

## Receivership Schools ONLY

### Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website: <a href="https://www.rcsdk12.org/Page/52265">https://www.rcsdk12.org/Page/52265</a>				
James Monroe High School	261600010066	Rochester City School District	N/A	Check which plan below applies:				
				SIG: N/A			SCEP: X	
				Cohort:			Model:	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Dr. Lesli Myers-Small	*If new, attach resume.			9-12		42%	23%	644 *Projected
	Appointment Date:							

<b>Executive Summary</b>
<p>Please provide a <i>plain-language summary</i> of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. 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 <i>no more than 500 words</i>.</p>
<p>In the 2020-2021 school year, James Monroe High School has entered into a new phase. The James Monroe High School has been divided into a Monroe Lower and Monroe Upper configuration and accountability status. The Monroe Upper remains with the Receivership designation and the path to continue to increase student's achievement and graduation rate. This continuation plan consists of a revised and concise list of best practices that we have implemented for the past four years. The fidelity and consistency of these practices have brought evidence of student's growth and school success in general. Therefore, the established processes, procedures and best practices will continue to be part of the daily routine and data accountability conversations.</p>
<p>Established practices and Initiatives that have been revised since July:</p> <ul style="list-style-type: none"> <li>➤ <b>Online Credit Recovery Opportunities:</b> Online credit recovery (OCR) courses are embedded in students' daily schedules providing them with the necessary time to recover credits and master skills. An instructional coach and a support staff will be assigned to support this initiative. Remote learning platforms will be utilized for each course for students to receive additional learning opportunities and support during office hours.</li> </ul>

- **Literacy Initiative:** Monroe READS/Literacy Team will support Monroe staff by creating resource guides on an electronic platform that will support linguistic/culturally relevant teaching and include vocabulary strategies for successful Tier II vocabulary acquisition & practice, which in turn will foster a strong community of readers in the building and improve student reading ability.
- **One Million Project (District Initiative):** Due to the COVID 19 status, this initiative was extended to Middle school students. 75% of the upcoming 9th grade students have a chromebook and have been exposed to some method of remote learning. Our 2020-2021 school year goal is to ensure that 100% of our 9-12 students have technology (Chromebook, MIFI)
- **Data Accountability conversations:** These conversations with teachers and administrators will continue. We will improve by establishing protocols for holding those conversations with students and parents in the new school year.
- **Common Planning Time (CPT):** The CPT listed in our Continuation Plan and EWA that was designed to monitor student growth was impacted by the MOU between RCSD and the RTA . The MOU describes one hour for professional development and one hour for department meetings led by teachers. Teachers on Assignment and/or Administrators are no longer allowed to facilitate CPT conversations based on the MOU.

New Initiatives:

- **Master schedule:** The school adopted the district’s remote bell schedule. Zoom classes are 30 minutes long, with 20 minutes for Social Emotional Time, one hour for a screen break and lastly, student support and teacher office hours for one hour.
- **Instructional Framework, Grading Policy and Walkthrough Forms** have been revised to reflect the best strategies and practices from Standards Based Grading (SBG), the Data Wise process and protocols and the New Generation Standards. The mid year cuts reduced all the additional intervention resources and staffing used in the past four year. The concise documents are a reflection of practices that will focus on Tier I classroom intervention first.
- **SEL strategies** at Monroe Upper are aligned with the NYS Social Emotional Learning Benchmarks as well as the RCSD Student Support Services & SEL Re-Opening Guidance Document. SEL support at Monroe has been established through an Advisement period, every day from 8:30-8:50am. Each student at Monroe has a caring staff member that checks in on them daily and can connect the student or their family to any needed support. Currently there are 613 students paired up with 51 adults.

Since August, 2020, the RCSD is 100% remote learning.

**Attention** – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to [OISR@NYSED.gov](mailto:OISR@NYSED.gov). The reporting portion of this document 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 serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. It also serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). This document in its entirety must be posted on the district website.

