

Monroe Receivership Schools ONLY

Quarterly Report #1: July 1, 2019 to October 11, 2019 (Due October 31, 2019)

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/52265			
James Monroe High School	261600010066	Rochester City School District	n/a	Check which plan below applies:			
				SIG	SCEP		
				Cohort (6 or 7):	X		
Model:							
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Mr. Terry Dade	Ms. Sandra Chevalier-Blackman	Dr. Elizabeth Mascitti-Miller, <i>Deputy Superintendent of Administration</i>		7-12	40.1% ELL 5.3% Former ELL <i>*internal SPA data, as of 10/9/19</i>	21.5% <i>*internal SPA data, as of 10/9/19</i>	903 <i>*internal SPA data, as of 10/9/19</i>
	Appointment Date: August 2016	Ms. Michele Alberti White, <i>Executive Director of School Innovation</i> Ms. Carrie Pecor, <i>Director of Program Accountability</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*.

This quarter, Department Representatives have introduced DataWise into their meetings. Additionally, staff was provided professional development focused on the DataWise Improvement Process during both Superintendent's Conference Days and during Instructional Leadership Team meetings. The Instructional Leadership Team receives monthly coaching from Harvard, and has participated in two sessions this quarter.



Homebase has begun, and students rotate each day from 9:15-9:35 through activities that focus on building relationships and creating a sense of community. Attendance, Restorative Practices, Community Partners/Resources, and the Monroe READS Literacy Initiative are all addressed on a weekly basis. All homebase activities can be found on the Monroe Homebase site here:

<https://sites.google.com/rcsd121.org/monroehomebase/home>

New Initiatives:

- Online Credit Recovery Opportunities: The online credit recovery (OCR) lab is up and running and is available to students throughout the entire day, including during lunch periods. To date, fewer than 5 students use the OCR lab. This will change and student usage will increase due to the following 2 factors:
 - 1) Interim reports for Marking Period 1 were just released. Counselors will be identifying students who could use the OCR lab to improve their grades.
 - 2) Students in Cohort 2017 who are below grade level have now been identified. Counselors and administrators will be working together to schedule time in the OCR lab for credit recovery to bring that student to the appropriate Cohort/Grade level.

- Literacy Initiative - Monroe READS!: This initiative is underway with the theme “Making Literacy Visible.” This includes display of posters of staff and students reading, a display case, a tracking system for Homebase teachers to use to document reading. Additionally, a reflection survey will be administered to assess the impact of this initiative on students’ habits with reading.

- One Million Project (District Initiative): Every Monroe student in the 9th through 12th grade will receive a Chromebook, accessories and wi-fi by the end of November. Teachers will receive professional development and implement the use of Google classroom into their daily planning. This initiative provides students with increased access to materials to support their coursework. The One Million Project will be rolled out in November.

We will continue to strengthen:

Data Accountability:



- Middle school teachers have all discussed NYS Exam scores in ELA and Math as a whole group and then drilled down to their individual classes to become more familiar with their student profiles. Each ELA, Math, Science, and Social Studies Middle School teacher has familiarity with student state assessment scores and has created an assessment plan for this school year. All middle school teachers will have administered the first benchmark assessments in the core content areas by the end of October. Interim reports were completed by all school teachers on October 7th. On October 24th, the first data conversations looking at this data will occur. Parent-teacher conferences are on Oct. 17th; interim results are utilized to guide the conversation with parents.

- Standards-Based Grading (SBG) has been implemented again during weekly Common Professional Time (CPT) meetings. During this time, participants continue to build on the priority standards addressed last year by creating proficiency scales and assessments for one course that they teach. Furthermore, teachers are implementing SBG in a minimum of one class this year by using proficiency scales to measure student proficiency on different assessments, provide targeted feedback, and calculate overall proficiencies. Lastly, student work habits are tracked using the Monroe Work Habits proficiency scales and reported on the interim reports. In order to help roll this process out with families, there will be a presentation at the next Parent Engagement Team meeting as well as correspondence sent home.

- The school continues its “Count Me In” initiative to support increased student attendance. To date, two attendance meetings have taken place, focusing heavily on addressing “no-shows” and chronic absenteeism.

Attention – This document is intended to be completed by the school receiver in conjunction with district and building staff 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 Persistently Struggling School (PSSG), School Improvement Grant (SIG), and Community School Grant (CSG) 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 website.



Directions for Parts 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 first quarter in light of their realized level of implementation and their impact on student learning outcomes. 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)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the SCEP/SIG goals and or key strategies that have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19 continuation plan and a rationale as to why these adjustments were made.	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.
67 – 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents	52%	57%		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Strategic, data-driven intervention instruction aligned with student need ● Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 Math Curriculum) 	<ul style="list-style-type: none"> ● Quarter 1, 2, 3, and 4 Interim Reports ● Daily informal assessments ● Quarterly Benchmark Assessments ● Monthly Data Accountability Meetings with administrators, teachers and counselors ● Data Conversations between teachers and students, quarterly 	<p>This cohort currently has 121 students; 36 of whom have met the target; an additional 33 students is required to meet this progress target.</p> <p>All students who have not passed the Algebra exam have been placed in an Algebra review class, and 27 have been identified as students who scored within the 55 - 64 range and as a result are being targeted with additional services.</p> <p>Of the 27 students, 21 of them they are being pulled out of their math classes for small-group instruction with the Teacher on Assignment (TOA) who has been assigned to serving those students. In</p>



