



Receivership School 2026-2027 Continuation Plan

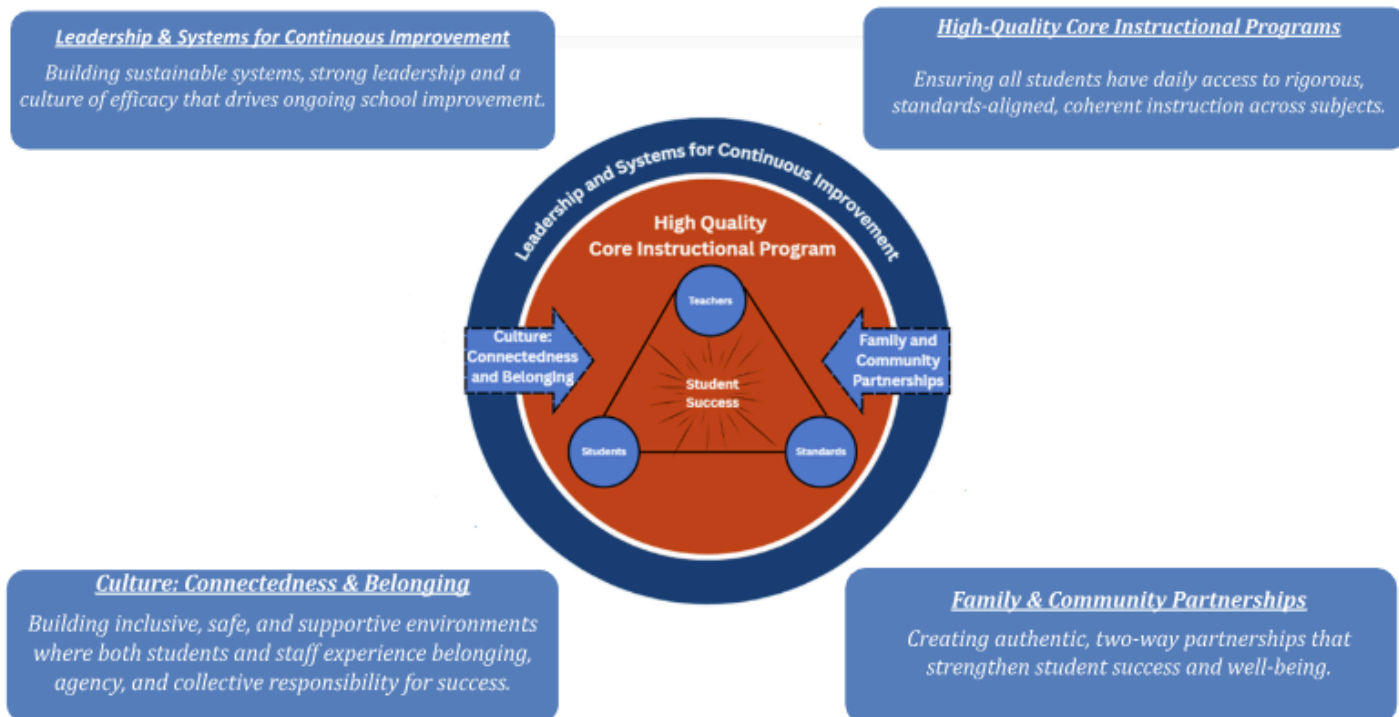
This document is not considered an evaluation by the New York State Education Department (NYSED). All sections of this document should be completed by the Superintendent Receiver and/or their designee, in collaboration with the school leader. Responses should be reflective of the outcomes achieved through the implementation of the prior year's improvement plan to build upon areas of progress and adjust strategies and structures as the need presents. The content of the plan must also be informed by input obtained through *verified engagement* with the school's Community Engagement Team.

The Continuation Plan serves as a *blueprint* to comprehensively plan for the continuum of improvement moving from the completion of one school year into the next.

- School- and district-based decisions for 2026-2027 should be made using a wide range of reliable data sources while examining outcomes from the 2025-2026 school year.
- Decisions should be rooted in evidence based on the results of the completed needs assessment and aligned with district goals for continuous improvement.
- The plan should include a clear focus on *how data and evidence will guide the selection and implementation of Lead Strategies*, how these strategies will be monitored for impact, as well as how teaching and learning will be supported via district systems, structures and resources to ensure Demonstrable Improvement Indicator (DII) target attainment.

The completed Continuation Plan must be approved by the Superintendent Receiver prior to submission. Once approved, the plan should be submitted electronically to OISR@NYSED.gov by **June 30, 2026**. Prior to the start of the school year, the plan should also be approved by the Board of Education. After this document is reviewed and approved by NYSED, it *must be posted* in a conspicuous location on the district website in applicably dominant languages.

School Name and Grades Served	District	Superintendent	Date Plan Submitted	
East Lower School 6-8	Rochester City School District	Dr Eric Jay Rosser	June 30th, 2026	
School Leader	District Hyperlink to this Plan		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Leandrew Wingo	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		June NA%	August NA%



Directions

The Continuation Plan will be organized around **Lead Strategies and systems and/or structures to support those strategies**. Structures are the intentional routines and practices that strengthen a school's core Tier 1 instructional program for teaching and learning in daily work. Strong structures ensure that effective practices and standards aligned instruction are **consistent across the school, clear to all staff, and sustained even as leadership or initiatives change**. Improvement, in this frame, is not about launching new programs but about strengthening the systems, structures, and habits that enable great teaching and learning to happen reliably, every day.

This Continuation Plan should demonstrate how leadership is driving continuous improvement and aligning efforts to achieve the school's Demonstrable Improvement (DI) Indicator targets. To build this work on a sustainable foundation, schools must ground their planning in the core components of an **Integrated Multi-Tiered System of Supports** (MTSS-I). This improvement plan focuses specifically on establishing and strengthening the systems and structures that ensure high-quality Tier 1 instruction is intentionally designed and delivered in every learning space.

School leaders and improvement planning teams are strongly encouraged to review the MTSS-I Framework published by NYSED to deepen their understanding of a comprehensive [MTSS-I system: NYSED MTSS-I Pilot Framework \(October 2023\)](#). Additional information and useful resources for MTSS-I are available through the [American Institutes for Research](#).

Within each part of this plan template, school and district leadership should provide a concise summary of each lead strategy and the structures that will be developed to implement, support, and monitor the progress of those strategies.

After reflecting on and analyzing the results of the completed needs assessment and outcomes of the prior year's improvement plan, the Continuation Plan should include:

- Systems, structures or processes to be used to monitor fidelity of the implementation of Lead Strategies.
- Actions to measure impact inclusive of data, observations, and/or stakeholder feedback.
- Resource allocation to implement the plan with fidelity.
- Adjustments made in response to findings to strengthen outcomes.

Part I: Summarizing Findings from the Needs Assessment

Executive Summary: *Where are We Now?*

Briefly summarize the findings of the recently completed needs assessment.

At a minimum, please use the following prompts to outline your findings.

