

2023-2024 Receivership School Quarterly Report #1
Report Period: *July 22, 2023, to October 30, 2023 (Due October 30, 2023)*

This document is to be completed by the Superintendent Receiver and/or their designee and submitted electronically to OISR@NYSED.gov.

Complete all sections by fully responding to each prompt. For Districts with State Monitors, to streamline reporting, related metrics, data, target status and applicable evidence should be drawn from the most recent Superintendent-District Academic and Financial Summary Status Report based on the Monitor’s Recommendations.

The reporting portion of this document is a self-assessment of the *implementation and outcomes of key strategies* related to Receivership, and as such, is not considered a formal evaluation by the New York State Education Department. Once finalized and accepted, this document in its entirety *must be posted* in a conspicuous, accessible location on the district website. All responses should directly align with or be adaptations to previously approved improvement plans and *require explicit engagement and input* from Community Engagement Teams.

School Name	School BEDS Code	District	Lead Partner or EPO	Receivership Cohort	Hyperlink to where this plan will be posted on the district website:
James Monroe Upper High School	26160001066	Rochester City School District	N/A	Cohort 1	https://www.rcsdk12.org/innovation
Superintendent	School Principal <i>(If appointed since the last reporting period, attach resume)</i>	School Principal Appointment Date	Additional District Staff working on Program Oversight	Building Grade-level Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate):
Dr. Carmine Peluso	Jason Muhammad	2/2021	Brenda Torres-Santana Chief of Schools	9-12	62.5%

Executive Summary:

Please provide a *plain-language summary* of this Quarterly Report-based Continuation Plan to both reflect the changes and progress made since the last reporting period. Describe the systems and processes utilized to implement lead strategies, engage the community, and actions taken to enact the Powers of the Receiver during the past quarter have framed a basis for developing a data-informed continuation plan for the next school year. 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*. Applicable links must be made publicly available prior to submitting the report.

Monroe has been working extremely hard to make progress, in spite of the obstacles that have been presented. Our Three Diamonds have continued to evolve as we build on our previous strategies. **These lead strategies/diamonds were identified based on current data trends that were identified in the [23-34 Needs Assessment Plan](#), the [DataWise School Improvement Plan](#) as well as student assessment scores [\(Cohort Data 22-23\)](#).**

Our Three Diamonds for the 23-24 school year are as follows:

1. Purposeful Instruction
2. Graduation and Post-Secondary Readiness
3. Parent and Monroe Family Engagement

Purposeful Instruction

As we shifted to Block Scheduling, we are using DataWise cycles to monitor, support and adjust the implementation of our plan. Monroe Students need to be independent thinkers, learners, and problem solvers. To support students in developing their independence, teachers are consistently implementing the following academic techniques: The Gradual Release Model, Annotation and Productive Struggle.

Graduation and Post-Secondary Readiness

We are monitoring the implementation of college and career readiness with all students through Naviance. We also expose Students to various post-graduate opportunities, including field trips to local colleges and industry.

Parent and Monroe Family Engagement

We advocate regular parent communication, and monitor the progress through the RCSD's PowerSchool Student Management System on Attend Actions. We also send Family Newsletters, Interim reports, host Open House and Parent Teacher weekend breakfasts, and send home Shine Bright postcards.

Our goal is to make Demonstrable Improvement. When one walks into Monroe they should experience a Culture of Joy and Learning. We provide feedback to our Teachers so that they may continue to facilitate student learning and provide evidence of Productive Struggle, Annotation, Gradual release so that all students are truly engaged in the learning process.

Overview of School Demographic and Four-Year Trend Data

Use the following template to provide demographic and four-year trend data, as applicable. When providing suspension data by category, please refer to the Suspension Tracking and Reporting Addendum on page 5 of this Reporting Document to determine related calculations .

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, School Demographic and Year-to-Date Data should be reported as ‘point-in-time.’

<p>Data Source: ROC 3D and SIRS II</p> <p>Date of Capture: Sept. 29. 2023</p>	<p>SWD: N=190</p> <p>Total Current Enrollment/Registrant Counts: N=661</p> <p>ELL: N=231</p> <p>SWD/ELL Percentage: N= 102/15.5%</p>
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Average Daily Attendance and Chronic Absenteeism Rate by Year				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Average Daily Attendance Rate	_79.6%	66.5_%	67.4_%	70.1_%
Chronic Absenteeism Rate	57.5%	83.2%	81.8%	69.2%

Suspension % Rate and Number by Category				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Out-of-School Suspensions	15.7%/#139	24.4%/#166	18.4%/#125	1.9%/#13
Duplicated Suspensions	8.1%/#80	10.6%/#79	6.7%/#50	.30%/#2
Unduplicated Suspensions	21.9%/#194	26.8%/#182	20.2%/#137	2.44%/#16
ELL Suspensions	21.1%/#72	17.2%/#49	16.7%/#38	1.5%/#7
SWD Suspensions	23.9%/#49	28.9%/#52	21.1%/#42	5.24%/#10

Overview of School Demographic and Four-Year Trend Data

Use the template below to provide four-year graduation and Drop-out rate trend data, as applicable.

