M

Shine Bright

"The Jewel of the City"

Table of Contents

Needs Assessment Report June 2023

"The Jewel of the City"

VISION & MISSION STATEMENT
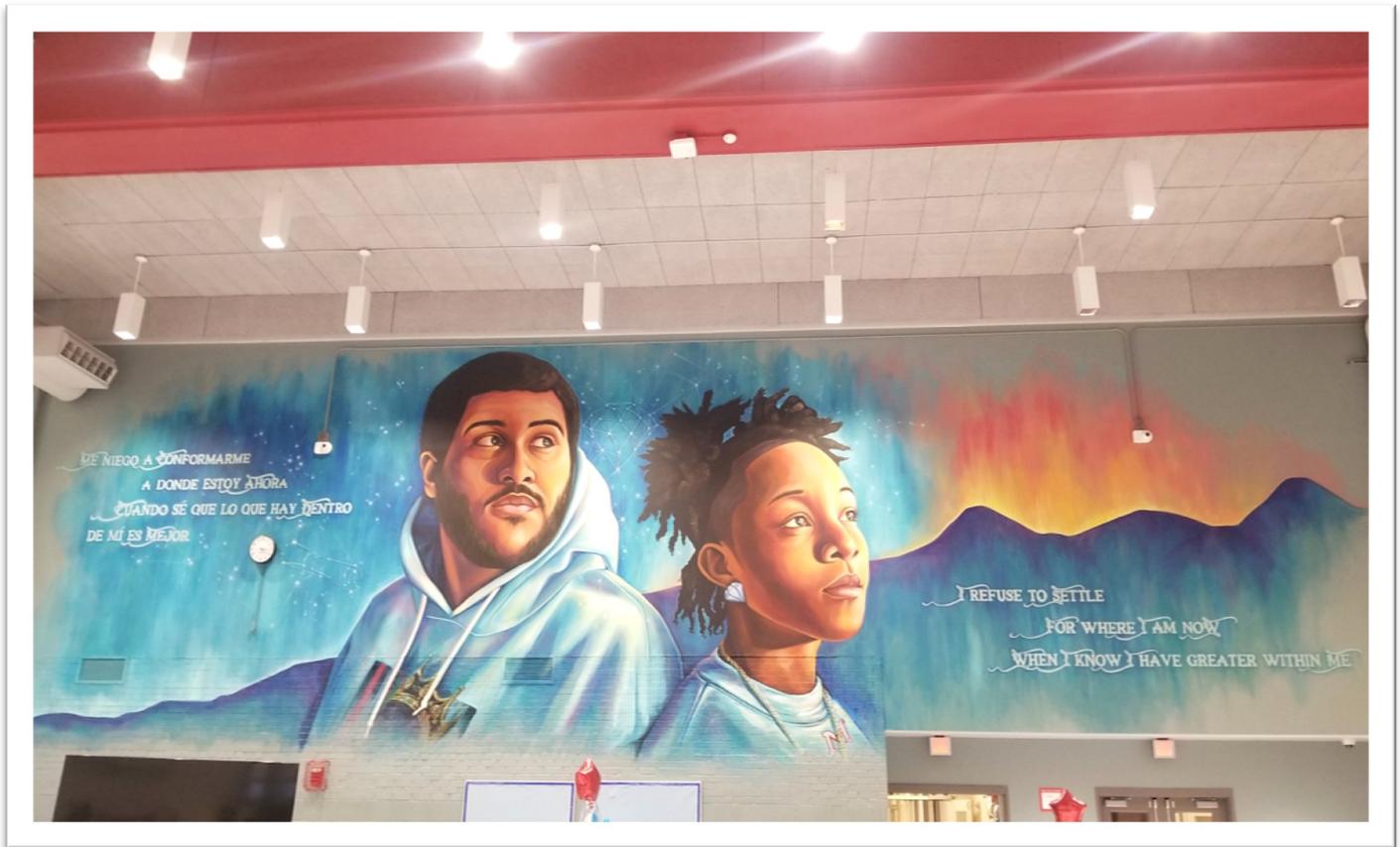
RCSD	Monroe Upper	Community Schools
VISION STATEMENT Foster students' individual talents and abilities in a nurturing environment of equity.	**VISION STATEMENT** Jewel of the City. *Shine Bright*	**VISION STATEMENT** To use Community School strategies to build a solid foundation that promotes equity and educational excellence for all learners.
MISSION STATEMENT Ensure all students equitable access to a high quality education and graduate each students as a productive member of society.	**MISSION STATEMENT** As Ambassadors of diversity, the Monroe Family is on a mission to lean, work, and contribute to our community.	**MISSION STATEMENT** To cultivate a culture of academic excellence, in partnership with schools, students, families, and community stakeholders, utilizing inclusive and innovating learning opportunities for all learners.