				<ul style="list-style-type: none">• Embedded professional development for teachers• Literacy-building strategies within math instruction, specifically, daily writing tasks to focus on growth of students' tier 2 and 3 vocabulary	<p>addition, this TOA serves the remaining 6 students by pushing into their math class every other day. Once Algebra scores from the January exam are received, the pullout and push-in schedule we be reevaluated.</p> <p>During small-group instruction students focus on major emphasis content standards and spend time becoming comfortable with the Tier 3 vocabulary they need to know in order to find success; this is especially important for ELL students who are learning Tier 2 vocabulary as well . There are word walls in both rooms that provide definitions and visual aids for the Tier 3 vocabulary words.</p> <p>Teachers who teach the Local Geometry and Algebra Geometry Blend courses are also tracking the students who need to pass the Algebra I Regents. These teachers are creating common benchmark assessments in order to collect data on student learning and make data driven decisions.</p> <p>Formative assessment has been given, and the plan is to give one or two per marking period. The results of the first assessment were 40% of the students passed (without a curve), and each student individually made corrections by working through their misconceptions with teacher support. One thing to note is that students were responsible for teaching themselves 2 topics (as homework) that were going to be tested on the first assessment. Students who did not do the homework scored lower on the assessment as a result. During department meetings and on Superintendent's Conference Day teachers continue</p>
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							<p>their work on creating the formative assessments and further discuss data.</p> <p>50% of math teachers have a word wall. Glossaries are available and teachers are using technology to assist in translating as well.</p> <p>Exam analysis and deconstruction has taken place. Students are expected to master the 11 major content standards identified, and 6 additional standards that are frequently tested on the exam. During department meetings, and individually as a part of good teaching practice, major content standards have been identified as a result of exam analysis. Reading comprehension, a key factor in student success on the exam, is also something of focus. Word problems are inevitable and yet they are the most intimidating to our students. The TOA practices reading strategies with the students, such as highlighting and organizing information, to break down the word problems and make them less daunting.</p>
69 – 2019-20: 2017 Total Cohort (11 th Graders) Passing ELA Regents	31%	37%		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Literacy Initiative ● Department Representatives on Instructional Leadership Teams 	<ul style="list-style-type: none"> ● Quarter 1, 2, 3, and 4 Interim Reports ● Daily informal assessments ● Quarterly Benchmark Assessments ● Monthly Data Accountability Meetings with administrators, teachers and counselors ● Data Conversations between teachers and students, quarterly 	<p>The cohort currently has 131 students; 23 of whom have already met the target; an additional 26 students are required in order to meet this progress target.</p> <p>Data from Interim Reports show that there is currently a 76% passing rate for students in English III.</p>



					<ul style="list-style-type: none"> ● Embedded professional development for teachers ● Use of Backwards Design with a Focus on priority standards ● Increased exposure to the Regents ● Action research group - PD opportunity for staff to identify and resolve learner-centered problems ● Strategic master scheduling ● Use of DataWise Improvement Process ● Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 ELA Curriculum) ● Laserlike focus on writing instruction ● Strategic grouping of ELLs in ELA classes ● Culturally-responsive teaching practices 		<p>Teachers have been working on the standard/skill of identifying central idea and how it develops over the course of a text. Formative assessments have helped teachers identify which students need more practice and which students are ready to master the next standard. Additionally, teachers developed an assessment plan on Superintendent’s Conference Day, and at upcoming department meetings they will design and determine how to implement these benchmark assessments.</p> <p>School-based professional development sessions have covered topics such as SBG, data accountability and student growth, DataWise and the RCSD instructional Framework.</p> <p>Targeted tutoring will occur after the first report card analysis. Students who are underperforming and need additional time to grasp major concepts will be targeted. The groupings will be determined based on the data and will most likely take the form of small group tutoring sessions. Formal referrals will be made to the OCR lab for students who may need credit recovery.</p> <p>Literacy Initiative activities for the month of September included becoming familiar with the reading initiative, reading resources and providing a rationale to intrinsically motivate students to participate. By October, all students should have selected a text and will be given time to independently read each week and track reading participation on visible chart.</p>
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						<p>Curriculum: Priority standards have been selected and teachers are continuing to write proficiency scales and assessments for the priority standards. Reinforcement of the difference between Work Habits and skill mastery will continue in order to ensure that grades reflect what students have learned.</p> <p>Through exam analysis and deconstruction, teachers found that students struggle with the standard/skill of identifying the central idea in both multiple choice questions, and the Part III writing task. The data also show that students struggle with Standard 4, determining the meanings of words in context, and teachers have adjusted their plans to provide more practice and strategies to help students gain proficiency toward those standards. These findings will continue to be discussed at Department meetings throughout the year.</p> <p>Students in the 2017 cohort who were in English II Honors for the 2018-19 school year took the regents exam in June. They are now taking either English III or AP English Language, and the teachers of those courses are preparing students for the exam using the data from the previous regents exam and formative assessments. They are focusing on the priority standards they identified and are giving students multiple opportunities to demonstrate mastery with those standards in class.</p>
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						<p>Action research: Two meetings have taken place toward this initiative; still in the preliminary phase. Each staff member is focusing on a different topic, including the use of teacher-made videos to supplement instruction and meet the learning needs of individual students, the use of student “to do” lists to allow for greater student autonomy and independence, and using small-group reading centers to improve student reading ability. None of the topics are finalized yet and will not be fully implemented until January 2020 - more information to follow.</p> <p>The English III courseload has been spread across teachers, and teachers have agreed upon the sequence of when standards will be taught which has resulted in more focused data conversations among teachers and improved planning.</p> <p>As the English III curriculum is realigned, every teacher has committed to using grade-level excerpts, short stories, and poems for the first semester to increase exposure to the types of texts and tasks they will experience when taking the regents. This has allowed students to spend more time on task in class instead of reading lengthy texts which require more in-class reading time.</p> <p>ENL students are receiving targeted instruction through co-teaching and small group models. Some teachers have elected to work with students in class</p>
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							<p>while others are pulling out groups of students for more targeted instruction. When the ENL and content area teachers co-plan, they decide which method would be best for students based on formative assessments, levels of English language proficiency and the learning targets. The focus of instruction is determined by the priority standards.</p> <p>Additionally, all staff will be provided professional learning on the strategies and interventions outlined in the District’s “Instructional Guide for Advancing Language & Literacy Acquisition in African American and other Standard English Learner (SEL) Population” during Common Planning Time Meetings the week of October 23.</p>
70 – 2019-20: 2016 Total Cohort 4-Year Grad Rate – All Students	50%	56%		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Additional OCR Labs ● Instructional Leadership Teams ● DataWise Improvement Process ● Standards-Based Grading-aligned curricula ● Strategic master scheduling ● Literacy initiative Supports for student athletes	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations 	<p>This cohort currently has 150 students; 4 of whom are early graduates; an additional 77 students are required to meet the progress target.</p> <p>There are 114 potential graduates.</p> <p>Counselors have had graduation plan meetings with each student/parent.</p>



