

Receivership Schools ONLY

Quarterly Report #3: *January 15, 2019 to April 19, 2019* and Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: https://www.rcsdk12.org/Page/43520			
James Monroe High School	261600010066	Rochester City School District	n/a	Check which plan below applies:			
				SIG			SCEP
				n/a			
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Barbara Deane-Williams, <i>Superintendent</i>	Sandra Chevalier-Blackman	Amy Schiavi, <i>Chief of School Leadership Network Intensive Support and Innovation</i> Michele Alberti White, <i>Executive Director of School Innovation</i> Carrie Pecor, <i>Director of Program Accountability</i>		7-12	42.0% ELL	21.7%	853
	Appointment Date: August 2016				9.7% Former ELL	<i>Internal SPA Data 4/5/19</i>	

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.



Data driven analysis was the main focus for the first semester of school. Data accountability meetings were facilitated to discuss the first marking period and interim reports cards with teachers, students and families.

Accomplishments:

Standard Based Grading (SBG):

- Completed the Scholar Work Habits Rubric. Teachers selected proficiency scales for the rubric. The rubric was discussed with students and posters were created for each classroom. Teachers voted for 4 additional comments aligned with the SBG to add to the second marking period RSCD report cards. Each failure indicated in the report card must be accompanied by a comment. 50% was designed for students with no work and chronic absenteeism. School Based planning team voted that every student will receive an Interim report instead of just students who were failing. These are big accomplishments obtained with minimal push-back from teachers.

Common Planning Time (CPT):

- CPT time continues to be dedicated to develop proficiency scales and prioritizing standards as aligned with SBG. It is a slow but steady process.

School Culture:

- Progressive discipline continues to be reinforced and more incentives for positive behavior and growth are been established. Middle school added another component for PBIS during the lunch time. Another community partnership named “Next Level Beyond” has joined the schools’ efforts in providing tutoring and building character for all athletes. The sports eligibility form aligned with the school initiatives is a positive reinforcement. Long term suspensions have decreased compared to this time last year.

Daily and Chronic Absenteeism Initiatives

- School-wide systems have been established and are monitored. Both attendance areas continue show improvement. 9th graders, and overaged, undercredited students display the greatest needs as related to attendance. The school continues to work with families and collaborate with District programs to provide additional interventions.

Monroe has a very resilient staff who continues to work hard to improve the academic, social and behavioral achievement for all students. Data analysis focuses on pushing growth 10 percentage points higher than the baseline, as established through the Demonstrable Improvement Indicators. The school is in the process of discussing these targets with the School Based Planning Team (SBPT), administrative leadership team, the Community Engagement Team (CET), teachers, parents and students. In the upcoming month, the school leader will facilitate grade level assemblies with students to share the school’s progress thus far goals. Processes and procedures have been identified to support the school’s continued efforts toward meeting its DIIs targets. The overall morale of the entire school community is one of the main factors to be addressed in the upcoming weeks.

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) 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.

Please note - This document also serves as the Continuation Plan for Receivership schools for the 2019-20 school year. All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.



Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies of the third quarter in light of their realized level of implementation and their impact on student learning outcomes. 2019-20 Continuation Plan sections are an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year, using its own summary analysis, to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

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.

