

Receivership Schools ONLY

Final Report: *January 31, 2020 to June 30, 2020* and Continuation Plan for the 2020-21 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
				Cohort:			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
Dr. Lesli Myers-Small	Lisa Garrow Appointment Date: July 1, 2019	Sheela Webster, Chief of Schools Michele Alberti White, Executive Director of School Innovation	PreK-Grade 6	N/A	4.0% *Captured from SPA data warehouse 6/25/20	19.8% *Captured from SPA data warehouse 6/25/20	405 *Captured from SPA data warehouse 6/19/20

Executive Summary

Please provide a plain-language summary of this combined report and continuation plans in terms of implementing key strategies, engaging the community, and enacting Receivership. 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.

John Walton Spencer School No. 16 continues to be focused on student attendance, safety, strengthening partnerships, improving instructional practices and increasing student achievement. The school leaders and staff continue to monitor and adjust systems and structures that support these areas of focus. Through the use of the Data Wise process, Data Meetings, job embedded professional development, walkthroughs and School - Wide Learning Walks our instructional leadership team analyzed achievement data and identified areas where adjustments were needed. During the 2019.2020 school year we made several adjustments to how instruction was delivered to students and to the type of instruction students receive (math intervention program, Math workshop was implemented, Teacher assistants and paraprofessionals were trained to provide reading intervention to students). The attendance team created a tiered support process which was used to identify students with attendance concerns and strategically provided support to increase their attendance. We continue to celebrate students and

work to improve our daily attendance by offering incentives and acknowledging students with good attendance at our monthly awards assembly. The number of students receiving “out of school” suspension significantly decreased by providing tiered support by our Center For Youth staff in our Help Zone, therapeutic strategies used by our school counselor and social workers, use of restorative practices/calm classroom strategies, peer mediations, collaboration with parents/families and by using the “in school” suspension room. We continue to work with our school community site coordinator to assess our school needs and seek partnerships that will help support our efforts in addressing our students socially and instructionally. Beginning in March, after school closed due to Covid 19, teachers created ways for students to engage in learning through the use of virtual platforms. Google classrooms and Zoom meetings were used to hold guided reading groups, engage students in texts and discussion protocols, conduct ELA and Math lessons and to engage students in opportunities to see and speak with their teachers/peers. Our intervention teachers, our reading teacher, teacher assistants and paraprofessionals supported classroom teachers as they instructed students. Our school Social Workers, parent liaison, school psychologist, Center For Youth staff, Quad A staff and our Administrative team consistently reached out to students and families. Classroom teachers used Class Dojo, Remind App and SeeSaw to keep connected to families and students. Newsletters were sent out each month to families. The Administrative Team and school staff created a weekly theme schedule. Each week students, families and staff engaged in the weekly theme activities, social media challenges and lessons that were aligned to the theme. Each theme began with a video that showcased staff, students and families engaged in the theme. One of the themes that was created was “Parent/Family Appreciation Week”. Parent/family members were celebrated by special notes, certificates, or a video posted on Social Media and through the virtual platforms staff set up.

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

Please note - All prompts submitted under the “2020-21 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 2020-2021 Continuation Plan in light of their anticipated level of implementation and their anticipated impact on student learning outcomes. The 2020-2021 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)

<u>LEVEL 1 Indicators</u>		
Please list the school’s Level 1 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.		
Identify Indicator	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.	2020-21 School Year Continuation Plan for Meeting this Indicator
# 5 - School Safety	<ul style="list-style-type: none"> Created Tier 2 support team Tier 2 team meet bi-weekly Community Partners with Center for Youth Implement Restorative Practice Procedures Child Study Team meet every week Establish routine and procedures for “Eagle’s Nest” 	<ul style="list-style-type: none"> Continue to train Staff in Restorative Practices Work with Restorative Practice district liaison to use weekly lessons to address Social Emotional Learning. Continue to have Restorative Circles Continue to utilize Center for Youth for Eagles Nest Center for youth staff will virtually push into class to provide student support. Tier 2 team continue to meet with identified students Parent Meetings and Home visit Assigned TA(ISS) teacher will virtually push into class to provide student support.