- *What do you know now about this school that needs to be addressed to better serve the learner community?*
- *What is the most important student learning challenge that appears across multiple data sources? What strengths can you leverage?*
- *What specific, high-leverage skills or misunderstandings are limiting students' ability to progress?*
- *What common themes emerge across attendance data, student voice, observations, and climate surveys regarding belonging?*
- *Which aspects of family and community partnership appear to influence attendance, engagement, behavior, or academic outcomes?*

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. Limit the summary to *no more than 500 words*. All links included in the summary must be made publicly accessible *prior to submitting the plan*.

To better serve East Lower School scholars and our growing ELL population, our recent assessment shows that we can improve by ensuring all staff—including those in support roles—are fully integrated into our instructional planning. While we have strong pockets of success, we are working toward a more unified approach where our systems and high expectations are consistent in every classroom, every day. **Our primary learning challenge is further developing our multi-tiered support system to ensure every student gets exactly what they need, whether that is extra help or more advanced material.** To address this, we can leverage our significant strengths: a highly collaborative staff, a strong teacher-leadership model, and a curriculum that is constantly revised based on student performance data.

We have identified that certain instructional routines should be adjusted to create more time for deep learning. For example, by implementing district-developed common formative assessments, as opposed to administering both East-developed and district-developed common formative assessments, we can reclaim valuable time for direct instruction. **To maximize this instructional time, teachers can consistently utilize evidence-based reading protocols, like Close Reading and the Three Reads framework, to shift daily routines from simple decoding to student-driven reasoning, sense-making, and problem-solving.** Additionally, teaching teams will deepen their existing collaborative practices by moving from general co-planning to the **intentional co-design of responsive scaffolds. This targeted collaboration ensures that all students have uninterrupted access to challenging, rigorous grade-level curriculum**

materials by enabling teachers to incorporate short-cycle formative checks every 12–15 minutes, allowing them to make real-time instructional pivots that prepare our scholars for the future.

When considering the student voice and school climate survey results, a clear sense of valuing school culture emerges. Students overwhelmingly report feeling safe and valued, specifically highlighting restorative practices and small-group "Family" time as highlights of their school experience. Our data shows that these strong relationships are a critical tool for improving attendance. When students feel a personal connection to their teachers and peers, they are much more likely to attend school regularly. We are now looking for ways to create more formal opportunities for students and staff to share their ideas with school leadership to ensure everyone has a voice in our growth.

Finally, we recognize that family and community partnerships are an essential part of student success. While we have exceptional support from local community organizations, **we want to make our systems streamlined for families to engage directly with the school. We are working to move beyond standard notifications toward more personal, two-way communication regarding student progress.** By simplifying the ways families can connect with us and participate in school life, we can build a more powerful partnership that directly boosts student engagement, academic achievement, and family involvement.

Part II: Building a Shared Vision for High Quality Teaching and Learning

The Continuation Plan should be grounded in a shared understanding of what high quality Tier 1 instruction and student learning look like in practice. Refer to [NYSED's Portrait of a Graduate](#) when considering what will be included in the vision for high quality teaching and learning.

Vision for High Quality Instruction: *Where Do We Want to Be?*

What do we expect Tier 1 instruction to look and feel like in every classroom?

In every classroom, high-quality instruction serves as the foundation for scholar growth, where teachers act as instructional architects to develop academically prepared scholars and global citizens. This vision is achieved through the clear unpacking of standards-aligned learning intentions so that we can ensure that our Lower School scholars understand the specific goal, the steps to reach it, and why the work matters to their lives. The classroom environment is intentionally restorative and supportive, using "I-statements" and co-teaching models to create a safe space where every student, including those with specialized learning needs, has equal access to challenging curriculum. By consistently checking for understanding and providing highly effective feedback to scholars in real-time, teachers can foster the environment best suited for student academic independence. Teachers balance explicit instruction with collaborative

opportunities to create energetic classroom spaces where scholars do the "heavy lifting" of thinking and problem-solving.

Vision for High Quality Learning: *Where Do We Want to Be?*

What do we expect Tier 1 learning to look and feel like in every classroom?

High-quality learning at East Lower School is defined by scholar ownership, where scholars move from being passive listeners to becoming critical thinkers, effective communicators, and reflective leaders. In practice, this means scholars actively engage in discussion protocols to build their understanding through collaboration and become better equipped to give each other meaningful feedback. This process empowers students to take charge of academic tasks and classroom routines while tracking their own academic progress using co-constructed success criteria and opportunities for revision. As creative innovators, scholars show what they have learned through various learning experiences, including solving complex problems and successful completion of authentic performance tasks. In these ways, scholars can develop the self-awareness needed to succeed as responsible, future-focused members of a global society.

Part III: Lead Strategies for Improvement and Writing the Plan

Core Instructional Framework: *Essential Systems and Structures*

Prior to selecting Lead Strategies, and in alignment with the instructional vision, **schools should consider the foundational systems and structures that guide all classrooms to ensure every student has access to appropriately challenging, high-quality learning that prioritizes deep thinking and application.**

For sustainable and effective improvement planning and implementation, the school must assess its current state with respect to foundational *systems* and *structures*.

In the context of this plan, **systems** are defined as a set of interrelated components working together for a common purpose or function ("the what"), and **structures** are defined as the way components are arranged, organized, or built to support the systems ("the how", i.e., weekly common planning time to perform data cycles). In this sense, systems are the processes or framework that drive results and ensure the work gets done. Structures provide the parts, routines, and supports necessary for systems to function.

The following list of systems and structures will serve as a resource for improvement planning. Each of the lead strategies identified will need to be implemented through a structure. It can be one listed below or the district can select a different one with NYSED approval.

Essential Systems and Structures for Effective Improvement Planning and Implementation:

Systems/Structures	Guiding Question
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<i>Clear, shared expectations for high-quality Tier 1 instruction</i>	A schoolwide framework for high-quality, grade-level standards-aligned instruction grounded in learning science that the leadership team and instructional staff regularly review, refine and reinforce.	To what extent do all educators consistently understand, implement, and reinforce our shared expectations for high-quality, grade-level instruction grounded in standards and learning science?
<i>Curriculum Monitoring Routines</i>	Consistent processes for adopting, adapting, reviewing, and monitoring curriculum use, including pacing, task quality, and alignment to identify variation, inconsistency, and opportunities to strengthen rigor.	How effectively and consistently is our curriculum being implemented across classrooms, and what does monitoring reveal about pacing, task quality, and opportunities to strengthen rigor and alignment?
<i>Collaborative Teacher Teams that Drive Rigorous Instruction</i>	Normed teacher-team routines (e.g., lesson study, PLCs, instructional rounds), including analysis of student work, task selection, and planning upcoming lessons, to assess whether teacher teams are maintaining rigor and coherence across classrooms occurring weekly or biweekly.	How well are teacher teams using structured protocols to analyze student work, plan upcoming lessons, and ensure rigorous, coherent instruction across classrooms?
<i>Schoolwide Inquiry Cycles</i>	Leadership and teacher-led inquiry routines that study evidence of implementation, analyze trends across classrooms, refine instructional practices, track the impact of strategies, and inform professional learning, coaching, and resource allocation.	What trends emerge from our implementation evidence, and how are we using these insights to refine practice, allocate resources, and drive continuous professional learning?
<i>District and School Practices to Ensure Equitable Access to Rigorous Learning</i>	Transparent, equity-focused routines for student placement, scheduling, staffing, grouping, and monitoring of task quality across settings to guarantee all students have access to grade-level, challenging learning opportunities.	How do our placement, scheduling, staffing, and grouping decisions ensure every student has equitable access to grade-level, challenging tasks across all learning settings?
<i>Multi-Tiered Systems of Support for Instructional Capacity-Building (MTSS-I)</i>	A coherent MTSS-I framework that supports Tier 1 instructional improvement, facilitates systems change, and establishes sustainable cycles of continuous improvement for all learners including adults.	How effectively does our MTSS-I framework build Tier 1 instructional capacity, support systems change, and sustain continuous improvement for all learners—students and adults?

