

Receivership Schools ONLY

Quarterly Report #1: July 1, 2016 to October 30, 2016

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: http://www.rcsdk12.org/Page/41659 and/or http://www.rcsdk12.org/Page/43322			
James Monroe High School	261600010066	Rochester City School District		Check which plan below applies:			
				SIG/SIF SIG and PSSG		SCEP	
				Cohort: 4			
		Model: Transformation					
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams	Sandra Chevalier-Blackman	Sandra Simpson, Chief of Innovation & Receivership Schools Michele Alberti-White, Ex. Director of School Innovation Kirstin Pryor, School Ambassador, Office of School Innovation		7 - 12	36.4%* internal SPA	20.7%* internal SPA	957* internal SPA
	Appointment Date: Acting August, 2016						

Executive Summary

Please provide a plain-language summary of this 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.

Monroe is pleased to have made 74% of its metrics in Year 1, and at the same time, it acknowledges the continuing challenge to make demonstrable improvement in Year 2, and has shaded many metrics yellow during this first quarter. To this end, it has doubled down on its Instructional Path, which articulates a common vision for instruction at Monroe, and which serves as the basis for active instructional walkthroughs. It makes good use of the Common Planning Time structure and is honing in on writing across the content areas. Professional development this year has given staff an opportunity to deepen their understanding of Understanding by Design unit planning, strategies for use in bi-lingual classrooms, and restorative practices.



Monroe continues to excel at utilizing student data and structuring frequent and granular conversations with each teacher, about specific student performance and progress. Because the school employs these systems, it is able to respond to student needs in more personalized ways. For example, students can be scheduled into additional interventions, flexible settings to recover credits and/or lab minutes, or into social-emotional supports. These systems paid off for Monroe last year, and so the school continues to implement and refine them.

Restorative practices—both the proactive emphasis on relationship building and the reactive responses to wrongdoing—are used at Monroe. Research consisting of student surveys and analysis of case studies done last year found that restorative practices are being successful at mitigating traumatic events and at building a sense of engagement in the school. A video featuring Monroe students is also helping to show the impact on student self-regulation and behavior. Monroe continues to deepen its practices, setting up a Help Zone and increasing the level of social-emotional supports available to students. Part of this work is also finding ways to be responsive to emerging student need, always making the best and flexible use of resources to do so. The 9th Grade Academy and the new “Bridge” setting that will offer over-age, under-credited students more structured support are two examples.

The year has also started much more strongly because the middle school is fully staffed. Last year, there were 12 vacant positions in the middle school that remained unfilled all year. This has made a huge difference in the climate in grades 7 and 8. We have also deployed our administrative staff differently this year, adding two to middle school.

A significant challenge continues to be the steady number of new students enrolling into Monroe—77 since the start of school. While having an inclusive spirit, Monroe is concerned about meeting the higher progress targets this year, and serving over a third English Language Learners and 20% Students with Disabilities compounds this challenge. Many of the students are off-track for graduation, further compounding the concern. Adding new students at this rate continues to require additional efforts to build a responsive schedule and integrate new students into the culture. As a result of this reporting, the District is working to review all new entrants and develop an internal procedure that will address these needs.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a self-assessment of the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document also serves as the Progress Review Report for Receivership schools receiving School Improvement Grant (SIG) or School Innovation Fund (SIF) funds. Additionally, this document serves as the quarterly reporting instrument for Receivership 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 and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Priority School make yearly progress				Cannot assess	
School Safety	yellow	31	<6, or -15%age points = 26.3	VADIR incidents Monitor incidents and suspension data, accessing the data through our district data warehouse.	<p>At the time of writing, there have been 2 serious incidents.</p> <p>As of October 24th, Monroe has recorded 64 incidents resulting in 96 suspensions, which is over the prior year totals. The school continues to work in a restorative way, creating a new Help Zone and refining the referral and discipline process. It is also worth noting an emerging trend that the length of suspension is decreasing, which aligns with the schools multi-year focus on restorative approaches.</p> <p>The school has been working with an external researcher on restorative practices and preliminary findings from surveys and coding of the restorative conversations, finds that: Restorative Practices and Student Socioemotional Well-being</p> <p>To support students' socioemotional development, the school implements restorative practices to reduce incidents of behavior problems and create a school climate supporting student engagement and relationships. There are two specific practices of focus: (1) understanding students' emotional state when problem behaviors occur and (2) showing students respect while also holding them accountable for disruptive or problem behaviors. This table shows the percentage of students, out of 718 school-wide, who reported benefitting from these practices across select social and emotional domains assessed in 2015-16. For example, 78% of students that reported "teachers and staff" were interested in their emotional state after a behavioral incident reported being more engaged in school.</p>