Please note that to ensure the Department is able to provide school-specific targeted Technical Assistance, Year-to-Date Data should be reported as 'point-in-time.'

Graduation Percentage Rates				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Grad. Rate	81%	62.6%	62.5%	___%
ELL Grad. Rate	72.2%	56.3%	50%	___%
SWD Grad. Rate	73.3%	44.1%	63.8%	___%
NYSAA Grad. Rate	0%	0%	0%	___%

Drop Out Percentage Rates				
	2019-2020	2021-2022	2022-2023	2023-2024 (YTD)
Total Cohort Drop Out Rate	14.3%	14.5%	11.9%	___%
ELL Drop Out Rate	24.1%	19.7%	17.6%	___%
SWD Drop Out Rate	23.2%	29.4%	14.9%	___%
NYSAA Drop Out Rate	0%	0%	0%	___%

Suspension Tracking and Reporting Addendum

Out of School Suspensions #:

Number of students who received at least one day of out of school suspension. 17

Duplicated Suspensions #:

Number of the same student(s) suspended more than one time. 2

Unduplicated Suspensions #:

Number of students suspended out of school one time. 15

English Language Learners (ELL) Suspensions #:

Number of ELL students suspended at least one time. 7

Students with Disabilities (SWD) Suspensions #:

Number of students with disabilities suspended at least one time. 10

Directions for Parts I, II, and III - District and school leadership should analyze and frame a summary of the steps taken to implement lead strategies during the first quarter, as well as by identifying key strategies that were included in the 2023-2024 Continuation Plan as part of an ongoing process of *continuous and comprehensive planning, and school improvement*. The report should include a clear focus on *how evidence guides decisions* and an outline of explicit, equitable educational supports accessible to all students to ensure positive social-emotional well-being and active engagement in learning in an inclusively diverse, culturally relevant, safe learning space. Applicable resources and related guidance can be accessed via the *Department's Diversity, Equity, and Inclusion and Culturally Responsive-Sustaining (CR-S) Education Frameworks*, (@ [DEI Framework and Policy Statement | New York State Education Department \(nysed.gov\)](#)), [Culturally Responsive-Sustaining Education | New York State Education Department \(nysed.gov\)](#), and in support of the NY Social Emotional Learning Benchmarks @ [NYS SEL Benchmarks \(nysed.gov\)](#).

- When responding to prompts pertaining to the *Quarterly Report #1*, identify processes:
 - Used throughout Quarter 1 to assess the impact of strategies implemented to improve student learning outcomes.
 - For assessing the impact on student learning outcomes that will be newly implemented during the new school year.
- Frame how the implementation of lead strategies addresses *the needs of all learners*, particularly the needs of subgroups of students and those at risk for not meeting State academic standards.
 - Claims should be evidentiary in nature.
 - Reported information and related data should be accessible and able to be reviewed upon request.
- To ensure sustained application of key data where strategy implementation results in *long-term sustainable growth*, District and school Leadership should *assess the impact* of identified lead strategies on student learning, as aligned to Technical Assistance and Support sessions and diagnostic review feedback.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<ul style="list-style-type: none"> ● Focus 2 - Data Wise Commitment <ul style="list-style-type: none"> - Academic Culture - Productive struggle <p>Supported by: Data Wise Academic Culture Commitment</p> <ul style="list-style-type: none"> - Measured by Productive Struggle surveys, MP grades, and teacher observations. <ul style="list-style-type: none"> ● Focus 3 - Intentional Instruction <ul style="list-style-type: none"> - Block Scheduling - Grade level instruction - Utilize the Monroe Instructional Framework - Lesson planning framework, and Common Planning Time (CPT). <p>Supported by: The Monroe Lesson Planning Framework</p> <ul style="list-style-type: none"> - Measured by Admin. walkthroughs, student MP grades, interim reports, teacher observations & surveys.
<p>Diamond 2</p> <p>Graduation and Post Secondary Readiness</p>	67	<p>2. Graduation and Post Secondary Readiness - The following foci will support this lead strategy by meeting the needs of all learners through:</p> <ul style="list-style-type: none"> ● Focus 1 - Data Wise Commitment <ul style="list-style-type: none"> - Graduation- increasing student awareness of graduation requirements and post secondary opportunities <p>Supported by: Data Wise Graduation Commitment</p> <ul style="list-style-type: none"> - Measured by new and recovered credits obtained, Cohort Data Tracker <ul style="list-style-type: none"> ● Focus 2 - The SMART program <ul style="list-style-type: none"> - Providing connections and aligning academics with passion.