**Please note** - All prompts submitted under the “2020-21 School Year Continuation Plan” heading should directly align with or be adaptations to the previously 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 that will be addressed in their 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 Continuation Plan is 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 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)**

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support 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.	2020-21 School Year Continuation Plan for Meeting this Indicator
<b>67 – 2019-20: 2018 Total Cohort (10th Graders) Passing Math Regents</b>	<ul style="list-style-type: none"> <li>• Strategic, data-driven intervention instruction aligned with student need</li> <li>• Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>• Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>• Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> <li>• Targeted remote learning opportunities for review, recovery and acceleration</li> <li>• Utilizing virtual walkthroughs to guide data accountability conversations using the instructional coaching model.</li> <li>• Frequent Writing: Write to build language and knowledge.</li> <li>• Assessment Plan that includes quarterly benchmarks</li> <li>• Use of Backwards Design with a Focus on the Next Generation Hallmarks and Math standards</li> <li>• SEL/Advisement period is provided daily to be able to monitor and support all students emotionally, while preparing them for the day academically.</li> </ul>	<p>Targeted groupings of students for classroom intervention that will address gaps in student learning and emphasize student mastery of major topics within Algebra I and Geometry curricula. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Creating opportunities for teachers to examine each other’s instruction in order to plan and assess student progress. This will be done in the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p> <p>Design lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that will assess student growth</p>

		<p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p> <p>Exam analysis and deconstruction, including item analysis and gap analysis to further ensure curricular alignment and focused lesson planning</p> <p>Standards Growth Assessment Plan that includes quarterly benchmark assessments to be used to track student achievement against standards and use for data accountability conversations</p> <p>Utilize the strategies and interventions outlined in the district’s Math and ELA SCEP Model</p> <ul style="list-style-type: none"> <li>• Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</li> <li>• Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking</li> <li>• Implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)</li> <li>• Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge</li> </ul>
<p><b>69 – 2019-20: 2017 Total Cohort (11<sup>th</sup> Graders) Passing ELA Regents</b></p>	<ul style="list-style-type: none"> <li>• Targeted remote learning opportunities for review, recovery and acceleration</li> <li>• Frequent Writing: Write to build language and knowledge</li> <li>• Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> <li>• Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>• Use of Backwards Design with a Focus on the Next Generation Hallmarks</li> </ul>	<p>Targeted groupings of students for classroom intervention that will address gaps in student learning and emphasize student mastery of reading, writing, speaking and listening. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p>



	<ul style="list-style-type: none"> <li>• Strategic, data-driven intervention instruction aligned with student needs</li> <li>• Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>• Utilizing virtual walkthroughs to guide data accountability conversation using the instructional coaching model</li> <li>• Assessment Plan that includes quarterly benchmarks</li> <li>• SEL/Advisement period is provided daily to be able to monitor and support all students emotionally, while preparing them for the day academically.</li> </ul>	<p>Create opportunities for teachers to examine each other's instruction in order to plan and assess student progress. This will be done in the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p> <p>Design lesson plans that include Learning Targets that are aligned to Next Generation Hallmarks and use vertical alignment</p> <p>9th grade ELA Honors and 10th grade ELA Honors teachers will plan using the Backwards Design method to prepare and expose students to the ELA Common Core Assessment</p> <p>English III course load spread between several highly-qualified teachers-to increase collaboration among teachers and better target students' unique academic needs</p> <p>Realignment of English III curriculum with a focus on strengthening students' writing skills by selecting shorter, grade-appropriate texts and excerpts to focus on specific writing standards, strategies, and skills that promote increased rigor, higher-order thinking and competency with writing tasks</p> <p>ENL teachers who co-teach ELA classes will strategically group students to offer support at various levels of language proficiency, with a focus on building academic vocabulary        Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Standards Growth Assessment Plan that includes quarterly benchmark assessments to be used to track student</p>
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		<p>achievement against standards and used for data accountability conversations</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p> <p>Utilize the strategies and interventions outlined in the district’s Math and ELA SCEP Model</p> <ul style="list-style-type: none"> <li>● Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</li> <li>● Use sentence frames and sentence starters to provide structures for students to use in written communication</li> <li>● Implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)</li> <li>● Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge</li> </ul>
<p><b>70 – 2019-20: 2016 Total Cohort          4-Year Grad Rate – All Students</b></p>	<ul style="list-style-type: none"> <li>● Deep dive transcript and graduation data review using the NY state COVID graduation regulations and exemptions.</li> <li>● Senior meetings through Google Classroom</li> <li>● Increase OCR opportunities</li> <li>● Provide alternative remote opportunities</li> <li>● Department and teachers of Seniors meetings</li> <li>● Strategic master scheduling to provide opportunities for review and master skills</li> <li>● SEL/Advisement period is provided daily to be able to monitor and support all students emotionally, while preparing them for the day academically.</li> </ul>	<p>Complete two deep transcript review with Counselors and Grade level administrators</p> <p>Counselors will use Naviance program to monitor Senior Work Habits, Time Management, Academics and post graduation documentation .</p> <p>The SEL/Advisory period has provided opportunities for teachers to select seniors and mentor them throughout the school year.</p> <p>Coordinate accountability meetings with teachers who teach seniors. At this time, the meeting will include</p>