Balanced “Just in Time” Assessment Systems	A clearly defined assessment system that uses formative feedback, interim and common assessments (each has an explicit purpose and use) to provide timely, actionable data that drive instructional adjustments and support student learning.	How well does our assessment system provide timely, actionable information that meaningfully informs instructional adjustments and supports student learning?
Leadership Team Monitoring and Coherence	Normed leadership routines, including walkthroughs, feedback, communication structures, and tracking systems, that assess implementation, reduce conflicting initiatives, maintain coherence, and keep staff focused on core instructional priorities.	How effectively do our leadership monitoring routines (walkthroughs, feedback, communication, tracking) maintain coherence, reduce competing initiatives, and keep the focus on core instructional priorities?
Coordinated Feedback and Responsiveness Cycles	Structures that integrate student voice, teacher feedback, observation data, and implementation evidence to refine instructional supports, strengthen alignment, ensure timely, actionable feedback connected to priorities and professional learning.	How are we integrating student voice, teacher feedback, and observational evidence to refine instructional supports and ensure feedback cycles are timely, actionable, and aligned to priorities?
Community Engagement Team	The community engagement team (CET) shall be comprised of community stakeholders with direct ties to the school, including, but not limited to, the school principal, parents of or persons in parental relation to students attending the school, teachers and other school staff assigned to the school, and students attending the school. The central function of the CET is to develop recommendations for improvement of the school and to solicit input through public engagement.	How will you leverage the CET’s input and perspectives, as community liaisons to the school, to increase the quality and effectiveness of family and community partnerships in order to better support student success?

Writing the Plan: *How Do We Close the Gap? How Do We Know If We're Staying on Track?*

Based on the findings noted in the executive summary, what are the shifts in practice that need to happen to *close the gap* between where the school is now and where you want the school to be to achieve a shared vision for high-quality teaching and learning?

After reflecting on the Lead or Key Strategies that were implemented during the 2025-2026 school year, the school’s shared vision for teaching and learning, the Executive Summary, and the list of Essential Systems

and Structures for Effective Improvement Planning and Implementation included above, identify **no more than 4 Lead Strategies** for your school that will guide the improvement plan in the 2026-2027 school year.

These strategies will serve to **strengthen the instructional core and ultimately Tier 1 instruction**. These priorities are not programs or initiatives, but enduring areas of practice where the school commits to deeper collective work for improving student outcomes. They should be intentionally aligned with needs assessment results, data outcomes, and district-based improvement goals to **advance progress towards specific Demonstrable Improvement Indicators (DIIs)**.

Requirements:

- **Identify 4 Lead Strategies** as described for the following areas and aligned to the Four Core Dimensions:
 - **2 strategies** focused on strengthening the Instructional Core/Tier 1 instruction.
 - **1 strategy** that addresses attendance through culture, connectedness and belonging.
 - **1 strategy** to increase the quality and impact of family and community partnerships.

Lead Strategies should be:

- Grounded in the **instructional core**, not programmatic in design.
- **Broad enough** to apply across grades/content but **focused enough** to drive clear and intentional changes in instructional practice and to serve as a roadmap for teacher learning.
- Stable enough to allow for **deeper learning and improvement over time**, yet flexible enough to respond to emerging evidence about student needs.

Each Lead Strategy should represent a change in the upcoming year compared to previous years. The Lead Strategy should fall into one of the following categories:

1. Something that is **new** to the school; or
2. An existing strategy **that is being refined** or adjusted from previous years.

All Lead Strategies chosen should be high-impact, evidence-based and aligned with the Four Core Dimensions. School and district teams will explain the rationale for each Lead Strategy selected on the provided template.

To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: [State-Supported Evidence-Based Strategies | New York State Education Department](#). Schools may also find the [Diagnostic Tool for School and District Effectiveness \(DTSDE\) Framework](#) and [Phases of Implementation](#) to be useful.

Lead Strategy Identification and Rationale

- In column 1, identify a **necessary shift in practice** revealed after reflecting and analyzing the needs assessment results and/or data outcomes.
- In column 2, provide a brief **rationale why** this was identified using data results and evidence.
- In column 3, using the [Receivership Continuation Plan Lead Strategy Menu](#), identify **2 strategies centered around Tier 1 instruction in core subject areas to provide high-quality teaching and learning, 1 strategy that addresses attendance through culture, connectedness, and belonging, and 1 strategy to increase the quality and impact of family and community partnerships**.
- In column 4, specify whether the strategy is new or being refined.

Necessary Shifts in Practice	Why is this identified as a necessary shift in practice? Provide data and evidence.	Lead Strategy to address this necessary shift in practice.	How does this selection compare to practices addressed in 2025-26?
Teachers will consistently utilize evidence-based reading protocols (such as Close Reading and the Three Reads framework) across all classes to engage scholars in cognitively demanding tasks. These protocols will shift daily reading routines from simple decoding to student-driven reasoning, sense-making, and problem-solving with grade-appropriate texts.	Needs assessment indicated that we are at a Level 1 in ELA (74.8), Math (51.3), and Science (72.8), with a target range of 86.6 to reach Level 2. ELL scholars' performance in ELA was 44.9, and in Math was 40.4, with a target range above 49.5.	Engage in students i... ▾	☐ New ☒ Refined
Teachers will deepen existing collaborative practices by shifting from general co-planning to the co-design of responsive scaffolds. This will allow teachers to incorporate short-cycle formative checks every 12–15 minutes during active instruction.	Needs assessment indicated that we are at a Level 1 in ELA (74.8), Math (51.3) and Science (72.8) with a target range of 86.6 to reach Level 2. ELL scholars' performance in ELA was 44.9 and Math was 40.4 with a target range above 49.5. By leveraging the shared expertise of general education and specialist teachers (ML and SpEd) during established planning windows, teams will ensure that grade-level content is accessible to all learners through the proactive integration of visual, linguistic, and cognitive support into every core lesson. In a 72-minute	Ensure equitable ac... ▾	☐ New ☒ Refined