Identify the lead strategies that guided the school's improvement strategy during the reporting period, including any that were discontinued.	Status (R/Y/G)	For each lead strategy, outline how the strategy supported meeting achievement-based progress towards this year's demonstrable improvement targets.
		<p>Supported by - The SMART program</p> <ul style="list-style-type: none"> - <u>Measured by</u> counselors meetings, grades, and opportunities offered by staff <p>● Focus 3 - After School Acceleration Program (ASAP) & Shine Bright</p> <ul style="list-style-type: none"> - Providing opportunities for acceleration and remediation. <p>Supported by: The After School Acceleration Program (ASAP) & Shine Bright</p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained through VAR spreadsheet <p>Supported by: Business/Computer Classes/Mechatronic class/ Community Partners</p> <ul style="list-style-type: none"> - <u>Measured by</u> the number of events, student sign-ins, field trips, career week opportunities.
<p>Diamond 3</p> <p>Parent & Monroe Family Engagement</p>		<p>3. Parent & Monroe Family Engagement-The following foci will support this lead strategy by meeting the needs of all learners through:</p> <p>● Focus 1 - Increase Engagement Opportunities</p> <ul style="list-style-type: none"> - Parent Breakfasts, Open house, Parent Volunteers, Kick off events, Award ceremonies, family nights and family events. <p>Supported by: Increasing the amount of staff/family engagement opportunities offered.</p> <ul style="list-style-type: none"> - <u>Measured by</u> Community Partner logs, weekly forms, event sign-ins, meeting minutes, and surveys. <p>● Focus 2 - Increased communications to parents/staff/partners.</p> <ul style="list-style-type: none"> - Providing means of communication: Quarterly Smores Newsletter, Social Media announcements, Emails, Counselor Google Classroom updates, Postcards. <p>Supported by: Establishing a consistent "accessible space" (physical & digital) that includes important information.</p> <ul style="list-style-type: none"> - <u>Measured by</u> Amount of views on the weekly Smores Data Analytics, and Parent/Community Partner surveys.