		<p>counselors, social workers or any support staff who might provide additional attention to the senior’s needs</p> <p>Schoolwide graduation plan meetings will occur twice per school year, while individual family/student graduation plans occur weekly throughout the school year. Teachers of seniors will attend one of the meetings and become aware of requirements for graduation, NY state exemptions and graduation paths</p> <p>Coordinate group sections during Superintendent’s Day or school-wide meetings with the graduation pathways and graduation requirements focus.</p> <p>Online Credit Recovery (OCR) Lab: An instructional coach and TA has been assigned to support students taking OCR courses. They will provide an additional layer of support to students by acting as the liaison between students and district OCR staff. They will also collect and analyze the data to determine progress and how to further support students.</p> <p>Master Schedule: English II students will prepare to take the English III Regents. English II will be taught by teachers who taught English III during the 2019-2020 school year</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
<p><b>88 – 2019-20: 2015 Total Cohort 5-Year Grad Rate – All Students</b></p>	<ul style="list-style-type: none"> <li>• Non-graduates are placed at alternative programs in order to graduate in January or June of 2021</li> </ul>	<p>Senior administrator and counselor will visit students enrolled in All City on a monthly basis to discuss graduation progress</p> <p>Work in collaboration with All City Administrator and Counselor to verify graduation path way and credits</p>
<p><b>120 – HS ELA All Students Performance Index</b></p>	<p>See Indicator 69.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>• Targeted remote learning opportunities for cohort 2017 to improve skills and close instructional gaps</li> </ul>	<p>See Indicator 69.</p> <p>In addition:</p>



	<ul style="list-style-type: none"> <li>SEL/Advisement period is provided daily to be able to monitor and support all students emotionally, while preparing them for the day academically.</li> </ul>	<p>Data analysis used to identify students to take an OCR course for credit recovery</p>
<p><b>140 – College, Career and Civic Readiness Index</b></p>	<p>See Indicator 70.</p> <p>In addition:</p> <ul style="list-style-type: none"> <li>The school will continue to offer different graduation paths such as CDOS, Seal of Biliteracy, and LOTE pathways.</li> <li>Offering orientation, work based opportunities during screen-break time, office hours and Wednesdays.</li> <li>SEL/Advisement period is provided daily to be able to monitor and support all students emotionally, while preparing them for the day academically.</li> </ul>	<p>See Indicator 70.</p> <p>In addition:</p> <p>Make changes to students’ schedules based on students’ needs, report cards and mid-year Regents outcomes. Counselors, administrators and Registrar will discuss recommendations to make sure the master schedule permits those changes</p> <p>Establish virtual post graduation opportunities during screen-break time and on Wednesdays offered by the Community Partners</p> <p>Continue classes via MCC for dual enrollment</p> <p>Virtual college fair visits in collaboration with community partners, district and school personnel</p> <p>US Skill curriculum integrated into English IV course in collaboration with teacher and senior counselor</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
<p><b>170 – HS – Chronic Absenteeism</b></p>	<ul style="list-style-type: none"> <li>Establish an Attendance Team led by a Community Site Coordinator that meets at least every two weeks to (a) monitor attendance data and trends; coordinate the school’s multi-tiered attendance strategy; examine the reasons for absences using quantitative and qualitative data, and ensure chronically absent students receive needed support</li> <li>Establish an Attendance Celebration Committee lead by a Community Site Coordinators, volunteer staff and parents</li> <li>Enhanced partnerships with community agencies and RCSD Attendance Office</li> <li>Tier Support and Intervention approach established to identify and target various attendance sub-groups to further establish strategies for each sub-group.</li> <li>SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>The school will continue to partner with the RCSD Attendance Office to triangulate attendance data</p> <p>Bi-monthly attendance meeting with attendance team</p> <p>Parent education opportunities addressing attendance through parent group meetings</p> <p>Targeted home visits using the Tier action plan data and m recommendations from teachers and attendance team</p> <p>Daily, by period - robocalls</p>