<p>#5 – School Safety</p>	<p>31</p>	<p><5 Serious Incidents or 20% reduction</p>		<p>The school predicts it will meet this indicator for SY1819.</p>	<p><u>Red Jacket Help Zone/Electronic Referral System:</u></p> <p>Restorative strategies used in both Help Zones continue to show a positive impact. Help Zone services have been extended to all grade levels this year (7 - 12).</p> <p>The school continues to review this data monthly at Social-Emotional Team meetings to target supports to students as needed.</p> <p><u>Mental Health Supports:</u></p>	<ul style="list-style-type: none"> ● Attendance data ● Suspension data ● Red Jacket Help Zone data ● Referral data 	<p><u>Average Daily Attendance Data:</u></p> <p>Monroe’s average daily attendance is about 79.4%; 7th grade has the highest ADA at 85.1%. There are 8 students to-date with perfect attendance.</p> <p><u>Suspension/Serious Incident Data as of 4/24/19</u></p> <p>Serious incidents = 5</p> <p>7th/8th grade OSS = 26</p> <p>9th-12th Grade OSS = 76</p>
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				<p>Mental health supports are intact as before. The school has established a Social-Emotional Team. The team is comprised of the three (3) Social Workers, Help Zone Staff, Ibero, Community School Site Coordinator, and Expanded Learning Resource Coordinator. All work collaboratively to develop individualized plans for students and share out on the interventions that have been referred via the social/emotional referral system.</p> <p><u>Attendance Team:</u></p> <p>Every other Wednesday the new attendance home-school assistant is solely dedicated to support attendance.</p> <p>Staff participate in CO monthly Attendance Blitz. The school continues to implement “Count Me In” - tracking daily attendance as a school-wide initiative. Students between</p>		
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				<p>80 - 89% to above 90% come off of the chronic absentee list.</p> <p><u>PBIS:</u></p> <p>Middle school administrators added a reward program during lunch that offers structured recess/recreational activities to students in order to promote development of social skills and team building skills at the 7th and 8th grades. Students can “purchase” entry to activities such as basketball, volleyball, football, or dancing with Buzz Bucks, which are earned in the classroom through good behavior and effort.</p> <p><u>Master Schedule:</u></p> <p>As a result of the additional time, middle school staff has been able to establish Community Meetings with students and teachers once a week, a cohesive unit of time to build relationships among staff and students. As a result, monolingual and bilingual teachers and students are fostering relationships built on mutual respect and shared community.</p> <p>Additionally, middle school integrated an advisory time</p>		
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				during which “Homebase” teachers are monitoring attendance, academics and behaviors.		
# 9 – 3 – 8 ELA All Students Level 2 and Above	14%	51% or +10 percentage points = 24%		See Indicator #33.		
#15 – 3 – 8 Math All Students Level 2 and Above	16%	51% or +10 percentage points = 26%		See Indicator #39.		



# 33 – ELA All Students MGP	44.94	50.72 or +2% = 45.84		The school is making progress towards this target.	<p>Interim Grade Reporting:</p> <p>The School-Based Planning Team recently approved a process whereby all students receive interim reports, not just students who were failing. This allows a formalized process for teachers to review mid-quarter data, communicate it with students and families, and make adjustments as necessary.</p> <p>Data Meetings:</p> <p>7th and 8th grade teachers have conducted seven (7) data meetings total to date. These meetings provide opportunity for teachers to identify student needs across content areas and plan opportunities for students to participate in marking period recovery. Additionally, counselors have continued to meet with parents to discuss student progress.</p> <p>AIS:</p> <p>Shift of the master schedule at the 7th and 8th grades has allowed for an increased number of teachers to provide interventions to students as needed (shift has increased from two (2) teachers to three (3) teachers). The school recently</p>	<ul style="list-style-type: none"> • NWEA ELA • NWEA Math • 2017 ELA Item Analysis 2017 Math Item Analysis • AIMSWeb Progress Monitoring • Other Formative Assessments 	<p>Winter ELA NWEA Data:</p> <p><i>Growth Target Data:</i></p> <table border="1" data-bbox="2179 350 2448 548"> <thead> <tr> <th></th> <th>% Students Meeting Growth Target</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>41.38</td> </tr> <tr> <td>8</td> <td>34.69</td> </tr> <tr> <td>Total</td> <td>38.32</td> </tr> </tbody> </table> <p><i>Projected Proficiency Data:</i></p> <table border="1" data-bbox="2179 634 2448 873"> <thead> <tr> <th></th> <th>% of Students Projected Levels 2 and Above</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>21.66</td> </tr> <tr> <td>8</td> <td>9.9</td> </tr> <tr> <td>Total</td> <td>16.29</td> </tr> </tbody> </table> <p>Marking Period English Report Card Grades:</p> <ul style="list-style-type: none"> • 7th grade 66% passing • 8th grade 69% passing 		% Students Meeting Growth Target	7	41.38	8	34.69	Total	38.32		% of Students Projected Levels 2 and Above	7	21.66	8	9.9	Total	16.29
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#39 – Math All Students MGP	41.05	51.17 or +2% = 41.87		The school predicts it will not meet this target for SY1819.			<p>Winter Math NWEA Data:</p> <p><i>Growth Target Data:</i></p>																