Part II – Demonstrable Improvement Level 1 Indicators

Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about how lead strategies informed the implementation of specific strategies, action steps, goals, and commitments to support progress toward meeting Demonstrable Improvement Indicator targets. If any changes in Level 1 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
July 22, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>#67 - 2022 Total Cohort (10th Graders) Passing Math Regents</p> <p>(SIRS-204)</p> <p>23-24 Progress Target: 8</p>		<p><u>Purposeful Instruction</u> - See Page 11-12</p> <p>Data Wise Commitment Math Department: -Gradual Release Strategy -I do, We do, You do</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: <u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> As of 10/17/23 there are 47 students out of the 2022 Total Cohort enrollment of 179 with a score of 65 or above. Current progress is at 30.3%. This progress target has been met. <p>Supporting Measures: Quarterly Tracking-</p> <ul style="list-style-type: none"> Data Cohort Tracker Utilize after school opportunities to review for Math Regents in Shine Bright. <p>Data Wise Slides 28-42</p> <p>Data trends that will inform future adjustments/action steps</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>#69 - 2021 Total Cohort (11th Graders) Passing ELA Regents</p> <p>(SIRS-204)</p> <p>23-24 Progress Target: 22</p>		<p>Purposeful Instruction - See Page 11-12</p> <p>Data Wise Commitment Math Department: -Gradual Release Strategy -I do, We do, You do</p> <p>Data Wise Commitments ELA/ALL Departments: -Annotations -Staff choice (Ex. PASS/SPY)</p>	<ul style="list-style-type: none"> MP grades and January regents data will funnel students into Shine Bright Program <p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> As of 10/2/23 there are 16 students out of the 2021 Total Cohort enrollment of 179 with a score of 65 or above. Current progress is at 8.9%. This leaves a total of 163 students that need to test. To meet the progress target an additional 24 of the 163 students need to score a 65 or above. There are two opportunities to achieve this. All students will be taking the Regents in January and June. <p>Supporting Measures: Quarterly Tracking - <u>Measured by</u> Data analysis from ELA department responsible for tracking DW strategy of annotating. Data Wise -Slides 13-27</p> <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> MP grades and January regents data will be used to funnel students into the Shine Bright Program to offer extra learning & review opportunities.
		<p>3 Diamonds</p> <p>Purposeful Instruction</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>#70 - 2020 Total Cohort 4-Year Grad Rate - All Students</p> <p>(SIRS-201)</p> <p>23-24 Progress Target: 65%</p>		<p><i>Graduation and Post Secondary Readiness</i></p> <p><i>Parent & Monroe Family Engagement</i></p> <p><i>Data Wise Commitments</i></p>	<p>Needed to meet indicator: <u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> • As of 10/2/23 there are 19 students out of the 2020 Cohort enrollment of 192 who are confirmed graduates. 173/192 are left in this Cohort. To meet the progress target an additional 106 students will need to graduate. Cohort Data Tracker <p>Supporting Measures: Data Wise Commitment <i>Supported by: Data Wise Graduation Commitment</i></p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained, Cohort Data Tracker <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Counselors will continue to update and monitor the Cohort Data Tracker • Interim reports/MP grades will funnel students into Shine Bright Program
<p>#88 - 2019 Total Cohort 5-Year Grad Rate - All Students</p> <p>(SIRS-201)</p> <p>23-24 Progress Target: 76</p>		<p>3 Diamonds</p> <p><i>Purposeful Instruction</i></p> <p><i>Graduation and Post Secondary Readiness</i></p> <p><i>Parent & Monroe Family Engagement</i></p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: <u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> • As of 10/2/23 there are 117 students out of the 2019 Cohort enrollment of 176 who are confirmed graduates. Projected graduation rate is 66.5%. To meet the progress target an additional 17 students will need to graduate. Data Cohort Tracker - Tab 2019 <p>Supporting Measures:</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Data Wise Commitments	<p>Data Wise Commitment Supported by: Data Wise Graduation Commitment</p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained, Cohort Data Tracker <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Admin. and the state are working to reduce the number of students placed at Monroe that are undercredited and over age from CO. • MP grades will funnel students into Shine Bright Program
<p>#120 - HS ELA All Students PI (Cohort 2020) Seniors</p> <p>(SIRS-114)</p> <p>23-24 Progress Target: 13.3</p>		<p><u>Purposeful Instruction</u> - See Page 11-12</p> <p>Data Wise Commitment Math Department: -Gradual Release Strategy -I do, We do, You do</p> <p>Data Wise Commitments ELA/ALL Departments: -Annotations -Staff choice (Ex. PASS/SPY)</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p><u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Total Cohort of 192, (L1-125, L2-44, L3-15, L4-8), this gives us a PI of 48.96. Therefore, this Progress Target has been met. Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30. <p>Supporting Measures: Data Wise Commitment Supported by: Data Wise Graduation Commitment</p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained, Cohort Data Tracker <p>Data Wise Commitments</p> <ul style="list-style-type: none"> - Math - Gradual Release Strategy <p>Supported by: Data Wise Math/ELA Commitments</p> <ul style="list-style-type: none"> - <u>Measured by</u> Coaches evidence log (DW Evidence Collection Tool) - <u>Measured by</u> Data from departments connected with each strategy.