		<p>Activities supported by partnerships with The Center for Youth and IBERO</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p> <p>Home School Assistant caseload of Tier 2 and 3</p> <p>Perfect attendance celebrations</p> <p>Designated clerical for attendance. Attendance clerk: makes calls and emails teachers with reminders as needed. The clerical sent attendance letters home.</p>
<p><b>230 – HS Science All Students Performance Index</b></p>	<ul style="list-style-type: none"> <li>● Targeted remote learning opportunities for review, recovery and acceleration</li> <li>● Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>● Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>● Provide opportunities for review during students scheduled lunchtime and/ or office hours</li> <li>● Strategic, data-driven intervention instruction aligned with student need</li> <li>● Living Environment and Earth Science review opportunities both in person and through remote learning</li> <li>● Virtual Lab makeup opportunities</li> <li>● Targeted pull-outs based on student academic need</li> <li>● Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> <li>● TOA supporting targeted breakout room sessions during virtual instruction.</li> <li>● Assessment Plan that includes quarterly benchmarks</li> <li>● Utilizing virtual walkthroughs to guide data accountability conversation using the instructional coaching model.</li> <li>● Reference Next Generation Hallmarks to reinforce reading, writing, listening and speaking</li> <li>● Use of Backwards Design with a Focus on the Next Generation Hallmarks and Science standards</li> <li>● SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Use of an instructional coach (with science focus) to pull out targeted groups based on student need. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Creating opportunities for teachers to examine each other's instruction in order to plan and assess student progress. This will occur during the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p> <p>Design lesson plans that include Learning Targets that are aligned to standards and content, vertically</p> <p>Student Growth Assessment Plan that includes quarterly benchmark assessments to be used to track student achievement against standards and use for data accountability conversations</p> <p>Utilize the strategies and interventions outlined in the district's Math and ELA SCEP Model</p>

		<ul style="list-style-type: none"> <li>● Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</li> <li>● Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking</li> <li>● Implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)</li> <li>● Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge</li> </ul> <p>Video review sessions to support asynchronous student time provided for Living Environment and Earth Science</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
<p><b>240 – HS Social Studies All Students Performance Index</b></p>	<ul style="list-style-type: none"> <li>● Targeted remote learning opportunities for review, recovery and acceleration</li> <li>● Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>● Increased exposure to the Regents</li> <li>● Strategic, data-driven intervention instruction aligned with student need</li> <li>● Use of Backwards Design with a Focus on the Next Generation Hallmarks and Social Studies standards</li> <li>● Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols).</li> <li>● Utilizing virtual walkthroughs to guide data accountability conversation using the instructional coaching model.</li> <li>● Strategic grouping of ELLs in SS classes</li> <li>● Focus on analyzing primary documents in continued support of the humanities model</li> <li>● Frequent Writing: Write to build language and knowledge.             <ul style="list-style-type: none"> <li>● Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> </ul> </li> <li>● Assessment Plan that includes quarterly benchmarks</li> </ul>	<p>Targeted groupings of students for classroom intervention that will be addressing gaps in student learning, with emphasis on strategies for new framework exams. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Create opportunities for teachers to examine each other's instruction in order to plan and assess student progress. This will be done during the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p>