					<p>Homework Completion, and Student Attendance.”</p> <p>Teachers will use the proficiency scales for third quarter interim reports. In addition, teachers voted for four (4) additional comments to be added to the quarterly report cards reflecting these proficiency scales.</p> <p>The two teacher leaders have selected six (6) teachers to participate in a professional learning community during common planning time to continue the work alignment of proficiency scales and assessments. This work is guided by the anchor text, “Teacher’s Guide to Standards-Based Learning.”</p>		
#67 – 2017 (Total Cohort Passing Math Regents (Score >=65%))	40%	65% or +10 percentage points = 50%		The school is making progress toward this target.	<p>Small Group Instruction: Students in the 2017 cohort have been preparing in small groups for the June 2019 Regents.</p> <p>Additionally, after school tutoring is being offered to targeted groups of these students by community partners and Monroe teachers.</p>	<ul style="list-style-type: none"> Algebra I and Geometry Regents scores from June and August 2018 Attendance data 	<p>Small Group Instruction: Fifty-five (55) students in this cohort have passed a Math Regents (equates to 41% of this cohort).</p> <p>An additional twenty-four (24) students are projected to pass a June 2019 Regents. Of these 24 students, twelve are needed to meet the target. If all of the 24 students pass, the school would be at 58.9%, surpassing the DI target of 50%.</p>



					<p>Groups were adjusted following the January Regents data analysis.</p> <p>Monroe High School has transitioned for the two certified math teachers and one bilingual math teacher to leave on maternity leave.</p>		
#69 – 2016 Total Cohort Passing ELA Regents (Score >=65%)	36%	61% or +10 percentage points = 46%		<p>The school predicts it will not make its target for SY1819.</p>	<p>Data Meetings: ELA teachers, ESOL teachers and SPED teachers supporting this work have been meeting once a week together, led by the ELA Coach, to review data and plan targeted instruction and intervention with groups of students. Areas of focus that have emerged as a result of these meetings include: vocabulary development, becoming familiar with parts of the exam/test format and expectations, and strategies for multiple choice.</p> <p>The English III collegial meetings continue to take place twice/month.</p> <p>Additional Support: Small-group instruction is provided to targeted groups of students within English III classes, delivered by an ELA-certified</p>	<ul style="list-style-type: none"> • ELA Baseline data • Attendance data 	<p>Data Conversations: Additionally, seventeen (17) data conversations have happened with administration to discuss individual student needs and plan for interventions based on the data and eight (8) teacher meetings have been held to discuss implementation of ELA Action plan.</p> <p>There are currently 143 students in this cohort. Forty-three (43) students passed the January 2019 Regents. An additional twenty four (24) students are possible to pass the June Regents. If all 24 students pass, the Cohort will have 47% passing, surpassing the DI target.</p>



					Instructional Coach. Groups are led by the ELA Coach and a dually-certified (ELA-ESOL) teacher.		
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<p>#70 – Total Cohort 4-Year Grad Rate – All Students (2015 Cohort as of August)</p>	<p>43% (2009 Cohort)</p>	<p>64% or +10 percentage points = 53%</p>		<p>The school is making progress towards this target.</p>	<p><u>Data Meetings/Electronic Tracking:</u> 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. Leadership team was reconfigured to align with this specific target data and review progress toward graduation.</p> <p>An electronic system exists for information tracking of both active and inactive students. Inactive students are researched and followed up on; actions are taken to address student needs and encourage them to return to programming.</p> <p><u>Intervention/Review/Credit Recovery:</u> Opportunities for intervention and learning/credit recovery are offered to students after school through the school’s partnership with Next Level and Beyond, as well as on Saturdays by certified Monroe teachers. Eleven (11)</p>	<ul style="list-style-type: none"> ● Credit Accrual Status ● Quarter 1, 2, 3 and Interim Reports ● Other Formative Assessments: <ul style="list-style-type: none"> -Administrator/Teacher Data Conversations 	<p><u>Cohort Tracking:</u> As of 4/25/19, the Total Cohort number is 201.</p> <p>Active Students - 149, broken down as follows: Grade 12 - 120 students Grade 11 - 12 students Grade 10 - 15 students Grade 9 - 2 students</p> <p>Inactive Students - 47 Early Graduates - 6 students</p> <p>Within the current Total Cohort, 44.4% of students are on track for graduation in terms of having earned 16 or more credits and having passed three (3) or more Regents exams.</p>
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				<p>students have been connected to alternative settings for over-aged/under-credited situations</p> <p>All students are preparing for Skills USA and will take this late April-early May. Counselors will teach course content and administer the exam.</p> <p>Standards-Based Grading: Phase I work this quarter has identification of priority standards development of aligned proficiency scales to include “Monroe Work Habits Proficiency Scales: Scholarly Behavior, Classwork Completion, Homework Completion, and Student Attendance.”</p> <p>Teachers will use the proficiency scales for third quarter interim reports. In addition, teachers voted for four (4) additional comments to be added to the quarterly report cards reflecting these proficiency scales.</p> <p>The two teacher leaders have selected six (6) teachers to participate in a professional learning community during common planning time to continue the work alignment of</p>		
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					<p>proficiency scales and assessments. This work is guided by the anchor text, “Teacher’s Guide to Standards-Based Learning.”</p> <p><u>Mentorships:</u> The school has partnered with Central Office to provide mentorship to 30 students in this cohort. Mentorships will include providing students with academic and social-emotional supports, as well as progress monitoring grades and attendance.</p>		
#76 – Total Cohort 4-Year Grad Rate w/ Adv. Designation – All Students	1%	18% or +4 percentage points = 5%		The school is making progress towards this target.	<p><u>Mentorships:</u> In addition to the weekly progress monitoring/data meetings, each</p>	Cohort tracking	<p><u>Cohort Tracking:</u> Twenty students are presently identified for this designation. Thirteen are on track.</p>