88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students	56%	62%		yes	Non-graduates are enrolled at alternative programs in order to graduate in January or June of 2020.	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Counselor from Monroe and All City Program Data Conversations 	<p>This cohort currently has 201 students; 120 of whom have graduated; an additional 5 students is required to meet this progress target.</p> <p>The Senior Administrator and Counselor has met with ACH and is in contact with them on a regular basis.</p> <p>There are 8 2015 cohort students currently at ACH, along with 3 potential graduates currently still enrolled at Monroe, making a total of 11 potential January/June graduates. Off track students will be identified in November and interventions will be put into place.</p>
100 – 3-8 ELA All Students Core Subject Performance Index	36.8	46.8		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Instructional Leadership Teams ● DataWise Improvement Process ● Standards-Based Grading-aligned curricula ● Strategic master scheduling ● Literacy Initiative ● Increased access to enrichments and acceleration 	<ul style="list-style-type: none"> ● NWEA ELA, tri- annually ● 2019 ELA SED Assessment Item Analysis ● 6-8 week Interval Benchmark Common Assessments 	<p>There are currently 298 active students in this cohort; the school needs at least 140 students to score at a Level 2 in order to meet the progress target. Data from the 2018-2019 NYS Assessment, were as follows:</p> <p>227 students tested in total.</p> <ul style="list-style-type: none"> ● Level 1 - 170 ● Level 2 - 31 ● Level 3 - 21 ● Level 4 - 5 <p>This results in a PI of 37.6. In order to make this year’s target, at least 85 students would need to move from Level 1 to a Level 2, and all other students would need to maintain at Levels 2, 3 or 4.</p>



					<ul style="list-style-type: none"> ● Embedded professional development for teachers 	<p>NWEA ELA Fall Projected Proficiency (%)</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Grade</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>20</td> <td>4.44</td> <td>0</td> <td>24.44</td> </tr> <tr> <td>8</td> <td>16.67</td> <td>1.52</td> <td>0</td> <td>18.19</td> </tr> <tr> <td>Total</td> <td>18.35</td> <td>3</td> <td>0</td> <td>21.35</td> </tr> </tbody> </table> <p>The team is in the process of analyzing this data, and developing a SBG Proficiency Scale will be created for the NWEA to evaluate growth. This will be included in students’ academic grades</p> <p>Additionally, all students will participate in benchmark assessments to monitor progress towards target and identify need for intervention, and rubrics aligned with the NYS ELA Assessment will be used to score writing tasks in instruction, to provide students with feedback as they work towards mastery.</p> <p>The ELA Department is using the DataWise process as a structure for its meetings, and has identified the LCP (learner centered problem) and come up with the POP (problem of practice), which is Step 6 of the DataWise process.</p> <p>Small group instruction will begin on or after Marking Period 2, and include supports across content areas, including ELA.</p> <p>Literacy Lab and ELA AIS is underway, and is serving students as follows, with data that includes a combination of NWEA data, NYS Assessment data, and attendance data.</p>	Grade	Level 2	Level 3	Level 4	Overall	7	20	4.44	0	24.44	8	16.67	1.52	0	18.19	Total	18.35	3	0	21.35
Grade	Level 2	Level 3	Level 4	Overall																						
7	20	4.44	0	24.44																						
8	16.67	1.52	0	18.19																						
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						<table border="1"><thead><tr><th>ELA</th></tr></thead><tbody><tr><td>Tier A: ELA High Level 1-4; I</td></tr><tr><td>Tier B: ELA High Level 1-4 a</td></tr><tr><td>Tier C: ELA High Level 1-4 a</td></tr><tr><td>Tier D: May or may not be r</td></tr></tbody></table> <p>8th grade Literacy Lab: 36 students 2-Green 9-Yellow 11-Pink 14-Red</p> <p>7th grade AIS ELA: 88 students 30 Green 28 Yellow 10 Pink 20 Red</p> <p>7th grade students in ELA w/o Lit. Lab: 62 students For these students, the team is currently analyzing data now to create targeted intervention groups for Marking Period 2, with the following options: Group the green and yellow students; provide in-class supports. Students identified as pink and red will be referred to Counselors, Social Workers and the Attendance Team to determine next steps. 16 Green 12 Yellow 5 Pink 29 Red</p> <p>Additionally, the Literacy Specialist is using the Corrective Reading program and progress</p>	ELA	Tier A: ELA High Level 1-4; I	Tier B: ELA High Level 1-4 a	Tier C: ELA High Level 1-4 a	Tier D: May or may not be r
ELA											
Tier A: ELA High Level 1-4; I											
Tier B: ELA High Level 1-4 a											
Tier C: ELA High Level 1-4 a											
Tier D: May or may not be r											



