

Receivership Schools ONLY

Continuation Plan for 2019-20 School Year

School Name	School BEDS Code	District	Lead Partner or EPO	Hyperlink to where this plan will be posted on the district website:				
John Walton School No. 16	261600010016	Rochester City School District		Check which plan below applies:				
				SIG				SCEP X
				Cohort:				
				Model:				
Superintendent/EPO	School Principal	Additional District Staff working on Program Oversight		Grade Configuration	High School Graduation Rate (If applicable, please provide the most recent graduation rate data available.):	% ELL	% SWD	Total Enrollment
Terry Dade Superintendent	Lisa Garrow	Dr. Elizabeth Mascitti-Miller, Deputy Superintendent of Administration Toyia Wilson, Chief of Schools Michele Alberti White, Executive Director of School Innovation		PK-Grade 6	N/A	3.6%	19%	420
	Appointment Date: July 2019							

Executive Summary
<p>Please provide a plain-language summary of this continuation plans in terms of implementing key strategies, engaging the community, enacting Receivership, and choosing 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.</p>
<p>John Walton Spencer School No. 16 continues to be focused on the schools vision. The school leaders and staff will put systems and structures in place that supports teaching and learning as well as maintaining a safe learning environment. With a focus on standards based instruction, data driven instruction, research based intervention strategies, a new writing program (Being A Writer), Restorative Practices and utilizing the Calm Classroom framework, we will support our students' needs and change the culture in our building. While we are improving school safety and our suspension rate has decreased in 2018 - 2019 SYR, we are concerned about student achievement. We will focus our efforts in improving instructional practices and monitoring student progress and teaching practices. With the recent move back into the schools original building (2018 - 2019 SYR), we are reengaging our school community and families. Parent and community involvement increased this past school year</p>

and we are hopeful that with continued home visits, school events, partnerships and family outreach practices, our community and family involvement will rise.

Attention – This document is intended to be completed by the School Receiver and/or its designee and submitted electronically to OISR@NYSED.gov. It is a plan for the implementation and outcomes of key strategies related to Receivership, and as such, should not be considered a formal evaluation on the part of the New York State Education Department. This document serves as the continuation plan for Receivership schools receiving School Improvement Grant (SIG) funds. Additionally, this document serves as the planning instrument for Receivership schools with School Comprehensive Education Plans (SCEP). The continuation plan in its entirety must be posted on the district web-site.

Please note - All prompts submitted under the “2019-20 School Year Continuation Plan” heading should directly align with or be adaptations to the previously approved intervention plans (SIG, or SCEP), and must have input from community engagement teams.

Directions for Part I and II - District and school staff should respond to the sections of this document by both analyzing and summarizing the key strategies that will be addressed in their 2019-2020 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2019-2020 Continuation Plan is an opportunity for district and school staff to present their proposed actions and adaptations for the upcoming school year. This is intended to create the framework by which the school transitions from the current year to the upcoming school year in a manner that represents continuous and comprehensive planning. The District should ensure the key strategies address the needs of all learners, particularly the needs of subgroups of students and those at risk for not meeting the challenging State academic standards. District and school staff should consider the impact of proposed key strategies on student learning, as well as the long-term sustainability and connectivity of those key strategies to diagnostic review feedback.

Part I – Demonstrable Improvement Indicators (Level 1)

LEVEL 1 Indicators						
Please list the school's Level 1 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.						
Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
# 5 - School Safety	0.9	0.7		Offer a tiered support system, PBIS and restorative practices that will support all students socially and emotionally resulting in a 5% decrease in student referrals and suspensions compared to the 2018-19 school year.	Suspension rate data Discipline referral data Help Zone/Eagle's Nest attendance data/resolution data (de-escalating strategies used and time in nest) ISS/ATS attendance data	<ul style="list-style-type: none"> Use the Tiered Student Behavior Support Process (zones of regulation) in the Eagles Nest, conflict resolution with the Center for Youth staff in the Eagle's Nest, therapeutic strategies used by the school Social Worker to support the needs of students