(2015 Cohort as of August)					<p>student with this category has been linked to a teacher at Monroe to provide mentorship. Mentorships will include providing students with academic and social-emotional supports, as well as progress monitoring grades and attendance.</p> <p><u>AP Courses:</u> The school has embedded supports throughout the school day to include co-teaching of classes populated with these students, as well as arranging after school opportunities for individual students to meet this designation.</p>		<p>As of April 2019, five (5) students completed their Advanced Regents, nine (9) potential students currently are working towards meeting this designation.</p>
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<p>#85 – Grades 4 and 8 Science All Students Level 3 and Above</p>	<p>19%</p>	<p>57% or +10 percentage points = 29%</p>		<p>The school is making progress towards this target.</p>	<p>Data Meetings: Data accountability conversations aligning Formative Assessment data to science information and instruction continue to take place. Special schedules/collaboration among teachers</p> <p>AIS Science – 7/8: Teachers providing interventions in Science met weekly through the first marking period to develop lessons for Science 8 Practicum. The AIS teacher has been co-teaching lessons daily to provide extension/application activities as aligned with the standards.</p> <p>Acceleration Groups: One student was added this quarter to the section of Living Environment being offered at Grade 8. Current enrollment is at 13 monolingual students and 16 bilingual students.</p> <p>Logistics: All middle school science classes are offered in the same wing of the building, allowing for</p>	<ul style="list-style-type: none"> ● Formative Assessments ● 2018 NYS Science 8 data: Item Analysis 	<p>Data Meetings: Nine (9) meetings have been held with both monolingual and bilingual Science and Special Education teachers to discuss instructional planning for AIS and Science 8.</p> <p>Eight (8) meetings with administrators and instructional coaches have been held to discuss implementation of Science 8 plan.</p> <p>Challenges: The certified Science teacher providing AIS recently returned after having been out for six (6) months. As Science is a staffing shortage area, the school had to resort to staffing this position with per diem subs.</p> <p>Interim Report Grades: There are 122 students total in this cohort. Fifty three (53) students, or 65%, are currently passing Science 8. Twenty-seven (28)/29 students, or 96% of students enrolled in Living Environment are passing.</p>
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					increased sharing of resources and collegial expertise.		
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<p>#88 – Total Cohort 5-Year Grad Rate – All Students (2014 Cohort as of August)</p>	<p>36% (2008 Cohort)</p>	<p>69% or +10 percentage points = 46%</p>		<p>The school is making progress towards this target.</p>	<p>Programming: Modified schedules are in place to assist students in gaining the knowledge and skills needed to graduate.</p> <p>Students receive programmatic support aligned with specific requirements each needs for graduation. Frequent meetings occur to ensure that students are attending and completing requirements needed to graduate.</p> <p>Online Credit Recovery: Personalized, adaptive software is used to maximize students' abilities to recover credits.</p>	<ul style="list-style-type: none"> ● Attendance ● Formative Assessments 	<p>Programming: There are eighteen (18) active students remaining in the 2014 Cohort.</p> <ul style="list-style-type: none"> ● Seven (7) students are receiving specialized programming for overaged/undercredited students. ● Eleven (11) students are receiving traditional, tailored instruction at Monroe, including all 6 students that only needed ELA Regents to graduate ● Students are attending and completing requirements needed to pass courses and related Regents exams.
<p>Green</p>	<p>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>.</p>			<p>Yellow</p>	<p>Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.</p>	<p>Red</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 – Demonstrable Improvement Indicators (Level 2)