Administrative Team

James Muhammad, Principal

Anthony Bianchi, Senior Assistant Principal

Bernadette Regan, Assistant Principal

Anthony Rodriguez, Assistant Principal

Matthew McCormick, Assistant Principal- School Improvement Specialist

Kerri Cannito, Associate Director of Special Needs

Jeff Wheaton, Athletic Director (not pictured)

Jennifer DeFranco , Community School Resource Coordinator

Mark Morrison, Student Supervisor

"The Jewel of the City"

Community Engagement Team

Courtney Allen, Pathways to Peace

Christina Alvarado, Hillside Work-Scholarship

Natalie Barnum, Science Teacher

Jeri-Ann Cadet, UR Upward Bound

Erin Carey, ELA Teacher

Cynthia Collazo, Ibero-RocRestorative

Jen DeFranco, Community Resource Site Coordinator

Brittany Dorman, Center For Youth

Elizabeth Estevez, Parent Liaison

Ingrid Gonzalez, Brockport ETS

Coralis Joyner, Vision Financial Group (Alumni)

Beatriz Lebron, Board Liaison

Lucky Light, Center For Youth, Intervention/Prevention

Jason Muhammad, Principal

Luis Perez, GRSLA/Summer LEAP (Alumni)

Omayra Ramos-White, Hillside Work-Scholarship

Bernadette Regan, Assistant Principal

Braulia Reyes, Parent

Daekwon Ruffin, Center For Youth

Regina Shengulette, Instructional Coach

Whitnee Shipman, UR Upward Bound

Yabnel Torres, Ibero (Alumni)

Karelyn Torres-Rivera, Hillside Work-Scholarship

Shanterra Randle, Teen Empowerment

Sertzai Weld, Parent Liaison

Student Supporter: Khaya Moses, Nazier Wilson, KJ, Araix Gonzalez

Lieselle Taylor, District Office Member

COMMUNITY SCHOOLS

"The Jewel of the City"

Introduction

James Monroe High School, the Rochester City School District, and community partners have worked to develop a comprehensive community school that will address the needs of students, families and the Monroe community. The primary goal of this needs assessment is to provide an analysis of school data and a series of recommendations for the continued development of the community school from 2021- 2024.

Four Pillars of Community Schools
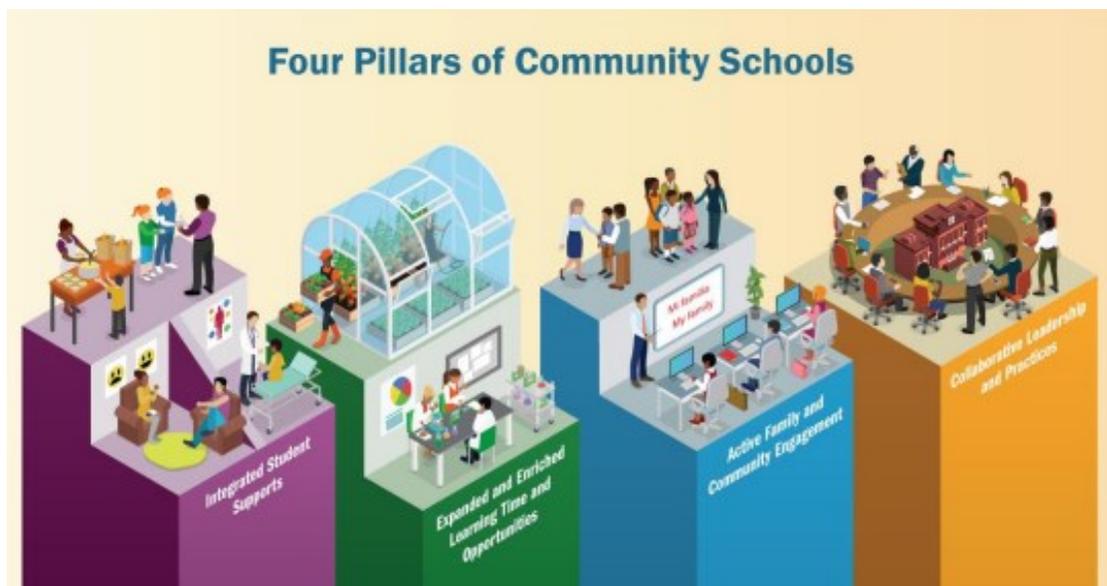
At James Monroe Upper, our goal is to support independent life-long learners that possess the characteristics necessary to be successful post graduation. While promoting life-long learners, the Monroe Family provides a variety of learning opportunities that meet the diverse cognitive and social-emotional needs of our faculty, staff, parents, and students.