						Emotional state explored in determining action for behavior	Respectfully held accountable for behavior	
						Engaged in school	78%	72%
						Teachers protect from bullying	91%	89%
						Improved coping with adverse school events	68%	72%
						Improved coping with adverse personal events	65%	69%
						Acceptance at school	80%	84%
						7-8th graders w/<7 referrals (n=108)	86%	72%
						7-8th graders w/>10 referrals (n=35)	7%	34%
3-8 ELA All Students Level 2 & above	Red	14%	42%, or +3%age points = 17%	NWEA Fall scores Office of Accountability provides file which identifies and groups students.	<ul style="list-style-type: none"> • Fall NWEA projects that 10% of 185 students tested will score a Level 2 or above, which is below our progress target. However, this is also before a year of instruction and intervention. • Only 8% of students hit the national norm (50th percentile) for their grade level. • Using a combination of last spring’s NYS, NWEA and 85% attendance to target students most able to move to Level 2, results in a grouping of about 16.5% of students. <p>We code this as red because of the baseline, however, we have taken proactive steps to start academic intervention earlier in the year. We grouped students prior to the start of school, and increased the amount of embedded intervention in student schedules.</p>			
3-8 Math All Students Level 2 and above	Red	16%	41%, or +3%age points = 19%	NWEA Fall scores CO Office of Accountability provides data files to school	<ul style="list-style-type: none"> • Fall NWEA projects that 9% of students will score a Level 2 or above, which is below our progress target. However, this is also before instruction and intervention. • Only 6.5% of students hit the national norm for grade level. • We do not have results of the District pre-assessments back yet. <p>While the baseline is currently below the targets, we have significantly more math supports in place this year than last. We converted the technology teacher into an additional math period for all 7th graders, meeting 2-3 days/week. In</p>			



				leadership team.	addition, we now have a certified bi-lingual math teacher; this position was covered by inconsistent substitutes last year.																												
3-8 ELA All Students MGP	n/a	44.94	1%	Cannot be tracked in formative way; use NWEA.	We exceeded our progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time.																												
3-8 Math All Students MGP	n/a	41.05	1%	Cannot be tracked in formative way; use NWEA.	We exceeded our progress target and the goal in the 15-16SY with 52. However, this metric cannot be assessed for this year at this point in time.																												
2012 Total Cohort passing Math Regents (Score >=65) Metric = 2015 total cohort passing Math	Yellow	40%	59%, or +3%age points = 43%	CO Office of Accountability provides tracking file.	<p>28% of the estimated 2015 cohort entered this year already having passed a Math Regents. Based on current enrollment, this means that 32 more students need to pass an exam to meet this metric. The school is looking at student-by-student data which shows 28 students who scored 60-64% in first attempt and another 40 students who scored 50-59%, making this exam in reach in January. Furthermore, the Assistant Principal is meeting with teachers to review roster-by-roster student progress (scores, online interim reports, attendance, work behaviors) and by the end of October will have met with each high school math teacher once. There is after school math tutoring set up two days a week onsite at Monroe for all 9th graders (regardless of cohort) who are enrolled in math, through Gear Up partnership with University of Rochester.</p> <table border="1"> <thead> <tr> <th colspan="2">2012 Total Cohort passing Math Regents(Score >=65)</th> <th>13-14 Baseline</th> <th>Estimated 2015 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>Students >=65+</th> <th>Students >=65+ %</th> <th>Students 55-64</th> <th>Students 0-54</th> <th>No Score (NS)</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>59%</td> <td rowspan="2">40%</td> <td rowspan="2">206</td> <td>125</td> <td>58</td> <td>28.2%</td> <td>49</td> <td>59</td> <td>40</td> </tr> <tr> <td>Progress Target</td> <td>3% Increase from 40%</td> <td>90</td> <td>58</td> <td>28.2%</td> <td>49</td> <td>59</td> <td>40</td> </tr> </tbody> </table>	2012 Total Cohort passing Math Regents(Score >=65)		13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)	Goal	59%	40%	206	125	58	28.2%	49	59	40	Progress Target	3% Increase from 40%	90	58	28.2%	49	59	40
2012 Total Cohort passing Math Regents(Score >=65)		13-14 Baseline	Estimated 2015 Total Cohort Enrolment	# of Students to meet Goal/Target	Students >=65+	Students >=65+ %	Students 55-64	Students 0-54	No Score (NS)																								
Goal	59%	40%	206	125	58	28.2%	49	59	40																								
Progress Target	3% Increase from 40%			90	58	28.2%	49	59	40																								
011 Total Cohort Passing ELA Regents (Score>=65)	Yellow	36%	53%, or +3%age points = 39%	CO Office of Accountability provides tracking file.	There are currently 191 students in the estimated 2014 cohort. Of the 122 who are currently at the school, all but 7 are enrolled in English III and will take this Regents this year. The timing of this report does not allow us to include data from progress reports; second quarter will if we can adjust to February. The leadership team is beginning to look into the grades and prior performance to group students.																												



