

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:	August 2016
2. What are the accomplishments of the 2016-17 school year that you would like the community to know about your school?	
<ul style="list-style-type: none"> ➤ Algebra II CC – 67.9 % Average Score: 14 tested and 9 passed with a 65 or higher! ➤ Average Global scores are up 2% from last June ➤ Living Environment: 8th Grade Honors Group – 65% of students passed with a score of 65 or higher, contributing toward our Demonstrable Improvement Indicator. ➤ Indicator # 67: Algebra I CC – 58.6% Average score: 251 tested and 93 passed with a 65 or higher! <ul style="list-style-type: none"> ○ 8th Grade Honors Group - all passed high enough that they will count as level 3 or 4 for the Middle School Math target ➤ Indicator # 70 : 105 Graduates, 95 of which are from the 2013 cohort ➤ Indicator # 5: School Safety: We had less than 6 serious incidents reported. ➤ The school culture continues to improve by building teacher leaders and having school-based planning team members working in collaboration with the Leadership Team. ➤ A renewed focus on developing a strong sense of family and community amongst students and staff to strengthen the Monroe family has included guest speakers, small groups, essay contests, community and parent events and students and teacher performances. ➤ James Monroe High School recognized “Data Driven High School” for the RCSD. ➤ Leadership Retreat – Members of the Leadership Team and the SBPT participated in the first retreat to improve collaboration and promote unity amongst the Monroe community. ➤ Seal of Biliteracy – The application was submitted to offer the Seal of Biliteracy. An action plan was developed and a committee was formed to implement the necessary steps to meet the requirements for the graduating class of 2018. ➤ Wellness Fair: Staff participated in wellness activities to promote stress-free and healthy lifestyle choices. ➤ Monroe News Network: Student-led news programming to focus on the successes of the student body and happenings at Monroe and in the community. ➤ Indicator 6: Tenet 6 - Parent and Teacher Workshops offered throughout the year including Internet Safety, ESOL for Parents, Mindfulness and Google classes. 	
3. Which of this school’s Demonstrable Improvement Indicators have been the most challenging to achieve and what steps will be taken in 2017-18 to make Demonstrable Improvement on these indicators?	
<ul style="list-style-type: none"> ➤ Indicator # 69 ELA CC: Ten more students are needed to pass the exam in August to meet our progress target. Challenge remains that the majority of remaining students are ELLs who are recently arrived. ➤ Indicator # 9 3-8 ELA Students Level 2 and above: Recently arrived ELLs continue to progress in English but are still not proficient in the new language. 	

4. Did the superintendent use her Receivership Authority in the 2016-17 school year?

Yes X

No

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

- The Election to Work Agreement allowed the opportunity to have more control over staffing that is committed to our expectations.
- The ability to determine how to use the PSSG funds to support improvement.
- Internal procedures to stabilize placement.
- The Chief of Intensive Supports and the support from Office of School Innovation

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?

The improvements in indicators mentioned in the first section were a result of student groupings based on data to differentiate instructional small groups and target instructional outcomes, focusing on feedback and student learning. Our improved structures included:

- 7th/8th Grade – Additional opportunities for support including pullout groups, after school, Saturdays and during vacations; Building a strong Middle School Academy that included full staff, two administrators, two counselors and Help Zone that triage minor incidents that interrupt instruction which reduce behavior referrals and suspensions. These elements assisted in maximizing instructional time.
- Increase AIS time in Math in the middle school by integrating I- Ready program and Corrective Reading in ELA.
- 9-12 – Small group pullout instruction to prepare for Regents exams; in class support for small group instruction.
- Common Planning Time meeting was departmentalized to analyze data, discuss, and implement appropriate strategies based on looking at student work.

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.

The Community Engagement Team scheduled 9 meetings to discuss and develop workshop opportunities for parents, and to progress monitor the metrics and quarterly reporting. We also did more integrated approach whereby community partners participated in the school wide common planning time and school workshops.

There are a few new hires and community partnerships that will also enhance the work of this group.

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

Better and continuous communication through phone conferences and written reports.

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

Can OISR assist in the DTSDE process and ask for consistent reviewers during school visits that are familiar with previous recommendations?