

## Receivership Schools ONLY

Mid-Year Report: *September 1, 2020 to January 15, 2021 (Due January 31, 2021)*

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this report will be posted on the district website: <a href="https://www.rcsdk12.org/Page/43520">https://www.rcsdk12.org/Page/43520</a>			
Monroe High School	261600010066	RCSD		Check which grant(s) below apply:			
				CSG	PSSG	SIG (6 or 7)	
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	% ELL	% SWD	Total Enrollment
Dr. Lesli Myers-Small	Sandra Chevalier-Blackman	Dr. Shirley Green, Chief of Schools		9-12	42.2% *Captured 12/22/20 via SPA	23% *Captured 12/22/20 via SPA	637 *Captured 12/22/20 via SPA
	Appointment Date: July 2020	Dan Hurley, Executive Director of Innovation					

**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*.



James Monroe Upper has been in a 100% Remote Learning model since September of 2020. The school wide efforts focus on best teaching practices in distance learning, cognitive engagement strategies, social emotional learning and building literacy skills. The school's professional development plan was designed to address teachers' immediate needs, provide continuous support and allow for opportunities for collegial collaboration. Planning and preparation for teaching remotely defined the first 10 weeks of the professional development plan. Every Wednesday was designated for professional development, department meetings, common planning and office hours for students. The following 10 weeks of the professional development plan consisted of cognitive engagement strategies in remote learning. The first Wednesday continues to be the school wide common planning time meeting for Monroe Updates, Receivership Targets data analysis and presentation of researched based teaching practices to address areas of growth. The school has developed a Teaching & Learning Landing Page that contains teaching resources, curriculum, and professional literature. The landing page is a platform that holds all resources and information in one place for teachers and supporting staff. Department meetings are the main collegial platform used for data analysis and the student growth assessment plan. Data Wise is the protocol that guides the professional conversation between teachers regarding the improvement of instructional outcomes. Social Emotional Learning was integrated into the master schedule for small groups and for individual students' needs until February. The Restorative Practices philosophy is the foundation for the resources and activities provided for the teachers. Literacy skills continue to be a priority with a focus on building Tier II vocabulary knowledge. This is achieved using the Literacy Lounge, which is a virtual bitmoji vocabulary center. This virtual Literacy Lounge includes vocabulary strategies and activities, relevant cultural literature and ENL resources. On February 8, 2021, the school will transition to the Bell Schedule with 45 minutes of instruction while still teaching remotely. Department meetings will continue to be led by teacher leaders every Wednesday with a pre-designed agenda that will ensure consistency across subjects. The main focus of department meetings is to discuss student work, identify effective teaching strategies and improve teaching practices using the Data Wise protocol. Starting in February, teachers will have additional meeting time to discuss student growth and formulate the assessment plan. Teachers on Assignment will facilitate that additional meeting, which will be designated to guide and assist teachers with the implementation of the assessment plan.

Moving forward, the school will prepare for a Hybrid Learning Model and Learning Pods starting in March 2021. The Hybrid Learning model will provide In Person learning opportunities. The school conducted a parent survey in December and 182 families selected Hybrid Learning. The planning and preparation for both Remote and Hybrid learning will focus on cognitive engagement, social emotional learning and literacy skills. The school will also offer Learning Pods which are small, focused groups. The Learning Pods will focus on College, Career & Civic Readiness, Regents Review and Marking Period Recovery.

**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). 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 mid-year reporting instrument for receivership schools. The Mid-Year 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 continuation plan 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	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 1 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.  Written as a narrative Goals & Strategies What, why and how	What evidence is being used to assess progress toward meeting the target for this indicator?  Can be bullets (tools) ex. assessment plan	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.  Written as a narrative Outcome (tools) Charts/links
#67 2019 Total Cohort (10th Graders) Passing Math Regents	57	Y	Yes	<p>This indicator has been met. In order to maintain this indicator, a number of interventions, strategies, and methods were implemented both in the classroom and across the building. Leadership recognized that there were three main components to address in order to achieve the desired outcome - classroom instruction, data and accountability, and expanded learning opportunities for students.</p> <p>First, classroom instruction: In order to provide a strong foundation, teachers</p>	<ul style="list-style-type: none"> <li>● Quarterly assessment plan data</li> <li>● Data Wise Journal</li> <li>● Deliverables Checklist</li> <li>● Standardized exam analysis and deconstruction (2018-2019)</li> <li>● Walkthrough data and feedback</li> <li>● Quarterly student grades</li> <li>● Content teachers collaborate with ENL teacher as needed</li> <li>● Collaboration with community partners</li> </ul>	<p>The evidence from the <b>Quarterly assessment plan (Student Growth Assessment)</b> data indicates the following: first, how many level 1s, 2s, 3s and 4s Monroe has in each Math class.  <a href="#">Grade Bands Levelled score (click SGA #1 Group Data Tab)</a>            Baseline data show that 254/558 (46%) students enrolled in Math courses took the assessment and 99 students out of 254 (39%) scored a Level</p>



