

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:				
Joseph C. Wilson Foundation Academy (WFA)	26-16-00-01-0668	Rochester City Schools		Check which plan below applies:				
				SIG			SCEP	
				Cohort: 2			X	
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
Superintendent Terry Dade	*If new, attach resume.	Dr. Elizabeth Mascitti-Miller, Deputy Superintendent		K-8	N/A	9% (*Internal SPA data)	17% (*Internal SPA data)	514 (*Internal SPA data)
	Appointment Date: 2007; 2012	Toyia Wilson, Chief of Schools Michele Alberti White, Executive Director of School Innovation						

Executive Summary
Please provide a <i>plain-language summary</i> 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 <i>no more than 500 words</i> .
<p>Introduction</p> <p>Joseph C. Wilson Foundation Academy is a K-8 school located in the Rochester City School District. It offers the International Baccalaureate (IB) Middle Years Program for 7th and 8th grades and is in the 2nd year of consideration for the Primary Years Program for Kindergarten to 6th grade. All teachers have been formally trained by IB certified trainers on IB unit lesson planning and implementation of the IB Program. We believe that the social and emotional development of adolescent youth is equally important as their intellectual growth, and nurturing each area will foster a positive self-image and responsible citizens in our school and community. Wilson Foundation Academy faculty and staff are committed to creating a learning environment that supports the achievement of its scholars, provides equal access to programs and initiatives, and shares the accountability for the growth and development of each child.</p>

Implementing Key Strategies

Key strategies used to support improved achievement include:

- The use of common data protocol across all grades
- Use of Instructional Learning Team that will support intervention
- Organize master schedule to allow for workshop model during instructional block periods
- Use of consistency in lesson design, delivery, and common classroom expectations
- Rochester Instructional Framework (RIF) as the instructional design with embedded assessments, and student goal-setting
- Implement school-wide literacy program that will be developed, implemented and monitored. The plan will include using the same reading and writing strategies, vocabulary instruction techniques and tools (resource books, technology, graphic organizers, etc.) that support student's understanding of content area reading skills
- Manage time and activities according to appropriate development based on students' diverse needs, strategically utilize classroom instructional time to deliver appropriate and differentiated instruction.
- Provide evidence of student learning by current display of work via standards-based feedback

Engaging the Community

Engaging the community to support improved achievement includes:

- Develop active community partnerships with agencies that will nurture and support student outcomes and provide foundation for Community School Model design
- Establish a formal Parent Teacher Organization
- Monthly meetings with Community Engagement Team to monitor progress toward meeting Levels 1 and 2 targets, and provide input and develop recommendations for the intervention plan and provide periodic feedback as the plan is implemented.

Enacting Receivership

Wilson Foundation Academy is taking provisions to maximize rapid academic achievement and reduce achievement gaps; through research-based strategies to address the social, health, and academic needs of students and families. The school community intends to ensure continued improvement in student achievement after the period of the school receivership has ended.

Level 1 and Level 2 Indicators

Joseph C. Wilson Foundation Academy has twelve indicators. The State Education Department assigned the seven Level 1 indicators based on the outcomes falling below the state's baseline. Through collaborative participation, the school's community engagement team selected the remaining five Level 2 indicators.

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
33- 3-8 ELA All Students MGP	42.3	44.3		<ol style="list-style-type: none"> Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. Rochester Instructional Framework (RIF) as the instructional design Implement school-wide literacy program - Being a Reader and Being a Writer 	<ol style="list-style-type: none"> NYS Assessments NWEA - ELA Common Formative Assessments (CFA) Fountas and Pinnell DRAs Quarterly Marking Period Grades 	<ol style="list-style-type: none"> Beginning in August 2019, all teachers in grades K-8 will participate at the WFA's Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> All teachers in grade levels K-8 will participate in the Summer of Professional Learning; On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required