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> - Academic Culture - Productive struggle <p>Intentional Instruction</p> <ul style="list-style-type: none"> - Block Scheduling/Grade level instruction /Monroe Instructional Framework - Lesson planning framework, and Common Planning Time (CPT). <p>Supported by: The Monroe Lesson Planning Framework</p> <ul style="list-style-type: none"> - <u>Measured by</u> Admin. walkthroughs, student MP grades, teacher observations & surveys. <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • MP and Regents exam data will funnel students into the Shine Bright Program to offer additional learning opportunities. • Encourage Seniors that have not earned a 65 or higher on the Regents by <ul style="list-style-type: none"> ○ Identifying which seniors are in this position. ○ Creating a plan to target and prepare the identified students to sit for the ELA Regents ○ Plan for Seniors that are in an English IV class to prepare for January Regents
<p>#130 - HS Math All Students PI (Cohort 2020) Seniors</p> <p>(SIRS-114)</p> <p>23-24 Progress Target: 47.7</p>		<p>3 Diamonds</p> <p>Purposeful Instruction</p> <p>Graduation and Post Secondary Readiness</p> <p>Graduation- increasing student awareness of graduation requirements and post secondary opportunities</p> <p>Parent & Monroe Family Engagement</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator:</p> <p>District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Cohort, PI is at 16.7 (L1-161, L2-30, L3-1, L4-0). To reach the target a total of 60 students need to score at least a Level 2. Students scoring Level 3-4 will reduce the number of students needed to reach the target. Please note, Proj Acct Cohrt is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
		Data Wise Commitments	<p>Supporting Measures:</p> <p>Data Wise Commitment Supported by: Data Wise Graduation Commitment</p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained, Cohort Data Tracker <p>Data Wise Commitments</p> <ul style="list-style-type: none"> - Math - Gradual Release Strategy <p>Supported by: Data Wise Math/ELA Commitments</p> <ul style="list-style-type: none"> - <u>Measured by</u> Coaches evidence log (DW Evidence Collection Tool) - <u>Measured by</u> Data from departments connected with each strategy. - Academic Culture - Productive struggle <p>Intentional Instruction</p> <ul style="list-style-type: none"> - Block Scheduling/Grade level instruction /Monroe Instructional Framework - Lesson planning framework, and Common Planning Time (CPT). <p>Supported by: The Monroe Lesson Planning Framework</p> <ul style="list-style-type: none"> - <u>Measured by</u> Admin. walkthroughs, student MP grades, teacher observations & surveys. <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • MP and Regents exam grades will funnel students into the Shine Bright Program to offer additional learning opportunities. • Encourage 60 Seniors that have not earned a 65 or higher on the Regents. <ul style="list-style-type: none"> ○ Identify how many seniors are able to be identified in this position. ○ Create a plan to target and encourage the identified students to sit for a Math Regents ○ Plan for Seniors that are in a Financial Math class to prepare for January Regents ○ Identify that these students are not on the “consistently late” list.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . Describe how the data trends for this reporting cycle will inform future action steps. Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 																				
<p>#140 - College, Career and Civic Readiness Index - All Students</p> <p>School Report: Current SIRS 108</p> <p>23-24 Progress Target: 88.3</p>		<p>3 Diamonds</p> <p><i>Purposeful Instruction Graduation and Post Secondary Readiness Parent & Monroe Family Engagement</i></p> <p>Data Wise Commitment</p> <p>Class offerings/ Exposure</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> As of 10/2/23 - Out of the Proj Acct Total Cohort, CCRI is at 12.0 To meet progress target an additional 147 students will need to graduate with a Local or Regents Diploma. Students earning an Advanced Regents Diploma or Regents with CDOS pathway will decrease the number of students needed to reach the progress target. <table border="1" data-bbox="1257 813 2529 1097"> <thead> <tr> <th>Diploma Designation</th> <th>Count</th> <th>Value</th> <th>Points Earned</th> </tr> </thead> <tbody> <tr> <td>Regents Diplomas / CDOS</td> <td>4</td> <td>1.5</td> <td>6</td> </tr> <tr> <td>Regents Diplomas / Other Pathway</td> <td>13</td> <td>1</td> <td>13</td> </tr> <tr> <td>Advanced Regents</td> <td>2</td> <td>2</td> <td>4</td> </tr> <tr> <td style="text-align: right;">Total</td> <td></td> <td></td> <td>23</td> </tr> </tbody> </table> <p><i>Results Include August</i></p> <p>Supporting Measures: Graduation- increasing student awareness of graduation requirements and post secondary opportunities</p> <ul style="list-style-type: none"> - <u>Measured by</u> new and recovered credits obtained, Cohort Data Tracker <ul style="list-style-type: none"> - Dark Green is Advanced - Light Green is Regents <p>The SMART program</p>	Diploma Designation	Count	Value	Points Earned	Regents Diplomas / CDOS	4	1.5	6	Regents Diplomas / Other Pathway	13	1	13	Advanced Regents	2	2	4	Total			23
Diploma Designation	Count	Value	Points Earned																				
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Total			23																				