							monitoring using frequent assessments focused on vocabulary acquisition and overall comprehension, and the middle school team has collaborated to create and administer common assessments for ELA 7 and 8; scoring of those assessments is in progress.																				
110 – 3-8 Math All Students Core Subject Performance Index	21.6	31.6		yes	<ul style="list-style-type: none"> • Targeted intervention groups for tutoring • Instructional Leadership Teams • DataWise Improvement Process • Standards-Based Grading-aligned curricula • Strategic master scheduling • Literacy Initiative • Increased access to enrichments and acceleration • Embedded professional development for teachers • Common Planning for standardized curriculum 	<ul style="list-style-type: none"> • NWEA Math, tri-annually • 2019 Math SED Assessment Item Analysis • 6-8 week Interval Benchmark Common Assessments 	<p>There are currently 298 active students in this cohort; the school needs at least 95 students to score at a Level 2 in order to meet the progress target. Data from the 2018-2019 NYS Assessment, were as follows:</p> <p>298 students tested in total.</p> <ul style="list-style-type: none"> • Level 1 - 189 • Level 2 - 28 • Level 3 - 12 • Level 4 - 5 <p>This results in a PI of 27.6. In order to make this year’s target, at least 58 students would need to move from Level 1 to a Level 2, and all other students would need to maintain at Levels 2, 3 or 4.</p> <p>NWEA Math Fall Projected Proficiency (%)</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Level 2</th> <th>Level 3</th> <th>Level 4</th> <th>Overall</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>11.94</td> <td>2.24</td> <td>0</td> <td>14.18</td> </tr> <tr> <td>8</td> <td>11.54</td> <td>2.31</td> <td>0</td> <td>13.85</td> </tr> <tr> <td>Total</td> <td>11.74</td> <td>2.27</td> <td>0</td> <td>14.01</td> </tr> </tbody> </table> <p>The team is in the process of analyzing this data, and developing a SBG Proficiency Scale will be</p>	Grade	Level 2	Level 3	Level 4	Overall	7	11.94	2.24	0	14.18	8	11.54	2.31	0	13.85	Total	11.74	2.27	0	14.01
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Total	11.74	2.27	0	14.01																							



				<ul style="list-style-type: none">• Strategic data driven AIS to address deficiencies		<p>created for the NWEA to evaluate growth. This will be included in students' academic grades</p> <p>All students will participate in benchmark assessments to monitor progress towards target and identify need for intervention, and rubrics aligned with the NYS Math Assessment will be used to score writing tasks in instruction, to provide students with feedback as they work towards mastery. These four assessments are included in the Department's Assessment Plan.</p> <p>The Math Department continues to use the DataWise process to conduct department meetings, and is beginning to design targeted instruction based on data analysis.</p> <p>Additionally, with the Math Instructional Coach, teachers develop Standards-aligned Common Assessments used every 5 weeks to gauge student strengths and needs.</p> <p>The Math TOA is assigned a class of 25 8th graders who are accelerating in Algebra I.</p> <p>Interim Reports were completed and parent teacher conference meetings were scheduled to discuss status.</p>
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120 – HS ELA All Students Performance Index	77.8	87.8		No	See Indicator 69. In addition: <ul style="list-style-type: none"> ● Strategic scheduling for the 2016 cohort ● Targeted tutoring for the 2016 cohort 	See Indicator 69. In addition: <ul style="list-style-type: none"> ● Quarter 1 and 2 Interim Reports ● Administrator/Teacher Data Conversations, quarterly ● Student/Teacher Data Conversations ● Other Formative Assessments 	See Indicator 69. In addition: <ul style="list-style-type: none"> ● Targeted Tutoring: Recruitment for participation in RIT Gear-Up Tutoring is taking place; tutoring will begin during Marking Period 2.
140 – College, Career and Civic Readiness Index	54.1	64.1		Yes	See Indicator 70. In addition: The school will continue to offer different graduation paths such as CDOS, Seal of Biliteracy, and LOTE pathways.	See Indicator 70. In addition: <ul style="list-style-type: none"> ● Tracking CTE program details via Counselor Dashboard on PowerSchool Program- reviewed with parents and students, twice per year ● Tracking CTE credit details, seal of biliteracy details, dual enrollment details and Regents with Advanced Designation details 	See Indicator 70. 75 students have been identified as projected to earn a Regents diploma (worth 1 point for Performance Index), 25 students will graduate with Advanced Placement coursework (worth 1.5 points) and 9 students are projected to earn a Regents with Advanced Designation or Seal of Biliteracy (worth 2 points).



150 – Grades 4 and 8 Science All Students Core Subject Performance Index	92.1	102.1		No	<ul style="list-style-type: none"> ● ILST (what does this stand for) Assessment Analysis ● Targeted intervention groups for tutoring ● Standards-Based Grading-aligned curricula (vertical alignment of Science Curriculum) ● Lunchtime review group ● Embedded professional development for teachers ● Action research group ● Literacy Initiative ● Targeted pullouts for ILST practicum preparation ● Strategic staffing of open positions, specifically bilingual content area positions 	<ul style="list-style-type: none"> ● 2019 SED Item Analysis ● Quarterly Benchmark Common Assessment exam scores ● Quarterly data conversations ● Quarter 1, 2, 3, and 4 Interim Reports ● GoogleForm recording, quarterly, for Literacy initiative 	<ul style="list-style-type: none"> ● See indicator 100 for Middle School Restructuring Plan. <p>Exam analysis and deconstruction have occurred, resulting in a reconfiguration of both 7th and 8th grade curriculum. In doing so, it became apparent that students scored poorly on 7th grade material on the exam, and so the curriculum was designed in such a way that 7th grade content could be reviewed at appropriate times in 8th grade while 8th grade material is simultaneously being taught. Additionally, data reviewed has been used to construct student data accountability assessment plans.</p> <p>Targeted supports will be provided to students in push-in and pull-out models in November. Currently the TOA is in the process of using multiple points of data, including classroom visits, to determine the structure of the supports. A certified special education teacher will collaborate to provide these supports as needs are identified.</p> <p>The first benchmark exam will be given during the last week of October. Results and potential instructional adjustments will be analyzed at that time.</p> <p>Standards Based Grading (SBG) Work Habits Proficiency Scales were used this quarter to track student attendance, classroom behavior, homework</p>
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						<p>completion, and classwork completion and were reported to families on the interim reports. Thus far, in the first 30 days, performance has been dependent on the student (new students, transition to a new school, etc.).</p> <p>In terms of action research, two meetings have taken place toward this initiative, so we are still in the preliminary phase. Each staff member is focusing on a different topic, including the use of teacher-made videos to supplement instruction and meet the learning needs of individual students, the use of student “to do” lists to allow for greater student autonomy and independence, and using small-group reading centers to improve student reading ability. None of the topics are finalized yet and will not be fully implemented until January 2020 - more information to follow.</p> <p>The Science TOA has been in several MS science classes so far, both as part of a coaching cycle and to assist students. There are too few data points to note results so far, but as the coaching cycle continues we will be able to get a better image of how this extra layer of support is impacting student learning.</p>
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160 – 3-8 Chronic Absenteeism	56%	49%		yes	<ul style="list-style-type: none"> ● Enhancement of “Count Me In” attendance initiative ● Enhanced partnerships with community agencies and RCSD Attendance Office 	<ul style="list-style-type: none"> ● Average Daily Attendance Data ● Strategic review of inactive students ● Chronic Absenteeism Data review twice a month with District attendance staff ● Review of attendance by period ● Home Visit data 	<p>As of 10/15/19 middle school chronic absenteeism is 32%. This is a 2 percentage point decrease since 10/1/19. Middle School has 94 total students chronically absent. At this point there are only three (3) middle school “no-shows”. The team has worked to ensure that appropriate steps are taken to confirm the school’s enrollment.</p> <p>The school has grouped students into tiers to provide targeted supports for attendance. The school presently has 55 Tier 2 level students (10%-19.99% absence rate). The school has scheduled grade level assemblies to address these students and reinforce the importance of attendance and attending at minimum 90%. The “Count Me In” attendance initiative rewards grade levels through an attendance competition.</p> <p>Additionally, the attendance team meetings normally occur every other Wednesday. The team have met 9/11/19, 9/18/19, 10/2/19, and 10/16/19.</p>
170 – HS – Chronic Absenteeism	63%	56%		No	<ul style="list-style-type: none"> ● Enhancement of “Count Me In” attendance initiative ● Enhanced partnerships with community agencies and RCSD Attendance Office 	<ul style="list-style-type: none"> ● Average Daily Attendance Data ● Strategic review of inactive students ● Chronic Absenteeism Data review twice a month with District attendance staff ● Review of attendance by period ● Home Visit data 	<p>As of 10/15/19 high school chronic absenteeism is 49%. This is a 9 percentage point decrease since 10/1/19. The team works constantly to contact “no-show” students, and has reduced the number of “no-show”s from 45 on 10/1/19 to 13 as of 10/15/19.</p> <p>The school has grouped students into tiers to provide targeted supports for attendance. The</p>