Metric = 2014 Total Cohort passing ELA					We are currently deepening our emphasis on writing across the disciplines, with common expectations delivered in our recent monthly Common Planning Time. The next step, beginning this week, is for each District content director to meet with each department and focus on the alignment of writing instruction in their content area. This week's Department meetings will hone in on the types of writing in the Regents assessments, the vocabulary and verbs that students need practice in responding to, and what content-specific strategies can be deployed.
Total Cohort 4- Year Grad Rate - All Students	Red	43%	57%, or +3%age points = 46%	CO Office of Accountability provides tracking file.	<p>While the total cohort number is not confirmed from NYSED as of yet, the share of students considered to be entering their fourth year on-track for graduation is no more than a quarter. There are 39 out of 94 active 2013 cohort members who have passed all Regents and are on-track with credits. This is lower than our starting point last year, and clearly poses a problem. We are working with the Office of Accountability to get the final cohort numbers.</p> <p>This metric is where the steady enrollment of students has hurt us this year; we have accepted 15 new enrollees into the 2013 cohort, 100% of whom are off-track.</p> <p>One barrier is that two sections of Earth Science are being taught by a substitute—we do have a new hire starting December 5th. Long term and maternity</p> <p>In addition to the individual teacher review of student progress, the Monroe leader continues to meet every Monday with all counselors to review on-track status and interim reports. Monroe also continues to use Receivership funds flexibly and aggressively to respond to student needs—creating small, alternative settings for credit recovery, using both push-in and pull-out intervention support, offering after school tutoring. Additionally, during the month of October, every single senior has been matched with a staff mentor. This mentor can access their interim reports, and will act as another personalize layer of support and push for each student.</p>
Total Cohort 4- Year Grad Rate with Adv. Designation - All Students	Red	1%	11%, or +2%age points = 3%	CO Office of Accountability provides tracking file.	At this point, preliminary projections show a very small number of students eligible; we cannot project the percentage until the total cohort number is finalized. We have three students for whom the availability of third year language is the concern. For example, one student needs German and the district does not have any German teachers, and two students need to pass the American Sign Language assessment. For these two, the principal is seeking to use a substitute to offer students preparation; this type of very granular personalized support is the norm at Monroe. Over time, as we stabilize and accelerate the middle school honors track, we will see more students on this advanced pathway.
Grades 4 and 8 Science All Students Level 3 and above		19%	47%, or +3%age points = 22%	No standardized progress reports	In second quarter we will be able to report on marking period grades, recognizing that these are subjective and not a true predictor of success. We do have a full class of 8 th graders enrolled in Living Environment and the overall emphasis on writing across content areas is also aimed at this metric.



Total Cohort 5-Year Grad Rate - All Students	Green	36%	63%, or +3%age points = 39%	CO Office of Accountability	At this point, we have already exceeded the progress target for this metric, with a 50% projected 5-year graduation rate.						
					Total Cohort 5-Year Grad Rate - All Students		13-14 Baseline	2012 Total Cohort Enrolment	# of Students to meet Goal/Target	2012 5yr Total Cohort Grads	Proj 5 yr Grad Rate
					Goal	63%	36% (2008 5yr Cohort)	222	56	111	50.0%
Progress Target	3% Increase from 36%	46	111	50.0%							

LEVEL 2 Indicators					
Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.					
Identify Indicator	Status (R/Y/G)	Baseline	Target	What means did you use to measure whether or not you were making progress on meeting this target?	What was the outcome during this quarter?
Family and Community Engagement (DTSDE Tenet 6)	green	n/a	Developing Rating	2015-16 Rating was Developing.	<p>We continue to track parent contacts, and are in process of forming a Parent Teacher Organization, after recruiting volunteers this summer and fall. We are currently in the process of revamping the role and recruiting candidates for our parent liaison, as a response to a retirement in October.</p> <p>We received a Developing rating, meeting the target, and we have taken actions in response to the recommendations. As a result, we have incorporated a suggestion box in the main office, set the CET schedule for the year with increased community partners, increased the number of parents on SBPT, and will send the first edition of the parent newsletter for reciprocal communication is coming out in November.</p>
3-8 ELA ED Students	Red	14%	39%, or +3%age points = 17%	NWEA	Fall NWEA projections predict that 6.4% of students will score Level 2 and above, which is below our progress target.