	block, this ensures a minimum of 4 distinct data-collection points to prevent cumulative misconception.		
Implement a systematic approach to building relationships with every scholar by leveraging Family Group, IDCPT, and Principal Meetings.	Needs assessment data showed that 12.5% of scholars reported not having a trusted adult at school, 42.5% of teachers did not agree with the statement “students seldom, if ever, slip through the cracks at this school.” This systematic approach ensures every scholar is known by name, strength, and need, with a specific focus on proactive family outreach —triggered by a two-day absence—to bridge the gap between home and school and foster a sense of belonging.	Other ▾ A systematic approach to ensuring every scholar is known well by at least one adult, with routines that track relationships, monitor connection points, and ensure no student is overlooked.	☐ <i>New</i> ☒ <i>Refined</i>
The school will transition from a transmission-based communication model (one-way robocalls and emails) to a multi-directional feedback loop (Let’s Talk and Let’s Talk Live). Teachers and school leaders will utilize interactive digital platforms and regular ‘pulse-checks’ to solicit family perspectives as well as in-person events on school climate and academic barriers.	The Needs assessment indicated that 34.6.% of parents did not agree with the statement “communication from teachers and the school helps me understand how classroom learning connects from year to year.” Title I sign-in sheets show that, on average, 58 families (15%) attended school-sponsored family engagement events. This data will be systematically reviewed during leadership meetings to ensure that school-wide adjustments—ranging from instructional scaffolds to family engagement rituals—are co-informed by the expertise and linguistic needs of our community.	Other ▾ Cultivate intentional, multi-directional family partnerships by establishing formal systems for continuous feedback and collaborative decision-making.	☒ <i>New</i> ☐ <i>Refined</i>

Schools selecting “Other” should type the Lead Strategy directly in the drop down after the word “Other.” This strategy should be approved by the Superintendent Receiver or designee as well as NYSED.

Implementation, Progress Monitoring & Impact

Lead Strategy #1

Instructional Lead Strategy 1:	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.
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School Improvement Plan: Implementation

Identify **process-based** implementation benchmarks for **Lead Strategy 1** during the 2026-2027 school year.

- What will be done?
- Who will do it?
 - Grade level team
 - Building team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
Establish school-wide systems, classroom routines, and anchor charts for Close Reading Protocols and the Three Reads Framework in all classes so that students are positioned to be thinkers and problem solvers.	Principal Instructional Coaches	Sep 18, 2026
Co-teachers will use PLC time to plan the implementation of reading protocols including Close Reading and/or the Three Reads Framework in daily lesson plans.	Instructional Coaches, All Teachers	In action by Sep 18, 2026 & ongoing through June 2027
During PLC time, teachers will evaluate content reading materials for grade-level appropriateness and rigor. Also, teachers will be provided with task-analysis protocols to evaluate task rigor.	Instructional Coaches, All Teachers	In action by Sep 18, 2026 & ongoing through June 2027
Content area, ENL, and SPED teachers will co-plan during PLC to identify appropriate entry points within the lesson activities for all students and determine which co-teaching model will be implemented.	Administrators, Instructional Coaches, All Teachers	In action by Sep 18, 2026 & ongoing through June 2027
Teachers will foster ongoing opportunities throughout instructional time in the classroom for students to independently apply reading protocols to support their thinking and problem-solving.	All Teachers	In action by Feb 1, 2027 & ongoing through June 2027

School Improvement Plan: Structures

List a minimum of one new or current structure that will support **Lead Strategy 1**. Table rows can be added if the school will utilize more than two structures to support **Lead Strategy 1**.

[Essential Systems and Structures for Effective Improvement Planning and Implementation:](#)

 Essential Systems and Structures List.docx

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1 <i>Provide a one-sentence description.</i>	Clear, shared expectations for high-quality Tier 1 instruction	☐ New ☒ Refined
When and how often will this take place?	Expectations will be made clear in Summer Professional Learning and continue with follow-up support in Department Professional Learning Community (PLC) meetings that occur 2-3 times per week.	
How will this be used to implement and monitor Lead Strategy 1?	This will be used to implement and monitor Lead Strategy 1 by supporting consistent instructional practices across classrooms through collaborative planning and ongoing teacher support. PLC facilitators will guide teachers in developing and using school-wide reading protocols and routines, while also providing structured time for teams to review the rigor of instructional materials and student tasks. Co-planning within co-teaching teams will help teachers identify appropriate entry points for all learners and determine effective co-teaching models for lesson implementation. Progress will be monitored through PLC discussions, lesson planning artifacts, and observations of instructional practices in classrooms.	
Structure 2 <i>Provide a one-sentence description.</i>	Coordinated Feedback and Responsiveness Cycles	☐ New ☒ Refined
When and how often will this take place?	Professional Learning will occur monthly. PLCs occur 2 - 3 times per week. Three Learning Walks will occur in the 2026-2027 school year. (#1 is September 21 - October 2, #2 is January 11 - January 25, #3 is May 17 - 28.) Administrative walkthroughs will occur weekly.	
How will this be used to implement and monitor Lead Strategy 1?	The data will be used to track teacher proficiency in implementing reading protocols in order to inform Professional Learning and Coaching Cycles.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 1**. These benchmarks can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

- What DIIs are aligned with this strategy?
- What data sources will be used? Include quarterly benchmark, formative, common, and interim assessments.
- What changes will you look for in teacher practice, behavior, and related student outcomes that prove this strategy is having its desired impact?

Aligned DIIs	Data Sources	Early Progress Indicator(s)
100: 3-8 ELA All Students Core Subject PI	• Walkthrough Data • Learning Walk Data • Lesson Plan checks	• By Nov 6, 2026 walkthrough observers will see scholars using reading protocols in 80% of classrooms.

104: 3-8 ELA ELL Core Subject PI 110: 3-8 Math All Students Core Subject PI 114: 3-8 Math ELL Core Subject PI 150: Grades 5 and 8 Science All Students Core Subject PI 154: Grades 5 and 8 Science ELL Core Subject PI		• By Nov 6, 2026 80% of core subject lesson plans will include intentional use of reading protocols to approach grade-level texts as evidenced in lesson plan checks. • By Nov 6, 2026 Baseline data will be collected when scholars take district CFAs and the school-wide reading diagnostic. • By Nov 6, 2026 Real-time classroom walkthrough data will show that in at least 75% of observed core classes, students are actively interacting with grade-level complex text by making annotations, taking notes on important details, tracking unfamiliar vocabulary, or writing clarifying questions. This demonstrates that the first steps of the reading protocol are successfully anchoring student-led sense-making.
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District Support: Powers of The Receiver

[NYS Education Law 211-f](#) and [Commissioners Regulation §100.19](#) grant certain powers to the Superintendent Receiver to be used to manage and operate a school in areas that include, but are not limited to, curriculum, programming, staffing and scheduling.