						<p>IB and RIF framework that will reflect content standards and IB approaches to learning.</p> <p>c. The Principal, Assistant Principals, and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD. They will continue to monitor and facilitate teacher team meetings during the weekly grade-level and department meetings, and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals.</p> <p>2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, and progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of student progress in completing summative assessments and report card final grades.</p> <p>3. The master schedule will reflect the design of block scheduling and some co-teaching at the middle school level. Each math and ELA class will be an 85 minute block period and the use of an ELA co-teacher will support each 7th and 8th grade AIS period for ELA. The use of a co-teacher will allow for smaller group instruction and more targeted support for students; 180 minute literacy block for elementary with 30</p>
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						<p>minute intervention and 90 minute math block for elementary.</p> <ol style="list-style-type: none"> 4. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of the principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 5. ILT members will be trained in Data Wise on August 14th and 15th by Harvard University Graduate School of Education Department members, and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols 6. During May and June 2019, a teacher team of 5 grads 2-6, and a reading teacher attended 6-hour professional development/training on “Being A Reader” curriculum. Program resources were purchased by the school for each grade level for “Being A Reader” and “Being a Writer.” The reading teacher attended summer training in July for the program.
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<p>39- Math All Students MGP</p>	<p>43.4</p>	<p>45.4</p>		<ol style="list-style-type: none"> 1. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 2. Rochester Instructional Framework (RIF) as the instructional design 3. Use of Math Coach for targeted support for intervention 	<ol style="list-style-type: none"> 1. NYS Assessments 2. NWEA - math 3. Common Formative Assessments (CFA) 4. Zearn progress monitoring 5. Quarterly Marking Period Grades 	<ol style="list-style-type: none"> 1. Beginning in August 2019, all teachers in grades K-8 will participate at the WFA's Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. The Principal, Assistant Principals and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD. They will continue to monitor and facilitate teacher team meetings during the weekly grade-level, department meetings, and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams will meet weekly throughout the school year. Time will be spent reviewing common assessments, and progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework
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						<p>completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of student progress in completing summative assessments and report card final grades..</p> <ol style="list-style-type: none"> 3. The master schedule will reflect the design of block scheduling and some co-teaching at the middle school level. Each math and ELA class will be an 85 minute block period and use of math co-teacher will support each 7th and 8th grade math class. The use of a co-teacher will allow for smaller group instruction and more targeted support for students; 180 minute literacy block for elementary with 30 minute intervention and 90 minute math block for elementary. 4. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of a principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 5. ILT members will be trained in Data Wise on August 14th and 15th by Harvard University Graduate School of Education Department members, and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols 6. The Math Coach will <ol style="list-style-type: none"> a. support teachers by observing lessons, co-teaching and small-group instruction.
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						<ul style="list-style-type: none">b. participate in weekly department meetings, and weekly PLC's with teachersc. serve on Instructional Leadership Teamd. provide daily support to math instruction by working directly within the classroom or with small group instruction as pull out
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100- 3-8 ELA All Students Core Subject Performance Index	47.3	57.3		<ol style="list-style-type: none"> 1. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 2. Rochester Instructional Framework (RIF) as the instructional design 3. Implement school-wide literacy program - Being a Reader and Being a Writer 	<ol style="list-style-type: none"> 1. NYS Assessments 2. NWEA - ELA 3. Common Formative Assessments (CFA) 4. Fountas and Pinnell 5. DRAs 6. Quarterly Marking Period Grades 7. Formal and informal classroom observations 8. Team and department meeting agendas/attendance sheets 9. Peer observations via cluster team 	<ol style="list-style-type: none"> 1. Beginning in August 2019, all teachers in grades K-8 will participate at the WFA's Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. The Principal, Assistant Principals, and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD. They will continue to monitor and facilitate teacher team meetings during the weekly grade-level, department meetings, and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, and progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework
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						The reading teacher attended summer training in July for the program.
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110- 3-8 Math All Students Core Subject Performance Index	32.2	42.2		<ol style="list-style-type: none"> 1. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 2. Rochester Instructional Framework (RIF) as the instructional design 3. Use of Math Coach for targeted support for intervention 	<ol style="list-style-type: none"> 1. NYS Assessments 2. NWEA - math 3. Common Formative Assessments (CFA) 4. Zearn progress monitoring 5. Quarterly Marking Period Grades 6. Formal and informal classroom observations 7. Peer observations 8. ILT, grade-level team and department meeting agendas/attendance sheets 	<ol style="list-style-type: none"> 1. Beginning in August 2019, all teachers in grades K-8 will participate at the WFA's Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. The Principal, Assistant Principals, and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD. They will continue to monitor and facilitate teacher team meetings during the weekly grade-level, department meetings, and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, and progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework
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						<p>completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of student progress in completing summative assessments and report card final grades.</p> <ol style="list-style-type: none"> 3. The master schedule will reflect the design of block scheduling and some co-teaching at the middle school level. Each math and ELA class will be an 85 minute block period and use of math co-teacher will support each 7th and 8th grade math class. The use of a co-teacher will allow for smaller group instruction and more targeted support for students. 4. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of a principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 5. ILT members will be trained in Data Wise on August 14th and 15th by Harvard University Graduate School of Education Department members and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols 6. The Math Coach will <ol style="list-style-type: none"> a. support teachers by observing lessons, co-teaching and small-group instruction. b. participate in weekly department meetings, and weekly PLC's with teachers
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						<ul style="list-style-type: none">c. serve on Instructional Leadership Teamd. provide daily support to math instruction by working directly within the classroom or with small group instruction as pull out
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<p>150- Grades 4 and 8 Science All Students Core Subject Performance Index</p>	<p>116.2</p>	<p>126.2</p>		<ol style="list-style-type: none"> 1. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 2. Rochester Instructional Framework (RIF) as the instructional design 	<ol style="list-style-type: none"> 1. NWEA - science assessment 2. NYS Assessments 3. Common Formative Assessments (CFA) 4. Quarterly Marking Period Grades 5. Formal and informal classroom observations 6. Peer observations 7. School-wide visibility – Standards-based bulletin boards 8. ILT, grade-level team and department meeting agendas/attendance sheets 	<ol style="list-style-type: none"> 1. Beginning in August 2019, all teachers in grades K-8 will participate at the WFA's Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. The Principal, Assistant Principals and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD, They will continue to monitor and facilitate teacher team meetings during the weekly grade-level, department meetings, and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, and progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework
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						<p>completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of student progress in completing summative assessments and report card final grades..</p> <ol style="list-style-type: none"> 3. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of a principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 4. ILT members will be trained in Data Wise on August 14th and 15th by Harvard University Graduate School of Education Department members and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols
160- 3-8 Chronic Absenteeism- All Students	33%	30%	<ol style="list-style-type: none"> 1. Attendance Watch Team will monitor student attendance and partner with families to support student attendance 2. Establishment of student advisory program and continuation of House system to build and strengthen relationships with students. 	<ol style="list-style-type: none"> 1. Average Daily Attendance reports through SPA warehouse 2. Chronic Absentee Reports through SPA 3. Attendance reports by grade level and identified students with 	<ol style="list-style-type: none"> 1. The Attendance Watch Team is comprised of a school principal, school counselor, parent liaison, attendance clerk and a home-school attendance assistant. They will review and monitoring attendance data weekly. <ol style="list-style-type: none"> a. Home-school Attendance Assistant daily monitors chronic absenteeism data and makes daily calls and home visits 2. The advisory program at 7th grade and House System grades 3-8 will allow structure to group students together to support the development of building positive relationships and give opportunity to increase student participation in 	