							<p>school presently has 55 Tier 2 level students (10%-19.99% absence rate). The school has scheduled grade level assemblies to address these students and reinforce the importance of attendance and attending at minimum 90%. The “Count Me In” attendance initiative rewards grade levels through an attendance competition. Attendance will be discussed with parents at the 10/17/19 parent-teacher conferences.</p> <p>Additionally, the attendance team meetings normally occur every other Wednesday. The team have met 9/11/19, 9/18/19, 10/2/19, and 10/16/19.</p>
230 – HS Science All Students Performance Index	119.6	129.6		yes	<ul style="list-style-type: none"> ● See Indicator 150. ● In addition: ● Living Environment and Earth Science review opportunities both in person and online ● Lab makeup group ● Embedded professional development ● Literacy initiative ● Standards-Based Grading-aligned curricula 	<p>See Indicator 150.</p> <p>In addition:</p> <ul style="list-style-type: none"> ● Benchmark exam scores ● Quarterly data conversations ● Quarter 1, 2, 3, and 4 Interim Reports ● Google form recording, quarterly for Literacy initiative ● Student support by standard during lunch group ● Student support by standard during pull outs and push ins ● Surveys from staff and students ● Lab minute tracker 	<p>See Indicator 150.</p> <p>In addition:</p> <p>The TOA and a certified special education teacher will begin forming groupings of students for targeted interventions upon review of Marking Period 1 data.</p> <p>Priority standards have been identified in all science courses. Curriculum work is being completed weekly through CPT. Check-in dates for the curriculum work are 11/15, 2/7, 4/24, and 6/5.</p> <p>Quarterly benchmark assessments have not yet been given, but the first will be administered in November. Results are pending. A full-year</p>



				<ul style="list-style-type: none">● Gear Up Review for class of 2020● Targeted pull-outs based on student academic need● Targeted push-ins based on student academic need● Quarterly benchmark assessments● Lunchtime review group● Action research group PD opportunity for staff● Strategic master scheduling for the 2019 cohort to include an additional year of science preparation by offering Environmental Science	<p>benchmark assessment plan is available for all Regents science courses, as per the Data Wise process.</p> <p>Standards Based Grading (SBG) Work Habits data were collected and reported out on the interim reports. Results vary by student, but offer additional data to parents regarding their child's performance.</p> <p>The introduction to data accountability conversations was completed during department representative meetings the week of 10/7-10/11 and are based on the Data Wise process. Thus far, each department has worked to create an assessment plan for each course in order to track student performance over time.</p> <p>There have been two meetings thus far pertaining to action research, and staff are still using the Data Wise process to drill down to what they want their specific research topic to be. Tentative topics so far include the use of teacher-made videos to supplement instruction and meet the learning needs of individual students, the use of student "to do" lists to allow for greater student autonomy and independence, and using small-group reading centers to improve student reading ability. None of the topics are finalized yet and will not be fully implemented until January 2020 - more information to follow. The next meeting is on 10/29.</p>
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							<p>Lab makeup group made of teachers volunteering to set up an “open lab” for students to make up labs during lunch periods will occur after Marking Period 1 data is analyzed so that teachers can determine which students are on track to meet the lab requirement</p> <p>Earth Science review will begin as soon upon completion of registration paperwork with Gear Up. The team is in the process of identifying how to provide support all courses.</p>
240 – HS Social Studies All Students Performance Index	112.6	122.6		yes	<ul style="list-style-type: none"> ○ Targeted intervention groups for tutoring ○ Literacy Initiative ○ Department Representatives on Instructional Leadership Teams ○ Increased exposure to the Regents ○ Master scheduling ○ Use of DataWise Improvement Process ○ Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 SS Curriculum) ○ Strategic grouping of ELLs in SS classes 	<ul style="list-style-type: none"> ○ Common assessment data ○ Quarterly data conversations ● Quarter 1, 2, 3 and 4 Interim Reports 	<p>In order to target strategies for new framework exams, the Social Studies Department has reviewed all students who took the Global New Framework and identified students who scored at the 2,3,4 levels. The team is examining strategies used by different teachers to promote growth from the transitional exam to the new framework exam. Teachers are collaborating and sharing ideas.</p> <p>A common assessment has been created for Global Studies, and is aligned with the New Framework exam that was administered last year. Development of a US History common assessment is in process.</p>