					<ul style="list-style-type: none"> ● All staff will participate in professional development for culturally responsive teaching, Morning Message, restorative practices/ Positive Behavioral Intervention Support (PBIS) and Calm Classroom. PD will be provided by the Student Tiered Support Team and the PBIS/Restorative Practice Team. PD will be given on our first Superintendent’s Conference Day, throughout the school year (after school) and at grade level meetings throughout the school year. Implementation of strategies will be monitored through walk-throughs, evidence will be collected from the walk-throughs and targeted feedback will be given immediately. ● The Restorative Practice Team will train and utilize student ambassadors for conflict resolution. This continued training will begin during Sept. 2019. ● Staff will use Restorative Practices strategies to strengthen relationships. ● Staff will conduct Morning Meetings and create a classroom environment that mirrors the Calm Classroom practices. This will be evident through walk-through data. ● Tiered support systems flow chart will be designed to assist teachers with meeting students’ social emotional needs.
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					<ul style="list-style-type: none"> Teachers will use the tiered support system – flow chart to support students in crisis. This process was used last year, will be revisited at our opening Superintendent’s Conference Day and is part of our staff SOAR Handbook. Teachers will complete a behavioral referral for any student who continues to exhibit behavior that causes a removal from the classroom on a weekly basis. After a Tier 1 team review, recommendation and time to try the recommendation the Child Study Team (CST) will be engaged if needed. This will be a 6 week cycle. Tiered support team (2 Administrators, Center for Youth Staff, 2 social workers, school physiologist) will meet weekly and uses data (referral data, Help Zone Data, ISS/Suspension Data) to target student needs and staff professional development. Based on the frequency of referrals and specific behavior, a student may be placed on the “stage 2” list. If removed, the student does not go to the help zone, they will go directly to the social worker or school psychologist for therapeutic support. Positive Behavioral Intervention Support (PBIS) will continue school wide with student incentives, station rotations to demonstrate appropriate behaviors
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						<p>throughout the school and student assemblies. We have a PBIS Team of teachers, administrators, social workers, school psychologist, para's and support staff that meets each month to discuss referral data (number of students who meet the criteria each month to participate in the incentives and receive the character awards), strategize how to increase the number of students who participate in the incentives, assemblies and school events.</p>
# 33 - 3-8 ELA All Students MGP	40	42.0		<p>Strengthening Tier 1 instructional practices in all content areas by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based instruction, effective practices of a Reader's and Writer's Workshop, implementation of a new writing program (Being A Writer) and by continuing to provide research based intervention services to all tier 2 and tier 3 students through the Leveled Literacy Intervention Program and other research based strategies.</p> <p>Weekly lesson plans will include consideration of: learning targets,</p>	<p>NWEA ELA Report Card/marking period grades Building created Common Formative Assessments AIMSweb Plus K - Brigance Leveled Literacy Intervention Assessments (Running Reading Records) Being a Writer Assessments Walk-through, learning walks and observation data</p>	<ul style="list-style-type: none"> Administration will complete targeted walkthroughs (weekly for each class) and formal observations. The Instructional Leadership Team (three teachers, two instructional coaches, one intervention teacher, 2 administrators and one rotating guest (social workers, speech teacher, Art teacher etc.) will conduct school-wide Learning Walks bi-monthly. An observation schedule will be created and communicated to staff. A monthly walk-through topic chart is communicated to staff but not scheduled dates. A Learning Walk topic chart is communicated to staff but not specific scheduled dates. Timely, targeted feedback from the walk-throughs and Learning Walks will be given from the google form.