Level 2 and above																																			
3-8 Math ED Students Level 2 and above	Red	16%	37%, or +3%age points = 19%	NWEA	Fall NWEA projections predict that 7.1% of students will score Level 2 and above, which is below our progress target.																														
2013 Total Cohort (9th Graders) with 5 or more credits Metric = 2016 Total cohort	Yellow	38%	75%, or +3%age points = 41%	CO Office of Accountability's data file Interim reports Report cards	<p>Slightly more than a third (35%, or 53 of 151) of the estimated 2016 cohort entered 9th grade with at least one credit. This increases their likelihood of earning the 5 credits and one Regents by the end of 9th grade. The timing of this report does not allow for analysis of October interim reports to be included. However, Monroe has made several moves to increase the level of support for first time 9th graders. First, there is a separate 9th Grade Academy structure, allowing for stronger relationships among students and clusters of teacher teams. Second, the administrator who was in Middle School transitioned up to 9th grade with these students. All of these together, encourage us about hitting this metric.</p> <table border="1"> <thead> <tr> <th>2013 Total Cohort (9th Graders) with 5 or more credits</th> <th>13-14 Baseline</th> <th>Estimated 2016 Total Cohort Enrollment</th> <th># of Students to meet Goal/Target</th> <th>5+ Credits</th> <th>%</th> <th>1-4 Credits</th> <th>%</th> <th>0 Credits</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>75%</td> <td></td> <td>114</td> <td>0</td> <td>0.0%</td> <td>53</td> <td>35.1%</td> <td>98</td> <td>64.9%</td> </tr> <tr> <td>Progress Target</td> <td>3% Increase from 38%</td> <td>38%</td> <td>151</td> <td>0</td> <td>0.0%</td> <td>53</td> <td>35.1%</td> <td>98</td> <td>64.9%</td> </tr> </tbody> </table>	2013 Total Cohort (9th Graders) with 5 or more credits	13-14 Baseline	Estimated 2016 Total Cohort Enrollment	# of Students to meet Goal/Target	5+ Credits	%	1-4 Credits	%	0 Credits	%	Goal	75%		114	0	0.0%	53	35.1%	98	64.9%	Progress Target	3% Increase from 38%	38%	151	0	0.0%	53	35.1%	98	64.9%
2013 Total Cohort (9th Graders) with 5 or more credits	13-14 Baseline	Estimated 2016 Total Cohort Enrollment	# of Students to meet Goal/Target	5+ Credits	%	1-4 Credits	%	0 Credits	%																										
Goal	75%		114	0	0.0%	53	35.1%	98	64.9%																										
Progress Target	3% Increase from 38%	38%	151	0	0.0%	53	35.1%	98	64.9%																										
Total Cohort 4-Year Grad Rate - Hispanic Students	Yellow	37%	51%, or +2%age points = 39%	CO Office of Accountability's data file	<p>As of now, this metric looks within reach, because 32.6% of the 92 students in this subgroup at the time of writing are on-track for graduation. We believe the necessary supports are in place, including the addition of a bi-lingual Assistant Principal.</p> <table border="1"> <thead> <tr> <th>Total Cohort 4-Year Grad Rate - Hispanic Students</th> <th>13-14 Baseline</th> <th>Estimated 2013 Total Cohort Enrolment</th> <th># of Students to meet Goal/Target</th> <th>2013 Total Cohort Hispanic - On Track 16+ Credits & 3+ Regents</th> <th>2013 On Track Rate Hispanic</th> </tr> </thead> <tbody> <tr> <td>Goal</td> <td>51%</td> <td></td> <td>48</td> <td>30</td> <td>32.6%</td> </tr> <tr> <td>Progress Target</td> <td>2% Increase from 37%</td> <td>37% (2009 Cohort)</td> <td>92</td> <td>30</td> <td>32.6%</td> </tr> </tbody> </table>	Total Cohort 4-Year Grad Rate - Hispanic Students	13-14 Baseline	Estimated 2013 Total Cohort Enrolment	# of Students to meet Goal/Target	2013 Total Cohort Hispanic - On Track 16+ Credits & 3+ Regents	2013 On Track Rate Hispanic	Goal	51%		48	30	32.6%	Progress Target	2% Increase from 37%	37% (2009 Cohort)	92	30	32.6%												
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Goal	51%		48	30	32.6%																														
Progress Target	2% Increase from 37%	37% (2009 Cohort)	92	30	32.6%																														