- List the Powers of the Receiver that will be utilized to specifically support the school in implementing **Lead Strategy 1**.
- Describe how the impact will be monitored and measured throughout the school year.

Powers of the Receiver	Evidence of Impact
The Superintendent Receiver will leverage district authority to ensure implementation of district curriculum and instructional priorities focused on engaging students in cognitively demanding tasks that require reasoning, sense-making, and problem solving. The district will provide centralized professional learning, instructional coaching, intervention support, and School Chief oversight to support implementation. Instructional	Walkthrough evidence demonstrating implementation of instructional priorities; coaching cycle documentation; student work; Common Formative Assessment results; i-Ready data; state assessment results; course performance and graduation indicators

coaches will support teachers through coaching cycles, co-planning, co-teaching, modeling, data analysis, and job-embedded professional learning aligned to district instructional priorities.

District Support: Equitable Resource Allocation

List the resources you will need to allocate to **Lead Strategy 1** for implementation.

Guiding Questions:

- What will the building leader, teachers and students need (staffing, funding, programs, services, materials)?

Leader Resources	Teacher Resources	Student Resources
School Chief support; OSI support; biweekly principal coaching and data review meetings; district professional learning opportunities; continuation plan monitoring.	Instructional coaches; intervention teachers; district curriculum materials; coaching cycles; co-planning and professional learning opportunities; districtwide professional development days	Small-group intervention support; access to grade-level curriculum and instructional materials; targeted academic supports funded through district and grant resources.

District Support: Progress Monitoring and Impact

Describe the **specific district-level supports to be provided to the school, as well as what district-level structures and systems** will ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets and how these supports will be progress monitored for impact.

Guiding Questions:

- How will the district ensure students at this school have access to effective teachers, high-quality instruction, and meaningful learning opportunities?
- What data will be analyzed to demonstrate the impact of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?
 - Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Supports, Structures & Systems	Evidence of Impact
School Chiefs and OSI will monitor implementation through biweekly meetings with principals, classroom visits, walkthroughs, and review of student outcome data. District structures will include principal meetings, instructional coach meetings, intervention teacher meetings, and NYSED Receivership monitoring processes. Data reviewed will include Common Formative Assessments, i-Ready results, student work, grades, and graduation indicators.	Walkthrough trends; CFA and i-Ready growth; course pass rates; credit accumulation; Regents performance; graduation indicators; implementation evidence collected through district monitoring structures

Lead Strategy #2

Instructional Lead Strategy 2:

Equity & Access: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.

School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 2** during the 2026-2027 school year.

- What will be done?
- Who will do it?
 - Grade level team
 - Building team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
By October 2, 100% of core classrooms will be equipped with "Visible Thinking Kits" (e.g., mini-whiteboards or signal cards).	Principal	Oct 2, 2026
Three Learning Walks will be conducted to assess each teacher's proficiency in the use of checks for understanding in daily lesson plans.	Instructional Coaches, Administration	Learning Walk #1 completed by Oct 2, 2026
Teachers will receive professional learning and content-focused coaching related to implementing checks for understanding for all scholars that are aligned with success criteria throughout daily lesson plans to inform instructional moves including intentional scaffolding.	Instructional Coaches, Administration	Oct 16, 2026
In Professional Learning Community (PLC) meetings, general education teachers, special education teachers, and ENL teachers will identify and implement accessible opportunities in daily lesson plans to include intentional appropriate scaffolds and checks-for-understanding where all scholars are assessed to inform instructional moves based on scholar understanding in real time.	Instructional Coaches, Teachers, Administration	In action by Sep 18, 2026 & ongoing through June 2027
Teachers will receive professional learning and content-focused coaching related to accessible checks for understanding that includes an all-student response check where every student's thinking is visible at once.	Instructional Coaches, Administration	Nov 20, 2026
Teachers will receive professional learning and content-focused coaching related to implementing "Instructional Pivots," which are specific changes in teaching that may include the addition of appropriate scaffolds made mid-lesson based on the real-time data gathered from the formative checks.	Instructional Coaches, Administration	In action by Dec 11, 2026 & ongoing through June 2027

School Improvement Plan: Structures

List a minimum of one new or current structure that will support **Lead Strategy 2**. Table rows can be added if the school will utilize more than two structures to support **Lead Strategy 2**.

 Essential Systems and Structures List.docx

What structures will support Lead Strategy 2?		How does this compare to 2025-26?
Structure 1 <i>Provide a one-sentence description.</i>	Clear, shared expectations for high-quality Tier 1 instruction	☒
When and how often will this take place?	Expectations will be made clear in Summer Professional Learning and continue with follow-up support in Department Professional Learning Community (PLC) meetings that occur 2-3 times per week.	
How will this be used to implement and monitor Lead Strategy 1?	Professional Learning and PLCs facilitators will engage teachers in planning for daily checks for understanding. Daily lesson plans will include checks for understanding that get more sophisticated over time.	
Structure 2 <i>Provide a one-sentence description.</i>	Coordinated Feedback and Responsiveness Cycles	☐ New ☒ Refined
When and how often will this take place?	Professional Learning will occur monthly. PLCs occur 2 - 3 times per week. Three Learning Walks will occur in the 2026-2027 school year. (#1 is September 21 - October 2, #2 is January 11 - January 25, #3 is May 17 - 28.) Administrative walkthroughs will occur weekly.	
How will this be used to implement and monitor Lead Strategy 1?	The data will be used to track teacher proficiency in implementing checks for understanding in order to inform professional learning and instructional coaching cycles.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 2**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

- What DII's are aligned with this strategy?
- What data sources will be used? Include quarterly benchmark, formative, common, and interim assessments.
- What changes will you look for in teacher practice, behavior and related student outcomes that prove the strategy is having its desired impact?

Aligned DII's	Data Sources	Early Progress Indicator(s)
100: 3-8 ELA All Students Core Subject PI	• Walkthrough Data • Learning Walk Data • Lesson Plan checks	• By Nov 6, 2026 walkthrough observers will see checks for understanding aligned to

104: 3-8 ELA ELL Core Subject PI 110: 3-8 Math All Students Core Subject PI 114: 3-8 Math ELL Core Subject PI 150: Grades 5 and 8 Science All Students Core Subject PI 154: Grades 5 and 8 Science ELL Core Subject PI		the success criteria multiple times per 72-minute block. • By Nov 6, 2026 80% of lesson plans will include intentional checks for understanding in daily lesson plans as evidenced in lesson plan checks. • By Nov 6, 2026 Baseline data will be collected when scholars take district CFAs and the school-wide reading diagnostic. • By Nov 6, 2026 walkthrough data will show 100% student response rates during designated short-cycle checkpoints. When teachers use an "all-student response check" using Visible Thinking Kits, observers will monitor that every student (especially targeted subgroups) writes down their initial answers to text-dependent questions simultaneously to make their thinking visible in real time.
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District Support: Powers of The Receiver

List the Powers of the Receiver that will be utilized to specifically support the school in implementing **Lead Strategy 2**.