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	Baseline	2018-19 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2018-19 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the SCEP/SIG/SIF goals and or key strategies which have supported progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What are the formative data points that are being utilized to assess progress towards the target for this demonstrable improvement indicator?	Based upon the formative data points identified, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
#6 – Family and Community Engagement	N/A	Effective Rating or Movement Up One Level on HEDI Scale		The school predicts it will make this target for SY1819.	<p>Staffing/Partnerships:</p> <ul style="list-style-type: none"> ● New partnerships were developed and others readjusted to meet the needs of the school. ● Trillium Health will begin to offer the “Black Girls Matter” workshops to students and families as well as “Latina Girls Matter” which will serve our Spanish 	<ul style="list-style-type: none"> ● Parent/Family Surveys ● Meetings with Parent Ambassadors ● Documentation of home visits conducted by Home-School Assistant ● Community Partner Log ● Count Me In form ● Parent Teacher Conferences 	<p>Count Me In: Thus far, 651 attendance interventions have been documented in the CMI system. To date, Home-School Assistants have completed 290 home visits targeted on attendance.</p> <p>Community Partners Log: There are currently 1,158 documented supports provided by community partners through the CPL. Data collected from the log is shared at CET meetings and with staff at CPT meetings. The data helps to guide and inform the services needed and provided by community partners.</p>



				<p>speaking female population of students and families</p> <ul style="list-style-type: none">● Hillside Health Homes is a new partner and will be on-site to assist families with care management services.● Excellus, who is the benefactor of the Borinquen Dance Theater at Monroe, will expand upon the existing partnership with Monroe to aid families in acquiring health insurance.● Borinquen Dance Theater is providing dance instruction to 20 7th and 8th grade girls.● Ibero PAO offered drug and substance abuse prevention curriculum in 7th and 8th grade health classes over a ten week period from January -April. Counselors will now be on-site to offer students individual drug counseling and support services.		
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Parent/Family Events and Communication:

- A Parent Academy is currently offering the second session of classes focused on computer basics the first 6-week session was completed in December. Seven (7) community members and parents have participated on a weekly basis in both sessions.
- Community Engagement Team meetings are held monthly. One subgroup meets during the day and another meets in the evening.
- Excellus BCBS has expressed interest in increasing their partnership with Monroe. They currently fund the Borinquen Dance Theater program for our 7th and 8th grade students.
- Borinquen Dance Theater has 20 7th and 8th graders participate during middle school lunch and after school. Students performed



				<p>at Parent Teacher Conferences.</p> <ul style="list-style-type: none">● 55 Parents participated in parent teacher conference night. Parents participated in conversations focused around attendance, work habit and recovery work.● Community Partners Student Showcase was held at Monroe to educate students about the support that are available through community partnerships. <p><u>Social/Emotional Team:</u> The school will continue to provide social-emotional supports to students and their families through the Social/Emotional Team. This team is comprised of Social Workers, Community Partners, Home School Assistants, Community School Site Coordinator (CSSC) and ELRC. The team will meet once a month to review data pertaining to students' social/emotional needs,</p>		
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				identify concerns and collaboratively problem-solve.			
#14 – 3 – 8 ELA ED Students Level 2 and Above	14%	45% or +10 percent age points = 24%		89.8% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population. See Indicator #33.			
#20 – 3 – 8 Math ED Students Level 2 and Above	16%	45% or +10 percent age points = 26%		89.8% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population. See Indicator #39.			
#65 – 2018 Total Cohort with 5 or More Credits	38%	77% or +10 percent age points = 48%		The school is making progress towards this target.	Data Meetings: 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. Leadership team was reconfigured to align with this specific target data and review progress toward gaining credits.	<ul style="list-style-type: none"> ● Credit Accrual Status ● Quarter 2 Marking Period Report Cards ● Other Formative Assessments: -Administrator/Teacher Data Conversations	Cohort Tracking: There are 123 students in the cohort; 84 (or 68%) currently are projected to earn 5 or more credits.