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<ul style="list-style-type: none"> - Providing connections and aligning academics with passion. <p>Supported by - The SMART program</p> <ul style="list-style-type: none"> - <u>Measured by</u> counselors meetings, grades, and opportunities offered by staff <p>After School Acceleration Program (ASAP) & Shine Bright</p> <ul style="list-style-type: none"> - Providing opportunities for acceleration and remediation. - EVERY Senior is set up to take the Skills USA exam and will be reviewing in this program. <p>Business/Computer /Mechatronic class(es)/ Community Partners <u>Measured by</u> the number of events, student sign-ins, field trips, career week opportunities.</p> <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • MP grades and Regents exams will funnel students into Shine Bright Program for additional preparation needed to graduate.
<p>#170 - HS Chronic Absenteeism - All Students (SIRS-107)</p> <p>23-24 Progress Target: 78</p>		<p>3 Diamonds Purposeful Instruction Graduation and Post Secondary Readiness Parent & Monroe Family Engagement</p> <p>Data Wise Commitment</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> • Currently we are below the 78% which indicates that for Q1 we have met this progress target. Though, this number can drastically change in the future depending on how many student absences are accumulated. • Attendance Data 10/25/23 - 63%

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report. 												
			<div data-bbox="1266 451 1849 852" data-label="Figure"> <table border="1"> <caption>Student Daily Attendance James Monroe HS (66) 2023-2024 Grades 1-12</caption> <thead> <tr> <th>Attendance Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Satisfactory</td> <td>16.5%</td> </tr> <tr> <td>At Risk</td> <td>14.1%</td> </tr> <tr> <td>Chronically Absent</td> <td>17.1%</td> </tr> <tr> <td>Severely Chronically Absent</td> <td>46.0%</td> </tr> <tr> <td>No Attendance Taken</td> <td>6.4%</td> </tr> </tbody> </table> </div> <ul style="list-style-type: none"> • <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Attendance Reports • Attendance Meetings • Attend Actions Reports • Parent Connect LOG in Reports <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Teachers will continue to communicate with families during ½ day conferences. • The attendance team will continue to meet regularly. • The HSA will continue to make home visits to chronically absent students’ homes. • Family Attendance Celebrations will be implemented after Q1, Q2 and Q3 attendance percentages are analyzed. Students with 85% or greater attd. will receive an invitation. 	Attendance Category	Percentage	Satisfactory	16.5%	At Risk	14.1%	Chronically Absent	17.1%	Severely Chronically Absent	46.0%	No Attendance Taken	6.4%
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			<ul style="list-style-type: none"> Students that have above average attendance & have less than 3 tardies to school will receive incentives from a community partner every quarter. 										
<p>#190 - HS ELP Success Ratio - All Students (SIRS-113)</p> <p>23-24 Progress Target: .6</p>		<p><u>Purposeful Instruction</u> - See Page 11-12</p> <p>Data Wise Commitment Math Department: -Gradual Release Strategy -I do, We do, You do</p> <p>Data Wise Commitments ELA/ALL Departments: -Annotations -Staff choice (Ex. PASS/SPY)</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: Data in PowerSchool indicate that we have 253 English Language Learners. <u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> As of 10/19/23 proficiency levels based on data from the May 2023 NYSESLAT are as follows: <table border="1" data-bbox="1158 881 2601 1015"> <thead> <tr> <th>Entering</th> <th>Emerging</th> <th>Transitioning</th> <th>Expanding</th> <th>Commanding</th> </tr> </thead> <tbody> <tr> <td>29/253 = 11.5%</td> <td>42/253 = 17%</td> <td>67/253 = 26.5%</td> <td>84/253 = 33%</td> <td>31/253 = 12%</td> </tr> </tbody> </table> <p>Supporting Measures:</p> <ul style="list-style-type: none"> LAS links - The window for the LAS Links closes on October 23, 2023. See Indicator #69 <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> Data from the LAS Links will be analyzed once it becomes available to determine next instructional steps 	Entering	Emerging	Transitioning	Expanding	Commanding	29/253 = 11.5%	42/253 = 17%	67/253 = 26.5%	84/253 = 33%	31/253 = 12%
Entering	Emerging	Transitioning	Expanding	Commanding									
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		<p>Diamond 1 <u>Purposeful Instruction</u> See Page 11-12</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator:</p>										

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#230 - HS Science All Students PI (Cohort 2020) (SIRS-114) 23-24 Progress Target: 74.1		Data Wise Commitments: <ul style="list-style-type: none"> • Productive Struggle • Annotation • Gradual Release 	<p>District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Cohort, PI is at 29.4 (L1-154, L2-20, L3-17, L4-1). To reach the target a total of 106 students need to score at Level 2 or greater. Students scoring Level 3-4 will reduce the number of students needed to reach the target. Please note, Proj Acct Cohort is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30. <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Lab minute tracker • Regent’s Review Days • Common Assessments <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Saturday/ Afterschool lab makeups if number are low • Increase review in Bright program for credit recovery/ reteaching opportunities • Encourage 106 Seniors that have not earned a 65 or higher on the Regents. <ul style="list-style-type: none"> ○ Identify how many seniors are able to be identified in this position. ○ Create a plan to target and encourage the identified students to sit for a Science Regents ○ Plan for Seniors that are in a Financial Math class to prepare for January Regents ○ Identify that these students are not on the “consistently late” list.
#240 - HS Social Studies All Students PI (Cohort 2020)		Diamond 1 Purposeful Instruction See Page 11-12 Purposeful Instruction	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each Demonstrable Improvement Indicator.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>(SIRS-114)</p> <p>23-24 Progress Target: 16.8</p>		<ul style="list-style-type: none"> • Productive Struggle • Annotation • Gradual Release 	<ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Cohort, PI is at 38.5 (L1-134, L2-50, L3-7, L4-4). Target has been met, 38.54. Please note, Proj Acct Cohort is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30. <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Continue to monitor the Data Cohort Tracker <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • This target has been met.
<p>#250 - 2018 Total Cohort 6-Year Grad Rate - All Students</p> <p>(SIRS-201)</p> <p>23-24 Progress Target: 83</p>		<p>Diamonds</p> <p><i>Purposeful Instruction</i></p> <p><i>Graduation and Post Secondary Readiness</i></p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator:</p> <p><u>District Report: Scoreboard - L2RPT report</u></p> <ul style="list-style-type: none"> • As of 10/2/23 there are 86 students out of the 2018 Cohort enrollment of 128 who are confirmed graduates. Projected graduation rate is at 67.2%. To meet the progress target an additional 21 students will need to graduate. Unlikely the target will be met - there are not a sufficient number of students enrolled to meet target. <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Continue to monitor the Data Cohort Tracker <p>Data trends that will inform future adjustments/action steps</p>