Total Cohort 4-Year Grad Rate - ED Students	Yellow	40%	56%, or +2%age points = 42%	CO Office of Accountability's data file	Again, this is within reach , but we are currently farther from the progress target, with a third of the 196 students currently on track .						
					Total Cohort 4-Year Grad Rate - ED Students		13-14 Baseline	Estimated 2013 Total Cohort Enrollment	# of Students to meet Goal/Target	2013 Total Cohort ED - On Track 16+ Credits & 3+ Regents	2013 On Track Rate ED
					Goal	56%	40% (2009 Cohort)	196	112	66	33.7%
Progress Target	2% Increase from 40%	84	66	33.7%							
Post-graduation plans of Completers (4-yr college)	Green	13%	31%, or +2%age points = 15%	This metric does not lend itself to tracking at this stage of the year.	The expectations for counselors and the use of the Homebase structure are already in place, so that these plans will be completed at the appropriate time for seniors.						
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 II – Key Strategies

Key Strategies		
Identify and analyze the implementation of all key strategies used this reporting period that are <i>not described above</i> , but are part of the approved SCEP, SIG or SIF plan.		
Identify key strategy.	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1. Expanded Learning Opportunities – Early Start Programming in August, additional during the school year.		One aggressive response to address chronic absenteeism was to start school in August, a strategy aimed in particular at Monroe’s large share of students who travel home to Puerto Rico during the school year. For students in grades 7-9, we provided early start programming. In addition this summer, we aimed to provide key courses and credit recovery needed by our bi-lingual high school students, and we also provided intense



			<p>supports for our August graduates. All in all, about 500 students were enrolled; the attendance for 7-9 was not as high as we would've have liked, which we will work to address next summer with adjustments to program.</p> <p>Monroe runs a 7-hour day for all students, exceeding the state mandated minimum. The longer day includes enrichment such as dance, and allows the opportunity for targeted academic supports. We have been able to incorporate Gear Up, build in supports for Bi-lingual Honors class and opportunities for students to recover required lab minutes.</p>		
2.	Instructional Cohesion		<p>Monroe continues to execute on the instructional plan that was collaboratively developed and supported over the past two years. When the principal left to assume a Superintendancy, an internal administrator was appointed as Acting Principal and the leadership team remained intact; a testament to the work being done. This team has continued to utilize the structures and systems established, making use of Common Planning Time for job-embedded professional learning, focusing on the identified strategies, and conducting walkthroughs.</p> <p>The team is investing efforts in deepening full staff participation in improvement efforts, utilizing Summer Summit and superintendent conference days intentionally. In addition to collaborative team structures, each AP is meeting regularly with each teacher to connect the school's plan to their daily work, class roster, by class roster. District supports and the external evaluator, Bronner Group, has reviewed and/or participated in the professional development provided thus far this year, and finds it aligned and of high-quality.</p> <p>While Monroe faculty and leadership continue to strengthen instruction and intervention for all students, there remain challenges. The District is still unable to recruit and retain enough bi-lingual special education teachers, so substitutes plague Monroe. Furthermore, a steady stream of over-age, undercredited, high-needs students are enrolled at Monroe; there have been 77 new enrollees since the start of school. This tension between giving a Receivership school all possible chances of success and placement of students is ongoing and as of yet, unresolved.</p>		
3.	Culture of Learning		<p>As discussed above in the school safety section, Monroe has invested heavily in restorative practices, promoting the building of relationships and community, and training the full staff in the use of restorative conversations. This work, coupled with the focus on student-centered classroom instruction, is paying off. Last year's research on restorative practices found that these practices are viewed as helpful by students, particularly in supporting those who have experienced adverse life experiences. This work, coupled with this fourth year in a row of reductions in suspensions, are testament to this strategy.</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)			
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET and its sub-committees that may be charged with addressing specific components of CET Plan. Describe outcomes of the CET plan implementation, school support, and dissemination of information.			
Status (R/Y/G)	Analysis/Report Out		
	The team meets monthly and continues to figure out how to be more strategic in the way they overlap with SBPT. It has set the dates for the entire year and has 24 members.		
Powers of the Receiver			
Describe this quarter’s use of the School Receiver’s powers (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.			
Status (R/Y/G)	Analysis/Report Out		
	The most significant use of the receiver’s powers came at the end of last year, when the Superintendent as Receiver negotiated a separate contract which allowed each school to involuntarily displace teachers and to articulate a school-specific set of expectations to which new hires agreed. Furthermore, following the appointment of a new Superintendent in August, she has created a position devoted to the oversight of these schools (Chief of Innovation and Receivership Schools). The prioritized needs of the schools, such as the challenges associated with continual placement of high needs students, are currently being reviewed and will be used to determine what further powers should be invoked.		
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 – Instructional Technology Plan

