ENG, Global (Eng/Bilingual), Geo, US (Eng/Bilingual), PE, Health, dance, RAPA arts integration, restorative conversations, cooking, videography, supplemental math course for college readiness in collaboration with Monroe Community College, 7-8 enrichment with an academic focus for intervention, credit recovery for health, Eng I, and Eng II. Algebra and Living Environment teachers are also bilingual to help students based on language need.</p> <p>20 minutes every day has been added to the schedule to focus on Advisory and build community, mentor students, improve attendance, and adult relationships through restorative training practices.</p> <p>The school has submitted its application for Early Start in Summer 2016. Additionally, this year, they have applied to provide a Commencement Program in Spanish for bilingual students. This will include Spanish Regents review for native speakers, and credit recovery classes in Spanish to meet the needs of this population.</p> <p>The Survey for SEDH will be administered in February as it needed to be translated for bilingual students.</p>
2.	<p>Instruction- The new organization of the school will address the needs of all students by creating academies that work with specifically identified grade level students on specifically identified goals. Additional work has been done to lay the foundation for a stronger college/career ready student population through the creation of college ready ELA and math courses that will be delivered during the school day. This includes DDI to provide multiple access points for students with supported professional learning for staff</p>		<p>CCLS Curriculum Units Ramp-Up (ELA), Math Lab for grades 7-8-9 Corrective Reading- Grades 7 and 8 CRISS Project Framework- Grades 7, 8 and 9</p> <p>Emerging ELL Program CCLS Infused Writing Program aligned to TEAL strategies in CCLS Tiered Vocabulary Development aligned to CCLS for academic and content support All curriculum is strategically aligned with CCSS and the NYS testing program in order to support student academic achievement. Curriculum implementation with engagement and rigor are key areas of focus for the school in SY 15-16. Support will be layered with the leadership team and instructional coaches to ensure all teachers provide higher level learning. Instructional walks inform student achievement gaps.</p>



For SY 15-16, all shifts are being emphasized. Increasing rigor and engaging students has been identified as a need as formative assessments guide instructional decisions through PD with SUNY Geneseo. Impact of the implementation will be evidenced in student writing, increased rigor in speaking, listening and reading domains increased teacher/student, student/teacher feedback on achievement gaps as evidenced in LASW, increased student ownership of their learning. Continued professional learning will include higher order questions, summative and formative assessments, LASW protocols, common planning time collaboration resulting in model lessons, peer observations, teacher leader roles and student engagement strategies with goal setting activities.

The Master Schedule permits all teachers to participate in common planning time using the school's developed group meeting protocol to keep meetings focused and results oriented. Walkthroughs focus on specific domains aligned to the Danielson Framework. In SY 15-16, following a DTSDE recommendation, the school has established a formal walk through schedule for all administrators to ensure all members of the leadership team have the opportunity to see all teachers. The Leadership Team (with CO staff) looks for common threads related to demonstration of professional learning and key areas where gaps have been noted. A Preconference Form is used to calibrate observations so that common language and expectations are set. A Walk-through tool is used to compile data on teacher practice and identify gaps that need to be addressed through professional learning and provide immediate feedback to teachers.

Instructional Coaches continue to provide support for teachers during team meetings and embedded modeling, with an eye toward growing teacher leadership, and allowing teachers to take ownership of their own professional learning.

School leaders, teachers, parents and community partners have developed a formal RTI process for all students). Expectations for professional learning, walk-throughs, and use of reflection and analysis that impact instructional planning and implementation were outlined with all staff during the Superintendent's Conference Day on 10/9/15. Additionally, the staff participated in training focused on Part 154 Regulations, Restorative Practices, TEAL (strategy), Extended Learning, and Developing Resilient Students. The school is monitoring the implementation with fidelity of all training completed in SY 14-15. This training was around the importance to inform instructional practice and impact student achievement through questions, rigor engagement activities,



differentiation, student groupings, increased writing among other instructional strategies. JMHS staff has committed to School Aligned Professional Development hours as determined by SBPT in the aligned areas needed to address student achievement gaps.

Based on the school's DTSDE review recommendations, the school is focusing on specific PD during SY 15-16 with less of a broad range of topics. They have identified the following areas of need:

- 1. Looking at Student Work through common planning time: a book study that includes How to Create and Use Rubrics*
- 2. Student Ownership of Work by relying less on teacher-directed/centered lessons: book study that includes Engaging the Disengaged, and Mindset: The New Psychology of Success,*
- 3. Inquiry-based learning models that provide engaging, rigorous lessons for students (see book study above).*

The established Critical Path from last year will be continued).