Part III – Demonstrable Improvement Level 2 Indicators
 Please list the school’s Level 2 indicators and complete all columns below. This information should provide details about how lead strategies will inform the implementation of specific actions and activities that support goal attainment, and ultimately target sustainable commitments that support progress toward Demonstrable Improvement Indicator targets attainment. If any changes in Level 2 indicator selections have occurred from last school year, provide details of this shift and the rationale for doing so in the DII Selection Addendum.

**Quarterly Report #1 with Reflection on Lead Strategies Utilized during
 July 23, 2023 – October 30, 2023**

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
#66 - 2022 Total Cohort (10th Graders) with 5 or more credits (SIRS-330) 23-24 Progress Target: 47		2 Diamonds Purposeful Instruction Graduation and Post Secondary Readiness	Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below. Needed to meet indicator: District Report: Scoreboard - L2RPT report - the results are not in at this time. Currently waiting for last years results. Supporting Measures: <ul style="list-style-type: none"> • Data Cohort Tracker Data trends that will inform future adjustments/action steps

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>#68 - 2021 Total Cohort (11th Graders) with 5 or more credits</p> <p>(SIRS-330)</p> <p>23-24 Progress Target: 63</p>		<p>2 Diamonds</p> <p><i>Purposeful Instruction</i></p> <p><i>Graduation and Post Secondary Readiness</i></p>	<ul style="list-style-type: none"> • Consult Data Cohort Tracker and update as needed <p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report - the results are not in at this time. Currently waiting for last years results.</p> <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Data Cohort Tracker <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Consult Data Cohort Tracker and update as needed
<p>#97 - HS Student Promotion Rate</p>		<p>2 Diamonds</p> <p><i>Purposeful Instruction</i></p> <p><i>Graduation and Post Secondary Readiness</i></p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p>

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
<p>(promoted from grades 9,10 & 11)</p> <p>(SIRS-N/A)</p> <p>23-24 Progress Target: 70</p>			<p>Needed to meet indicator: District Report: Scoreboard - L2RPT report - the results are not in at this time. Currently waiting for last year's results.</p> <p>Supporting Measures:</p> <ul style="list-style-type: none"> • Data Cohort Tracker <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Consult Data Cohort Tracker and update as needed
<p>#124 - HS ELA ELL PI</p> <p>(SIRS-114)</p> <p>23-24 Progress Target: 1</p>		<p>Diamond 1 Purposeful Instruction See Page 11-12</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Total Cohort, PI is at 16.7 (L1-46, L2-7, L3-1, L4-0). Most likely this Progress Target has been met. Please note, Proj Acct Cohort is a very rough estimate. The projected accountability

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.</p> <p>Supporting Measures:</p> <ul style="list-style-type: none"> • See Indicator #69 <p>Data trends that will inform future adjustments/action steps</p>
<p>#125 - HS ELA ED PI (SIRS-114)</p> <p>23-24 Progress Target: 13.6</p>		<p>Diamond 1 Purposeful Instruction See Page 11-12</p>	<p>Each of the specific data/evidence below is used to determine the progress and impact on instruction, student learning, and achievement. Next, data is provided to show trends that emerged. Finally, if there was any need to adjust, a description is provided below.</p> <p>Needed to meet indicator: District Report: Scoreboard - L2RPT report</p> <ul style="list-style-type: none"> • As of 10/2/23 - Out of the Proj Acct Total Cohort, PI is at 42.1 (L1-121, L2-42, L3-9, L4-6). Most likely this Progress Target has been met. Please note, Proj Acct Cohort is a very rough estimate. The projected accountability cohort consists of students with a grade 9 entry date and are still enrolled 4 years later on June 30.