				<p>were trained in backwards design for planning (Understanding by Design) with a focus on Next Generation Hallmarks and ELA standards, introduced frequent writing opportunities for students to engage in exam-styled tasks to support the humanities model and build language/knowledge, focused on <a href="#">Tier II academic vocabulary and language</a> to build breadth and depth of knowledge, and increased exposure to Regents-style reading comprehension/writing prompts. Further, teachers utilized the revised <a href="#">Monroe Instructional Framework</a> and <a href="#">Grading Policy</a> when designing instruction and assessing student proficiency. In terms of data and accountability, Monroe focused its efforts on disseminating walkthrough data with teachers in order to help them better meet the needs of the students and drive accountability conversations, having teachers create and implement a quarterly benchmark assessment plan that provides data from which teachers can adjust instruction, using student tracking data to strategically differentiate instruction to meet the needs of all learners, and the implementation of embedded department meetings focusing on the Data Wise improvement protocol. Lastly, Monroe recognized the need for expanded learning opportunities for students and will be offering in person</p>		<p>2 or higher. Teachers are using the data from this baseline to identify students' strengths and areas of growth in order to differentiate instruction. Starting in February , teachers will meet to discuss student growth and the assessment plan. A TOA has been designated to facilitate the assessment planning process. Secondly, teachers analyze this data to see where the focus of instruction should be per amount of students at each level. Teachers will be able to utilize this data to prepare meaningful, data-driven instruction that will meet the needs of each individual learner. This data will also be used as a baseline measure of student growth moving forward, quarterly. The intended outcome is to see student growth ( from level 1s up to 4s).</p> <p>Teachers are also using <a href="#">prioritized standards</a> to create lessons &amp; assessments. By creating priority standards, instruction is purposeful and lessons will be more effective. Prioritizing standards also guides teachers to create meaningful assessments. Staff</p>
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and remote opportunities for small group targeted tutoring through community partners, learning pods, and in-building small groups starting in March.

Monroe teachers have access to the strategies and interventions outlined in [the district’s Math and ELA SCEP Model:](#)

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)

Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking

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.)

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

collaborate during regularly scheduled department meetings to maintain consistency. (See the link “prioritized standards” above & click each math class tab on bottom)

Math [Assessment Planning & Data Wise Agendas](#) indicate that teachers are collaborating together to plan consistent assessment as well as plan for the analysis of assessment results. The Data Wise agendas show evidence of the process to identify the Learner Centered Problem and the Problem of Practice, and beginning in February, will show the process of selecting a research-based strategy to implement with students to address the Learner Centered Problem.

Data Wise- The [Data Wise Journal](#) shows where we are in the improvement process/cycle. Teachers have completed a [Data review](#) in which they identified data sources that could be useful when examining student learning. This review was used to identify a Learner Centered Problem related to the school’s priority question which asks “Why are our students



						<p>struggling with writing and critical thinking tasks in the remote setting?” After identifying the Learner Centered Problem, teachers constructed a Problem of Practice by reflecting on how their own teaching practice could have contributed to the Learner Centered Problem. The next step in the Data Wise cycle, which begins in February, will be to create a detailed action plan in which teachers will attempt to rectify the Learner Centered Problem by changing their practice. The <a href="#">Deliverables Checklist</a> is where each part of the Data Wise process is documented. An example of Data wise material that supports instruction is the <a href="#">Math, best practices brainstorm</a>.</p> <p>Walkthrough data and feedback</p> <ul style="list-style-type: none"><li>- <a href="#">Walk through tool</a></li><li>- <a href="#">Ex. Walk through focus</a></li><li>- <a href="#">Example of feedback</a></li></ul> <p><a href="#">Quarterly student grades</a> <a href="#">Marking Period Grades</a> <b>(1st tab on bottom)</b> Data from marking period one shows that there are 558 students enrolled in a Math</p>
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						<p>course, a 75.8% passing rate and 35.3% of students are passing with an A or B.</p> <p>This data was also used to measure progress regarding the implementation of interventions, strategies, and methods in both the classroom and across the building</p>
#69 2018 Total Cohort (11th Graders) Passing ELA Regents	37		Yes	<p>In order to meet this indicator, a number of interventions, strategies, and methods were implemented both in the classroom and across the building. Leadership recognized that there were three main components to address in order to achieve the desired outcome - <b>classroom instruction, data and accountability, and expanded learning opportunities for students.</b></p> <p>First, classroom instruction: In order to provide a strong foundation, teachers were trained in backwards design for planning (Understanding by Design) with a focus on Next Generation Literacy Hallmarks and ELA standards, provided more frequent opportunities for students to engage in writing tasks, including Regents-styled tasks to improve academic writing, focused on academic vocabulary and language to build breadth and depth of knowledge, focused on <a href="#">Tier II academic vocabulary and language</a> to build breadth and depth of knowledge, and increased</p>	<ul style="list-style-type: none"> <li>● Quarterly assessment plan data</li> <li>● Data Wise Journal</li> <li>● Deliverables Checklist</li> <li>● Standardized exam analysis and deconstruction (2018-2019)</li> <li>● Walkthrough data and feedback</li> <li>● Quarterly student grades</li> <li>● Content teachers collaborate with ENL teacher as needed</li> <li>● Collaboration with Community Partners</li> <li>● Learning Pods</li> </ul>	<p><b>ELA Assessment Plan</b> <a href="#">(Standard Growth Assessment)</a></p> <p>Baseline data show that 49/119 students enrolled in English III took the assessment and 14% scored a Level 2 or higher. Teachers are using the data from this baseline to identify students' strengths and areas of growth in order to differentiate instruction. Starting in February, teachers will meet to discuss student growth and the assessment plan. A TOA has been designated to facilitate the assessment planning process.</p> <p>Secondly, teachers analyzed this data to determine the focus of instruction for students at each level. Teachers determined that they need to increase the amount of direct instruction of the prioritized standards, make assessments more accessible and provide more frequent</p>