Highlighting Partnership

**"Alone we can do so little,
together we can do so much."**

Helen Keller

When schools and community organizations work together to support learning,
everyone benefits. Partnerships can serve to strengthen, support, and even
transform individual partners, resulting in improved program quality, more
efficient use of resources, and better alignment of goals and curricula
(Harvard Family Research Project, 2010).

The Center for Youth—Help Zone

Center for Youth (Help Zone) provides 2-3 Crisis Intervention Specialists who utilizes restorative practices to repair and build relationships.

Hillside Work Scholarship

Hillside Work-Scholarship staff implement workshops, after school programs, and field trips to create a strong post graduation foundation for students.

Pathways to Peace

Pathways to Peace staff support the building during times of major crisis, work with students and teachers in conflict resolution spaces, mediations, and are on call throughout the RCSD Community.

Foodlink

The Foodlink mission is to end hunger and use food to build a healthier community. As part of a regional food hub, the organization is able to provide meals using an innovative approach that directly addresses health disparities related to food insecurity. As a James Monroe partner, Foodlink stocks our food pantry and weekend backpack program which feeds our students, parents, and community members. Foodlink also offers dietary and nutrition programs for grade level classes.

Ibero

Ibero/RocRestorative staff provide active family and community engagement.

Brockport-ETS

Brockport ETS staff work primarily with Upper School students to navigate college admissions, graduation, and provide academic support.

Monroe Community College

Monroe Community College (MCC) supports students by offering College Credit bearing classes to students at Monroe.

UofR Upward Bound

UofR Upward Bound staff work to provide program participants with skills and motivation necessary to complete a program of secondary education and

Burger King - Monroe Avenue

The Burger King on Monroe Avenue in the city of Rochester, offers discounts to staff to show appreciation and students receive awards for excellent academics.

Rochester Police & Fire Departments

The Rochester Police & Fire Departments offer support to our students by attending Career week at Monroe. Students are encouraged to collaborate and discuss future career opportunities. School program.

Primetime 585

PrimeTime585 supports students in the Athletic programs.

Teen Empowerment

Teen Empowerment supports students by giving them an opportunity to problem solve in the community with Teen Empowerment leaders.

Vision Financial Group

Vision Financial Group has supported Monroe Upper by offering opportunities to staff and students regarding financial goals and financial literacy.

Flower City Arts Center

Flower City Arts Center will be joining our team during the 23-24 school year. They will work in collaboration to offer Artistic experiences for our students.

South Wedge Planning Committee (SWPC)

South Wedge Planning Committee supports students with needs that are provided upon request. Ex. Winter clothing, hats, gloves, coats, socks.

Methods

Using the school's mission, vision, instruction focus and the social-emotional priority, the Community Engagement Team followed the guidelines and steps set forth by the National Center for Community Schools as outlined in their "Needs Assessment Toolkit". Using this nationally recommended format, the team was able to get a clear picture of the needs of all James Monroe Upper stakeholders. The team analyzed data from a variety of sources including numeric and anecdotal data. The data was used to formulate the recommendations contained within this report.

James Monroe Upper used a variety of methods to gather information about the school's assets and needs. The development of this assessment includes the voices of students, their families, teachers, staff members, and the community. Data collection included:

- Archival Data Review
    - ROC 3D
    - Website: www.censusreporter.org
    - NYSED Data

- Surveys
    - Students
    - Parents
    - Teachers, Paraprofessionals, and Teaching Assistants
    - Administration
    - Support Staff

- Focus Groups
    - Students Grade 9
    - Parents
    - Teachers

- Interviews
    - Students

Key Findings
Strengths

1. **We are the Jewel of the City.** At James Monroe Upper, our goal is to support independent life-long learners that have the characteristics needed to be successful post graduation. While promoting life-long learners, the Monroe Family provides a variety of learning opportunities that meet the diverse cognitive and social-emotional needs of our faculty, staff, parents, and students.

2. **We Shine Bright. A shared mission and vision** are essential to the success of James Monroe. The mission is lived by all stakeholders and the vision is treasured by students.

3. **An aligned vision and mission.** The mission and vision statement are directly aligned with the RCSD and our school priorities to take a multifaceted approach. School priorities (lead strategies) include Grade Level Instruction, a focus on Academic Language Acquisition and Vocabulary, and the adoption of a Standards Based Grading Philosophy (SBG). All building-wide systems and processes are designed to support initiatives in these areas.