						<p>the school culture to help increase engagement in school and ultimately improve attendance.</p> <ol style="list-style-type: none"> a. 4 teachers, Principal and Assistant Principal participated in a 6- hour College Board Student Advisory training - June 2019 b. Master schedule will reflect Student Advisory period one week in student schedule c. Student Advisory Committee will be established that includes anAssistant principal, school counselor and 2 teachers who will monitor activities and provide support to classroom teachers/advisors on weekly activities and monthly themes d. Students will take pre-post survey to determine effectiveness of advisory period and provide feedback on activities and degree of student “voice” in overall school culture.
180- 3-8 ELP Success Ratio- All Students	.5	.7		<ol style="list-style-type: none"> 1. Rochester Instructional Framework (RIF) as the instructional design 2. Implement school-wide literacy program - Being a Reader and Being a Writer 	3. NYSESLAT assessment	<ol style="list-style-type: none"> 1. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) 2. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 3. ILT members will be trained in Data Wise in August 14th and 15th by Harvard University

						Graduate School of Education department members and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols		
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 <i>with impact</i> .				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	CSM Rubric		Parent Liaison will work with parents to identify needs and the supports needed to establish and implement the Community School Model	<ol style="list-style-type: none"> 1. Student and family survey 2. MOU with Southwest Area Neighborhood Association 	<ol style="list-style-type: none"> 1. NY State Community School Model rubric and implementation guidelines will be reviewed and followed by school administrators and members of the Community Engagement Team 2. School's Community Engagement Team (Principal, Assistant Principal, teachers, school community agency partner (SWAN), parents and neighborhood community members) will participate in 6-hour Community School Forum - Aug. 19, 2019 - to gain knowledge of how to establish and maintain an effective Community School. 3. Family (parent and student) surveys will be administered to gain insight on the needs of the students and families. 4. Memorandum of Agreement currently exists with Southwest Area Neighborhood Association (SWAN) and will be reviewed by school Principal, SWAN Executive Director, and RCSD legal department to determine the elements of the MOU that align with the CSM Rubric.
6 - Family and Community Engagement (Tenet 6)	n/a	90% of Tenet 6 Phase 1 indicators AND 40% of Tenet 6 Phase 2 Indicators		<ol style="list-style-type: none"> 1. Create a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. 	<ol style="list-style-type: none"> 1. School event calendar 2. Record of ROBO calls 3. Parent attendance record at school events. 4. Parent/family sign-in sheets at school and classroom events 	<ol style="list-style-type: none"> 1. NY State Family and Community Engagement Tenet 6 rubric will be shared with CET and SBPT to review and use as a guideline to monitor progress. <ol style="list-style-type: none"> a. CET and SBPT will monitor progress at each separate monthly CET and SBPT meeting

				<ol style="list-style-type: none"> Parent Liaison, PTO, SBPT and school community at large will work with parents to increase parent partnership with the school; teachers, school leaders, the Parent Liaison, and parent representatives should develop a school-wide protocol for effective two-way communication. The protocol will encourage numerous positive home contacts, frequent updates on student progress, and ways parents can support their child’s academic achievement. 		<ol style="list-style-type: none"> Attendance list of student and family participation at school events will be gathered and recorded to maintain accurate and current parent contact information and record of participation Parent/family and student feedback from events will be gathered and analyzed and shared with CET, SBPT, and PTO and used to understand the degree to which the event had an impact on community/relationship building between school and family.
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	n/a	ELT Implementation Rubric	<ol style="list-style-type: none"> Create increased learning time to increase the total number of school hours to include additional time for instruction in core academic subjects Provide enrichment activities that contribute to a well-rounded education, such as physical activities, service learning, or experiential and work-based learning opportunities. Create opportunities for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. 	<ol style="list-style-type: none"> School master schedule and bell schedule School event calendar indicating events and activities Professional Development calendar and plan; teacher participation attendance Meeting minutes (when applicable) during Pd opportunities and planning time Student attendance and participation record 	<ol style="list-style-type: none"> NY State Family and Community Engagement Tenet 6 rubric will be shared with CET and SBPT to review and use as a guideline to monitor progress. <ol style="list-style-type: none"> CET and SBPT will monitor progress at each separate monthly CET and SBPT meeting Attendance list of student and family participation at school events will be gathered and recorded to maintain accurate and current parent contact information and record of participation Parent/family and student feedback from events will be gathered and analyzed and shared with CET, SBPT, and PTO and used to understand the degree to which the event had an impact on community/relationship building between school and family. 	
105- 3-8 ELA ED Core Subject Performance Index	44	54	<ol style="list-style-type: none"> Professional development through focus groups, cluster teams as collegial circles, and peer coaching 	<ol style="list-style-type: none"> NYS Assessments NWEA - ELA Common Formative Assessments (CFA) 	<ol style="list-style-type: none"> Beginning in August 2019, all teachers grades K-8 will participate at the WFA’s Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a 	

