

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.

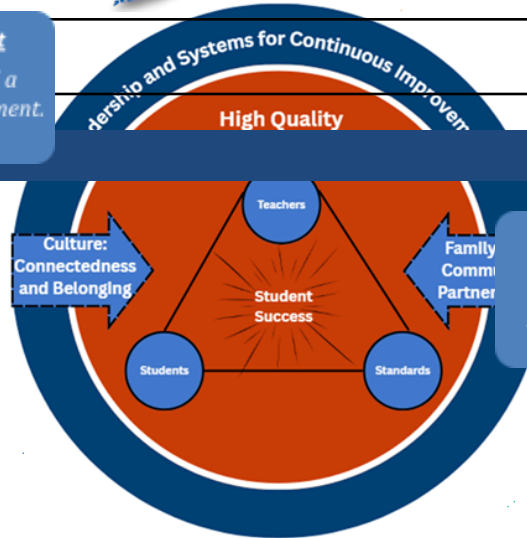
- School- and district-based decisions for 2026-2027 should be made using a wide range of reliable data sources while examining outcomes from the 2025-2026 school year.
- Decisions should be rooted in evidence based on the results of the completed needs assessment and aligned with district goals for 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	
Edison Career & Technology High School 9-12	Rochester City School District	Dr. Eric J. Rosser	06/30/2026	
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)	
Anthony Rodriguez	https://www.rcsdk12.org/departments/school-innovation/receivership-schools-and-innovation		June 39%	August 48%

Leadership & Systems for Continuous Improvement

Building sustainable systems, strong leadership and a culture of efficacy that drives ongoing school improvement.



High-Quality Core Instructional Programs

Ensuring all students have daily access to rigorous, standards-aligned, coherent instruction across subjects.

Culture: Connectedness & Belonging

Building inclusive, safe, and supportive environments where both students and staff experience belonging, agency, and collective responsibility for success.

Family & Community Partnerships

Creating authentic, two-way partnerships that strengthen student success and well-being.

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*.

The needs assessment showed that Edison would benefit from greater consistency and common structures across departments in instructional practice, professional collaboration and the use of student data. Students and staff highlighted in surveys that there were inconsistencies across classrooms, so a need to adopt district approved curriculums in all core classrooms which focus on student critical thinking and discourse. Teachers will be able to share best practice in department meetings. Department common planning time is an existing structure that can be used more intentionally to advance district priorities while also addressing building-level needs that will support stronger academic outcomes. The assessment also highlighted the need for a clear system to monitor and respond to students' academic and social-emotional well-being, especially when absences begin to impact success in school. Overall, students and families report that Edison is a place where they feel connected and seen. At the same time, students expressed a desire for stronger day-to-day engagement from staff. The assessment makes clear that relationships among students, staff and families remain central to student engagement and play a major role in attendance, belonging and academic progress.

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?

At Edison, Tier 1 instruction should look clear, consistent, standards-aligned and student-centered in every classroom. Teachers will plan/co-plan and facilitate/co-facilitate learning that offers students access to grade-level learning through explicit modeling, purposeful scaffolding, academic vocabulary, checks for understanding, guided practice, independent practice and timely ongoing feedback. Instruction should be anchored in clear learning targets and success criteria (using the RCSD-prioritized "Teacher Clarity" initiative) so students understand what they are learning, why they are learning it and how they will demonstrate progress and/or acquisition.

Tier 1 instruction will reflect Edison's CTE identity by connecting reading, writing, speaking, listening, problem-solving and critical thinking to

	authentic tasks, project-based learning and career-connected experiences. In every classroom, teachers should question, conference, monitor student understanding, adjust instruction based on evidence and create opportunities for students to collaborate, explain their thinking and produce meaningful evidence of learning.
--	---

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?	At Edison, Tier 1 should look active, purposeful and evidence-based in every classroom. Students should read, write, speak, listen, collaborate, practice, explain their thinking, use evidence and demonstrate understanding through tasks aligned to grade-level standards. Students will have regular opportunities to work cooperatively,...engaging in academic discourse, apply feedback, revise their work and produce evidence of learning through written responses, discussions, projects, presentations, performances or CTE-connected products. Students will know what they are learning, why it matters and how they can succeed and/or experience success. They should experience a classroom environment where expectations are clear and explicitly stated/posted, support is intentional, productive struggle is normal and learning connects to larger units, projects, career pathways and real world applications.
---	---