				<p>exposure to Regents-style reading comprehension/writing prompts. Further, teachers utilized the revised <a href="#">Monroe Instructional Framework</a> and <a href="#">Grading Policy</a> when designing instruction and assessing student proficiency.</p> <p>In terms of data and accountability, Monroe focused its efforts on disseminating walkthrough data with teachers in order to help teachers better meet the needs of the students and drive accountability conversations, having teachers create and implement a quarterly benchmark assessment plan that provides data from which teachers can adjust instruction, using student tracking data to strategically group ELL students in ELA classes, and the implementation of embedded department meetings focusing on the Data Wise improvement protocol.</p> <p>Lastly, Monroe recognized the need for expanded in person and remote learning opportunities for students and will be offering opportunities for small group targeted tutoring through community partners, Learning Pods, and in-building small groups starting in March.</p> <p>Monroe teachers have access to the strategies and interventions outlined in <a href="#">the district's Math and ELA SCEP Model:</a></p>		<p>practice of those standards with immediate feedback. This data will also be used as a baseline measure of student growth moving forward, quarterly. The intended outcome is to see student growth (from level 1s up to 4s).</p> <p>Department meetings will take place every Wednesday to discuss students' needs and improve teaching practices. Staff collaborate during these regularly scheduled department meetings to maintain consistency and create lessons &amp; assessments using prioritized standards. By identifying priority standards, instruction is purposeful and lessons will be more effective. Prioritizing standards also guides teachers to create meaningful assessments using backwards design.</p> <p>ELA <a href="#">Assessment Planning &amp; Data Wise Agendas</a> indicate that teachers are collaborating together to plan consistent assessments, as well as plan for the analysis of assessment results. The Data Wise agendas show evidence of the process to identify the Learner Centered</p>
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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)  
 Use sentence frames and sentence starters to provide structures for students to use in written communication of mathematical thinking.

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.)  
 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

Monroe ELA teachers also have access to [district created curriculum resources](#) and materials to further ensure alignment to NYS standards and to enhance their pedagogy by including research-based teaching practices.

Problem and the Problem of Practice, and beginning in February, will show the process of selecting a research-based strategy to implement with students to address the Learner Centered Problem.

Data wise- The [Data Wise Journal](#) shows where we are in the improvement process/cycle. Teachers have completed a [Data review](#) in which they identified data sources that could be useful when examining student learning. This review was used to identify a Learner Centered Problem related to the school's priority question which asks "Why are our students struggling with writing and critical thinking tasks in the remote setting?" After identifying the Learner Centered Problem, teachers constructed a Problem of Practice by reflecting on how their own teaching practice could have contributed to the Learner Centered Problem. The next step in the Data Wise cycle, which begins in February, will be to create a detailed action plan in which teachers will attempt to rectify the Learner Centered



						<p>Problem by changing their practice. The <a href="#">Deliverables Checklist</a> is where each part of the Data Wise process is documented. An example of Data wise material that supports instruction is the ELA <a href="#">Best Practices</a> document.</p> <p>Walkthrough data and feedback</p> <ul style="list-style-type: none"><li>- <a href="#">Walk through tool</a></li><li>- <a href="#">Ex. Walk through focus</a></li><li>- <a href="#">Example of feedback</a></li></ul> <p><b><a href="#">Marking Period Grades (2nd tab on bottom)</a></b></p> <p>Data from marking period one shows that there are 118 students enrolled in English III, a 63% passing rate and 30% of students are passing with an A or B. This data was also used to measure progress regarding the implementation of interventions, strategies, and methods in both the classroom and across the building.</p> <p>An ELA Learning Pod will be designated for students to get additional support and Regents exam preparation as needed.</p>
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<p>#70 2017 Total Cohort 4 Year Grad Rate- All Students</p>	<p>56</p>		<p>Yes</p>	<p>In order to meet this indicator several strategies have been put in place. First, through the design of the Cohort 2017 accountability spreadsheet, a deep dive of the cohort data conducted by administrators and their teams has been achieved. This is a transcript and graduation data review using the NY state COVID graduation regulations and exemptions. In addition, counselors and community partners are using the Naviance system when meeting with seniors as their senior checklist. OCR opportunities continue to be available to students. A Teacher on Assignment and Teaching Assistant have been allocated to support the implementation and follow through of the program and to ensure students are on target to complete their classes. During the second semester, which begins on February 1, 2021, Assistant Principals and Counselors will meet with teachers of seniors to discuss action steps to ensure students are on target to meet course expectations and graduation requirements. Social Emotional Learning time allocated each day serves as an additional support to check in with seniors and provide the necessary support to ensure they are meeting their deadlines and requirements. Lastly, learning pods, which are alternative remote small group learning opportunities, have been created throughout the school day to</p>	<ul style="list-style-type: none"> <li>● Cohort 2017 Accountability Google Spreadsheet</li> <li>● Cohort 2017 Google Classroom: Graduation Plan Meetings</li> <li>● OCR Accountability meetings</li> <li>● Class of 2021 Senior Night Meetings</li> <li>● Collaboration and planning meetings with Special Education Coordinator and ACCES VR Liaison</li> <li>● Learning Pod</li> </ul>	<p>Google sheets created to monitor <a href="#">Cohort 2017</a> credits will provide the evidence of:</p> <ul style="list-style-type: none"> <li>The number of students on grade level: Cohort 157</li> <li>108 Grade level</li> <li>10 Early Grads</li> <li>10 Drops</li> <li>29 Off Grade level</li> </ul> <p>Passing &amp; Failure rate</p> <p>Administrators and Counselors who work with students</p> <p>Counselor-created Google Classroom for students will provide evidence of:</p> <ul style="list-style-type: none"> <li>Completed College application</li> <li>Completed Financial Aid paperwork</li> <li>Re-engagement of absent students</li> </ul> <p>Graduation plan meetings will provide evidence of:</p> <ul style="list-style-type: none"> <li>How many students are enrolled in 2 or 4 year college institution</li> </ul>
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				support college, career and civic readiness, complete make-up work, review for regents and complete lab minutes.		<p>How many students are enrolled in Trade In or Military services</p> <p>Currently 73 graduation plans have been completed since September.</p> <p>As of January 8th, 2020 Twenty seniors are registered in one or more OCR courses. The district and school-based OCR teams hold monthly accountability meetings to discuss students' current progress and provide evidence of any Seniors in need of make up work and instructional support .In addition, counselors and teachers collaborate to support students with OCR Marking Period recovery.</p> <p>Counselors will co-teach with English IV teachers to discuss College Career Readiness and the Naviance programs.</p> <p>Two classroom lessons have been completed since September.</p>
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						<p>Counselors and Administrators will conduct meetings with seniors and families. Two meetings have been done since September.</p> <p>Counselors participate in CSE meetings and connect seniors to ACCES -VR opportunities and create transition plans</p> <p>Counselors will facilitate a small group learning pod to discuss college applications, financial aid paperwork and make-up work during the second semester.</p>		
#88 2016 Total Cohort 5-year Grad Rate- All Students	62		Yes	<p>This indicator has been met. In order to maintain this indicator, refer to the key strategies outlined in indicator #70. In addition to this, non-graduates are placed at alternative programs such as All City in order to graduate in June of 2021. This is monitored through correspondence with counselors and students through multiple platforms such as emails, phone and text.</p>	<ul style="list-style-type: none"> <li>• See indicator #70</li> <li>• All City Student Enrollment</li> </ul>	<p>See indicator #70. In addition, 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 pathway and credits</p> <p>Currently 8 students are enrolled in the All City Program from Cohort 2017.</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="text-align: center;">Cohort</td> <td style="text-align: center;"># of Students</td> </tr> </table>	Cohort	# of Students
Cohort	# of Students							