			<ol style="list-style-type: none"> 2. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 3. Rochester Instructional Framework (RIF) as the instructional design 4. Implement school-wide literacy program - Being a Reader and Being a Writer 	<ol style="list-style-type: none"> 4. Fountas and Pinnell 5. DRAs 6. Quarterly Marking Period Grades 	<p>common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF)</p> <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. School Principal, Assistant Principals and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD and will continue to monitor and facilitate teacher team meetings during the weekly grade-level and department meetings and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. <ol style="list-style-type: none"> 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, progress monitoring results available. Each meeting will focus on student progress in class - as measured by homework completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of
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						<p>student progress in completing summative assessments and report card final grades.</p> <ol style="list-style-type: none"> 3. The master schedule will reflect the design of block scheduling and some co-teaching at the middle school level. Each math and ELA class will be an 85 minute block period and use of ELA co-teacher will support each 7th and 8th grade AIS period for ELA. The use of a co-teacher will allow for smaller group instruction and more targeted support for students. 180 minute literacy block for elementary with 30 minute intervention. 90 minute math block for elementary. 4. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 5. ILT members will be trained in Data Wise in August 14th and 15th by Harvard University Graduate School of Education department members and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols 6. During May and June 2019, teacher team of 5 grads 2-6 and reading teacher attended 6-hour professional development/training in Being A Reader curriculum. Program resources were purchased by the school for each grade level for Being A Reader and Being a Writer. The reading
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						teacher attended summer training in July for the program.
115- 3-8 Math ED Core Subject Performance Index	29.9	39.9		<ol style="list-style-type: none"> 1. Professional development through focus groups, cluster teams as collegial circles, and peer coaching 2. Utilize the PLC and Student Advisory models and model classrooms to establish a shared vision, collaborative environment, consistency and collective responsibility. 3. Rochester Instructional Framework (RIF) as the instructional design 4. Use of Math Coach for targeted support for intervention 	<ol style="list-style-type: none"> 1. NYS Assessments 2. NWEA - math 3. Common Formative Assessments (CFA) 4. iReady progress monitoring 5. Zearn progress monitoring 6. Quarterly Marking Period Grades 	<ol style="list-style-type: none"> 1. K-8 will participate at the WFA’s Summer of Professional Learning at Rochester Institute of Technology. Teachers will begin creating a common focus across all subjects and grade levels with the alignment of common lesson plans to the International Baccalaureate (IB) and Rochester Instructional Frameworks (RIF) <ol style="list-style-type: none"> a. All teachers in grade levels K-8 will participate in the Summer of Professional Learning; b. On Aug. 5th-7th & Aug 26th - teachers will work in grade-level teams (K-6) and content subjects (7th/8th) to write unit lessons that are aligned to the required IB and RIF framework that will reflect content standards and IB approaches to learning. c. School Principal, Assistant Principals and IB Coordinators will serve as facilitators of the curriculum unit writing and will monitor the work during the summer PD and will continue to monitor and facilitate teacher team meetings during the weekly grade-level and department meetings and monthly IB professional learning time throughout the school year. Minutes from the weekly and monthly meetings will be used as evidence and assessment of progress toward goals. 2. Use Personal Learning Communities (PLC) - grade-level teams and middle school cluster teams- will meet weekly throughout the school year. Time will be spent reviewing common assessments, progress monitoring results