Intervention/Review/Credit Recovery/Marking Period

Recovery:

Opportunities for intervention and learning/credit recovery are offered to students after school through the school’s partnership with Next Level and Beyond, as well as on Saturdays by certified Monroe teachers.

Standards-Based Grading:

Phase I work this quarter has identification of priority standards development of aligned proficiency scales to include “Monroe Work Habits Proficiency Scales: Scholarly Behavior, Classwork Completion, Homework Completion, and Student Attendance.”

Teachers will use the proficiency scales for third quarter interim reports. In addition, teachers voted for four (4) additional comments to be added to the quarterly report cards reflecting these proficiency scales.



				<p>The two teacher leaders have selected six (6) teachers to participate in a professional learning community during common planning time to continue the work alignment of proficiency scales and assessments. This work is guided by the anchor text, “Teacher’s Guide to Standards-Based Learning.”</p> <p>Strive for Nine: This program continues, with a shift to proactivity in supporting students to accrue credits. To date, 28 8th graders have been identified as possible candidates for this program.</p>		
#73 – Total Cohort 4-Year Grad Rate Hispanic Students (2015 Cohort as of August)	37%	56% or +10 percent age points = 47%		<p>The school is making progress towards this target.</p> <p>Diploma Provisions: Counselors have been scrutinizing transcripts of students arriving from Puerto Rico to ensure accurate assignment of credits and exams. Nine (9) students are currently on track to receive the Puerto Rican diploma.</p> <p>Arrangements have been made to provide ELLs with</p>	<ul style="list-style-type: none"> ● Credit Accrual Status ● Quarter 1,2 3 and Interim Reports ● Other Formative Assessments: -Administrator/Teacher Data Conversations 	<p>Cohort Tracking: There is a total of 110 students in this cohort. Of the 110 students, 52 students are on track.</p>



accommodations for January Regents as aligned with updated modifications for testing on multiple days.

Data Meetings:

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. Leadership team was reconfigured to align with this specific target data and review progress toward graduation.

Intervention/Review/Credit

Recovery:

Opportunities for intervention and learning/credit recovery are offered to students after school through the school’s partnership with Next Level and Beyond, as well as on Saturdays by certified Monroe teachers.



				<p>Standards-Based Grading:</p> <p>Phase I work this quarter has identification of priority standards development of aligned proficiency scales to include “Monroe Work Habits Proficiency Scales: Scholarly Behavior, Classwork Completion, Homework Completion, and Student Attendance.”</p> <p>Teachers will use the proficiency scales for third quarter interim reports. In addition, teachers voted for four (4) additional comments to be added to the quarterly report cards reflecting these proficiency scales.</p> <p>The two teacher leaders have selected six (6) teachers to participate in a professional learning community during common planning time to continue the work alignment of proficiency scales and assessments. This work is guided by the anchor text, “Teacher’s Guide to Standards-Based Learning.”</p>		
#75 – Total Cohort 4-Year Grade Rate ED Students	40%	60% or +10		89.8% of the school’s student population is considered “Economically Disadvantaged.” This is a significant portion of the school’s All Student population and 2014 cohort.		



(2014 Cohort as of August)		percent age points = 50%		See Indicator #70.				
#83 – Post-Graduation Plans of Completers (4-Year College)	13%	36% or +10 percent age points = 23%		The school predicts it will meet this target for SY1819.	Data Meetings: Counselor, students and families have collaborated to complete graduation plans for all relevant students. These meetings take place on a bi-weekly basis and include relevant administrators.	Counselor and administrative review and monitoring of plans.	Bi-Weekly Meetings Administrator and Counselors have completed plans. Meetings to review student progress are underway.	
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 – Additional Key Strategies – (As applicable)



(This section should only be completed as needed, for strategies not already listed in Parts I and II.)