				<p>standards, readers and writers workshop models (opening/mini-lesson, work period, closing), GRAIR (differentiated, small group instruction), Intervention for reading (Leveled Literacy Intervention), assessments (rubrics, checks for understanding, exit tickets). Use of data to inform instruction and create focus groups.</p>		<p>Learning Walk data is discussed at staff meetings and during grade level meetings. Exemplars is discussed and shown (pictures) during the meetings/discussions.</p> <ul style="list-style-type: none"> • The school's Instructional Leadership Team (ILT) will participate in a year long professional learning opportunity with the Harvard School of Graduate Education on the Data Wise process and habits of mind. • The Instructional Leadership Team meets once a month and uses the Data Wise process to collect and analyze data, make instructional recommendations and support instructional practices. • Teachers will create data notebooks, use Class Data Sheets, Academic Intervention Logs to record and track students' data to plan for individualized instruction. • The Data Coach and administration will conduct data dialogues every six weeks to assess progress, plan targeted intervention, instruction and create flexible groupings based on student's needs. • Intervention services will be provided based on RTI. Intervention services will be determined based upon assessment data and students levels of proficiency.
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					<p>Students’ progress in intervention will be monitored through AIMSwebPlus and assessments in the Leveled Literacy Intervention program. Data Dialogues are conducted every six weeks to review student progress and determine next steps.</p> <ul style="list-style-type: none"> ● Four intervention teachers, one reading teacher and classroom teachers provide RTI services to all K – 6 students. ● Leveled Literacy Intervention program, corrective reading and Intervention Central will be used to provide targeted intervention services to students. ● Provide “Being A Writer” writing program professional development to staff during 3 day mandatory sessions in August. ● Provide Standards Based Instruction and Math Workshop Model professional development to staff during a 1 day mandatory session in August. ● Provide After school professional development opportunities on Standards Based Instruction, Calm Classroom, Cultural Responsive Teaching, Restorative Practice, Reader’s and Math Workshop Model and Being A Writer. ● Provide targeted, common grade level meeting sessions for all K – 6 teachers facilitated by ELA/Math Instructional
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						Coach, teacher leaders, Administrators and/or district facilitators. Topics will be aligned with our SCEP, indicators and school needs. Teachers will participate in this job embedded professional learning opportunity twice a week for 30 minutes each.
#39 - 3-8 Math All Students MGP	38.5	40.6		<p>Strengthening Tier 1 instructional practices by continuing to progress monitor students and discuss student progress/needs, provide ongoing collaborative professional development with a focus on standards based instruction, effective practices of Zearn and Math Workshop.</p> <p>Weekly lesson plans will include consideration of: learning targets, standards, math workshop model (K & 6) (opening/mini-lesson, work period, closing), Intervention for math (groups/plan), Zearn Grades 1-5 (50/50 model), assessments (rubrics, checks for understanding, exit tickets).</p>	<p>NWEA Math Report Card/marking period grades</p> <p>Building created Common Formative Assessments</p> <p>Zearn</p> <p>AIMSweb Plus</p> <p>K – Brigance</p>	<ul style="list-style-type: none"> ● Complete school-wide learning walks, walkthroughs and observations and provide timely feedback. The walkthroughs and observations will also ensure that the components are implemented during the instructional day. ● Continue to use Zearn (50/50 model) ● Utilize the Instructional Leadership Team (ILT) to collect and analyze data, make instructional recommendations and support instructional practices ● Consistent use of the Data Wise process to inform instruction ● Provide flexible intervention groups ● Continue data dialogues to plan for instruction and flexible groupings. ● Intervention services will be provided based on RTI. ● Teachers will, use Class Data Sheets, Academic Intervention Logs to record and track students' data to plan for individualized instruction.

#100 - 3-8 ELA All Students Core Subject Performance Index	29.7	39.7		See indicator #33	See indicator #33	See Indicator #33
#110 - 3-8 Math All Students Core Subject Performance Index	14.6	24.6		See indicator #39	See indicator #39	See indicator #39
#150 - Grades 4 and 8 Science All Students Core Subject Performance Index	118	128.0		<p>Strengthening student knowledge of science concepts by using an interdisciplinary teaching approach and continuing to monitor student progress that drives instruction.</p> <p>Workshop, Weekly lesson plans will include consideration of: learning targets, standards, science workshop model (opening/mini-lesson, work period, closing).</p> <p>Teachers will utilize RCSD RISE Kits to engage students in specific learning tasks.</p>	<p>NWEA Science</p> <p>NYS Science practice assessments</p>	<ul style="list-style-type: none"> ● Provide professional development on the use of the interdisciplinary approach ● Teaching science concepts through the use of an interdisciplinary approach. ● Expose students to the performance test via practice station rotations beginning in January. ● Students will take the NWEA Science Assessment, data will be used to inform instruction.