4. **Use of Collaborative Co-Teaching Model** enables many classrooms to have two teachers, one general education teacher, one special education teacher, one ELL teacher and/or a paraprofessional. Teachers teach and plan collaboratively, working to address the needs of all students, making it a shared responsibility.

5. **The administrative leadership** at James Monroe Upper School deserves recognition for efforts they have made to collaboratively develop systems and structures that are logical, effective and student centered. Repeatedly, teachers, students and community partners have expressed their willingness to address their concerns and bring about sustainable change that is leading James Monroe Upper School in a positive direction.

Key Findings Strengths

6. **The addition of a Community School Site Coordinator** has enabled James Monroe Uppers School to embrace the Community School Model at an accelerated pace.

7. **Our school is Data-Informed** as opposed to data-driven. Monroe Upper strives to address the needs of the whole child and recognizes that, in order to move forward, teachers should be data-informed but not let student data be the only indicator that drives instruction.

9. **Social Emotional Learning (SEL)** is vital to addressing the student need. Great strides have been made to repair relationships and bring about deep personal and behavioral change with restorative practices. Daily, staff from Center For Youth manage the Help Zone by participating in relationship building activities such as mediations and circles. Additional efforts include a room called, The Hive. This provides an environment for students who benefit from a calm and quiet space during their lunch period. It is strategically designed to have a calming effect the moment a student walks in the door. There are therapeutic activities on each table, a movie being played in the front of the room, games, books, crafts and more are also offered here. The MTSS team, CSSC, school psychologist, counselors, social worker, teachers, instructional coaches and members from our Community Partners institute work daily to grow our practices of supporting SEL needs.

10. **The Sports Majors, Athletics, and Regents Track (SMART)** pathway to graduation promotes and strengthens the connection between Academics and Athletics. The goal is to prepare college-ready Student Athletes and introduce them to sports-related professions beyond the playing field. In fact, SMART Students have proven what RCSD data informs us, as their attendance, GPAs, and performance on NYS Regents Examinations rank as some of the highest in the school.

Key Findings
Area of Need

Purposeful Instruction 💎

Parents Report

How well do the teaching styles of your child's teachers match your child's learning style?

How well do the teaching styles of your child's teachers match your child's learning style?

- Not well at all
- Slightly well
- Somewhat well
- Quite well
- Extremely well

33.3%
11.1%
11.1%
44.4%
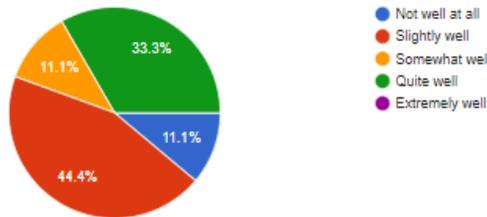
Teachers Report

How often do you have individual discussions with any of your students about the following topics?

#11. Disruptions   #12. Good academic performance

#13. Not completing HW assignments   #14. Poor Academic performance

#15. Interests & important things to them   #16. Their worries

#17. Their future careers or professional aspirations

Questions #11-17: How often do you have individual discussions with any of your (the) students about the following topics?

Never | Rarely | Sometimes | Often | Very Often

#11 - Disrupting class | #12 - Good academic performance | #13 - Not completing homework assignments | #14 - Poor academic performance | #15 - Interests and things important to them | #16 - Their worries | #17- Their future careers or professional aspirations
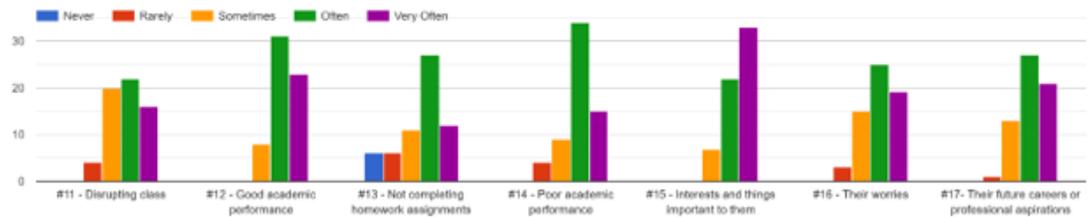
Students Report

Students did not have any trending needs identified in this area

#12. I know what it takes to be a good student

#13. I try to succeed in school even when it's hard.

#14. I do the work assigned to me by the best of my ability

#15. When I make a mistake, I am given time to make corrections

#16. When I need help with school work, my teachers are available to help me.