						<table border="1"> <tr><td>2014</td><td>1</td></tr> <tr><td>2015</td><td>4</td></tr> <tr><td>2016</td><td>1</td></tr> <tr><td>2017</td><td>8</td></tr> <tr><td>2018</td><td>3</td></tr> <tr><td>2019</td><td>1</td></tr> </table>	2014	1	2015	4	2016	1	2017	8	2018	3	2019	1
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#120 HS ELA ALL Students PI	87.8		Yes	<p>This indicator has been met. In order to maintain this indicator, see key strategies outlined in indicator #69.</p> <p>In addition, students have been provided opportunities for credit recovery or acceleration through Online Credit Recovery (OCR) and the Virtual academy.</p>	<ul style="list-style-type: none"> <li>• Quarterly assessment plan data</li> <li>• Data Wise Journal</li> <li>• Walkthrough data and feedback</li> <li>• Quarterly student grades</li> <li>• Content teachers collaborate with ENL teacher as needed</li> <li>• Collaboration with community partners</li> <li>• Learning Pods</li> </ul>	<p>See indicator 69. In addition:</p> <p>ELA All Assessment Plan (<u>Standard Growth Assessment</u>) Baseline data show that 64/166 students enrolled in English I took the assessment and 70% of the students who took the assessment scored at a Level 2 or above; 82/160 students enrolled in English II took the assessment and 26% of students tested scored a Level 2 or higher; 49/119 students enrolled in English III too the assessment and 14% scored a Level 2 or higher; 38/103 students in English IV took the assessment; 9/10 students enrolled in AP Literature took the assessment and 44% of students scores a Level 2 or higher; and 8/10 students</p>												



						<p>enrolled in AP Language took the assessment and 75% scored a Level 2 or higher. Teachers are using the data from this baseline to identify students' strengths and areas of growth in order to differentiate instruction.</p> <p><b><u>Marking Period Grades (2nd tab on bottom)</u></b> 583 students are enrolled in an ELA course. 55.1% passed English in the first marking period; 24.2% of the passing % were A/B's</p> <p>This data was also used to measure progress regarding the implementation of interventions, strategies, and methods in both the classroom and across the building</p> <p>A building-based instructional coach and TA continue to monitor students taking OCR and VAR courses. There are currently 13 students from the 2017 cohort taking OCR courses for ELA. There are currently two students from the 2017 cohort taking English IV through VAR. Students have until the end of the school year to finish the course but may complete it</p>
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						sooner, and monthly meetings are held with the building and district OCR teams to discuss student progress and support.
#140 College, Career and Civic Readiness Index- All Students	64.1		Yes	In order to meet this indicator, see key strategies outlined in Indicator #70. In addition to that, the school will continue to offer different graduation paths such as CDOS, Seal of Biliteracy, and LOTE pathways.	<ul style="list-style-type: none"> <li>● See Indicator #70</li> <li>● Graduation Plans meetings</li> <li>● Google form</li> <li>● Learning Pod</li> <li>● Collaboration with College partners</li> <li>● (RIT- UR- MCC)</li> </ul>	<p>See Indicator #70. In addition: counselors make changes to students' schedules based on students' needs, report cards and mid-year Regents outcomes. Counselors, administrators and the Registrar will discuss recommendations to make sure the master schedule permits those changes.</p> <p>Establishing additional work-based learning hour opportunities for students during half days; our curriculum night will occur in the second semester.</p> <p>Continue classes via MCC for dual enrollment in Financial Management and Spanish IV.</p> <p>Virtual or in person College fair trips in collaboration with community partners, district and school personnel.</p> <p>US Skills curriculum integrated into English IV course in</p>