#160 - 3-8 Chronic Absenteeism - All Students	36%	32%		Attendance Team consists of the principal, assistant principal, parent liaison, school clerk, 2 school social workers, and a teacher from the Child Study Team meets weekly to discuss and review students that are severe chronic or chronically absent.	SPA attendance data	<ul style="list-style-type: none"> Review the data and create an individualized plan for each student/family that will support the increase of attendance. Develop and provide school - wide attendance incentives. Celebrate students with improved attendance, good attendance and outstanding attendance at our quarterly assembly. Staff and the parent liaison will conduct home visits and strengthen family outreach practices
#180 - 3-8 ELP Success Ratio - All Students	0.6	0.8		Strengthening Tier 1 instructional practices in all content areas that ELL students are engaged in. Students will receive RTI services based upon their needs. Students will be progress monitored based upon RTI Tiers that they are in. Students will be engaged in standard based instruction that is engaging. Student needs will be addressed through class differentiated tasks and through the push-in and pull-out support they receive. Student data will be discussed at the 6 week data cycle meetings and the Child Study Team.	NWEA ELA Report Card/marking period grades Building created Common Formative Assessments AIMSweb Plus K - Brigance NYSESLAT data Leveled Literacy Intervention Assessments NYSITELL Being a Writer Assessments	<p>See indicator #33 See indicator #39</p> <ul style="list-style-type: none"> All staff will work with the school's ESOL Teachers and the districts bilingual department to ensure translators are available and materials are translated to families as needed. ELP students will continue to receive extended time on NYS Assessments ELP students will receive ESOL instruction with push in services and pull out services, as needed and determined by level of proficiency

				See indicator #33 and #39.					
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact.					Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

Part II – Demonstrable Improvement Indicators (Level 2)

LEVEL 2 Indicators

Please list the school's Level 2 indicators and complete all columns below. This information provides details about the likelihood of meeting the established targets. If you choose to send us data documents that you reference, simply send a sample page or example, rather than the entire document. Your analysis of your data is the focus.

Identify Indicator	Baseline	2019-20 Progress Target	Anticipated Status (R/Y/G)	What will be the SCEP/SIG goals and/or key strategies that will support progress in this demonstrable improvement indicator? Include a discussion of any adjustments made to key strategies since the last reporting period and a rationale as to why these adjustments were made.	What will be the formative data points that will be utilized to assess progress towards the target for this demonstrable improvement indicator?	2019-20 School Year Continuation Plan for Meeting this Indicator
#2 - Plan for and implement Community School Model	N/A	See the Community School Model Implementation Rubric		Implementation of the Community School model Completion of the Needs Assessment	Community School Rubric	The school will work with the District Office of Community Schools to complete the implementation of the Community School model for the 19-20 school year.
#6 - Family and Community Engagement (DTSDE Tenet 6)	N/A	Phase 2 indicators are common across the school and at least four Tenet 6 Phase 3 indicators across the school.		The school leaders and parent liaison will develop a detailed plan to improve communications between the school and families. This Plan will include parent workshop topics, description of the importance of the PTO, school policies and procedures, description of the value of using RCSD link for families and how to sign on, description of the importance of their representation on SBPT, a list of community agencies and services they provide and a list of in-school	Survey Data PTA Attendance Data Event Attendance Data Evidence of communication - for example communication logs/ tool	<ul style="list-style-type: none"> The parent handbook will be revised and updated to include community resources for social emotional and academic support. Teachers will use effective common communication tool to communicate regularly with families to inform them about their child's progress. Teachers will send home a newsletter that communicates weekly skills taught, updates and other pertinent information Open house and school events will be held regularly and parents will be invited and

		*In addition, the school must also have 90% of the Phase 1 indicators common across the school.		academic and social-emotional supports.		notified via flyers, notices on school website and robo-calls.
#94 - Providing 200 Hours of Extended Day Learning Time (ELT)	N/A	See the ELT Implementation Rubric.		ELT Rubric Students will receive an additional 200 hours of academic/enrichment time.	ELT Rubric	With the support of the District's Office of Expanded Learning and Office of School Innovation, the school will implement at least 200 hours of ELT for students in the 19-20 school year.
#102 - 3-8 ELA Black Core Subject Performance Index	31	41.0		See indicator #33	81.9% of the school's student population is considered "Black or African American". This is a significant portion of the school's total student population. See indicator #33	See indicator #33
#115 - 3-8 Math ED Core Subject Performance Index	14.2	24.2		See indicator #39	96% of the school's student population is considered "Economically Disadvantaged". This is a significant portion of the school's total student population. See indicator #39	See indicator #39
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact.			Yellow	Some barriers to implementation / outcomes / spending will exist; with	Red Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.