- Describe how the impact will be monitored and measured throughout the school year.

Powers of the Receiver	Evidence of Impact
The Superintendent Receiver will leverage district authority to ensure equitable access to grade-level content through implementation of district curriculum, instructional coaching, intervention support, and specialized services for multilingual learners and students with disabilities. The Bilingual Education, ENL, and World Languages Department will support schools through bilingual education programs, ENL services, home language supports, interpretation and translation	Walkthrough evidence of equitable access to grade-level content; student outcome data for multilingual learners and students with disabilities; program implementation monitoring; service delivery compliance; family engagement participation data.

services, family engagement supports, and compliance monitoring. The Special Education Department will provide support through Associate Directors assigned to each school to monitor implementation of special education services, conduct walkthroughs, supervise special education staff, and support CSE processes.

District Support: Equitable Resource Allocation

List the resources you will need to allocate to **Lead Strategy 2** for implementation.

- What will the building leader, teachers and students need (staffing, funding, programs, services, materials)?

Building Leader Resources	Teacher Resources	Student Resources
School Chief support; Associate Directors of Special Education; OSI support; Bilingual Education and ENL Department support; principal professional learning.	Instructional coaches; intervention teachers; translation and interpretation services; professional learning focused on multilingual learners and students with disabilities; curriculum resources and instructional supports.	ENL services; bilingual education programs; home language supports; special education services; intervention support; interpretation and translation services; SIFE and newcomer supports where applicable.

District Support: Progress Monitoring and Impact

Describe the **specific district-level supports to be provided to the school, as well as what district-level structures and systems** will ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets and how these supports will be progress monitored for impact.

Guiding Questions:

- How will the district ensure students at this school have access to effective teachers, high-quality instruction, and meaningful learning opportunities?
- What data will be analyzed to demonstrate the impact of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?
 - Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Support	Evidence of Impact
School Chiefs, Associate Directors of Special Education, and district departments will monitor implementation through walkthroughs, data reviews, service monitoring, and principal support meetings. Student achievement, attendance, assessment performance, and graduation indicators will be reviewed regularly, with particular attention to multilingual learners and students with disabilities.	Student subgroup achievement data; i-Ready and CFA results; graduation indicators; service implementation data; attendance data; walkthrough trends demonstrating access to grade-level instruction.

Lead Strategy #3

Culture and Connectedness (Attendance) Lead Strategy 3:

A systematic approach to ensuring every student is known well by at least one adult, with routines that track relationships, monitor connection points, and ensure no student is overlooked.

School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 3** during the 2026-2027 school year.

- What will be done?
- Who will do it?
 - Grade level team
 - Building team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
Create a "Relationship Tracker" tool to track adult connections with scholars.	Principal and Assistant Principal	Aug 14, 2026
A clear "48-Hour Connection" protocol requiring Family Group Teachers to call families when a scholar has been absent for two days in a row will be mandated and implemented. Phone calls home will be documented in "Attendance Interventions" in PowerSchool.	Principal Family Group Teachers	Sep 2, 2026
All staff will regularly update the " Relationship Tracker " to document student connections in order to identify scholars who would benefit from additional adult connections.	All Staff	In action by Sep 18, 2026 & ongoing through June 2027
Family Group teachers will implement the 48-Hour Connection with fidelity as measured by PowerSchool's Attendance Intervention section and daily attendance reports.	Principal Family Group Teachers	In action by Sep 10, 2026 & ongoing through June 2027
A "Scholar Spotlight" protocol will occur on the IDCPT (Interdisciplinary Collaborative Planning Time) agendas at least once a month and two principal meetings during the school year. The protocol will include a strength-based opener in which teachers celebrate the success of one scholar. Then teachers update the "Relationship Tracker" to analyze any connection gaps students may have. To close out, teachers will make a commitment to connect with a scholar with continued limited connections across the school year.	Principal Assistant Principal Teachers	In action by Sep 28, 2026 & ongoing through June 2027 (once per month)

By the end of Q3, 100% of Family Group teachers will have completed at least one "Positive Narrative" contact that might include a phone call, email, text, or Parent Square/Talking Points (separate from absence calls) for every scholar in their Family Group, with 90% of families reporting on the end-of-year survey that they feel personally connected to their scholar's teacher.	Family Group Teachers	Apr 30, 2027
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School Improvement Plan: Structures

List a minimum of one new or current structure that will support **Lead Strategy 3**. Table rows can be added if the school will utilize more than two structures to support **Lead Strategy 3**.

[Essential Systems and Structures for Every Student Thrives and Attendance](#)

 Essential Systems and Structures List.docx

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 <i>Provide a one-sentence description.</i>	Leadership Team and Monitoring Coherence	☒ New ☐ Refined
When and how often will this take place?	The work begins in the summer and continues periodically throughout the year.	
How will this be used to implement and monitor Lead Strategy 3?	The leadership team will develop the Relationship Tracker and plan meeting agendas to include the Student Spotlight Protocol. PowerSchool Attendance Interventions and Daily Attendance reports will be used to track the 48-hour Connection policy. The Relationship Tracker will be used to monitor connections made with scholars. An end of year survey to families will be used to monitor parents' perceptions of connectedness to teachers and the school community.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 3**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

- What DII's are aligned with this strategy?
- What data sources will be used? Include quarterly benchmark, formative, common, and interim assessments.
- What changes will you look for in teacher practice, behavior and related student outcomes that prove the strategy is having its desired impact?

Aligned DIIs	Data Sources	Early Progress Indicator(s)
300. Attendance All Students	• PowerSchool Attendance Interventions • PowerSchool Daily Attendance Reports	• By Sep 30, 2026 Family Group: Parents (Teachers) will contact all scholars' families, resulting in 80% of family contact information being updated.

	• Number of Interactions on Parents Square • Relationship Tracker • Survey Data	• By Oct 16, 2026 Students with limited or no connections to adults will be identified on the Relationship Tracker so that by January 25, 2027 (end of Quarter 2), these targeted students will show a collective 10% reduction in chronic absenteeism. • By Nov 6, 2026 Daily attendance rate shows growth from the rate of 84.7% at the same time last year.
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District Support: Powers of The Receiver

List the Powers of the Receiver that will be utilized to specifically support the school in implementing **Lead Strategy 3**.

- Describe how the impact will be monitored and measured throughout the school year.

Powers of the Receiver	Evidence of Impact
The Superintendent Receiver will utilize district attendance and student support structures to improve student attendance, engagement, and connectedness. Each Receivership school will be supported by a school-based Attendance Team, Intervention Prevention Teacher, Community Liaison Specialist, and district Attendance Department. The district will support implementation of attendance interventions, data monitoring, family outreach, and community partnerships designed to improve student engagement and reduce chronic absenteeism.	Attendance rates; chronic absenteeism rates; intervention logs; student climate survey results; student engagement data; graduation indicators.