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
<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 (data loops/analyses) 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	What trends emerge from our implementation evidence, and how are we using these insights to refine practice, allocate

	impact of strategies and inform professional learning, coaching and resource allocation.	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?
<i>Balanced “Just in Time” Assessment Systems</i>	A clearly defined assessment system that uses formative feedback, interim and common assessments (each have 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?
<i>Leadership Team Monitoring and Coherence</i>	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?
<i>Coordinated Feedback and Responsiveness Cycles</i>	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 composed 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: <https://www.nysed.gov/accountability/state-supported-evidence-based-strategies>. 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 [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?
Edison's needs assessment shows the necessity to shift from teacher-directed instruction to more consistent, student-centered classrooms where students own the thinking, explain their reasoning, and engage in rigorous learning across all classes.	The necessity of a shift to students "owning the thinking" in classrooms and teachers acting as facilitators resulted from Edison's needs assessment; particularly focusing on examining high quality instruction. In the student survey, 63% of students reported thinking deeply and explaining their thinking in their classes and only 31% reported that the degree of rigor is the same across all of their classes. Meanwhile, 85% of teachers reported that their department team has	Engage in students ... ▾	☒ <i>New</i> ☐ <i>Refined</i>

	a shared understanding of high-quality instruction. This misalignment indicates a need for shifting instructional strategies- including provisions for teachers to have access to professional development on high quality instruction.		
Edison must shift from variable instructional practices and task design across classrooms to a more coherent, standards-aligned approach in which all students regularly engage in cognitively demanding tasks. District-approved curriculum will serve as the instructional foundation, while teachers will make purposeful, standards-aligned adjustments based on student needs, data, and professional judgment to ensure equitable access to rigorous learning.	Only 31% of students reported consistent rigor across classes, while 85% of teachers reported a shared departmental understanding of high-quality instruction. This gap suggests that common expectations are not yet translating into a consistent student experience across classrooms and content areas. Three-year Regents averages reinforce the need for improvement: Algebra I 14%, ELA 36%, Living Environment 16%, and Global 23%. Student interviews also point to a need for clearer support with work completion and a stronger shift toward students owning the thinking. Edison will address this through professional development focused on coherent, student-centered, grade-level instruction.	Ensure equitable a... ▾	☒ <i>New</i> ☐ <i>Refined</i>

A shift from reactive communication with students and families triggered by absences and performance due to absence(s) to a scaffolded approach with safeguards embedded to support students with challenges obstructing more consistent daily attendance.	Attendance data indicates Edison's rate in the 2025-2026 school year is 70%. The 2024-2025 attendance was 76%. 2023-2024 was 73%. Student interviews highlighted a lack of reachout from school staff during long periods of absence. In the survey, 31.5% of students reported that someone from school checks in with them when they miss school. 52.6% of parents reported that a staff member reached out to them when their child misses school.	Early Warning System	☐ New X Refined
Increase student and family awareness of partners/services available in the building and how to access the services	This shift was identified through survey data showing that only 42.4% of students reported that the school helps them feel supported. Additionally, 50% of teachers reported that they believe students slip through the cracks, indicating a need for stronger systems of connection, monitoring, and intervention.	Community School Model	x New ☐ Refined

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

Instructional Lead Strategy 1:

Engage students in cognitively demanding tasks that require reasoning, sense-making and problem-solving.

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
Instructional leaders will engage in professional learning around routines that support cognitively demanding instruction from district leaders	Instructional Leadership Team	August 17 - 21, 2026
Develop a shared understanding of what cognitively demanding tasks are and are not across all content areas Cognitively Demanding Tasks Outlined	Instructional Leadership Team and classroom teachers	August 17-28, 2026
Hold August professional learning for teachers to build understanding of cognitively demanding tasks	Instructional Leadership Team and classroom teachers	August 26th and 27th 2026
Develop a walkthrough tool that includes measures for identifying the use of cognitively demanding tasks in classrooms	Instructional Leadership Team	September 14th, 2026
Instructional coaches will facilitate professional learning communities to engage teachers in the exploration of curriculum and cognitively demanding tasks utilizing the following structure: 1. Analyze Evidence (Where are we now?) • Review student learning, instructional, and implementation evidence aligned to the priority. • Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting.	Instructional Coaches	Ongoing starting week of September 14, 2026

- Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) - Determine what is working, what is not working, and why. - Build shared understanding through professional learning, research, protocols, or examination of effective practices. - Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate support, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Create a plan to monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.		
Instructional leaders will lead teachers to collaboratively unpack upcoming units for cognitively demanding tasks during common planning team meetings	Instructional Coaches, leads and classroom teachers	Ongoing starting week of September 7, 2026
Instructional leaders will utilize task analysis protocols to examine curricular materials for cognitive demand during Instructional Council meetings	Instructional Leadership Team	September 14, 2026
Classroom walkthroughs will take place weekly, with review of data every five weeks by the Leadership Team to analyze trends and determine adjustments in practice.	Instructional Leadership Team	September 21, 2026

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:

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1: Collaborative Teacher Teams for Cognitively Demanding Instruction <i>Provide a one sentence description.</i>	Collaborative Teacher Teams will use structured common planning time meetings to plan, implement, monitor and revise cognitively demanding tasks that require students to reason, make sense of complex information, solve problems, use evidence, explain their thinking and access grade-level learning.	☐ New ☒ Refined
When and how often will this take place?	Each department will meet weekly during scheduled CPT. Teachers may also meet up to three times per week through department, grade-level, course-alike, co-teaching, or pathway-based planning structures.	
How will this be used to implement and monitor Lead Strategy 1?	PLC meetings will use a structured inquiry cycle aligned to Lead Strategy 1. Teachers will learn together through their specific content how to engage students in cognitively demanding tasks. 1. Analyze Evidence (Where are we now?) - Review student learning, instructional, and implementation evidence aligned to the priority. - Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. - Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) - Determine what is working, what is not working, and why. - Build shared understanding through professional learning, research, protocols, or examination of effective practices. - Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments.	

School Improvement Plan: Progress Monitoring and Impact

	- Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Implement Edison's data cycle protocol to monitor progress toward team goals.  Datawise Evidence Analysis Protocol for Edison - Track and measure progress toward team goals - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.	
Structure 2: Leadership Team Monitoring and Coherence <i>Provide a one sentence description.</i>	The Leadership Team will use calibrated classroom walkthroughs and evidence review to monitor the implementation of cognitively demanding tasks, ensure instructional coherence across classrooms and identify supports needed for teachers and students.	☐ New ☒ Refined
When and how often will this take place?	The Leadership Team will meet to monitor coherence at the designated Instruction Council meeting every 5 weeks.	
How will this be used to implement and monitor Lead Strategy 1?	The Leadership Team will use walkthrough tools and classroom observation data to monitor evidence of Lead Strategy 1 in practice, including whether students are engaged in cognitively demanding tasks reasoning, sense-making, problem-solving, using evidence, explaining their thinking, collaborating and producing original work. Walkthrough data will be reviewed for trends across classrooms and departments to identify strengths, gaps, professional learning needs, coaching opportunities and measurable next steps.	

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 DIIIs	Data Sources	Early Progress Indicator(s)
67, 70, 120, 130, 140, 230, 240	CFA data, Regents results, classroom formative assessments, rolling agendas, and walkthrough tool data	At least 10% of students will demonstrate growth in specific standards measured in CFA #1 (October, 2026) and the NYS Regents exam and/or summative classroom data. At least 80% of classrooms are engaging students in cognitively demanding tasks as seen in walkthrough tool data. This includes students talking to one another and sharing out their thinking

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 coaches will support teachers through coaching cycles, co-planning, co-teaching, modeling, data	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.

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.
--	---

Instructional Lead Strategy 2:	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
Ensure all teaching staff know how to access district curriculum	Instructional Leadership Team	August 26, 2026
Ensure each teacher has the curricular and classroom resources they need	Instructional Leadership	September 1-2, 2026
Reconfiguration of department classrooms to be centrally located with proximity to special education and ENL teachers.	Instructional Leadership Team	July 1, 2026
During PLCs, Instructional Coaches will facilitate professional learning communities to engage teachers in an understanding of specially designed instruction, ensuring equitable access for all students, utilizing the following structure:	Instructional Leadership Team	Ongoing and weekly starting August 26, 2026