			adaptation/correction school will be able to achieve desired results.		
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Part III – Additional Key Strategies – (As applicable)

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

Key Strategies Identify any key strategies that will be implemented during the 2019-2020 school year that are not described in Part I or II above but will be embedded in the approved intervention plan/budget and are instrumental in meeting projected school improvement outcomes. Identify the evidence that will support your assessment of implementation/impact of key strategies, the connection to goals, and the likelihood of meeting targets set forth in the intervention plan. Responses should be directly aligned with their previously approved intervention plans (SIG or SCEP) and should include evidence and/or data that will be used to make determinations. If the school has selected the SIG 6 Innovation Framework model, please include as one of the key strategies the analysis of effectiveness of the lead partner working with the school if not described in Part I and II above.		
List the Key Strategy from your approved intervention plan (SIG or SCEP).	Status (R/Y/G)	2019-20 School Year Continuation Plan

Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.
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Part IV – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET)</p> <p>Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.</p>	
Status (R/Y/G)	Report Out of CET Plan Implementation

	<p>The Community Engagement Team consists of school staff, parents and community members/agencies. CET members meet consistently. The school continues to recruit additional parents/families and community partners to participate on the team.</p> <p>The past CET meetings have reviewed the process of receivership, discussed our school indicators.</p> <p>At our September CET meeting we will discuss an instructional/social emotional plan to meet the indicators and how progress will be monitored.</p>				
Powers of the Receiver Describe the anticipated use of the School Receiver’s powers for Cohort 1 and 2 Schools for the 2019-2020 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.					
Status (R/Y/G)	Report Out				
	<p>The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year:</p> <ul style="list-style-type: none">• Election to Work Agreements (EWA) continue to ensure that teachers at Receivership schools committed to the priorities of each school. Additionally, the EWA allowed Principals to involuntarily transfer teachers out of the school who were not aligned to the priorities of the school or hold teachers who were being recruited by other schools.• Receivership school staffing continues to be a priority by the Department of Human Relations. Receivership schools are provided flexible opportunities for hiring teachers and are given first access to available teachers.• Student Placement procedures at the District level were reorganized for Receivership schools by allowing minimal new placements in the schools. All placements are reviewed by the School Chief before any decisions were made.• The Chief of Superintendent’s Receivership Schools holds weekly team phone calls to focus on short-term needs and monthly professional learning/team meetings to focus on professional learning, intensive supports, and monitoring.• The Chief of Superintendent’s Receivership Schools visits schools weekly to• Review all data by school, grade and student• Conduct classroom walkthroughs• Monitor professional development plans				
Green	Expected results for this phase of the project will be fully met, work will be on budget, and the school will fully be implementing this strategy with impact.	Yellow	Some barriers to implementation / outcomes / spending will exist; with adaptation/correction school will be able to achieve desired results.	Red	Major barriers to implementation / outcomes / spending will be encountered; results are at-risk of not being realized; major strategy adjustment will be required.



Continuation Plan 2019 – 2020 School Year
(As required under Section 211(f) of NYS Ed. Law)

By signing below, I attest to the fact that the information in this continuation plan is true and accurate to the best of my knowledge; and that the all requirements with regard to public hearings and the Community Engagement Teams, as per CR§ 100.19 have been met.

Name of Receiver (Print): Terry Dade

Signature of Receiver: Terry Dade

Date: 7/31/19

By signing below, I attest to the fact that the Community Engagement Team has had the opportunity to provide input into this continuation plan, and has had the opportunity to review, and update if necessary, its 2019-2020 Community Engagement Team plan and membership.

Name of CET Representative (Print): Lisa Garraw

Signature of CET Representative: Lisa Garraw

Title of CET Representative: Principal

Date: July 31st, 2019