#17. I feel that my teacher treats me fairly

#18. I am willing to overcome challenges at school

#19. I feel supported at school by my teachers

Strongly agree | Agree | Undecided | Disagree | Strongly disagree
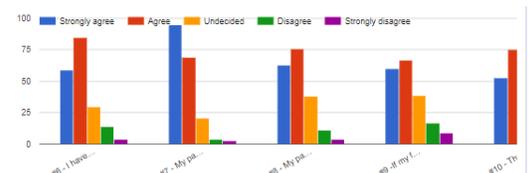
Key Findings
Area of Need

Graduation & Post Secondary Readiness 💎 💎

Parents

Report

Question #20 - Do you know what additional resources are available in Upper Monroe?

192 responses

- Yes
- No
- Some

44.8%
27.1%
28.1%
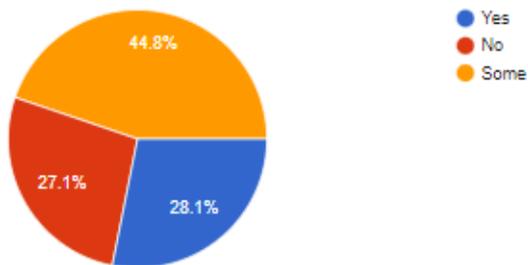
Teachers
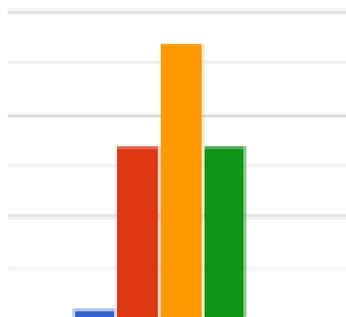
Report


#10- Students apply a strategy to work though the struggle with a problem.

Students

Report

Question #11 - Do you work with any of our agencies? (Center for Youth, Ibero, Hillside Work-Scholarship, UR-Upward Bound, Brockport ETS)

192 responses

- Yes
- No

75%
25%
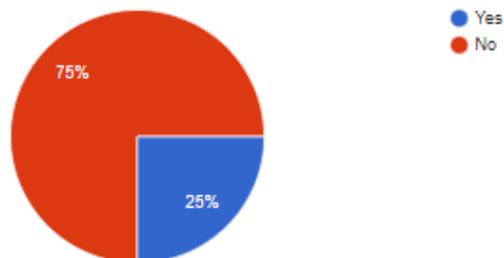
Key Findings
Area of Need

Parent & Monroe Family Engagement

Parents Report

How involved have you been with parent group(s) at your child's school?

- Not at all involved
- Slightly involved
- Somewhat involved
- Quite involved
- Extremely invovled

11.1%
11.1%
33.3%
44.4%
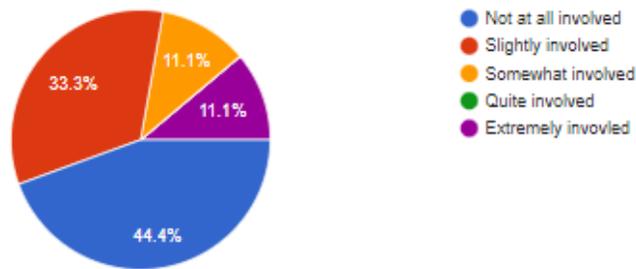
Teachers Report

No Needs are trending at this time.

#21. Teachers have established a relationship with most parents

#22. Staff/Teachers work in collaboration with parents

#23. Parents support the schools mission and vision.

Strongly Disagree · Disagree · Neutral · Agree · Strongly agree

#21 - Staff/Teachers have established a relationship with most parents.

#22 - Staff/Teachers work in collaboration with parents.

#23 - Parents support the school's mission and vision.
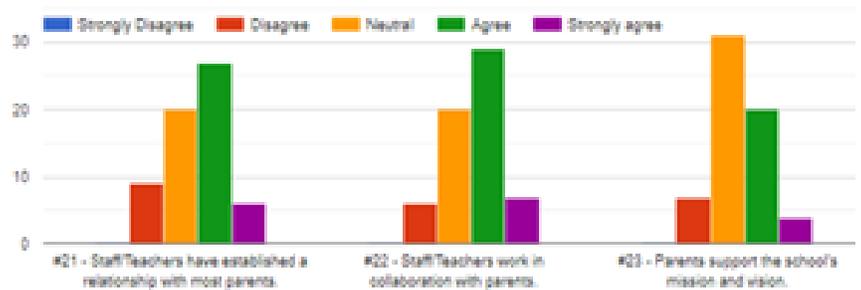
Students Report

School Community Needs

Questions #27-42: Think about our school community and needs of our students. What would you rate the **need here at Monroe Upper School** for the following?   Copy