The entire school adult community has developed mutually agreed upon protocols and expectations regarding student dress and behavior within the building and will consistently enforce these expectations by providing consistent response/consequences in order to create a welcoming, supportive and safe environment conducive to learning.

- The Community Engagement Team (CET) has become part of the planning/implementation/review process.*
- SBPT established a committee to address a plan that maximizes instruction and addresses off-task behavior. This plan, Instruction Matters Most, has been shared with all staff for consistency among the MHS community. It addresses teacher-led initiative regarding a phone policy, tardy policy, use of Restorative conversations and off task behaviors during instruction.*
- Restorative training for all staff and students. Training will also be made available to parents and community partners to encourage all stakeholders to operate from the same foundation through language and actions.*

By the end of SY 15-16 school year, MHS will have grown teacher leaders to sustain instructional direction in cross disciplines.

The new structure has provided the following benefits:

- 1. Decreased suspensions in grade 9***



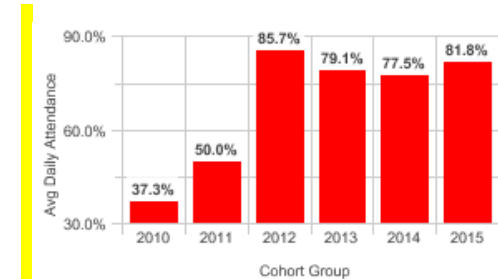
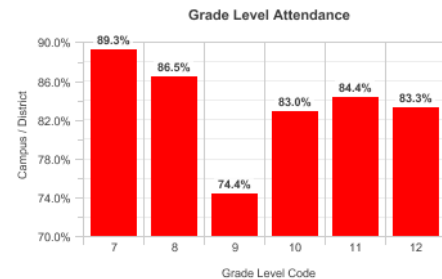
			<p>2. <i>Increase in grade 9 cohort attendance</i></p> <p>3. <i>The Renaissance Cluster (students in need of acceleration) just completed the 1st semester class of US History for credit recovery. Those students will attend Eng III in the 2nd semester to continue credit recovery.</i></p> <p>4. <i>Average scale score for exams in January have increased and the number of students passing January Regents exams (see above)</i></p> <p>5. <i>There has been some progress as demonstrated during walkthroughs of more student-centered instruction.</i></p> <p><i>BOCES/R-BERN is providing up to 10 hours of Professional Learning on a co-teaching model, specifically for bilingual classrooms. (see Sandra's email)</i></p>
3.	<p><i>Culture- School leaders will build internal capacity, ownership and accountability within the school community so that all staff, students and families support the school vision and mission for increased student achievement.</i></p>		<p><i>Culture: In SY 15-16, Monroe HS is committed to a plan that seeks to establish and/or maintain:</i></p> <ol style="list-style-type: none"> 1. <i>Common Mission, Vision, Values and Goals</i> 2. <i>Achievement for ALL students with quality implementation of instructional programs</i> 3. <i>Collaborative teaming focused on teaching and learning: prevention and intervention in LASW, instructional strategy sharing, peer observations.</i> 4. <i>Use of data to guide decision making and continuous improvement.</i> 5. <i>Building sustainability by growing emerging teacher-leaders.</i> <p><i>This will be achieved by:</i></p> <ul style="list-style-type: none"> • <i>SBPT will seek staff, parent, student and community input in supporting the school's mission and vision.</i> • <i>MHS Walking Tools will continue to be used to share feedback with all teachers.</i> • <i>All administrators will visit all teachers ensuring continuous supportive feedback.</i> • <i>Scheduled administrators will be assigned to the diverse CPT meetings.</i> <p><i>Strategies discussed in CPT meetings will be shared weekly at the administrative meeting to validate and recognize them when doing the walk through.</i></p> <p><i>The focus on the James Monroe High School student will be one as a Whole Person understanding the need to address areas that impact school culture for the student:</i></p> <ul style="list-style-type: none"> • <i>Program</i> • <i>Structures</i>



- Curriculum
- Instruction
- Assessment

Implementation includes:

- Teachers are trained in restorative conversations.
- Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students and leads to high levels of student engagement and inquiry.
- Complete implementation of school wide restorative behavioral system.
- Home-base implementation of Restorative Community Practice lessons
- Walking tool (JMHS walk-through tool)
- Observations
- Increase in student attendance: data below demonstrates a marginal increase in student attendance compared to SY 14-15. Cohort attendance shows that 1st-time 9th grade students have a significant increase in attendance.