						collaboration with teacher and senior counselor.
#170 HS Chronic Absenteeism- All Students	56		Yes	<p>Chronic Absenteeism has been a long time focus for the organization. Many strategies and procedures have been put in place to support this indicator. Among them are weekly attendance meetings and a written attendance procedure that have a tiered support and intervention focus.</p> <p>Weekly attendance meetings are supported by a committee consisting of the Community School Site Coordinator, Home School Assistants, RCSD personnel supporting Attendance initiatives and Monroe County personnel. These meetings are held to 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 that chronically absent students receive needed support.</p> <p>An attendance procedure was created with a focus on tiered support and interventions. This procedure helps to identify and target various attendance sub-groups. This procedure details the goal, staff, purpose and action plan to support the students that fall within that range. In Tier I (0-9.99% absent),</p>	<ul style="list-style-type: none"> <li>● Weekly attendance committee minutes</li> <li>● Tier 2 Student Focus Monitoring Document</li> <li>● Tier 3 Student Focus Monitoring Document</li> <li>● Tier 4 Student Monitoring Document</li> </ul>	<p><a href="#">Weekly attendance meetings</a> take place. Each meeting details the monitoring of chronic absenteeism numbers. These minutes also include the breakdown of student enrollment based on the tiered system developed. Meetings are held on a weekly basis with the team and documentation is submitted to the RCSD.</p> <p>Attendance data is shared and monitored through a tiered system data reporting tool outlined in our <a href="#">Attendance Procedures</a>. Each tier has its own monitoring tool kept to keep a log of progress.</p> <ul style="list-style-type: none"> <li>● <a href="#">Tier 2 Attendance Focus</a></li> <li>● <a href="#">Tier 3 Attendance Focus</a></li> <li>● <a href="#">Tier 4 Attendance No Shows</a></li> </ul>



				<p>we celebrate students who have Perfect and Excellent Attendance by executing celebrations and recognitions. In Tier 2 (10-10.99% absent), we encourage students to attend school daily and move to Tier 1. A focus is placed on students who have 85% or higher attendance rates and they are monitored monthly. This is monitored by the Community Site Coordinator with strategy implementation provided by the Social Emotional Learning Teacher through avid phone calls and communication with the student. In Tier 3 (20% or greater), we re-engage students to increase their daily attendance percentage and move students to Tier 2. This is accomplished by filtering out students who have 75% or higher attendance. Grade level administrators and their teams work collaboratively to create action plans and monitor these students over a period of time. Lastly in Tier 4 (100% absent), we find good drops or re-engage students. This is achieved through the Attendance Committee.</p>		
#230 HS Science All Students PI	129.6	~161.23	Yes	<p>This indicator has been met. In order to maintain this indicator, a number of interventions, strategies, and methods were implemented both in the classroom and across the building.</p>	<ul style="list-style-type: none"> <li>● Quarterly assessment plan data</li> <li>● Data Wise Journal</li> </ul>	<p>Science Assessment Plan  <a href="#">(Standard Growth Assessment) leveled analysis</a> - baseline data</p>



				<p>Leadership recognized that there were three main components to address in order to achieve the desired outcome - classroom instruction, data and accountability, and expanded learning opportunities for students. First, classroom instruction: in order to provide a strong foundation, teachers were trained in backwards design for planning (Understanding by Design) with a focus on Next Generation Hallmarks and Science standards with a focus on reading and writing, provided additional time for students to make up lab minutes, and increased exposure to Regents-style reading comprehension/writing prompts. Further, teachers utilized the revised Monroe Instructional Framework and Grading Policy when designing instruction and assessing student proficiency. In terms of data and accountability, Monroe focused its efforts on disseminating walkthrough data with teachers in order to help teachers better meet the needs of the students and drive accountability conversations, having teachers create and implement a quarterly benchmark plan that provides data from which teachers can adjust instruction, and the implementation of embedded department meetings focusing on the Data Wise improvement protocol. Lastly, Monroe recognized the need for expanded learning opportunities for</p>	<ul style="list-style-type: none"> <li>● Standardized exam analysis and deconstruction (2018-2019)</li> <li>● Walkthrough data and feedback</li> <li>● Quarterly student grades</li> <li>● Learning Pods</li> <li>● Content teachers collaborate with ENL teacher as needed</li> <li>● Collaboration with community partners</li> </ul>	<p>- Baseline data shows that 476/521 (91%) students enrolled in science courses took the assessment and 365 students out of 476 (77%) scored a Level 2 or higher. Teachers are using the data from this baseline to identify students' strengths and areas of growth in order to differentiate instruction.</p> <p>Data Wise - The <a href="#">Data Wise Journal</a> shows where we are in the improvement process/cycle. Teachers have completed a <a href="#">data review</a> in which they identified data sources that could be useful when examining student learning. This review was used to identify a Learner-Centered Problem related to the school's priority question which asks "Why are our students struggling with writing and critical thinking tasks in the remote setting?" After identifying the Learner Centered Problem, teachers constructed a Problem of Practice by reflecting on how their own teaching practice could have contributed to the Learner</p>
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				students, and implemented targeted remote learning opportunities for review, recovery, and acceleration, specifically in LE and Earth Science as well as using marking period grades/assessment data to create targeted pull-out groups.		<p>Centered Problem. The next step in the Data Wise cycle, which begins in February, will be to create a detailed action plan in which teachers will attempt to rectify the Learner Centered Problem by changing their practice. The <a href="#">Deliverables Checklist</a> is where each part of the Data Wise process is documented. For an example of Data Wise material that supports instruction, see <a href="#">Science Best Practices</a>.</p> <p><b><a href="#">Marking Period Grades (3rd tab on bottom)</a></b> 37 students are enrolled in <i>mechatronics</i> courses. 81.1% passed, 56.82% of the passing % were A/B's</p> <p>207 students are enrolled in <i>Environmental/LE</i> courses. 42.0% passed, 20.80% of the passing % were A/B's</p> <p>277 students are enrolled in <i>Chem/ES/Physics</i> courses. 63.9% passed, 23.8% of the passing % were A/B's</p> <p>This data was also used to measure progress regarding the implementation of interventions, strategies, and</p>
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						<p>methods in both the classroom and across the building</p> <p>A science Learning Pod will be designated for students to get additional support as needed.</p>
#240 HS Social Studies All Students PI	122.6	~183.3	Yes	<p>This indicator has been met. In order to maintain this indicator, a number of interventions, strategies, and methods were implemented both in the classroom and across the building. Leadership recognized that there were three main components to address in order to achieve the desired outcome - classroom instruction, data and accountability, and expanded learning opportunities for students. First, classroom instruction: in order to provide a strong foundation, teachers were trained in backwards design for planning (Understanding by Design) with a focus on Next Generation Hallmarks and Social Studies standards, introduced frequent writing opportunities for students to engage in exam-styled tasks to support the humanities model and build language/knowledge, focused on academic vocabulary and language to build breadth and depth of knowledge, and increased exposure to Regents-style reading comprehension/writing prompts. Further, teachers utilized the revised Monroe Instructional</p>	<ul style="list-style-type: none"> <li>● Quarterly assessment plan data</li> <li>● Data Wise Journal</li> <li>● Standardized exam scores</li> <li>● Walkthrough data and feedback</li> <li>● Quarterly student grades</li> <li>● Content teachers collaborate with ENL teacher as needed</li> <li>● Collaboration with community partners</li> </ul>	<p>Social Studies Assessment Plan (<a href="#">Standard Growth Assessment</a>) <a href="#">leveled analysis</a> - baseline data</p> <p>Data Wise - <a href="#">The Data Wise Journal</a> shows where we are in the improvement process/cycle. Teachers have completed a <a href="#">data review</a> in which they identified data sources that could be useful when examining student learning. This review was used to identify a Learner-Centered Problem related to the school's priority question which asks "Why are our students struggling with writing and critical thinking tasks in the remote setting?" After identifying the Learner Centered Problem, teachers constructed a Problem of Practice by reflecting on how their own teaching practice could have contributed to the Learner Centered Problem. The next step in the Data Wise cycle, which begins in February, will</p>