Low Degree of Need · Moderate Degree of Need · High Degree of Need

#27 - Academic remediation

#28 - Academic enrichment

#29 - Communication skills

#30 - Relationships with peers

#31 - Relationships with adults

#32 - Working in a group
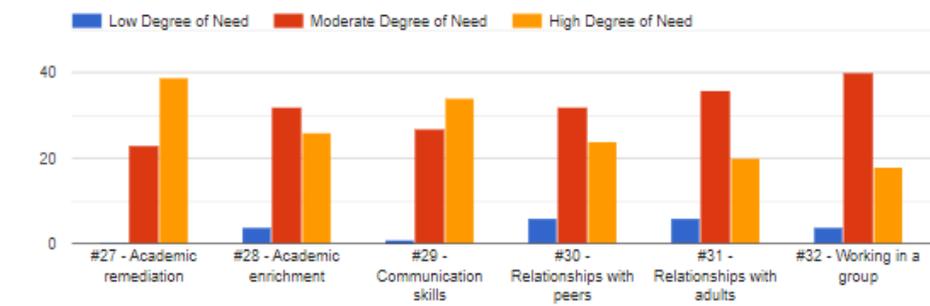
Overview—Recommendations

Our School Continuation Plan identifies three lead strategies, *"Diamonds", that align to our vision and mission: Our Three Diamonds (lead strategies) anchors our work for the year.*

Our Three Diamonds are as follows:

1. Purposeful Instruction -
Supported by: Data Wise Math/ELA Commitments
Measured by Coaches evidence log & peer surveys
Supported by: The Monroe Lesson Planning Framework & Academic Culture Commitment
(Block Scheduling, Grade level Instruction, Differentiation, Student centered learning opportunities, planned productive struggle)
Measured by student MP grades, interim reports, teacher observations & surveys.

2. Graduation and Post Secondary Readiness - Comm partners and students
Supported by: The After School Acceleration Program (ASAP) & Shine Bright
Measured by new and recovered credits obtained, Cohort Data Tracker.
Supported by: The SMART program
Measured by counselors meetings and opportunities offered.
Supported by: Business/Computer Classes/Community Partners
Measured by amount of events, student sign ins, field trips, career week opportunities.

3. Parent & Monroe Family Engagement
Supported by: Offer staff/family engagement opportunities & establish a consistent "accessible space" (physical & digital) that includes important information.
Measured by Community Partner logs, weekly forms and surveys.

We are the Jewel of the City. We Shine Bright.

Overview—Recommendations

In addition, to further support the 3 lead strategies (diamonds) identified in the Continuation Plan, Monroe Upper leaders have been collaborating with the **Harvard Data Wise** team regarding a specific & measurable improvement plan. **There are four commitment areas that the RCSD leaders have chosen for focus, Literacy, Math, Academic Culture, and Graduation.** These commitment areas are aligned to support Monroe Upper's 3 Diamonds.

Our Instructional Foci are explained below and are aligned with our School Improvement Plan (Data Wise) and our Continuation Plan.

1. LITERACY Commitment:

ELA/Social Studies teams are focusing on annotations strategies. (PASS strategy)

2. MATH Commitment:

Math/Science teams are focusing on gradual release strategies (I-do, We-do, You-do) while completing any learning activity. These strategies are monitored by Data Wise tools created during the 2022-2023 school year.

3. ACADEMIC CULTURE Commitment:

At James Monroe Upper school, students will develop an ability to independently complete critical thinking tasks by increasing their awareness of their own "productive struggle".

4. GRADUATION Commitment:

At James Monroe Upper school, students will be prepared with appropriate courses and opportunities that are required to follow their post-graduation journey.

Monroe Data Wise Leaders

Specific—Recommendations

Community School Needs Assessment - James Monroe Upper School Development Plan 2023-2024

Priority # 1 - The Parent Needs Assessment indicated the following:

Goal: **(Diamond 3)**	Increase the amount of **Staff/Family Engagement** opportunities at James Monroe Upper.
Performance Target:	At this time parents indicated that they do not have a clear path to follow regarding communication with Monroe staff. After the implementation tasks are completed, our target is to have families report that there are more opportunities to engage in & a consistent space that offers communications and information about Monroe.