Indicator	Status (R/Y/G)	Identify specific strategies and action steps implemented to support progress for each of the Demonstrable Improvement Indicators.	<ul style="list-style-type: none"> • Provide point in time data such as BOY, MOY and EOY benchmarks used to measure and track cohorts to determine progress made. Provide evidence of impact and measurable contributive value of specific, applied methods on instruction, student learning, and rates of proficiency in ELA and Math . • Describe how the data trends for this reporting cycle will inform future action steps. • Include a description of any adjustments made to the Continuation Plan and corresponding data used to inform the adjustment, as applicable. • Provide hyperlinks, inclusive of evidence, such as data, information, and/or relevant documents. Such must be made publicly available prior to submitting this report.
			<p>Supporting Measures:</p> <ul style="list-style-type: none"> • See Indicator #69 <p>Data trends that will inform future adjustments/action steps</p> <ul style="list-style-type: none"> • Consult Data Cohort Tracker and update as needed

Part IV – Community Engagement Team (CET)

The Community Engagement Team is a representative body designed to foster and support public engagement. The CET serves as an active thought partner contributing to and supporting the development of recommendations for school improvement as outlined by the school and district.

Recommendations made by the CET, including how the school community and community at-large were engaged to (1) provide input into the school’s Continuation Plan and (2) review and update, if necessary, its 2022-2023 Community Engagement Team Plan and membership for the 2023-2024 SY should be included and detailed below.

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Report Out of 2023-2024 CET Plan Implementation

<ul style="list-style-type: none"> • List the constituent categories of stakeholders that have participated as CET members during this reporting period. • Include any changes made to the CET’s membership during this reporting period. Include the role/title of any new members. • Provide data and related evidence used to measure the impact and efficacy of the CET. • Describe how recommendations made by the CET during this reporting period were used to inform the implementation of the school’s improvement plan. 	<ul style="list-style-type: none"> • Outline the process by which new members of the CET will be identified and selected*. • Include any changes that will be made to CET membership for the 2023-2024 school year. Include the roles/titles of new members. • An outline of the school’s plan for CET meeting agenda development, the identification of action items, the role of stakeholders, and how progress will be monitored, and goal attainment measured and reported. • Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.
<p><u>Monroe Upper CET Team members</u></p> <p>There have not been any changes to the CET members at this time.</p> <p>The Monroe CET met on Aug. 25th (<u>Agenda</u>) to discuss the new Indicators The Monroe Upper CET met on Sept. 9th (<u>Agenda</u>) to share receivership report, meet with parents and community partners. The Monroe Upper CET will meet on Oct. 26th (<u>Agenda</u>) to introduce in-building partnerships and choose a preferred day/time to meet (using the survey results).</p>	<p><u>Letter to Participate in CET team</u></p> <p><u>Monroe Campus Community Engagement Team Survey 23-24</u></p> <p>Progress will be monitored via our working document called, <u>Partnership Inventory</u></p> <p>Oct. 26th Presentation Slides (coming soon)</p>

**Note: Administrative, teachers, and parent representative members of the CET must be selected through the process as established in Commissioner’s Regulations 100.11(b)*

Part V – Powers of the Receiver

Provide a summary of the use of the School Receiver’s powers during this reporting period.

Through the Power of Receiver, we were able to implement several changes to help us meet our goals. These changes include the following:

- Displacement of Staff who were not contributing to the aims and objectives of the school
- Hiring new staff who embrace the vision of the school
- Staff signing the Elect to Work Agreement (EWA) signifying their commitment to the work of School Improvement
- Mandatory, Paid Professional Learning
- Block Scheduling

DII Selection Addendum – If applicable, please indicate any changes in DII selection that have occurred after the submission of the Final Report and Continuation Plan and summarize any adjustments made to Lead Strategies based on these selections.

New DII

Rationale: Two of our level 2's were transitioned to level 1's per NYS. This left our level 2 indicators with a gap and in need of new indicators. The three indicators chosen are listed below:

97: HS Student Promotion Rate (promoted from grades 9, 10, & 11)
124: HS ELA ELL PI
125: HS ELA ED PI

These indicators were chosen because our new Shine Bright program offers additional opportunities for students to review, practice and accelerate their skills in all academic areas. In addition each of these indicators are supported by the change in the master schedule from periods to block scheduling. This change also offers more opportunities for students to earn credits, and can accommodate the needs of more students.

Part VI – Assurance and Attestation

By signing below, I attest that the information in this Quarterly Report is true and accurate to the best of my knowledge; and that all requirements with regard to public hearings and Community Engagement Team criteria have been met as necessary and required per Commissioners Regulation §100.19.

Name of Receiver (Print):
Signature of Receiver:
Date:

Carmina Poloso
[Signature]
10/26/23

By signing below, I attest that the Community Engagement Team has had the opportunity to provide direct and explicit input into this Quarterly Report and has had the opportunity to review and update, as necessary, its 2022-2023 Community Engagement Team Plan and membership for the current academic year.

Name of CET Representative (Print):
Signature of CET Representative*:
Title of CET Representative:
Date:

Thomas Sturgalotte
[Signature]
UP of DEE
10/26/23

***The CET Attestation must be signed by a CET member other than a school administrator.**