					<ul style="list-style-type: none"> ○ Culturally-responsive teaching practices ● Focus on analyzing primary documents in continued support of the humanities model 		
250 – 2019-20: 2014 Total Cohort 6-Year Grad Rate – All Students	67%	71%		No	<ul style="list-style-type: none"> ● Non-graduates are placed at alternative programs in order to graduate in January or June of 2020 ● Inactive list will be addressed by Administrator and Home School Assistants to find their location and connect them to alternative programs 	<ul style="list-style-type: none"> ● Data analysis from Attendance and Chronic Absenteeism meetings 	<p>There are currently 168 students in this cohort; 89 of whom have graduated; an additional 31 students are required in order to meet the progress target.</p> <ul style="list-style-type: none"> ● There are only 4 students left in this cohort. Target will not be met.
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 – Demonstrable Improvement Indicators (Level 2)

Identify Indicator # and Name	Baseline	2019-2020 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2019-2020 progress target for this indicator? For each Level 2	What are the SCEP/SIG goals and or key strategies which have supported progress made in meeting this indicator? Describe adjustments made to key strategies since the approval of the 18-19	List the formative data points being used to assess progress towards meeting the target for this indicator?	Based upon those formative data points, provide quantitative and/or qualitative statement(s) which demonstrate impact towards meeting the target.
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				indicator, please answer yes or no below.	continuation plan and a rationale as to why these adjustments were made.		
66 – 2019-20: 2018 Total Cohort (10 th Graders) with 5 or More Credits	58%	64%		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Additional OCR Labs ● Instructional Leadership Teams ● DataWise Improvement Process ● Standards-Based Grading-aligned curricula ● Strategic master scheduling ● Literacy initiative ● Supports for student athletes 	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations 	<ul style="list-style-type: none"> ● 89/126 (70.6%) students have 5 or more credits. <p>Four groups of targeted instruction is occurring on a daily basis with the TOA assigned to the content area.</p> <p>40 students are currently working on OCR courses.</p> <p>RIT Gear up tutoring will occur; students will be identified to receive the tutoring.</p>
68 – 2019-20: 2017 Total Cohort (11 th Graders) with 5 or More Credits	55%	61%		yes	<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Additional OCR Labs ● Instructional Leadership Teams ● DataWise Improvement Process ● Standards-Based Grading-aligned curricula ● Strategic master scheduling ● Literacy initiative ● Supports for student athletes 	<ul style="list-style-type: none"> ● Credit Accrual Status ● Cohort Tracking ● Quarter 1, 2, 3 and Interim Reports ● Administrator/Teacher Data Conversations 	<ul style="list-style-type: none"> ● 110/132 (83.3%) have 5 or more credits <p>Four groups of targeted instruction is occurring on a daily basis with the TOA assigned to the content area.</p> <p>40 students are currently working on OCR courses.</p>



							RIT Gear up tutoring will occur; students will be identified to receive the tutoring.
130 – HS Math All Students Performance Index	51.3	61.3			<ul style="list-style-type: none"> ● Targeted intervention groups for tutoring ● Literacy Initiative ● Department Representatives on Instructional Leadership Teams ● Increased exposure to the Regents ● Master scheduling ● Use of DataWise Improvement Process ● Standards-Based Grading-aligned curricula (vertical alignment of 7 - 12 Math Curriculum) ● Strategic grouping of ELLs in Math classes ● Culturally-responsive teaching practices ● Embedded professional development for teachers 	<ul style="list-style-type: none"> ● Quarter 1, 2, 3, and 4 Interim Reports ● Daily informal assessments ● Quarterly Benchmark Assessments ● Monthly Data Accountability Meetings with administrators, teachers and counselors ● Data Conversations between teachers and students, quarterly 	Teachers just completed assessment plans for students in this cohort, identified learner-centered problems and are working on developing the first assessment.
132 – HS Math Black	50.0	60.0			39.1% of the school’s population is considered “Black.” This is a significant	39.1% of the school’s population is considered “Black.” This is a	39.1% of the school’s population is considered “Black.” This is a



Performance Index					portion of the school’s All Students population. See Indicator 130.	significant portion of the school’s All Students population. See Indicator 130.	significant portion of the school’s All Students population. See Indicator 130. In addition, all staff will be provided with professional learning on Noma LeMoine’s work on Wednesday, 10/23/19.
133 – HS Math Hispanic Performance Index	47.5	57.5		yes	55.1% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.	55.1% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.	55.1% of the school’s population is considered “Hispanic.” This is a significant portion of the school’s All Students population. See Indicator 130.



<p>180 – 3-8 ELP Success Ratio – All Students</p> <p>Rivera</p>	0.7	0.9		yes	<ul style="list-style-type: none"> ○ Increase building vocabulary in the content area ○ Increase literacy learning opportunities in the classroom across content areas ● NYSESLAT data analysis in department meetings with a concentrated focus on long term ELLs 	<ul style="list-style-type: none"> ● NYSESLAT ● NWEA ELA ● Other Formative Assessments ● Informal assessment to measure proficiency in each of the modalities and vocabulary 	<p>ENL teachers are using language objectives in their classrooms, including stand-alone classes and co-taught ELA classes.</p> <p>Teachers have determined an area of focus of Tier 2 words and content area vocabulary.</p> <p>The team has designed assessment plans to monitor use of Tier 2 and 3 vocabulary in productive modalities of language acquisition (writing and speaking.)</p> <table border="1" data-bbox="2102 750 2475 938"> <thead> <tr> <th>Norm Grade 7 RIT</th> <th>Monroe Grade 7 RIT</th> <th>ELL Grade 7 RIT</th> </tr> </thead> <tbody> <tr> <td>214.0</td> <td>198.5</td> <td>180.0</td> </tr> </tbody> </table> <p>The RIT for our ELLs ranged from 162 (1st grade) to 218 (6th grade).</p> <table border="1" data-bbox="2102 1068 2475 1256"> <thead> <tr> <th>Norm Grade 8 RIT</th> <th>Monroe Grade 8 RIT</th> <th>ELL Grade 8 RIT</th> </tr> </thead> <tbody> <tr> <td>217.0</td> <td>198.4</td> <td>185.0</td> </tr> </tbody> </table> <p>The RIT for all our 8th grade ELLs ranged from 158 (1st grade) to 208 (4th grade).</p>	Norm Grade 7 RIT	Monroe Grade 7 RIT	ELL Grade 7 RIT	214.0	198.5	180.0	Norm Grade 8 RIT	Monroe Grade 8 RIT	ELL Grade 8 RIT	217.0	198.4	185.0
Norm Grade 7 RIT	Monroe Grade 7 RIT	ELL Grade 7 RIT																	
214.0	198.5	180.0																	
Norm Grade 8 RIT	Monroe Grade 8 RIT	ELL Grade 8 RIT																	
217.0	198.4	185.0																	