Recommendations	Implementation Tasks	Indicators of Success
Offer staff/family engagement opportunities.	• Parent breakfast PTC • Open House • Community Engagement Team • Parent Ambassadors • Bilingual Academy Representatives • SBPT • Parent Volunteers on Building based ½ days • Family Attendance Celebrations • Award Ceremonies • Kick off events • SMART Program • Parent Leadership Training	Needs assessment survey 2024 (77.8% - 50% or lower) Agenda Minutes Sign In sheets
Establish a consistent "accessible space" that includes important information on events, testing, workshops, field trips, prom, etc.	• Create weekly SMORES links - "Trending at the Roe" weekly updates and announcements. • Print Weekly and put on Counter in main office • Add all links to 4 Social Media platforms • Email to all Parent emails weekly	Needs Assessment Survey 2024 Shared Drive with weekly updates. Smores Data Analytics

Specific—Recommendations

Community School Needs Assessment - James Monroe Upper School Development Plan 2023-2024

Priority # 2 - The Staff Needs Assessment indicated the following		
Goal: (Diamond 1)	Staff identified that students need more practice regarding **productive struggle** practice & promoting student independence.	
Performance Target:	Increase student ability to work through problems by facilitating strategies that scaffold Productive Struggle. Change from above 50% (staff feel students need more time to practice productive struggle) to below 50% of students.	
Recommendations	**Implementation Tasks**	**Indicators of Success**
Conduct regular work-shops	• Data Wise School Improvement Plan • Academic Culture Commitment • Monroe Planning Framework	Quarterly Surveys from staff and students. Individual student moni-

Priority # 3 - The Staff Needs Assessment indicated the following		
Goal: (Diamond 3)	Staff identified that **more services** need to be shared with our staff and students to promote mental health stability and life/career readiness.	
Performance Target:	Increase, communication skills, counseling and therapy, and life and job readiness post Graduation.	
Recommendations	**Implementation Tasks**	**Indicators of Success**
Include this in the weekly communications with Parents.	• Provide resources in the weekly updates and announcements for parents. CTE Focus (Civil Service, OSHA) • Business field trips	Parent Survey/Smore ana-lytics Career Week sign ins Counselors logs Comm. Engagement log

Specific—Recommendations

| Priority # 6 - The Student Needs Assessment indicated the following		
Goal: **(Diamond 2)**	Students identified that they are in need of **more information pertaining to opportunities** offered at "the Roe".	
Performance Target:	Increase the amount of students that work with Community Partners from less than 50% to 50% or greater by June 2024.	
Recommendations	**Implementation Tasks**	**Indicators of Success**
Community Partners increase visibility of programs in the building.	• More tabling events in cafe • More visual bulletin boards around the building • CET meeting minutes • Community Partner Check-In minutes	Needs Assessment Survey 2024 Compare numbers of students connected with partners from June 2023

Data—Demographic

BEDS Day Enrollment Trend

NOTE: Current school year data is Enrollment as of the previous school day.

	2019	2023
Enrollment	825 (2018-2019)	682 (2022-2023)
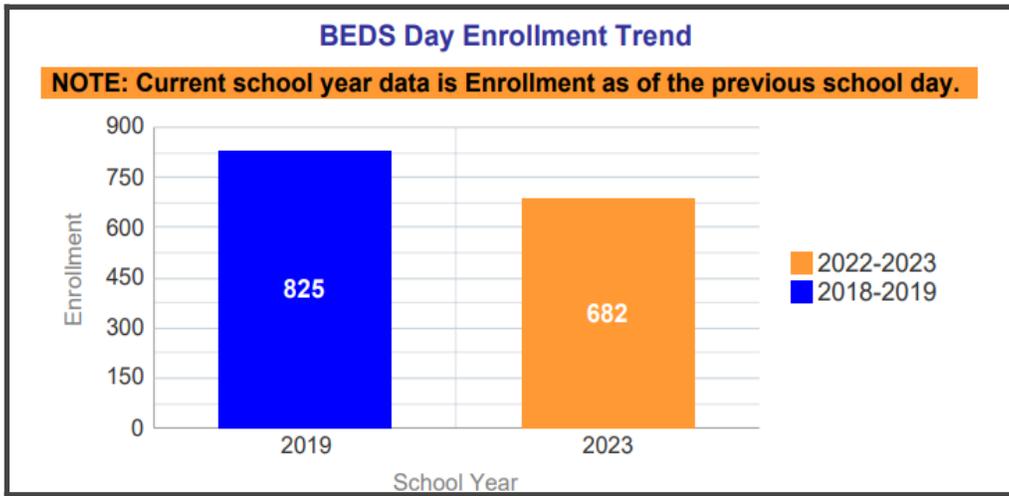
* **Note James Monroe Campus split into schools 2020.**

Race	Enrollment	% Enrolled
Asian	7	1.0%
Black or African American	311	45.6%
Hispanic	337	49.4%
Two or more	4	0.6%
White	23	3.4%
Grand Total	682	100.0%

Eligible for Free and Reduced Lunch	582	85.3%
Missing/Incomplete Applications	100	14.7%
Grand Total	682	100.0%