1. Analyze Evidence (Where are we now?) - Review student learning, instructional, and implementation evidence aligned to the priority. - Identify patterns, strengths, challenges, and groups of students who are benefiting or not benefiting. - Ground discussion in evidence and identify questions or wonderings. 2. Reflect and Learn (What are we learning?) - Determine what is working, what is not working, and why. - Build shared understanding through professional learning, research, protocols, or examination of effective practices. - Connect learning to the identified instructional priority. 3. Plan and Apply (What will we try?) - Identify specific instructional strategies, practices, or actions to implement. - Establish individual and collective commitments. - Coordinate supports, coaching, co-planning, and collaboration needed for implementation. 4. Monitor Impact (How will we know?) - Identify evidence of implementation and student impact. - Create a plan to monitor progress toward team goals. - Bring evidence back to the next meeting to evaluate effectiveness and determine next steps.		
SpEd and ENL teachers will now attend PLCs of the content they co-teach. At PLC, their expertise and insight will be shared with the whole department.	Administration coordinating with registrar, Team Leads	August 1, 2026

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**.

What structures will support Lead Strategy 2?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	<i>Collaborative Teacher Teams that Drive Rigorous Instruction</i>	☐ New ☒ Refined
When and how often will this take place?	Course meetings with content and supporting teachers to plan lessons and adjustments to meet the needs of all students Each department will meet weekly. Teachers may meet up to 3 times per week (one department meeting, one course/grade level meeting, and one-or-more co-planning meeting).	
How will this be used to implement and monitor Lead Strategy 2?	During CPT, there will be professional development, discussion and collaboration about evidence-based strategies. The department coaches will facilitate and support implementation of strategies in classrooms and then debrief in CPT.	
Structure 2 <i>Provide a one sentence description.</i>	<i>Curriculum Monitoring Routines</i> The Principal will calibrate with administrators using the walkthrough tool to determine if they are observing the same things when in classrooms.	☐ New ☒ Refined
When and how often will this take place?	The Instructional Leadership team will review walkthrough data every 5 weeks in the designated Instructional Council and Administrators Meeting.	
How will this be used to implement and monitor Lead Strategy 2?	The Leadership Team will observe implementation and practice of Lead Strategy 2 while providing formative feedback and continued support. Coaching cycles are documented. How will monitoring curriculum ensure equitable access especially for sped and ell students? By ensuring that teachers are using district curriculum, students will have access to grade level content that includes cognitively demanding tasks. Members of the Instructional Leadership Team will provide coaching	

	cycles which will support the implementation of aligned curriculums with fidelity.
--	--

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 DIIIs 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 DIIIs	Data Sources	Early Progress Indicator(s)
67, 120,130, 230, 240	Learning Walks, Walkthroughs, observations, and feedback in PLCs	What will we expect to see in early Fall? By early Fall, walkthrough and CPT evidence will show initial implementation of Lead Strategy 2 through the following indicators: Cognitively Demanding Tasks: At least 70% of walkthroughs include the identification of district-approved curriculum consistently implemented. At least 70 % of observations and walkthroughs yield evidence of co-teaching models purposely chosen to support lessons in the classrooms. At least 75 % of observations and walkthroughs record evidence of Teacher Clarity (teachers posting success criteria and rationale for student consumption) consistently used in classes.

		At least 70 % of observations and walkthroughs yield evidence of co-teaching models purposely chosen to support lessons in the classrooms. 100 % PLCs established and functioned with an Edison-designed rolling agenda format shared with administration and staff. 100% of core subject instructional coaches commence a coaching cycle by October 30, 2026. At least 20% of department time (CPT) is dedicated to feedback loops based on recent formative/summative data.
--	--	---

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 services, family engagement supports, and compliance monitoring. The Special Education Department will provide support through Associate Directors assigned to each school to monitor	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.

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.
---	--

Culture and Connectedness (Attendance) Lead Strategy 3:	Early Warning System
--	----------------------

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
1st week SEL and orientation	All staff	September 8-12th
Develop tracking spreadsheet to monitor movement of students between Levels 1, 2, 3 and 4, interventions and impact on student attendance	Henry, Mros	September 8, 2026
The Attendance Team will meet biweekly to review student data and make contact with families	Attendance Team	Ongoing starting September 15, 2026
Create teams within the Attendance Team to focus on specific student groups	Henry, Mros	September 15, 2026

Attendance

Communicate to all school staff a referral process for identifying students attendance concerns	Henry, Mros	September 1, 2026
After 3 absences, classroom teachers will make contact with families and document in the Student Management System.	All staff	September
The Attendance Team will request the names of students with attendance shifts from classroom teachers monthly	Henry, Mros	Ongoing starting September 30, 2026
The Attendance Team will recognize and host quarterly attendance celebrations for students with improved or perfect attendance.	Attendance Team	Beginning November 20, 2026