								<p>The ENL Department will create and administer common formative assessments aligned with the NYSESLAT and will score using the NYSESLAT rubric on the following dates:</p> <ul style="list-style-type: none">○ December 5, 2019○ February 5, 2020○ April 10, 2020○ NYSESLAT Exam
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190 – HS ELP Success Ratio – All Students Rivera	0.5	0.7		yes	<ul style="list-style-type: none"> ○ Increase building vocabulary in the content area ○ Increase literacy learning opportunities in the classroom across content areas ● NYSESLAT data analysis in department meetings with a concentrated focus on long term ELLs 	<ul style="list-style-type: none"> ● NYSESLAT ● Other Formative Assessments ● Informal assessment to measure proficiency in each of the modalities and vocabulary 	<p>ENL teachers are using language objectives in their classrooms, including stand-alone classes and co-taught ELA classes.</p> <p>Teachers have determined an area of focus of Tier 2 words and content area vocabulary.</p> <p>The team has designed assessment plans to monitor use of Tier 2 and 3 vocabulary in productive modalities of language acquisition (writing and speaking.)</p> <p>The ENL Department will create and administer common formative assessments aligned with the NYSESLAT and will score using the NYSESLAT rubric on the following dates:</p> <ul style="list-style-type: none"> ○ December 5, 2019 ○ February 5, 2020 ○ April 10, 2020 ○ NYSESLAT Exam
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)

Key Strategies

- Do not repeat strategies described in Parts I and II.
- If the school has selected the SIG 6 or SIG 7 Innovation Framework model, include an analysis of the evidence of the impact of the required lead partner.



• Every school must discuss the use of technology in the classroom to deliver instruction.		
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	One Million Project. James Monroe High School is in phase III : In November, the school is scheduled to distribute Chrome books to all 9th to 12 graders. Students can take the Chromebooks home.
2.	DataWise Improvement Process	<p>Instructional Cabinet, School Based Planning Team, department and cluster meetings are using the Rolling Agenda as a structure for organizing for collaborative work and for using time efficiently. Departments are also delving deeper into the steps of the process as appropriate..</p> <p>Assistant Principals are in the process of completing an intense online course offered by Harvard that provides an overview and real life examples of the DataWise Improvement Process in action.s They are supplementing this learning with exercises from the anchor text.</p> <p>All staff have participated in an overview professional development session on the the DataWise process either through Common Planning Time meetings or on Superintendent’s Conference Day.</p>
3.	Instructional Leadership Teams	Each department has elected a department representative. Representatives from each department comprise the Instructional Leadership Team, which meets with the Principal every Tuesday to discuss assessment plans, and discuss ways in which to best support their departments in collecting and analyzing data and the discussions that result from this process.
4.	Literacy Initiative - Monroe READS	<p>This quarter, all 57 HomeBase teachers have been provided with resources to support this initiative, including a Monroe READS tracking poster, materials to track student reading, and a staff- and student-friendly slideshow that provides information about the initiative and sparks excitement around it.</p> <p>Students are tracking their participation of independent reading during their HomeBase class.</p> <p>GoogleForms will be sent out at the end of each marking period, and students who meet certain criteria will be rewarded for their efforts.</p>
5.	Standard Based Grading	This quarter, staff met weekly in small groups to design Proficiency Scales and assessments aligned to them for all of the Priority Standards identified during the 2018-2019 school year. Four checkpoints have been identified for teachers to



			turn in their Proficiency Scales and assessments. From there, the Instructional Leadership Team will be able to build a library of materials for Monroe so that any teacher has access to all of the Proficiency Scales and assessments to use. At the end of the school year, Proficiency Scales and assessments will have been designed for all courses and implemented by teachers in at least one class.
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 – Community Engagement Team and Receivership Powers

<u>Community Engagement Team (CET)</u>	
Describe the type, nature, frequency and outcomes of meetings conducted this quarter by the CET. Describe the same for sub-committees. Describe specific outcomes of the CET plan implementation; school support provided; and dissemination of information to whom and for what purpose. If the 2019-2020 CET plan and/or the 19-20 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>The CET has met twice this quarter. (CET Committee Meeting & CET Subcommittee Meeting)</p> <p>Minutes from CET Committee Meeting September 5th, 2019: https://drive.google.com/a/rcsdk12.org/file/d/1kQ9GTfdWFsXeBl0Z4YZ_nyo8mKqr0pxQ/view?usp=sharing</p> <p>Minutes from CET Subcommittee Meeting September 16, 2019: https://docs.google.com/document/d/1Bn5vgKTLJFmWtGynrYdHouxTCWjs5HNGtMlMr2WB_RU/edit?usp=sharing</p> <p>The school’s CET roster can be found here: https://www.rcsdk12.org/Page/48620.</p>
<u>Powers of the Receiver</u>	
Describe the use of the school receiver’s powers (pursuant to CR §100.19) during this reporting period. Discuss the goal of each power and its expected impact.	
Status (R/Y/G)	Analysis/Report Out
	The Superintendent Receiver Authority continues to be utilized in multiple ways for the 19-20 school year:



	<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. • Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools 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 Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning. • Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed. 		
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 – Community Schools Grant (CSG)

(This section needs to be completed by every receivership school receiving CSG funds during the 8/1/17 – 6/30/20 budget period.)