<p># 33 - 3-8 ELA All Student</p>	<ul style="list-style-type: none"> ● Establish rituals and routines to support independent reading of self-selected texts, in school and/or at home. ● Implementation of myView Literacy Program for grades K-5 that contains embedded intervention ● Workshop model is utilized ● Administration of NWEA 1-6, myView Baseline 2-5, Emergent literacy Survey K-1 and Leveled Literacy Intervention grades 1-6 to measure student learning and inform instruction for intervention/teaching ● Administration of CFAs for grade 6 in ELA to use data to measure progress, and inform instruction ● Use academic discussion protocols that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion)turn and talk, think-pair-share ● Utilize a Word Wall (with words that are explained, include visuals, synonyms, antonyms, etc) for academic vocabulary and academic language, and prompt students to reference word wall resources when writing and discussing ● Zoom Team day meetings focusing on Next Generation Standards ● Professional development with district wide K-5 new literacy program ● Online learning programs such as Reading Spot, RazKids and Success Maker ● Google Docs is the remote platform for grades 3-6 and SeeSaw is the remote platform for grades K-2 	<ul style="list-style-type: none"> ● Tier 1 ELA support to improve classroom instruction through modeling, co-teaching, and planning based on a six week cycle ● implement MYVlew Literacy program in K-5 for reading and writing ● Professional development with myView ● -Sixth Grade students will follow the new RCSDcurriculum ● Development of pacing guides to be reviewed,monitored, and adjusted at weekly meetings ● Use Being a Writer in sixth grade (unless another RCSD is written) ● Using data from CFAs and Unit assessments K-6 to facilitate planning and intervention ● K-2 focused early intervention ● Weekly (1x) Team Day meetings with ELA focus ● Continuation of Learning Walks to review classroom data to provide support ● Continuation of Learning Walks to observe workshop model in reading and writing ● Six week data cycles
<p>#39 - 3-8 Math All Students MGP</p>	<ul style="list-style-type: none"> ● Implement workshop models with the integration of Zearn software as technology instruction. ● Incorporate 30-min intervention utilizing research based resources and technology. ● Ask, discuss, and write in response to multi-steps word problems using RDW (Read, Draw, Write) graphic organizer. ● Use accountable talk protocol that anchor discussion during all parts of the lesson and help students apply academic language (i.e., a procedure for how to engage in discussion) 	<ul style="list-style-type: none"> ● Tier 1 Math support to improve classroom instruction through modeling, co-teaching, and co-planning with instructional support. ● Tier 2 and Tier 3 intervention based on in six week data cycle per MTSS guidelines. Continuation of 30-min intervention utilizing research based resources and technology. ● Using data from NWEA, and CFAs/Unit assessments to facilitate planning and intervention, to drive instruction and to improve teaching practices.