				<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 and sentence starters to provide structures for students to use in written communication of mathematical thinking</p> <p>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.) 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>implementation of interventions, strategies, and methods in both the classroom and across the building</p> <p>Department meetings will take place every Wednesday to discuss students' needs and improve teaching practices.</p> <p>Starting in February, teachers will meet to discuss student growth and the assessment plan. A TOA has been designated to facilitate the assessment planning process.</p>
#250 2015 Total Cohort 6- Year Grad Rate- All Students	71	Red	No	<p>In order to meet this indicator, refer to the key strategies outlined in indicator #70 and #88. In addition to that, non-graduates are placed at alternative programs in order to graduate in June of 2021. Students that are on the inactive list will be addressed by an Administrator and Home School Assistants to find their location and connect them to alternative programs.</p>	<ul style="list-style-type: none"> <li>● See indicator #70 and #88.</li> <li>● Tier 4 Attendance No Shows</li> <li>● Virtual or In person meetings with students and program Counselor</li> </ul>	<p>See indicator #70 and #88. In addition Home School Assistants and Senior administrator continue to work to address the status of 2015 inactive students</p>



<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 II – *Demonstrable Improvement Indicators (Level 2)*

Identify Indicator # and Name	2020-21 Progress Target	Status (R/Y/G)	Based on the current implementation status, does the school expect to meet the 2020-21 progress target for this indicator? For each Level 2 indicator, please answer yes or no below.	What are the 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 2020-21 continuation plan and a rationale as to why these adjustments were made.	What evidence is being used to assess progress toward meeting the target for this indicator?	Based upon the evidence, provide quantitative and/or qualitative statement(s) that demonstrate impact towards meeting the target.



<p>#66 2019 Total Cohort (10th Graders) with 5 or more credits</p>	<p>64</p>		<p>Yes</p>	<p>This indicator has been met. In order to maintain this indicator, several strategies have been put in place. Learning Pods, which are virtual targeted instructional groups, have been created. These are learning opportunities for review and work recovery. Students have been recommended based on marking period 1 and 2 data to Online Credit Recovery for semester 2. This is an opportunity for students to recover the work missing in order to receive a passing grade for the class. Lastly, accountability data meetings between Principal, grade level Assistant Principal and Counselor are set in place to review quarterly report cards per cohort. In conjunction with the data meetings, a deep dive transcript and graduation data review using the NY state COVID graduation regulations and exemptions will occur.</p>	<p>Learning Pods          Accountability meetings          Student's academic plan</p>	<p>Targeted groupings of students for classroom intervention (learning pods) virtually in order to address gaps in student learning.</p> <p>Online Credit Recovery (OCR) Lab.</p> <p>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>Complete two deep transcript reviews with counselors and grade level administrators. One occurred in the fall semester. The other to occur in the spring semester. Results of that deep dive review</p> <p>10<sup>th</sup> grade (2019) with 5 or more credits =156 /163 = 96 %</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>
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<p>#68 2018 Total Cohort (11th Graders) with 5 or More Credits</p>	<p>61</p>		<p>Yes</p>	<p>In order to meet this indicator, see the key strategies outlined in indicator # 66.</p>	<ul style="list-style-type: none"> <li>See indicator #66</li> </ul>	<p>See the evidence provided for indicator #66. In addition: Complete two deep transcript reviews with counselors and grade level administrators. One occurred in the fall semester. The other to occur in the spring semester. Results of that deep dive review:</p> <p>11<sup>th</sup> grade (2018) with 5 or more credits = 127/131 = 97%</p> <table border="1" data-bbox="2118 651 2467 1024"> <thead> <tr> <th># 0 Credits</th> <th>Students</th> </tr> </thead> <tbody> <tr> <td>0 Credits</td> <td>20</td> </tr> <tr> <td>1 Credit</td> <td>2</td> </tr> <tr> <td>2 Credits</td> <td>12</td> </tr> <tr> <td>3 Credits</td> <td>16</td> </tr> <tr> <td>4 Credits</td> <td>3</td> </tr> </tbody> </table> <table border="1" data-bbox="2118 1089 2467 1403"> <thead> <tr> <th>Exam</th> <th>Students Passed</th> </tr> </thead> <tbody> <tr> <td>Algebra</td> <td>23</td> </tr> <tr> <td>Liv. Env.</td> <td>24</td> </tr> <tr> <td>Ear. Sci</td> <td>4</td> </tr> <tr> <td>History</td> <td>1</td> </tr> </tbody> </table>	# 0 Credits	Students	0 Credits	20	1 Credit	2	2 Credits	12	3 Credits	16	4 Credits	3	Exam	Students Passed	Algebra	23	Liv. Env.	24	Ear. Sci	4	History	1
# 0 Credits	Students																											
0 Credits	20																											
1 Credit	2																											
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3 Credits	16																											
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Exam	Students Passed																											
Algebra	23																											
Liv. Env.	24																											
Ear. Sci	4																											
History	1																											