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

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	A routine for monitoring attendance weekly , with clear thresholds stemmed from NYS levels 1-4 which trigger early outreach, problem-solving, and follow-up.	☐ New ☒ Refined
When and how often will this take place?	The Attendance Team will meet and review student attendance data bi-weekly.	
How will this be used to implement and monitor Lead Strategy 3?	The leadership of the Attendance Team will create data reports that members of the Attendance Team will utilize to analyze changes and patterns in student attendance. Attendance Team members will implement interventions, document them in a shared space and evaluate for impact on student attendance.	
Structure 2 <i>Provide a one sentence description.</i>		☐ New ☐ Refined
When and how often will this take place?		

How will this be used to implement and monitor Lead Strategy 3?

How will this be used to implement and monitor Lead Strategy 3?	
--	--

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 DIIIs 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 DIIIs	Data Sources	Early Progress Indicator(s)
310	Cohort tracker, Average daily attendance reports	There will be at least a 5% decline in students with Levels 1 and 2 attendance at the end of marking period 1 in 26-27SY compared to the end of marking period 1 during the 25-26SY

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 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	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and engagement outcomes; CET participation records.

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.

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
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.

Family and Community Partnerships Lead Strategy 4:	Community School Model
---	------------------------

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
--------------------	-----------------	-------------

- CET Meetings to create a timeline/schedule for partner spotlight	CLS	Monthly starting Sept. 30, 2026
-Share aggregated data with CET members - Track Impact via CET recommendations/suggestions implementation - Update & Share CET Dashboard	CLS / Data Coach	Ongoing quarterly starting Oct. 15, 2026
- Open House/Parent Teacher Conference - tables for each partner with info - Parent Teacher Conference - tables for each partner with info	CLS/Partners/ Planning Team	October 26, 2026 March 27, 2027
- Ask partners to make a video that can be played each week introducing the partner/staff. If partners are not able to make a video they will be asked to join the virtual morning announcements	CLS/Audio & Visual Team	September 26, 2026
- Continue partner involvement in Cohort Nights and back-to-school orientation	CLS/Admin	TBD
Presentations during 1st week of school showcasing partners and services	CLS/ Partners	September 8-11, 2026
Reference guide of all partners in Parent Handbook shared in orientations and in report card mailings	CLS/Counseling Team	Quarterly starting Oct. 15, 2026

School Improvement Plan: Structure

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**.

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?	Meetings will be conducted monthly	

How will this be used to implement and monitor Lead Strategy 4?	CET agenda will include recurring data dialogues Use meeting minutes as monitoring tool, ABC reports (Data Dialogue and CET Dashboard) for those enrolled and schoolwide incidents	
Structure 2 <i>Provide a one sentence description.</i>	School Community Events in Collaboration with Partners with a focus on Student Success planning.	☐ New ☐ Refined
When and how often will this take place?	4 times per year	
How will this be used to implement and monitor Lead Strategy 4?	Plan, implement, facilitate parent events Plan, implement, facilitate scholar events Monitoring of event attendance data through sign-in sheets/registration Utilize surveys to inform future events	

School Improvement Plan: Progress Monitoring and Impa

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 DIIs	Data Sources	Early Progress Indicator(s)
2	CET Dashboard Survey data from students enrolled in partner services ABC data of participants Post-event surveys	By early Fall, implementation efforts will yield evidence of increased student, family, and community engagement through the following indicators: • Attendance at family engagement events and Cohort Nights will increase by at least 10% compared to attendance at



		corresponding events during the 2025-2026 school year. • There will be at least a 5% reduction in the number of students classified as Attendance Levels 1 and 2 by the end of Marking Period 1 compared to the same reporting period during the 2025-2026 school year. • At least 80% of students participating in Community School partner programming will maintain attendance rates above 80% and achieve quarterly academic averages of 65 or higher. • Student behavioral incidents resulting in referrals, suspensions, or administrative interventions will decrease by at least 3% compared to Quarter 1 of the 2025-2026 school year. • At least 80% of students participating in Community School partner programming will maintain satisfactory academic standing (65 or higher), and participating students will demonstrate a 3-percentage-point increase in core course passing rates compared to the corresponding quarter of the 2025-2026 school year.
--	--	--

		- At least 80% of Community School partners will participate in one or more family engagement, attendance, academic support, or student enrichment activities during the first quarter. - Student, family, and partner feedback collected through surveys, CET meetings, and Student Advisory Board discussions will demonstrate increased awareness of available school and community supports.
--	--	---

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
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	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and engagement outcomes; CET participation records.

coordinate partnerships and support ongoing engagement of families and community stakeholders.