	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance
Avg Daily Attendance	82.0%	81.1%	80.0%	80.0%	77.9%

- Increase in parental involvement
- Decrease in student at risk behavior resulting in suspensions.
- Advisory



			<ul style="list-style-type: none"> • Restorative Practices- including additional support by the MK Gandhi center, made available through Receivership <p>The move to another campus has presented some challenges. The current building/facilities have caused overcrowding- not enough classrooms, office space, and meeting space. There are major construction issues such as roof leaks, issues with rooms where keys do not work, the pool is currently not accessible, plumbing problems prohibits providing science labs- impacting instruction.</p> <p>Vacancies continue to be an obstacle to academic achievement goals and include: 1 ELA 7 (out on leave with a substitute who is not qualified), 2 Bilingual Math grades 7-8, and 9-12—algebra and geometry (substitutes are not qualified), 1 ESOL teacher, 4.0 Bilingual SPED (substitutes not certified in Special Ed) makes these classes out of compliance.</p> <p>Quarter 2- vacancies continue to plague effective instructional planning and implementation. The physical plant of the school has been improved as the pool is now functioning and the roof is ~3/4 repaired. Issues exist with chemical storage for science labs, but labs are being held.</p>
3.	Parent/Community Involvement		<p>In alignment with Indicator #6, Family and Community Engagement (DTSDE Tenet 6), need...</p> <p><i>SY 15-16: In order to create a culture of partnership where families, community partners, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. A service brochure of resources has been completed and is available at MHS for parents.</i></p> <ul style="list-style-type: none"> • School leaders and staff communicate every five weeks with students and families about the status of students in meeting CCLS/NYS Content Standards in a student and parent-friendly manner to increase understanding and required next steps for graduation/proficiency levels to maximize student achievement and to support social-emotional growth and well-being • Needed feedback from parents is obtained through Parent Center with implementation to support recommendations. • Academic Interim reports for all students have been completed for the first time electronically so they can be shared by all stakeholders). Students failing a core course are required to participate in the 9th period academic support for that class. • Parents may view grade status throughout the year through Parent Connect as teachers commit to maintaining grades in Power Teacher Grade Book or commit to sending all grades every 5 weeks.



			<ul style="list-style-type: none"> Survey for Parent/Community Involvement <p>Quarter 2-</p> <p>Communication to parents has included academic interim reports for all students. The school continues to encourage parent involvement and engagement by providing resources and ease of contact in a language parents can understand. The school tracks its parent contacts to determine trends and document consistent high-quality two-way communication.</p>
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact</i> .	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.
		Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part III – Community Engagement Team and Receivership Powers

Community Engagement Team (CET)	
Please provide information regarding the type, nature, frequency and outcomes of meetings held by the entire Community Engagement Team and/or sub-committees charged with addressing specific components of the Community Engagement Plan. Describe goals and outcomes of meetings and committee work in terms of Community Engagement Plan implementation, school support and dissemination of information.	
Status (R/Y/G)	Analysis / Report Out
	<p><i>The CET team at Monroe HS has a set schedule to meet at least monthly. It has incorporated with the Expanded Learning Advisory Board so additional members have been added to the CET. The team consists of admin, teachers, parents, CBO representatives, and students who are actively participating.</i></p> <p><i>The responsibility for the CET is to develop recommendations regarding implementation of the school receivership.</i></p> <p><i>The role of the SBPT is to communicate regularly with the CET regarding implementation of the plan and recommendations. There may be overlap in membership between the SBPT and CET.</i></p> <p><i>Community Engagement Plan: Since the Public Hearing in August 2015, the school has reviewed the recommendations of the CET after providing a summary presentation to all stakeholders. On 9/16/15, a Receivership Status update was presented to all stakeholders.</i></p> <p><i>Goals: The CET is beginning to develop its role in relationship to the School Based Planning Team (SBPT). They have provided input/feedback on the school's SIG Continuation Plan and reviewed indicators (Level 1 and 2) in order to select the appropriate Level 2 indicators the school will use during SY 15-16.</i></p> <p><i>Outcomes: The CET has taken each key strategy and aligned it to the domain and how it will be assessed (see above).</i></p> <p><i>School support: School support is found through all constituencies.</i></p>