#130 HS Math All Students PI	61.3		Yes	This indicator has been met. In order to maintain this indicator, see key strategies outlined in indicator #67.	<ul style="list-style-type: none"> <li>• Quarterly assessment plan data</li> <li>• Standardized exam scores</li> <li>• Quarterly student grades</li> </ul>	<p><a href="#">Standards Growth Assessment</a> Plan that includes quarterly benchmark assessments to be used to track student achievement against standards and use for data accountability conversations.</p> <p><a href="#">Marking Period Grades</a> 558 students enrolled in Math courses; 75.8% passed, 35.3% of the passing % were A/B's</p> <p>This data was also used to measure progress regarding the implementation of interventions, strategies, and methods in both the classroom and across the building</p>
#132 HS Math African-American Students PI	60		Yes	This indicator has been met. In order to maintain this indicator, see key strategies outlined in indicator #67.	<p>Quarterly assessment plan data</p> <p>Standardized exam scores</p> <p>Quarterly (MP) student grades</p> <p>Content teachers collaborate with ENL teacher as needed</p> <p>Collaboration with community partners</p>	See indicator #130



#133 HS Math Hispanic Students PI	57.5		Yes	This indicator has been met. In order to maintain this indicator, see key strategies outlined in indicator #67.	Quarterly assessment plan data  Standardized exam scores  Quarterly student grades  Content teachers collaborate with ENL teacher as needed  Collaboration with community partners	See indicator #130
#190 HS ELP Success Ratio- All Students	.7		Yes	In order to meet this indicator, see key strategies outlined in indicator #69.  In addition: Building vocabulary through the use of Teacher Made Glossaries, ESL Library & Drops App	See indicator #69  Literacy Lounge: Virtual ((Tier II Vocabulary support center)	See Indicator #69. In addition:  The Literacy committee created a <a href="#">virtual literacy center</a> that includes pre made resources, lessons and activities for teachers to easily integrate into their daily lessons. This will allow teachers to provide students with weekly tier two vocabulary practice and increase students' exposure to common high frequency vocabulary words across all curricula.  ENL Teachers created Glossaries per lesson/unit to support students during writing and assessment time. Students are encouraged to utilize the glossaries as needed when completing assignments and assessments to promote independence.



						<p>ESOL Assessment Plan  <a href="#">(Standard Growth Assessment) Data Analysis</a> - Baseline data show that 20/49 Entering and Emerging ESOL students scored at a Level 1. Teachers are using the data to target students' areas of growth in reading and writing in both the stand-alone and ELA classes. Students who are at the Transitioning level and higher completed a baseline assessment in their ELA class and that data is being used to differentiate instruction and create small targeted groups.</p>
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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)



<u>Key Strategies</u>		
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  Supportive materials:  Chromebook numbers	<p><a href="#">Mr. Betancourt's Technology Website</a>      <a href="#">Mr. Betancourt's TECH TALKS</a>      <a href="#">RCSD's Technology Website</a>  <a href="#">Distance Learning Tools</a>      <a href="#">Teacher Google Calendar Tutorial</a>- J.Wilson  <a href="#">Parent Google Calendar Tutorial</a>- J.DeFranco      <a href="#">CHROMEBOOK FAQs- Helpdesk</a>  <a href="#">Cell phone Google Calendar Tutorial</a>- L.Bonilla      <a href="#">Monroe Upper NEEDs Form</a></p> <p>Upper School Chromebooks = 83% have chromebooks</p>
2.	SEL workshops	A series of workshops have been designated to address immediate needs and concerns brought up during Remote Learning. Topics are related to Internet Safety strategies, anxiety and depression, COVID 19 related issues, death & appropriate use of technology. Administrators will make referrals to the Social Workers based on the Safety Gaggle alerts, teachers' recommendations and parents' concerns.
3.	Community Partners Workshops	Five community partners are currently offering workshops to our students. The workshops are offered after school and on Wednesdays. Topics vary from College and Career readiness to SEL, and they offer tutoring. We are preparing to track participation for the second semester as well as establish protocols and a system to maintain and recruit students.
4.	Parent Engagement	Parent Ambassadors is the vehicle used to connect and keep parents informed. The focus of the first semester was to inform parents of remote learning, attendance, student engagement and grading. In December, Monroe surveyed parents for choices for reopening to select the teaching model of their preference; 182 families selected Hybrid or some type of In-Person learning. The school is planning to offer Hybrid learning in March 2021.
5.	Professional Development Opportunities	The PD plan consisted of teacher-led workshops with topics of technology, wellness, SEL, cognitive engagement strategies and school initiatives.