All Students	Race	Gender	Enrolled
All Students	Asian	Female	3
		Male	4
	Asian Total		7
	Black or African American	Female	154
		Male	157
	Black or African American Total		311
	Hispanic	Female	163
		Male	175
	Hispanic Total		338
	Two or more	Female	1
		Male	3
	Two or more Total		4
	White	Female	8
		Male	15
	White Total		23
All Students Total			683
Grand Total			683

Data—Attendance

Attendance Summary

| Attendance	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance	Avg Daily Attendance
Avg Daily Attendance	67.8%	66.5%	77.2%	79.6%	77.5%

Enrollment with Attendance Data

Enrollment and Average Daily Attendance by Grade

Grade Level	# of Students Enrolled	% of Students Enrolled	Avg Daily Attendance
Grade 9	233	34.2%	63.6%
Grade 10	196	28.7%	72.8%
Grade 11	136	19.9%	71.3%
Grade 12	117	17.2%	65.6%

Refresh - Print - Export

Yearly Campus Avg Daily Attendance Compared to District ADA
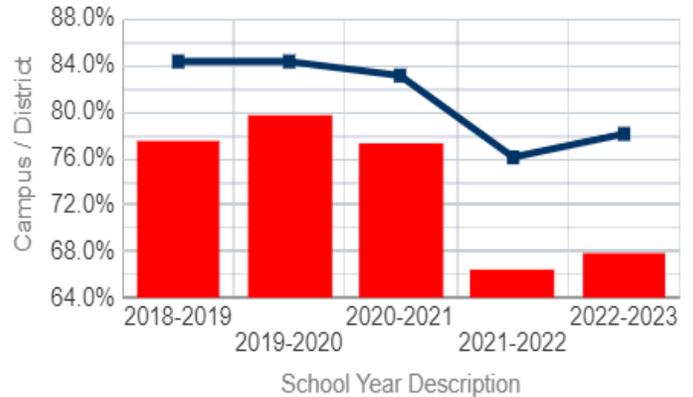
Data—Behavior

Incidents / Suspensions by Campus

School Year	Incidents	Short Term	Long Term	In School	Out of School	In Alt. Program	Total Suspensions
2022-2023	114	212	22	27	207	16	234
2021-2022	145	339	33	54	318	28	372
2019-2020	188	272	35	101	206	29	307
2018-2019	249	409	12	226	186	9	421

Data—At a Glance

Total Current Enrollment/Registrant Counts:

SWD __28___%

N= ___691___

ELL _33___%

SWD/ELL percentage total__61___%

Four-Year Trend Data

	2018-2019 7th - 12th	2019-2020 7th - 12th	2021-2022 9th - 12th	2022-2023 9th - 12th
Average Daily Attendance Rate	77.5%	79.6%	66.5%	69.7%
Chronic Absenteeism Rate	70.8%	48.6%	81.9%	72.1%
Out-of-School Suspension % Rate and #	32% / #186	23% / #206	47% / #318	25% / #171
Duplicated Suspensions	38% / #221	17% / #149	29% / #197	12% / #80
Unduplicated Suspensions	35% / #200	18% / #158	26% / #175	17% / #117
ELL Suspensions	25% / #178	13% / #117	15% / #101	8% / #52
SWD Suspensions	7% / #47	5% / #47	14% / #96	10% / #68

Data-Historical

Regents Inventory for Actively Enrolled Students

Click on the number of students to display Regents scores by student.
On the next report, click on the Score to navigate to the Regents Item Analysis page for the selected exam and student.

Item Subject Area	# of Students 65 and Above	% Above 65	# of Students Between 55 - 64	% Between 55 - 64	# of Students Below 55	% Below 55	# of Students Tested
ELA	1	33%	1	33%	1	33%	3
Global Studies	2	29%	0	0%	5	71%	7
Mathematics	2	13%	5	31%	13	81%	16
Science	3	25%	2	17%	7	58%	12

Exam Name: Regents Common Core Algebra I

	# of Students		
Achieved Description ▲▼	2017-2018	2018-2019	2019-2020
Partially meets Common Core expectations	1	10	4
Meets Common Core expectations		1	
Does not demonstrate knowledge and skills for Level 2	2	29	9
(Safety Net) - Partially meets Common Core expectations		11	2
Grand Total	3	49	15

Appendices

Follow us on social media!

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James Monroe High School
"The Jewel of the City"

Appendix A

Parent Survey

[James Monroe Upper Parent Survey - English](#)
[James Monroe Upper Parent Survey- Spanish](#)

Student Survey

[James Monroe Upper Student Survey-English](#)

[James Monroe Upper Student Survey-Spanish](#)

Staff Survey

[James Monroe Upper School Staff Survey](#)