	<ul style="list-style-type: none"> <li>• SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Design lesson plans that include Learning Targets that are aligned to Next Generation Hallmarks, Social Studies Standards and use vertical alignment</p> <p>Continue to align instruction for US History &amp; Government with known parameters of the New Framework exam</p> <p>Aligning critical content to modern day social justice and health issues to increase the depth of student understanding</p> <p>Continue to increase the voice of students in Social Studies to gain authentic understanding of how historical and modern issues connect</p> <p>Student Growth Assessment Plan that includes quarterly benchmark assessments to be used to track student achievement against standards and use for data accountability conversations</p> <p>Utilize the strategies and interventions outlined in the district’s Math and ELA SCEP Model</p> <ul style="list-style-type: none"> <li>• Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</li> <li>• Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking</li> <li>• Implement routines for students to write daily (writing to explain what is being learned, writing about text, responding to prompts, exit tickets, Do Now, checks for understanding, etc.)</li> <li>• Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge</li> <li>• SEL/Advisement period will discuss coping strategies and stress management to use when</li> </ul>
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		encountering family, community and school related situations.
<b>250 – 2019-20: 2015 Total Cohort 6-Year Grad Rate – All Students</b>	<ul style="list-style-type: none"> <li>Non-graduates are placed at alternative programs in order to graduate in January or June of 2020</li> <li>Inactive list will be addressed by Administrator and Home School Assistants to find their location and connect them to alternative programs</li> </ul>	<p>Senior administrator and counselor will set up virtual meeting with counselor in the All City program</p> <p>Continue to work with Home School Assistants and Senior administrator to address the 2015 inactive students status</p>

Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u> Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	What will be the SCEP/SIG goals and/or key strategies that will support 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.	2020-21 School Year Continuation Plan for Meeting this Indicator
<b>66 – 2019-20: 2018 Total Cohort (10<sup>th</sup> Graders) with 5 or More Credits</b>	<ul style="list-style-type: none"> <li>Targeted remote learning opportunities for review, recovery and acceleration</li> <li>Increase OCR opportunities</li> <li>Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>Strategic, data-driven intervention instruction aligned with student need</li> <li>Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>Deep dive transcript and graduation data review using the NY state COVID graduation regulations and exemptions.</li> <li>Strategic master scheduling to provide opportunities for review and master skills</li> <li>SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Targeted groupings of students for classroom intervention that will be addressing gaps in student learning. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Online Credit Recovery (OCR) Lab: An additional OCR lab will be conducted throughout the day to provide marking period recovery. One administrator will oversee the process and the data. One Monroe TA or staff member will support OCR designated teachers.</p> <p>Creating opportunities for teachers to discuss each other's instruction, remote learning strategies and formative assessments.</p> <p>This will be done during the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p>

		<p>Design lesson plans that include Learning Targets that are aligned to Next Generation Hallmarks and use vertical alignment</p> <p>Complete two deep transcript reviews with counselors and grade level administrators</p> <p>Master Schedule: English II students will prepare to take the English III Regents. English II will be taught by teachers who taught English III during the 2019-2020 school year</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
<p><b>68 – 2019-20: 2017 Total Cohort (11<sup>th</sup> Graders) with 5 or More Credits</b></p>	<ul style="list-style-type: none"> <li>● Targeted remote learning opportunities for review, recovery and acceleration</li> <li>● Increase OCR opportunities</li> <li>● Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>● Strategic, data-driven intervention instruction aligned with student need</li> <li>● Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>● Deep dive transcript and graduation data review using the NY state COVID graduation regulations and exemptions.</li> <li>● Strategic master scheduling to provide opportunities for review and master skills</li> <li>● SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Targeted groupings of students for classroom intervention that will be addressing gaps in student learning. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Online Credit Recovery (OCR) Lab: An additional OCR lab will be conducted throughout the day to provide marking period recovery. One administrator will oversee the process and the data. One Monroe TA or staff will support OCR designated teachers.</p> <p>Create opportunities for teachers to examine each other's instruction in order to plan and assess student progress through classroom visits and department meetings. This will be done in the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p> <p>Design lesson plans that include Learning Targets that are aligned to Next Generation Hallmarks and use vertical alignment</p>