District Support: Equitable Resource Allocation

List the resources you will need to allocate to **Lead Strategy 3** for implementation.

- What will the building leader, teachers and students need (staffing, funding, programs, services, materials)?

Building Leader Resources	Teacher Resources	Student Resources
School Chief support; OSI support; Attendance Department guidance; Community Schools Department support; principal meetings focused on attendance and school climate; district attendance procedures and resources.	Intervention Prevention Teachers; Community Liaison Specialists; professional learning related to attendance, relationship-building, and student engagement; attendance team protocols and resources.	Attendance interventions; family outreach supports; mentoring and engagement opportunities; community school services; wraparound supports through community partnerships; attendance monitoring and intervention systems; access to social-emotional and behavioral supports as needed.

District Support: Progress Monitoring and Impact

Describe the **specific district-level supports to be provided to the school, as well as what district-level structures and systems** will ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets and how these supports will be progress monitored for impact.

Guiding Questions:

- How will the district ensure students at this school have access to effective teachers, high-quality instruction, and meaningful learning opportunities?
- What data will be analyzed to demonstrate the impact of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?
 - Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Support	Evidence of Impact
Reallocate the uses of the existing budget of the school to purchase the "Parent Square" Resource. (If unable to purchase, the alternate plan is to use the free version of Talking Points which has also already been approved by the district. The district will support each Receivership school through a multi-tiered attendance and engagement system that includes school-based Attendance Teams, Intervention Prevention Teachers, Community Liaison Specialists, the Attendance Department, School Chiefs, and OSI. Attendance data will be reviewed regularly through school attendance team meetings, principal meetings, School Chief support meetings, and district monitoring structures. Schools will receive support in analyzing attendance trends, identifying students in need of intervention, coordinating outreach efforts, and connecting students and families to school and community-based supports. School climate and student connectedness data will also be reviewed to inform continuous improvement efforts	Daily attendance rates; subgroup attendance data; intervention participation and outreach records; school climate survey results; student connectedness and belonging survey results; behavioral indicators; course completion rates; graduation indicators; evidence of implementation of attendance interventions and engagement strategies.

Lead Strategy #4	
Family and Community Partnerships Lead Strategy 4:	Cultivate intentional, multi-directional family partnerships by establishing formal systems for continuous feedback and collaborative decision-making.

School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 4** during the 2026-2027 school year.

- What will be done?
- Who will do it?
 - Grade level team
 - Building team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
A baseline engagement survey will be administered to families at our 2026-2027 "Back to School BBQ Orientation" to establish a starting "Belonging Score." Data from this will be analyzed by administrators and shared with staff in October, 2026.	Principal Community Liaison Specialist	Sep 30, 2026
Family Group teachers will call all families to verify email addresses and preferred forms of communication by September 18, 2026.	Family Group Carents (Teachers)	Sep 18, 2026
By September 30, 100% of staff will be trained on the school's bi-directional communication platform (Parent Square or Talking Points), ensuring all families can engage in their home language.	Principal, Community Liaison Specialist	Sep 30, 2026
The Principal will host three "Let's Talk Live" events to foster bi-directional communication with families. Before each "Let's Talk Live" event, a pulse check climate poll will be distributed to families. At the end of each "Let's Talk Live" event, families will be given an opportunity to give additional feedback.	Principal, Community Liaison Specialist	Oct 30, 2026 Feb 2, 2026 Apr 30, 2027
At least three Principal Meeting agendas will incorporate a 'Family Pulse' review where leadership analyzes data from "Let's Talk Live" events and pulse check polls. In 80% of these meetings, the team will identify one "celebration of belonging" and one "barrier to belonging" to address immediately.	Principal, Community Liaison Specialist	Nov 4, 2026 Feb 5, 2027 May 5, 2027
At least three times during the school year, the school will distribute a 'You Said, We Did' update via the primary communication platform. This report will document at least one specific change made to school procedures based on family feedback, closing the loop and validating family input.	Principal, Community Liaison Specialist	Jun 25, 2027

School Improvement Plan: Structures

List a minimum of one new or current structure that will support **Lead Strategy 4**. Table rows can be added if the school will utilize more than two structures to support **Lead Strategy 4**.

[Essential Systems and Structures for Every Student Thrives and Attendance](#)

What structures will support Lead Strategy 4?		How does this compare to 2025-26?
Structure 1 <i>Provide a one-sentence description.</i>	Community Engagement Team	☐ New ☒ Refined
When and how often will this take place?	Ongoing	
How will this be used to implement and monitor Lead Strategy 4?	The data will be shared at monthly Community Engagement Team meetings. Community partners will be involved in sponsoring events and getting families to the events.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 4**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

- What DII's are aligned with this strategy?
- What data sources will be used? Include quarterly benchmark, formative, common, and interim assessments.
- What changes will you look for in teacher practice, behavior and related student outcomes that prove the strategy is having its desired impact?

Aligned DII's	Data Sources	Early Progress Indicator(s)
2. Plan for and implement the Community School Model 6. Family and Community Engagement (DTSDE Tenet 6)	• Baseline Survey Data • Family Pulse Check • Climate Polls • Attendance at Events • Number of Interactions on "Parent Square" or "Talking Points" • PowerSchool attends to action reports for Family Group contacts and updates contact information.	• By Sep 30, 2026 Family Group Carents (Teachers) will contact all scholars' families, resulting in 80% of family contact information being updated. • By Oct 30, 2026 Baseline Family Pulse Check, Climate polls will be administered and analyzed. • By Sep 30, 2026 "Parent Square" or "Talking Points" platform has been introduced to multiple stakeholders in the school community.

District Support: Powers of The Receiver

List the Powers of the Receiver that will be utilized to specifically support the school in implementing **Lead Strategy 4**.

- Describe how the impact will be monitored and measured throughout the school year.

Powers of the Receiver	Evidence of Impact
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Reallocate the uses of the existing budget of the school to purchase the “Parent Square” Resource. The Superintendent Receiver will support meaningful family and community engagement through the district's Community Schools framework, Community Liaison Specialists, school-based Community Engagement Teams (CETs), and district family engagement supports. The district will provide interpretation and translation services, support family participation in school decision-making processes, administer climate and needs assessment surveys, and facilitate community partnerships that address academic, social-emotional, and attendance needs. Community Liaison Specialists will coordinate partnerships and support ongoing engagement of families and community stakeholders	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and engagement outcomes; CET participation records.
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District Support: Equitable Resource Allocation

List the resources you will need to allocate to **Lead Strategy 4** for implementation.

- What will the building leader, teachers, and students need (staffing, funding, programs, services, materials)?

Building Leader Resources	Teacher Resources	Student Resources
School Chief support; OSI support; Community Schools Department support; Community Engagement Team (CET) guidance; access to district family engagement resources; support from the Bilingual Education, ENL, and World Languages Department for multilingual family engagement.	Community Liaison Specialists; interpretation and translation services; family engagement resources and training; support for strengthening communication and partnerships with families; district survey tools and engagement protocols.	Access to community-based services and supports; interpretation and translation services; family engagement opportunities; Community School programming; partnerships that support academic, social-emotional, attendance, health, and wellness needs; family access to school decision-making and engagement opportunities.