<u>Community Schools Grant (CSG)</u>	
As per CR §100.19, receivership schools receiving CSG funds will submit quarterly written reports to the Commissioner containing specific information about the progress of the planning, implementation, and operations of the CSG and the requirements of the regulations.	
Required Activities	Provide updates to each activity with regard to its planning, implementation, or operations.
Community-Wide Needs Assessment (if one is being conducted in 18-19)	Monroe High School Needs Assessment was conducted in the 2017-18 school year and last three years. A new Needs Assessment will not need to be conducted till the 2020-2021 school year. The school continues to work towards priorities and needs that were identified within this needs assessment.
To ensure substantial parent, teacher, and community engagement at this school, provide specific details about these three areas for this reporting period:	The public hearing took place on Thursday, October 17th at 5:30 pm during Parent Teacher Conference evening.
1. public meetings held with parents, teachers, and community members to provide information and solicit input (CR §100.19: held at least quarterly during the school year)	Additionally, the Rochester City Community Schools hosted their second annual Community Schools Summit on August 2nd, 2019. There were over 140 registered participants, with attendees from all over the state and several different Community Schools Initiatives, including Wayne County and the Buffalo Public Schools system.
2. written notices and communications provided to parents, teachers, other school personnel, and community members (emails, postings, translated into recipients’ native language)	Communication has been sent out to parents via mail, postings on social media, robo calls and postings in our building in the main office and parent center. All communication to parents is provided in both Spanish and English.



	<p>Examples of communication shared: https://drive.google.com/a/rcsdk12.org/file/d/1-sbX8fhVaQuiac4iShc7Tm_YZMf3bQ7t/view?usp=sharing https://drive.google.com/a/rcsdk12.org/file/d/1mDk2CLDdsCUfrCQvXWtiscey4vo9xs3X/view?usp=sharing https://drive.google.com/a/rcsdk12.org/file/d/1C2aAd2BQeYp99v91xzGKkwS45mzAv8bF/view?usp=sharing https://drive.google.com/a/rcsdk12.org/file/d/1YHk3TgPNvr0x2uAHw9L7svq5t3wE14Qm/view?usp=sharing</p>
<p>3. parents, teachers, and community members' access to Community School Site Coordinator and Steering Committee</p>	<ul style="list-style-type: none"> ● CET Meetings every other month. https://docs.google.com/document/d/1o7MaE2oo2U9CdD9VeDxWLHiwalPX3_YJUMek5aaDEHQ/edit?usp=sharing ● Food Pantry https://drive.google.com/a/rcsdk12.org/file/d/1TUdSmJG1DzYBUTGWvE7hKM-dhDIQ6ivz/view?usp=sharing & https://drive.google.com/a/rcsdk12.org/file/d/1YHk3TgPNvr0x2uAHw9L7svq5t3wE14Qm/view?usp=sharing ● Clothing Closet ● Parent Ambassadors https://drive.google.com/a/rcsdk12.org/file/d/1-sbX8fhVaQuiac4iShc7Tm_YZMf3bQ7t/view?usp=sharing ● Parent Center with access to computer for parents ● Parent Academy
<p>Steering Committee (challenges, meetings held, accomplishments)</p>	<p>See Section IV - Community Engagement Team and Powers of the Receiver.</p>
<p>Feeder School Services (specific services offered and impact)</p>	<p>n/a</p>
<p>Community School Site Coordinator (accomplishments and challenges)</p>	<p>Monroe welcomed a new Community Schools Site Coordinator in August 2019. In addition, the RCSD welcomed a new Director of Community Schools in August 2019. The Director will work closely with Monroe's CSSC to implement and progress monitor best practices.</p>
<p>Programmatic Costs (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>The school has funded its Community Schools Site Coordinator with this funding source.</p>
<p>Capital Cost Project(s) (accomplishments and challenges based on the approved activities on the Attachment C school plan)</p>	<p>All Code 30 expenditures have been completed.</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.
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Part VI – Budget

(This section should be completed by all schools funded by the Persistently Struggling Schools Grant (PSSG), the School Improvement Grant (SIG), and the Community Schools Grant (CSG). Add rows as needed.)

<u>Budget Analysis</u>		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved 2017-2020 (PSSG, CSG) or 2019-2020 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges describe the course correction to be put in place for Quarter 2.
PSSG:		<p>Code 15 - Additional hourly pay to support expanded learning opportunities for students to prepare for Regents exams and Skills USA assessments. Staff has been secured for this work and has begun planning.</p> <p>Code 16 - Per diem sub pay for extra supports in the OCR lab. These supports have been provided since the first week of school. We have 40 students enrolled . They are in the process of recovering credits.</p> <p>Code 46 - Registration and travel expenses for staff to participate in the Standards-Based Grading Conference.</p>
SIG:	n/a	
CSG:		<p>Code 30: n/a (all work/expenditures completed)</p> <p>Code 15: Funds support 2.0 FTE Community School Site Coordinators.</p>

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. 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 significant improvements in student performance, instructional practice, student/family engagement, and/or school climate that the best practice has had. Discuss the analysis of data/evidence to determine the impact. Describe the possibility of replication in other schools.
1. The school is continuing to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	
2.	
3.	

Part VIII – 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): Terry J. Dade, Superintendent
 Signature of Receiver: *Terry Dade (b.d.)*
 Date: October 31, 2019

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 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: _____

Monroe High School



Receivership Quarterly Report - 1st Quarter
July 1, 2019 - October 11, 2019
(As required under Section 211(f) of NYS Ed. Law)

Part VIII - 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 the opportunity to review, and update if necessary, its 2019-2020 community engagement team plan and membership.

Name of CET Representative (Print): SEAN COFFEY
Signature of CET Representative: [Signature]
Date: 10/28/19