		<p>Complete two deep transcript reviews with counselors and grade level administrators</p> <p>Master Schedule: English II students will prepare to take the English III Regents. English II will be taught by teachers who taught English III during the 2019-2020 school year</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
<p><b>130 – HS Math All Students Performance Index</b></p>	<ul style="list-style-type: none"> <li>● Strategic, data-driven intervention instruction aligned with student need</li> <li>● Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>● Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team</li> <li>● Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> <li>● Targeted remote learning opportunities for review, recovery and acceleration</li> <li>● Increased exposure to the Regents</li> <li>● Strategic grouping of ELLs in Math classes</li> <li>● Utilizing virtual walkthroughs to guide data accountability conversation using the instructional coaching model.</li> <li>● Frequent Writing: Write to build language and knowledge.</li> <li>● Use of Backwards Design with a Focus on the Next Generation Hallmarks and Math standards</li> <li>● SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Targeted groupings of students for classroom intervention that will be, addressing gaps in student learning, with emphasis on student mastery of major topics within Algebra I and Geometry curricula. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge.</p> <p>Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking</p> <p>Creating opportunities for teachers to examine each other's instruction in order to plan and assess student progress through classroom visits and discussions in Department meetings. This will be done in the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.</p> <p>Design lesson plans that include Learning Targets that are aligned to Next Gen Power Standards that will assess student growth</p>

		Standards-aligned Common Assessments will be developed and used quarterly to gauge student strengths and need  SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.
<b>132 – HS Math Black Performance Index</b>	Based on the Demonstrable Improvement Indicators Data for 2018-19 this progress target was met, however we will establish the same strategies listed in indicator 130.  See Indicator 130.	Based on the Demonstrable Improvement Indicators Data for 2018-19 this progress target was met, however we will establish the same strategies listed in indicator 130  See Indicator 130.  In addition: Utilize 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) Populations”; based on the research by Noma Lemoine, Ph.D., this guide will be used to incorporate culturally and linguistically responsive pedagogy into classroom instruction.
<b>133 – HS Math Hispanic Performance Index</b>	Based on the Demonstrable Improvement Indicators Data for 2018-19 this progress target was met, however we will establish the same strategies listed in indicator 130  See Indicator 130.	Based on the Demonstrable Improvement Indicators Data for 2018-19 this progress target was met, however we will establish the same strategies listed in indicator 130  See Indicator 130.  In addition: Utilize the strategies and interventions outlined in the district’s Math and ELA SCEP model.
<b>190 – HS ELP Success Ratio – All Students</b>	<ul style="list-style-type: none"> <li>● Targeted remote learning opportunities for review, recovery and acceleration</li> <li>● Frequent Writing: Write to build language and knowledge.</li> <li>● Academic Vocabulary and Language: Study a small set of high-utility tier two and three vocabulary words and academic language structures to build breadth and depth of knowledge using a digital vocabulary platform</li> <li>● Embedded department meetings guided/facilitated by Department Representative on the Instructional Leadership Team with a focus on NYSESLAT data analysis</li> <li>● Use of Backwards Design with a Focus on the Next Generation Hallmarks</li> <li>● Strategic, data-driven intervention instruction aligned with student need</li> </ul>	Create opportunities for teachers to examine each other's instruction in order to plan and assess student progress through classroom visits and department meetings. This will be done in the next phase of the Data Wise cycle in December 2020. Its efficacy will be measured through staff reflections during Department Meetings and evidence-based decisions during step 6 of the Data Wise cycle.