Instructional Technology Plan		
Describe the current status of the implementation of the District Technology Plan pertinent to this school, as well as the use of technology in classrooms.		
Key Components	Status (R/Y/G)	Analysis of evidence supporting QR#1 status in reaching the goal identified in the plan. If you need to make a course correction during QR#2, please describe.
1.	Current status of the District Technology Plan pertinent to this school	Although we have embarked on our Digital Transformation we are still awaiting the Smart Bond Funding. The application is under review and we expect funding to



			become available during the latter half of the 2016-2017 school year. As funding arrives, schools will see a significant increase in student devices. Tailored professional development has been created and offerings will commence during the 2016-2017 school year. The professional development series "Ready, Set, Go" is mandatory for teachers to begin receiving devices. Monroe is in the first phase of the plan and will receive enough Chromebooks to be a 1:1 environment this year.
2.	Use of technology in the classroom		We have increased Chromebook carts, up to 17, which are being used in ELA and Math primarily. We are working to launch the PD for the Digital Transformation mentioned above.
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 V – Budget

Budget Analysis

The LEA/school should propose expenditures that are reasonable and necessary to support the identified Receivership school’s initiatives and goals. The LEA/school should provide appropriate and complete required budget elements identified below.

Expenditures	Status(R/Y/G)	If expenditures from the approved 16-17 FS-10 and Budget Narrative are on target, describe their impact with regard to the implementation of the plan. If there is a challenge with expenditures, discuss the course correction to be put in place for QR#2.
PSSG		<p>We are working to get the correct positions charging to the grant, as most of them are salaries and/or contracts which began at the beginning of this school year, and are conducting the work outlined above. For the most part, these will be spent down as planned, with the exception of the building subs, which we have received programmatic approval to convert to per diem sub costs.</p> <p>The largest challenge is the March 31st end date of the Persistently Struggling School Grant, which limits what the District can responsibly invest the funds in, since our ability to cover the last quarter of the cost is limited. We are currently reviewing the budget to ensure that all costs that that reasonably be assumed before March 31st are encumbered.</p> <p>We continue to work hard to be responsive and nimble to meeting emerging needs. Additionally, we will be seeking to draw down more transportation funding, from the summer early start program. This amendment will be forthcoming.</p>
SIG		<p>The bulk of the SIG is to fund summer programming in August of 2017, thus it is not spent down at this point in the year.</p>

Part VI: Best Practices (Optional)

Best Practices

The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices 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 a best practice in place this quarter in terms of its impact on the implementation of the plan. Discuss the analysis of evidence to determine its success. Discuss the possibility of replication in other schools.
1.	Individual data conversations with each teacher	The leadership team has built structures to work with each teacher to connect the data to their specific student roster. Beginning in ELA and Math and ESOL, the AP has met with each teacher and reviewed the student assessment, credit, attendance and behavior data for each student, class section by class section. This conversation has enabled teachers to see each student more clearly and to connect daily planning and supports to the Receivership metrics.
2.	Use of technology for student ownership of progress	The school has begun to form a workgroup to explore building electronic portfolios in ELA so that students can track their own progress, in order to increase ownership for learning. This is very new and we cannot report on data yet as it is being created.

Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this quarterly report is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Barbara Deane-Williams
 Signature of Receiver: [Handwritten Signature]
 Date: 11/7/16

[Handwritten Signature]
 Acting Principal

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this quarterly report and has had the opportunity to review, and update if necessary, its 2016-2017 Community Engagement Team plan and membership.

Name of CET Representative (Print): NATASHA BELL
 Signature of CET Representative: [Handwritten Signature]
 Date: OCTOBER 28, 2016