	<ul style="list-style-type: none"> ● Utilize a Word Wall (with words that are explained, include visuals) for academic vocabulary and academic language, and prompt students to reference word wall resources when writing and discussing ● Zoom Team day meetings focusing on Next Generation Standards, Mathematical Practices, and mathematics progression. ● Zoom Team day meetings focusing on Data Wise steps in reflections of teaching practices, developing instructional strategies, action plans, and progress assessment plan. ● Online learning programs such as Zearn, Prodigy, Freckle, and Khan Academy for Math learning at home due to Covid-19 ● Zoom meeting, Google classroom, RCSD Learns and ExploreMath online learning due to Covid-19 	<ul style="list-style-type: none"> ● Continuation of word wall; modification for remote learning by students using Math Journal for vocabulary activities. ● K-2 focused early intervention. ● Weekly Team Day meetings with Math focus. ● Continuation of the implementation of RDW (Read, Draw, Write) graphic organizer in response to multi steps word problems. ● Utilizing Data Wise action plan and progress assessment plan for successful implementation of the instructional strategy (Read, Draw, and Write). ● Continuation of Leadership teams guided “walk-throughs” to look at RDW Strategy in classrooms and consider how to evaluate/improve learning and teaching. ● Workshop model with 20-30 minutes of opening to provide students with more exploration and discussion time. ● Continuation of Zoom meeting, Seesaw, Google classroom, and multiple online tools (virtual whiteboard/Jamboard, virtual manipulatives, and district recommended tools) for remote learning. ● Continuation of using technology during remote learning; Xtramath.org and multiplication.com for fluency practice, Zearn, Freckle, and Khanacademy for skill practice and asynchronous learning. ● Utilize Math Department created Accelerated Learning Guide and Weekly Lesson plans to improve instruction and teaching practices during remote learning. ● In the event distance learning continues beyond November 2020, we will continue with instructional plans to support both in-person and at-home learning based on the District’s approved instructional design.
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#100 - 3-8 ELA All Students Core Subject Performance Index	See Indicator #33	See Indicator #33
#110 - 3-8 Math All Students Core Subject Performance Index	See Indicator #39	See Indicator #39
#150 - Grades 4 and 8 Science All Students Core Subject Performance Index	<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 participate in Science related curriculum activities in the Science room. Grades 2, 3, 4 and 5 will be placed on a rotating schedule. ● Administration will conduct walkthroughs to ensure that Science is being taught in all grade levels consistently and adequately based upon the Next Generation Standards. 	<ul style="list-style-type: none"> ● Transitional and implementation phase of New York State Science Learning Standards (NYSSLS). ● Focus on one or two units this year from each of the domains. ● Next Gen Kits have been built with materials and supplies to supplement instruction. ● Utilize district website, RCSD Science for unit plans and additional resources ● Teaching science concepts through remote learning based on the district’s guidelines and academic plans. ● Expose students to the performance test via practice station rotations beginning in January if we return to school. ● Students will participate in Science related curriculum activities in the Science room when we return to school. Grades 2, 3, 4 and 5 will be placed on a rotating schedule. ● Administration will conduct walkthroughs to ensure that Science is being taught in all grade levels consistently and adequately based upon the Next Generation Standards
#160 - 3-8 Chronic Absenteeism - All Students	<ul style="list-style-type: none"> ● Principal ensures that teachers and school staff take attendance accurately and that it is entered daily into the district data system. ● Attendance team, led by an administrator, meets every two weeks ● School staff reaches out to families and engages them as partners in problem-solving student attendance 	<p>COVID-19 Response: Attendance team along with Tier 2 support team will reach out to all families to communicate updates regarding school reopening procedures.</p> <ul style="list-style-type: none"> ● Office clerk will check the attendance for each classroom and calls teachers who need to submit attendance.

	<ul style="list-style-type: none"> ● School staff reaches out to families and engages them as partners in problem-solving. ● School communicates to staff as to what students are chronically absent ● School partners with community agencies that offer resources 	<ul style="list-style-type: none"> ● Principal will follow up with teacher to ensure daily process is followed ● Substitute teacher will follow the process to take attendance on a paper roster and return to the clerk at the end of the day. ● Attendance team will continue to meet every other week to <ul style="list-style-type: none"> ○ (a) monitor attendance data and trends ○ (b) coordinate the school’s multi-tiered attendance strategy ○ (c) examine the reasons for absences using quantitative and qualitative data ○ (d) ensure chronically absent students receive needed yearly ● Schools will schedule virtual events to celebrate students with perfect attendance, improved attendance. ● School will send out attendance communication to parents via website, student letters home, mailed letters home. ● Parents will be invited to the monthly attendance celebrations ● Parent Liaison and Tier 2 team will continue to reach out to parents through calls and home visits to provide resources to help student ● Data Dialogs with each classroom teacher regarding student attendance remote learning. ● Continue to develop the partnership with Center for Youth and Quad A to provide Tier 2 attendance support.
<p>#180 - 3-8 ELP Success Ratio - All Students</p>	<p>All English Language Learners engage in appropriate text and tasks to build and access big ideas and rich content aligned to grade level New York State learning standards as facilitated by the utilization of grade level appropriate scaffolds. These scaffolds can be located in NYSED Scaffold Guides and Bilingual/New Language Progressions.</p>	<p>Create an ENL vertical team that collaborates with classroom and/or content teachers to review student progress. See indicator #33 and #39</p>

Part II – Demonstrable Improvement Indicators (Level 2)

<u>LEVEL 2 Indicators</u>		
<i>Please list the school's Level 2 indicators and complete all columns below. This information should provide details about the implementation of strategies that will support progress toward the Demonstrable Improvement Indicators.</i>		
Identify Indicator	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.	2020-21 School Year Continuation Plan for Meeting this Indicator
#2 - Plan for and implement Community School Model	<p>Hired a Community School Site Coordinator (1/6/2020)</p> <p>Attend RCSD Community Schools Summit (Summer 2019)</p> <p>Established the CET added Parents, Community Members</p> <p>Completing School Community Needs Assessment (Covid Closure Causing Delays) Ability to get students into a focus group has been challenging. We were able to get most focus groups interviewed in the parent and teacher groups. CET met to discuss the top priorities to focus on for the 2020-2021 SY</p> <p>Continued outreach with community partners. The Covid closure delayed some outreach as many businesses and community groups were closed.</p>	<p>CET Will continue to meet monthly.</p> <p>CET will continue to monitor the progress and goals of the Needs Assessment, revise the living document as needed to focus on our priorities.</p> <p>Continue to add community partners to support the school priorities.</p> <p>Add students,new community members ,more parents to the CET.</p> <p>Remote Zoom CET meetings taking place bi-monthly.</p>