	<ul style="list-style-type: none"> <li>● Use revised Monroe Instructional Framework and Grading Policy (Based on SBG, Data Wise Protocols)</li> <li>● Utilizing virtual walkthroughs to guide data accountability conversation using the instructional coaching model.</li> <li>● PD opportunity for staff to provide strategies to support students with interrupted formal education bringing where they are and what they need</li> <li>● SEL/Advisement period is provided daily to be able to monitor and support all students, while preparing them for the day academically.</li> </ul>	<p>Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)</p> <p>Use sentence frames/language frames, which embed academic vocabulary and academic language, to support student-centered discussion and writing</p> <p>Targeted groupings of students for classroom intervention that will be, addressing gaps in student learning, with emphasis on student mastery of reading, writing, speaking and listening. Groupings will be made based on data analysis from student growth assessments administered quarterly and report card information.</p> <p>Use sentence frames/language frames, which embed academic vocabulary and academic language, to support student-centered discussion and writing</p> <p>Create opportunities for students to build both academic and content-specific vocabulary proficiency by using the digital vocabulary platform and a variety of vocabulary building strategies to strengthen conceptual knowledge i.e. word/picture sorts, vocabulary drawings/cartoons, word splash, Frayer Model, etc.</p> <p>Design lesson plans that include Learning Targets that are aligned to Next Generation Hallmarks and use vertical alignment</p> <p>Utilize the strategies and interventions outlined in the district’s Math and ELA SCEP Model</p> <p>SEL/Advisement period will discuss coping strategies and stress management to use when encountering family, community and school related situations.</p>
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**Part III – Goals and/or Key Strategies – (As applicable)**

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

<u>Goals and/or Key Strategies</u> Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1. Instructional Framework, Grading Policy and virtual classroom visits	<ol style="list-style-type: none"> <li>1. Instructional Framework, Grading Policy and Virtual classroom visit have been revised to reflect the best strategies and practices from Standards Based Grading (SBG), DataWise process and protocols and the Next Generation Standards.</li> <li>2. The DataWise Process will be used in the department meetings to identify problem(s) of practice and develop plans to address them. The DataWise Protocols will be utilized as a norm in all school meetings (SBPT Meetings, Leadership Meetings, CET Meetings, Parent Meetings &amp; Instructional Meetings).</li> <li>3. School wide common planning time will continue to be the platform to review receivership targets and updates. Establishment of Instructional Cabinet with designated administrators and intervention teachers. Weekly meetings held to discuss instructional framework, progressional development, teacher coaching needs and student data analysis. TOAs plan and deliver video recordings of expected processes and outcomes for Data Wise and Student Growth Assessment Initiatives. Department representatives team meetings held bi-monthly to support team leaders with the knowledge and preparation for their department meetings. This initiative is building teacher leaders within the school structure.</li> <li>4. Monroe READS/Literacy Team will support Monroe staff by creating a resource guide that includes the strategies and interventions outlined in, Academic Language Mastery: Culture in Context by LeMoine &amp; Soto (2017) and Vocabulary in Context by Calderon &amp; Soto (2017). The on-line resource guides will support linguistic/culturally relevant teaching and include vocabulary strategies for successful Tier II vocabulary acquisition &amp; practice, which in turn will foster a strong community of readers in the building and improve student reading ability. These books are a part of a book series to be used as an ongoing professional development growth tool. Monroe READS/Literacy Team will be using this tool to support classroom instruction that will support the use of culturally and linguistically responsive pedagogy and vocabulary strategies into classroom instruction. Team will monitor use of the resource guide and send Google Form surveys to staff at the end of every month starting in November.</li> <li>5. Building Level SEL Team has been established (Administration, Social Worker, Psychologist, Counselor, and Teacher) to provide guidance to the adults facilitating the SEL/Advisement time. SEL support at Monroe has been established through an Advisement period, every day from 8:30-8:50am. Each student at Monroe has a caring staff member that checks in on them daily and can connect the student or their family to any needed support. Currently there are 613 students paired up with 51 adults. Staff have access to a google form called, Monroe Upper NEEDs form that they can submit. The form submissions are monitored by our community school site coordinator, Leslie Rivera. The form can be completed for the following needs: Instructional, Social Emotional, Nutritional, Technology and Attendance.</li> </ol>
2. DataWise Process & Protocols	
3. School wide Common Planning Time, Instructional Cabinet Team & Department Representative Team Meetings	
4. Literacy Initiative	
5. Social Emotional Learning Time	