			<a href="#">PD offerings tab</a> on the Teaching and Learning Monroe Website  <a href="#">PD Plan</a>  <a href="#">Survey of Data Analysis from Sept - Dec.</a>		
<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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

<b>Community Engagement Team (CET)</b> 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 2020-21 CET plan and/or the 2020-21 CET membership changed, please attach copies of those updated documents to this report.	
Status (R/Y/G)	Analysis/Report Out
	<p>This team is composed of the principal, community school site coordinator, teachers, students, parents, school-based partners and community stakeholders. It meets 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 priorities, 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. CET Meetings for the 2020-2021 school year have been held monthly since September of 2020. A set calendar was established in September of 2020 and sent out to the entire CET committee. Meetings are held on the first Thursday of every month from 4:00-5:00 PM. Agendas are provided and minutes are posted and shared with the committee.</p> <p>The school’s CET roster can be found here: <a href="https://www.rcsdk12.org/Page/48620">https://www.rcsdk12.org/Page/48620</a></p> <p>CET June Meeting Agenda and Minutes: <a href="https://drive.google.com/drive/folders/1cjEyuYQHgam6BoK1lx3-KpxtKtObCLXd?usp=sharing">https://drive.google.com/drive/folders/1cjEyuYQHgam6BoK1lx3-KpxtKtObCLXd?usp=sharing</a></p> <p>The 2019-2021 Needs Assessment Priorities are: daily attendance, parent engagement and social emotional support. Currently the CET team is working to complete the Needs Assessment for the 2022-2025 school year.</p>



<b>Powers of the Receiver</b>	
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
	<p>The Superintendent Receiver Authority continues to be utilized in multiple ways for the 20-21 school year:</p> <ul style="list-style-type: none"> <li>● School level community engagement meetings to discuss Receivership status and solicit public input and recommendations</li> <li>● 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</li> <li>● 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.</li> <li>● The Office of School Innovation holds bi-weekly professional learning/team meetings to focus on Improving Instruction and Curriculum, Monitoring Data, and Shifting Culture</li> <li>● Support the schools in the continued implementation of the Community Schools.</li> </ul> <p>Additionally, the Superintendent Receiver will utilize the Powers of Receiver as needed:</p> <ul style="list-style-type: none"> <li>● Review and make changes to the school budget.</li> <li>● Create/change school program and curriculum.</li> <li>● Supersede a decision made by the Board of Education.</li> <li>● Require all staff to reapply for their positions.</li> <li>● Implement professional development for staff</li> <li>● Expand the school day or year.</li> <li>● Replace school leadership to help transform a school on an as-needed basis</li> <li>● Request additional changes to the collective bargaining agreement.</li> </ul>



<b>Green</b>	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> .	<b>Yellow</b>	Some barriers to implementation / outcomes / spending exist; with adaptation/correction school will be able to achieve desired results.	<b>Red</b>	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 V – 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) as applicable. Add rows as needed.)

Budget Analysis		
Identify the grant.	Status(R/Y/G)	If expenditures from the approved <b>2017-21</b> (PSSG, CSG) or 2020-21 (SIG 1003(g) FS-10 are on target, describe their impact. If there are challenges expending the remaining funds describe the course correction to be put in place for this reporting period.
PSSG:		
SIG:		
CSG:		



Part VII: Best Practices (Optional)

<b>Best Practices</b>		
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.	Weekly Focus	<a href="#">Weekly Learning Focus</a> is aligned to the Monroe Instructional Framework. This document includes a weekly focus to guide the walkthroughs and allows administrators to provide immediate, focused feedback to teachers.
2.	<a href="#">Monroe Upper Teaching &amp; Learning site</a> - Monroe Landing Page	The Monroe Landing page is designed as a platform to hold all the resources, professional development and professional literature for staff.
3.	SEL Student & Staff of the Month	<a href="#">Social Emotional Learning</a> time is part of the bell schedule. Students start the day with a mentor that facilitates activities to support the student's mental health, and checks on students' needs (technology, family, social-emotional, etc.). During the second semester, the SEL teachers are supporting students in completing missing work.
4.	Monthly Instructional Workshops	The monthly instructional workshop is facilitated by one of the Teachers on Assignment. The topics are selected based on the teachers' needs observed by walkthroughs, observations and/or pre-post conference meetings. It also includes topics of teachers' interest. The workshops have been extended to teachers in the district. To date, there have been three workshops, focusing on designing cognitively engaging learning opportunities for students, deeper questioning patterns, and designing high-quality assessments.



5.	<a href="#">Wellness Program</a>	<p>The Monroe Wellness program for staff is led by the health teacher. It is designed to provide staff with activities that promote mental, physical and emotional health. There are school wide activities and monthly workshops included as part of the professional development plan. The school wide program includes Healthy Steps with prizes. The monthly workshops include opportunities for yoga, cooking, exercising and stress relief strategies. It is highly supported by the staff. All of this was made possible due to a grant.</p>
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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): Dr. Lesli Myers-Small  
Signature of Receiver: Lesli Myers-Small (Signature)  
Date: 1-28-2021

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 2020-2021 community engagement team plan and membership.

Name of CET Representative (Print): Sean P Coffey

Signature of CET Representative: Sean P. Coffey (Signature)

Date: 01/11/2021