	<p>Ensured that all partners have the proper contract/MOA</p> <p>Developed a schedule of events. The Covid closure had cancelled most of these events.</p>	
#6 - Family and Community Engagement (DTSDE Tenet 6)	<p>The school leaders and parent liaison developed a detailed plan to improve communications between the school and families. The plan included parent workshop topics, description of the importance of the PTO, school policies and procedures, 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 academic and social-emotional supports.</p>	<p>Add more School Events and increase attendance at those events.</p> <p>Continue to evaluate partnerships and how they support our priorities.</p> <p>Create new partnerships that focus on academic supports and social emotional supports.</p>
94 - Providing 200 Hours of Extended Day Learning Time (ELT)	<p>Saturday and Recess program opportunities. The Spring Recess program that was to produce 32 hours of services with our Partner Quad A and Breaking Barriers was cancelled due to the Covid Closure.</p>	<ul style="list-style-type: none"> ● Opportunities will be provided to all students in grades K - 6 for a 4 day/5 hour Literacy Enrichment ● School Recess Programming (4-5 day programs 9am - 5pm) planned with partners Quad A/Breaking Barriers. ● Add programming to the district ½ day schedule. ● Integrate Quad A into the School Day to support academics and Play Works curriculum. ● New partnership with Playworks to begin, the partnership will provide remote zoom recess for students K-6 ● Quad - A to provide remote afterschool programming from 3:30 - 6:00 ● Center-for-Youth providing remote services for student support.

#102 - 3-8 ELA Black Core Subject Performance Index	See Indicator #33	See Indicator #33
#115 - 3-8 Math ED Core Subject Performance Index	See Indicator #39	See Indicator #39

Part III – Goals and/or Key Strategies – (As applicable)

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

<u>Goals and/or Key Strategies</u> <i>Identify the goals and key strategies in the approved SIG or SCEP plan that were implemented during the reporting period but were NOT already discussed in the section above. (Add additional rows as needed.)</i>	
List the Key Strategy from your approved intervention plan (SIG or SCEP).	2020-21 School Year Continuation Plan
1. Use of technology in the classroom to deliver instruction	Use of technology in the classroom to deliver instruction
2. Use of Leveled Literacy Intervention Program	Use of Readers Workshop Model (grades K - 6)
3. Use of Math Intervention Program (Do The Math, Skill lessons)	Use of MyView ELA and Writing Program K - 5 6 grade will use the new RCSD ELA Standard based literacy curriculum Use of Leveled Literacy Intervention Program Use of Math Workshop Model (Grades K - 6) Use of the new revised RCSD Math pacing and curriculum Use of Math Intervention Program (Do The Math, Skill lessons) Use of Data Wise Use of MyView Learning cycles and Learning Labs to analyze instructional practices and student achievement

4. Restorative Practices Team - supports students and staff with conflict resolution, using restorative language and mediations	Restorative Practices Team - supports students and staff with conflict resolution, using restorative language and mediations
5. Tiered Student Support Team - to provide students with behavioral support through the Help Zone staffed by Center For Youth and through the use of therapeutic strategies by the school social workers.	Tiered Student Support Team - to provide students with behavioral support through the Help Zone staffed by Center For Youth and through the use of therapeutic strategies by the school social workers.
6. Attendance Team - to identify and provide strategic support to students with attendance concerns	Attendance Team - to identify and provide strategic support to students with attendance concerns
7. Calm Classroom/Morning Meeting	Calm Classroom/Morning Meeting
8. Reader's, Writer's and Math Workshop Model	Reader's, Writer's and Math Workshop Model
9. Use of technology assisted programs to increase student skill sets in Math and ELA (Myon, Lexia, Zearn)	Use of technology assisted programs to increase student skill sets in Math and ELA (Myon, Lexia, Zearn, Khan Academy)
10. Use of Being a Writer Program	Grade 6 if applicable Grades K-5 will use My View

Part IV – Community Engagement Team and Receivership Powers

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. What additional CET changes are you anticipating (If any) for the 2020-21 school year?