District Support: Progress Monitoring and Impact

Describe the **specific district-level supports to be provided to the school, as well as what district-level structures and systems** will ensure the school is positioned to meet its Demonstrable Improvement (DI) Indicator targets and how these supports will be progress monitored for impact.

Guiding Questions:

- How will the district ensure students at this school have access to effective teachers, high-quality instruction, and meaningful learning opportunities?
- What data will be analyzed to demonstrate the impact of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?
 - Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Support	Evidence of Impact
The district will support implementation of family and community partnership efforts through the Community Schools Department, Community Liaison Specialists, Community Engagement Teams (CETs), and district family engagement structures. Schools will be supported in developing meaningful partnerships with families and community organizations, increasing family participation in school improvement efforts, and ensuring access for multilingual families through interpretation and translation services. The district will monitor family engagement efforts through participation data, survey results, community partnership documentation, and regular review of implementation through principal meetings, School Chief support meetings, Community Liaison Specialist meetings, and Receivership monitoring processes.	Family participation rates at school events and engagement activities; Community Engagement Team meeting documentation; family survey and school climate survey results; NYSED Needs Assessment survey results; records of interpretation and translation services; community partnership inventories and participation data; attendance trends; student engagement indicators; evidence of family voice informing school improvement planning and decision-making.

Part IV: Building Strong Family and Community Partnerships: The Community Engagement Team (CET)

Background and Requirements: Who Else Can Help to Advance Our Plan?

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

As such, respond to prompts in the following sections to provide a Community Engagement Plan that will be implemented through the work of the CET.

Selection

- Outline the process by which members of the CET will be identified and selected¹.

Summary of CET Selection Process

¹ Administrative, teacher, and parent representative members of the CET, must be selected through the process as established in [Commissioner's Regulations 100.11\(b\)](#).

CET members are selected from a variety of school stakeholder groups including administrators, teachers, community partners, parents, and students. Representatives are identified by surveying staff and inviting them to indicate interest during the summer Community School PD sessions. The first CET meeting invitation will go out to the full school community, and attendees of the first meeting will be invited to indicate interest in joining. CET membership will also be solicited during year-end events such as the Spring Concert and the Lower School Moving Up Ceremony. School leaders also strategically recruit students, parents, and teachers representative of subgroups highlighted in the school improvement plan and ensure that the composition of the team reflects the demographics and diversity of the student body.

Membership

- When listing active and new members, include roles/titles.

Continuing Members

Yailin Cepin-Leon, Student
 Erica Sansan, Parent
 Marian Velez, Parent
 Angelica Pagan, Parent
 Akua Kankam, East Upper School Principal
 Leandrew Wingo, East Lower School Principal
 Lieselle Taylor, Rochester City School District Community School Director
 Lindsey Brown, East Upper & Lower Community Liaison Specialist
 Angel Alicea, East Upper & Lower Home School Assistant
 Shari Munoz, East Upper & Lower Physical Education Teacher
 Adrian Jimenez, School #33 Community School Liaison
 Sarah Dickinson, Center for Youth
 Donntoya Bailey, Step to College
 Tomeka Green, Liberty Partnerships Program
 Nichole Gardea-Butler, University of Rochester School-Based Health Center
 Beverly Voos, Browncroft Community Church
 Megan Richardson, Hillside Community of Agencies
 Manuel Ortolaza, City of Rochester Northeast Neighborhood Service Center
 Alem Mesgina, Hope 585
 Janielle Crocker, Connected Communities
 Samuel Fluitt, Connected Communities

New Members for 2026-2027

New Parent (26-27)
 New Parent (26-27)
 LS student (26-27)
 LS Teacher (26-27)

Participation

- Describe action steps to increase participation of parents/family members and students.

Action Steps to Increase Participation

During the 2026-2027 school year, the East Lower team will take the following actions to increase participation of students and their families:

- Schedule meetings during the evenings when parents have the most availability.
- Provide translation and bilingual materials (i.e., agendas and minutes) at meetings.
- Send meeting reminders via multiple platforms (i.e., phone calls, emails, text messages, social media, and principal newsletters).
- Provide opportunities for parents and students to assist with event planning and facilitation.
- Leverage Connected Communities to create a parent leadership pipeline with compensated opportunities to shape the direction of the school.
- Regularly recognize parent leaders in monthly principal's communication and via social media.

Communication

- Identify the methods that will ensure the CET will have the necessary information and key data to analyze the impact of lead strategies and/or department-approved intervention and turnaround model in a timely manner.

CET Communication

At each CET meeting, the team will spend time defining the lead strategies and demonstrable indicators outlined in the school improvement plan. The principal will also provide quarterly updates on progress toward demonstrable indicator goals. The team will regularly engage in facilitated conversations and protocols designed to identify root causes and evaluate the effectiveness of ongoing targeted supports related to school improvement goals.

Progress Monitoring and Impact

- Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation.
 - How will the CET make its recommendations public?
 - How will the CET solicit public input?
 - How will the **school and the district** monitor the engagement of the CET?
 - What data and related evidence will be used to measure the impact of the CET on 2026-2027 plan implementation?

CET Engagement Plan	Evidence of Impact
CET representatives will participate in school improvement planning meetings and implementation reviews. At least one CET representative will serve on the School Leadership Team or equivalent decision-making committee. CET recommendations will be formally reviewed during school leadership meetings prior to final decisions regarding improvement initiatives, interventions, and family engagement strategies. The school will use collaborative decision-making practices by seeking CET input before implementing major schoolwide initiatives and including stakeholder feedback in budget, climate, attendance, and engagement planning. The school will maintain transparency by publicly sharing CET recommendations, progress updates, and implementation outcomes through multiple communication channels, including publicly available agendas and minutes in both English and Spanish. The team will be the engine for the needs assessment process, which fosters two-way communication with school stakeholders and provides a forum for continuous	The evidence of CET impact includes robust meeting attendance, including representation of multilingual families and underserved populations, and strong ratings on the survey that is administered after each team meeting. Other evidence includes strong parent presence at school events and increased participation in needs assessment surveys. Improved student attendance and academic outcomes as well as positive student climate and staff perception survey results are additional indications of the impact of the CET.

improvement through ongoing dialogue and feedback with the community.

Assurance and Attestation

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

Name of Receiver (Print):

Dr. Eric Jay Rosser

Signature of Receiver:



Date:

6/30/2026

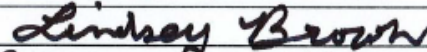
OK CW
6/17/26

By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

Name of CET Representative (Print):

LINDSEY BROWN

Signature of CET Representative:



Title of CET Representative:

COMMUNITY LIAISON SPECIALIST

Date:

6.17.26

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