Part IV – Community Engagement Team and Receivership Powers

**Community Engagement Team (CET)**

Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential 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. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

**Report Out of CET Plan Implementation**

This team is composed of principal, community school site coordinator, teachers, students, parents and school-based partners and community stakeholders. It meets bi-monthly from July 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. The CET will consist of new members this year, as positions have shifted and new partnerships have been established.

The school’s CET roster can be found here: <https://www.rcsdk12.org/Page/48620>.

CET June Meeting Agenda and Minutes: <https://drive.google.com/file/d/1Mya4FHE3CYTDDPe5mvpTIqjXAYiB9jAl/view>

The 2020-2021 Needs Assessment Priorities are: daily attendance, parent engagement and social emotional support.

**Powers of the Receiver**

Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

**Report Out**

The Superintendent Receiver Authority will continue to be utilized in the following ways for the 20-21 school year:

- Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools are 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.
- 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.

Part V – Budget – (As applicable)

<u>Budget Amendments</u>
<p><b>ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT <u>AS APPLICABLE</u>:</b></p> <ul style="list-style-type: none"> <li>● <b>SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE</b></li> <li>● <b>CSG AND PSSG AMENDMENTS</b></li> </ul> <p><b>BUDGET FORMS ARE AVAILABLE AT:</b> <a href="http://www.oms.nysed.gov/cafe/forms/">http://www.oms.nysed.gov/cafe/forms/</a>.</p>

Part VI: Best Practices (Optional)

<u>Best Practices</u>	
<p>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 that will be implemented in the 2020-2021 school year that will result 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.</p>	
List the best practice that will be or is currently being implemented in the school.	Describe a best practice that will be in place for the 2020-21 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1. Monroe Instructional Framework	The school is continuing to implement best practices and will continue to refine, enhance and strengthen as needs emerge. The revised Instructional Frameworks defines all the best practices being used at Monroe for the past four years. This new document defines ten best practices for staff, students and parents. It also includes Monroe Work Habits that encourage scholarly behaviors.
2. Remote Walkthrough Tool	Remote Walkthrough tool has been revised to reflect instructional best practices listed in the Instructional Framework. This strategy will allow administrators to provide feedback on evidence observed or not observed in the classroom.
3. Grading Policy	Grading Policy clearly separates grading into two categories: academic and non-academic grading. Academic grading consists of 100% of marking period grades that are determined by summative assessments. Summative Assessments can be defined as any assignment that can be objectively graded to determine a student’s academic appraisal. Within this context, any assignment that is graded using assessment criteria (rubric, proficiency scale, etc.) can be considered a summative assessment. Non-academic grading consists of 0% of Marking Period Grades are Determined by our students' Work Habits.

	Work habits are comprised of behaviors or habits that may impact a student’s academic performance and include the following: Classwork Completion, Homework Completion, Attendance & Scholarly Behavior.
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Part VII – Assurance and Attestation

By signing below, I attest to the fact that the information in this continuation plan 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 continuation plan, and has had the opportunity to review, and update if necessary, its 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): \_\_\_\_\_  
Signature of CET Representative: \_\_\_\_\_  
Title of CET Representative: \_\_\_\_\_  
Date: \_\_\_\_\_

**The University of the State of New York  
THE STATE EDUCATION DEPARTMENT  
Albany, NY 12234  
2020-21  
School Improvement Grant  
Continuation Plan Cover Page**



<b>District Name</b>	
<b>School Name</b>	
<b>Contact Person</b>	<b>Telephone (    )</b>
<b>E-Mail Address</b>	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.</p>	
Authorized Signature <b>(in blue ink)</b>	Title of Chief School/Administrative Officer
Typed Name:	Date:

Rev. May 2020