						<p>available. Each meeting will focus on student progress in class - as measured by homework completion, classwork completion, and any assessments since the previous meeting. Each 10-week marking period will include review of student progress in completing summative assessments and report card final grades..</p> <ol style="list-style-type: none"> 3. The master schedule will reflect the design of block scheduling and some co-teaching at the middle school level. Each math and ELA class will be an 85 minute block period and use of math co-teacher will support each 7th and 8th grade math class. The use of a co-teacher will allow for smaller group instruction and more targeted support for students. 4. The Instructional Leadership Team (ILT) and use of Data Wise will assist PLCs in interpreting student data, identifying gaps in learning, and developing goals for growth. The ILT is comprised of principal, assistant principal, data coach, ELA coach, math coach, reading teacher, and IB Coordinators. The ILT will meet weekly as a team and will also support each weekly grade-level and cluster team meeting. 5. ILT members will be trained in Data Wise in August 14th and 15th by Harvard University Graduate School of Education department members and will also provide ongoing support of our ILT throughout the school year as needed. Each ILT member will receive the texts Data Wise and Meeting Wise to use in training and as reference as each member strengthens skills in using and implementing Data Wise protocols 6. Math Coach will <ol style="list-style-type: none"> a. support teachers by observing lessons, co-teaching and small-group instruction.
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										b. participate in weekly department meetings and weekly PLC's with teachers c. serve on Instructional Leadership Team d. provide daily support to math instruction by working directly within the classroom or with small group instruction as pull out
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 <i>with impact</i> .				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 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 <i>not described in Part I or II above but</i> 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	
1.			
2.			

3.					
4.					
5.					
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 <i>with impact</i> .	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 IV – Community Engagement Team and Receivership Powers

<p>Community Engagement Team (CET) Describe the type, nature, frequency and outcomes of meetings conducted by the CET and its sub-committees that will be charged with addressing specific components of the CET Plan. Describe outcomes or potential outcomes of the CET plan implementation, school support, and dissemination of information. Please identify any changes in the community engagement plan and/or changes in the membership structure of the CET for the 2019-20 School Year.</p>	
Status (R/Y/G)	Report Out of CET Plan Implementation
	Joseph C. Wilson Foundation Academy’s CET will continue to meet monthly. This team consists of school leaders, teachers, students, parents, community members and school community partner. The CET will create subcommittees identified through DTSDE Tenets whose members will serve as champions for elements identified for each area and will provide monthly feedback on progress. Meeting notes will continue to be captured at each CET meeting and will be made public to school staff,

	parents via email and school website; posted on District website for large community access; and posted on the 19 Ward Community website for neighboring community and business access.		
<u>Powers of the Receiver</u> 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		
	The Superintendent Receiver Authority will continue to be utilized in multiple ways for the 19-20 school year: <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 <i>with impact</i> .	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 V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2019-20 BUDGET AND BUDGET NARRATIVE AS APPLICABLE.

PLEASE SUBMIT ANY NECESSARY CSG AND PSSG AMENDMENTS

BUDGET FORMS ARE AVAILABLE AT: <http://www.oms.nysed.gov/cafe/forms/>.

Part VI: *Best Practices (Optional)*

<p><i>Best Practices</i> The New York State Education Department recognizes the importance of sharing best practices within schools and districts. Please take this opportunity to share one or more best practices that will be implemented in the 2019-2020 school year that will result in significant improvements in student performance, instructional practice, student/family engagement, and/or school climate. It is the intention of the Department to share these best practices with schools and districts in Receivership.</p>		
List the best practice that will be or is currently being implemented in the school.		Describe a best practice that will be in place for the 2019-20 school year in terms of its impact on the implementation of the plan. Discuss the evidence that will be used to determine its success. Discuss the possibility of replication in other schools.
1.		
2.		
3.		

Part VII – *Assurance and Attestation*



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

school is beginning to implement best practices and will continue to refine, enhance and strengthen as needs emerge.	

Part VII – Assurance and Attestation

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

Name of Receiver (Print): 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): Lolwan S. Brown
Signature of CET Representative: *Lolwan S. Brown*
Title of CET Representative: K. I.
Date: 7/31/19