Report Out of CET Plan Implementation

The CET has met monthly since October 2019. The Community Site Coordinator was hired in January 2020 and began facilitating the group. The groups consists of 19th Ward Community Members,Volunteers, Parents, Quad A members, Breaking Barriers Director, Parent Liaison, Center for Youth, two teachers, and the School #16 Admin Team.

The CET was charged with creating a process in which we would conduct the schools Needs Assessment. CET began with being presented with the overall information of what, how, why and when. The team then reviewed previous schools examples, and mapped out a timeline of what would need to get done and how. Parents, Teachers and Students were surveyed using Google Forms. The team then disseminated that data and created Focus Group Questions. Once established the team broke into sub groups to conduct Focus Group Interviews through Zoom due to the March Covid closure.

The CET struggled to get a gage on student Focus Groups. Students would be invited and confirmed to be a part of a group, but then would not show to the Zoom interview. This data is still lacking today as we move forward in finalizing our Needs Assessment.

As we move into the new school year, CET will continue to meet monthly. Over the summer we will evaluate the current partnerships and how those partnerships impact our priorities. We will reach out to new entities to see if they would be interested in our school community partnership support. The focus will be on Academic Volunteer Support, Social Emotional Support.

CET will finalize the Needs Assessment and modify once we can add additional student input.

Powers of the Receiver

Describe the anticipated use of the School Receiver’s powers for the 2020-2021 school year (pursuant to those identified in CR §100.19). Discuss the goals and the impact of those powers.

Report Out

The Superintendent Receiver Authority continues to be utilized in multiple ways for the 20-21 school year:

- 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.
- Staffing continues to be a priority for all Receivership schools by the Department of Human Capital Initiatives. Flexible opportunities for hiring teachers and Receivership schools are given first access to available teachers.

- 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 Office of School Innovation holds monthly professional learning/team meetings to focus on additional professional development opportunities and long range planning.
- Curricular and master scheduling flexibility was a priority for the Receivership schools allowing flexibility for the Receivership Principals to focus on their student needs that other comprehensive schools in the District were not allowed.
- Support the schools in the continued implementation of the Community Schools.

Additionally, the Superintendent Receiver will utilize the Powers of Receiver as needed:

- Review and make changes to the school budget.
- Create/change school program and curriculum.
- Supersede a decision made by the Board of Education.
- Require all staff to reapply for their positions.
- Implement professional development for staff.
- Expand the school day or year.
- Request additional changes to the collective bargaining agreement.

Part V – Budget – (As applicable)

Budget Amendments

ALONG WITH THIS CONTINUATION PLAN, PLEASE SUBMIT AS APPLICABLE:

- SIG FS-10 2020-21 BUDGET AND BUDGET NARRATIVE
- CSG AND PSSG AMENDMENTS

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

Part VI: Best Practices (Optional)

Best Practices

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 2020-2021 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.

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 2020-21 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.The school is implementing evidence – based practices as outlined above and is showing improvement as a result.

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): _____

Signature of Receiver: _____

Date: _____

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 2020-2021 Community Engagement Team plan and membership.

Name of CET Representative (Print): _____

Signature of CET Representative: _____

Title of CET Representative: _____

Date: _____

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Albany, NY 12234
2020-21
School Improvement Grant
Continuation Plan Cover Page

District Name: Rochester City School District	
School Name: John Walton Spencer School No. 16	
Contact Person:	Telephone ()
E-Mail Address	
<p>I hereby certify that I am the applicant’s chief school/administrative officer and that the information contained in this application is, to the best of my knowledge, complete and accurate. I further certify, to the best of my knowledge, that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, application guidelines and instructions, Assurances, Certifications, the terms and conditions outlined in the Master Grant Contract and that the</p>	



requested budget amounts are necessary for the implementation of this project. It is understood by the applicant that this application constitutes an offer and, if accepted by the NYS Education Department or renegotiated to acceptance, will form a binding agreement. It is also understood by the applicant that immediate written notice will be provided to the grant program office if at any time the applicant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

Authorized Signature (in blue ink)	Title of Chief School/Administrative Officer
Typed Name:	Date:

Rev. May 2020