Key Strategies				
Identify any key strategies being implemented during the current reporting period that are <i>not described in Part I or II above but</i> are embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. 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. Responses should be directly aligned with approved 2018-19 interventions plans (SIG or SCEP) and should include evidence and/or data used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.				
List the Key Strategy from your approved intervention plan (SIG or SCEP).		Status (R/Y/G)	Analysis/Report Out	
1.	Use of technology in the classroom to deliver instruction		<p>With completion of the school’s facilities modernization project, every classroom in the school has been updated with an 80 inch SmartScreen, speakers, microphones and amplification technology in order to integrate technology into direct instruction. The school continues use of multiple adaptive software programs are being used to enhance instruction, and AIMSweb software is being used for progress monitoring for recently arrived students. Additionally, all students have access to BrainPop, Castle Learning and Discovery Education programs.</p> <p>This year, the school has identified a Technology Lead Teacher, who collaborates with teachers to integrate technology within the classroom and facilitates a technology collegial circle. All content area teachers who have completed the RCSD’s “Ready-Set-Go” Google training have received Chromebook carts for their classrooms.</p>	
2.	EPO (lead partner) for SIG 6 and SIG 7 ONLY	N/A	N/A	
3.	“See Key strategies” as outlines in Executive Summary and as referred to within Indicator descriptions.			
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	Red	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 – 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. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.

Status (R/Y/G)	Analysis/Report Out
	<p>This team is comprised of administrators, teachers, students, parents and various representatives from school-based partners. It meets monthly from October to June to collectively review actions being implemented to address the school’s needs and related data, all in alignment with the school’s instructional and social-emotional priorities, Receivership targets and areas of need as identified through the Community Schools Needs Assessment.</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/48620</p>

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. Please identify any changes in Receivership Powers to be utilized in the 2019-20 School Year.

Status (R/Y/G)	Analysis/Report Out				
	<p>The Powers of the Receiver in multiple ways for the 18-19 school year:</p> <ul style="list-style-type: none"> ● Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools. ● Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers. ● Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made. ● The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring. ● The Chief of Superintendent’s Receivership Schools visits schools weekly to <ul style="list-style-type: none"> ● Review all data by school, grade and student ● Conduct classroom walk-throughs ● Monitor professional development plans ● Monitor Demonstrable Improvement Indicator progress 				
Green	Yellow	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> .	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 – (As applicable)



(Please complete this section regarding any applicable funding: such as the Community School Grant (CSG), the Persistently Struggling Schools Grant (PSSG) and/or the School Improvement Grant (SIG) 1003(g). Add rows as needed.)

<u>Budget Analysis</u>			
<i>Please designate either as CSG, PSSG or SIG expenditures and describe the budget item or activity.</i>	<i>Status(R/Y/G)</i>	<i>If expenditures from the approved 18-19 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.</i>	ALONG WITH THIS REPORT/CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE: <ul style="list-style-type: none"> SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE <u>AS APPLICABLE.</u> <u>DO NOT SUBMIT CSG or PSSG BUDGET DOCUMENTS.</u> BUDGET FORMS ARE AVAILABLE AT: http://www.oms.nysed.gov/cafe/forms/ .
PSSG		Expenditures are supporting programming at the school, and an amendment has been submitted to further support the school’s work in meeting its targets. Code 15 - Supports teacher hourly pay, and per-diem substitute pay focused on provision of interventions and ELT. Code 16 - Civil service hourly pay to support ELT. Code 40 - Contracted services with community partners, including IBERO, MK Gandhi, Center for Youth, and Next Level and Beyond. Code 45 - Supplies and materials to support instructional priorities, and supplies and materials to support ELT and the provision of expanded learning time.	
CSG		Code 30 - All Code 30 projects will be completed by June 30, 2019.	



Part VII: Best Practices (Optional)

<u>Best Practices</u>	
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.	The school is implementing many evidence-based strong practices as outlined above, and is showing improvement as a result.
2.	
3.	



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): Daniel Lowengard
Signature of Receiver: - Daniel Lowengard (R.C.)
Date: 4-30-19

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 into the 2018-2019 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____
Signature of CET Representative: - _____
Date: _____



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): _____

Signature of Receiver: - _____

Date: _____

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 into the 2018-2019 Continuation Plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): NATASHA BELL

Signature of CET Representative: - *NBell*

Date: 5/1/19