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 selected.

Summary of CET Selection Process

- The Community Liaison Specialist takes several aspects into consideration when looking for new members to participate in CET. Factors include:
 - Consider the previous Needs Assessment
 - Identified Needs communicated from admin
 - Feedback from CET members
 - Current Partnership Inventory
 - Partnering with school staff to increase engagement
- The Community Liaison then reaches out to individuals who meet identified needs
 - Work on MOU (if necessary) after Admin's approval
 - Get debriefed on services that could meet needs
 - Identify how services can be delivered
- Communicate to Admin to integrate services

Membership

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

Continuing Members

Anticipated Members for '26 -'27

Anthony Rodriguez, Principal

Christiney Fraguada, Community Liaison Specialist

Dr. Charmaine Cohen, Parent Engagement Coordinator

Chris Golamb, Athletic Director

Korrie Mros, Instructional Coach

Student, 11th Grade Student

Santos Jasmin Montanez, NYSSA Parent

Shuanta West, 11th-grade student parent

Lieselle Taylor, Director of Community Schools

Kelli M. Briggs, Executive Director of Family and Community Engagement

Dr. Charmaine Cohen, Alumni

Jacob Scott, Alumni

Vincent French, Alumni

Al Parlato, Alumni

Charles Stechna, Alumni

Elizbeth Frizzell, MCC Liberty Partnership

Carmen Torres, The Children's Agenda

Melissa Uetz, Brockport Educational Talent Search

Janelle Snow, Rochester Works

Chokosha Rice, Center For Youth

Bobbie Steinhauer, Restore

New Members for 2026-2027

New member(s) enrollment is based on the key findings in the needs assessment. From the needs assessment, it has been identified that there is a need for a mental health representative, more parents, more students (Student Advisory Board - Student component of CET), and agencies that offer wrap-around services.

Participation

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

Action Steps to Increase Participation

Shift start time of CET meeting to later time and will be a combination of in-person and virtual

Tap in to student government officers to join CET

Strategically select a variety of students (solicit students with schedules that allow for attendance at meetings)

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

To ensure the Community Engagement Team (CET) has the necessary information and key data to analyze the impact of lead strategies and/or the department-approved intervention and turnaround model in a timely manner, the school will implement consistent data collection and review protocols throughout the school year.

The CET will review multiple data sources, including attendance, behavioral and climate indicators, academic progress, partner service utilization, referral tracking, and student/family survey data during regularly scheduled CET meetings, Data Dialogues, and quarterly progress monitoring cycles aligned to the Continuation Plan and Community School Rubric.

Shared tracking systems and dashboards will be utilized to monitor trends, intervention outcomes, and engagement efforts in real time. Meeting artifacts, attendance records, survey summaries, and stakeholder feedback from students, families, staff, and community partners will support data-informed decision-making and ongoing adjustments to lead strategies and interventions.

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
The CET will support school improvement planning through ongoing review of data, stakeholder feedback, and implementation progress. Recommendations will be shared through published CET and SBPT minutes. Public input will be gathered through CET representatives, surveys, town halls, family engagement events, and Student Advisory Board meetings. Engagement will be monitored through attendance records, meeting minutes, and stakeholder participation. Evidence of impact will include improvements in attendance, academics, behavior, stakeholder engagement, and progress toward Community School and Receivership goals.	● 5% reduction in students classified as Attendance Levels 1 and 2. ● 3-percentage-point increase in core course passing rates among Community School partner participants. ● Maintenance of satisfactory academic standing (65 or higher) for at least 80% of participating students. ● 5% reduction in behavioral incidents. ● Increased family and stakeholder participation in school events and CET activities. ● Demonstrated progress toward individualized student goals. ● Successful completion of Community School and Receivership action steps and benchmarks.

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 §100.10

Name of Receiver (Print):

Signature of Receiver:

Date:

Dr. Eric Jay Rosser

6/30/2026

Dr. Rosser
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):

Signature of CET Representative:

Title of CET Representative:

Date:

Christiney Fraguada

Community Liaison Specialist
6/15/2026

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