	<p><i>Dissemination of information/Recommendations: The CET has made public its recommendations that were submitted as an addendum to the SIG by posting on the district website. They share at Superintendent Receivership meetings, posting updates in the staff bulletin, and posting in key areas such as the school main office and parent meeting space.</i></p> <p><i>Feedback opportunities: Initial solicitation of input will occur at the Public Hearing. An opportunity for stakeholders to communicate feedback to postings on the district website to ensure that anyone not able to attend the hearing is able to have input. The CET will hold regular meetings, at least monthly, in which input will be shared and discussed. Feedback is also encouraged through parent surveys, planned twice- per semester.</i></p> <p><i>Evidence of Progress:</i></p> <p>Quarter 2: <i>The CET has had members resign and the school is in the process of reestablishing the CET. The School Based Planning Team (SBPT) has picked up the roles of the CET and is providing support to ensure the school's improvement plan is on target. Progress in this area will be reported in the next quarter (see attached 1).</i></p>
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Powers of the Receiver- no significant changes from quarter 1 reporting
 Please provide information regarding efforts on the part of the School Receiver to utilize powers pursuant to section 100.19 of Commissioner’s Regulations pertaining to School Receivership. Describe goals and outcomes related to Receivership powers currently being utilized (or in the developmental phase) in terms of their implementation/development status and their impact.

Status (R/Y/G)	Analysis / Report Out
	<p><i>A system was developed and implemented at the district level to expedite actions regarding staffing, placement and programmatic decisions. Each Receivership school presented the needs of their school based on their school's improvement plan to a team comprised of district level administrators in early to mid-August. The charge of the administrators was to expedite decision making and actions to ensure that all needs were immediately resolved. Additionally, steps were taken to ensure that the financial and staffing timelines were reduced significantly within the Receivership schools. Weekly status meetings between Human Capital Initiatives and the Office of School Innovation occurred to ensure that staffing vacancies were filled, that any changes in staffing at Receivership schools were reviewed and approved and assurances were made that the Receivership schools had top priority in choosing the best candidates whenever possible. Specific actions taken to support No. 34 School are listed below:</i></p> <p><i>Staffing- additional staffing was provided to the school in Receivership. The delay of the Receivership Grant Application as proved a challenge in that resources must be provided by the General Fund in order to provide consistent programming from the start of the school year.</i></p> <p><i>ELRC Support- Provided through SIG</i> <i>Central Office Support:</i></p> <ol style="list-style-type: none"> <i>1. School Chief- To date the Principal has received 3 visits from the School Chief.</i> <i>2. Content Directors: visit weekly and meet with coaches to provide support based on the school's identified needs. They also participate in observations with building admin. and CRISS training has been provided through this CO support.</i> <i>3. Human Capital Initiatives- support for filling vacancies as a priority with qualified staff.</i>



	<p>4. <i>OSI- Ambassador: providing technical assistance with ELT/Title I budgeting, ELT implementation, and support for development and continued work of the CET</i></p> <p>5. <i>AmeriCorps: 2 AmeriCorps members help support ELT, Restorative Practices/Conversations, as well as provide mentoring on an as-needed basis.</i></p> <p>6. <i>Office of Professional Learning/Teaching and Learning- providing instructional coaches to support embedded professional development, data analysis, instructional planning, and classroom modeling</i></p> <p>7. <i>Office of Parent Engagement- Support through Title I Parent Involvement planning</i></p> <p>Quarter 2: <i>The school states that the Receiver is not following the plan for improvement consistently in that students continue to be placed in this high needs, high priority building and vacancies continue to exist that impact quality of instruction. Some Central Office support has been provided through the Office of School Innovation.</i></p>				
Green	Expected results for this phase of the project are fully met, work is on budget, and the school is fully implementing this strategy <i>with impact.</i>	Yellow	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending encountered; results are at-risk of not being realized; major strategy adjustment is required.

Part IV – Best Practices(Optional)

Best Practices		
The New York State Education Department recognizes the importance of sharing best practices of schools and districts. Please take this opportunity to share one or more successful strategy currently being implemented in the school that has resulted in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.		
List the best practice currently being implemented in the school.		Describe the best practice in terms of the impact it is having, the evidence being collected to determine its value, and the manner in which it might be replicated in other schools/districts.
1.	The data cycle for assessment review	Teachers meet 1:1 with Principal to review and discuss exam student results and next steps. This feedback is key and will impact planning in this new quarter.
2.	Common Planning Time	Building leaders and instructional coaches meet with teachers weekly to review student data and use a Looking at Student Work protocol to determine trends in student work and provide a forum to exchange best practices and impact instruction. Week 1 establishes the “Focus of the Month” at the staff cluster meetings. Week 2-4 follow the established meeting protocol and aligns to the Focus of the Month that is observed during walkthroughs and provides immediate feedback for teachers.



Part V – Attestation

ATTESTATION: By signing below, I certify that the information in this quarterly report is true and accurate to the best of my knowledge.

Name of Receiver (Print): LINDA L. CIMUSZ

Signature of Receiver: Linda L. Cimusz

Date: 2-19-16