

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	
Monroe High School 9-12 grade	RCSD	Dr. Eric Jay Rosser	6/30/2026	
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)	
Jason Muhammad	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		June 49%	August 52%

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 School Needs Assessment tool helps schools identify strengths and use that information to develop a Continuation Plan for the next school year. The Needs Assessment asks students, staff, and families how Monroe is performing in key areas. The results help us better understand student learning, teaching practices, curriculum, leadership, school environment, family involvement, and resource use so we can strengthen instruction and improve learning outcomes for students.

Based on the Needs Assessment and thorough analysis, Monroe must prioritize Collaborative Teacher Teams that Drive Rigorous Instruction. Teacher responses indicate that opportunities for collaboration to improve teaching and learning lead to new ideas and strategies that strengthen instruction and increase student engagement. Currently, Monroe meets once a week after school for collaboration. Moving forward, teacher schedules will include common planning time during the day, every day, by subject area.

The most important student learning challenge identified at Monroe is based on NYS Regents Exam results. When exam scores were compared to marking period progress, the data showed that students struggle to transfer their knowledge from the classroom to the testing environment. According to the Student Needs Survey, most students agree they are asked to think deeply, explain their ideas, and learn from mistakes in their class. They also agree that teachers provide support that improves understanding *without* reducing rigor or completing work for them. These are instructional strengths, and Monroe will continue supporting teachers through structured collaboration time.

Upon further reflection, we identified factors limiting students' ability to progress. We examined why students struggle to transfer classroom knowledge to NYS Regents Exams. Based on Needs Assessment data, student interviews, teacher observations, and review of testing procedures, we determined that high-leverage skills such as evaluating information and metacognitive strategies are key areas of need. Students struggle to assess the credibility and relevance of information and to reflect on their learning process, limiting their ability to apply knowledge across contexts.

Now, there are common themes that emerge across attendance data, student voice, observations, and climate surveys regarding belonging. Students report feeling accepted and included and identify at least one adult at Monroe who knows them and cares about their well-being. Additionally, students report that when they return after being absent, they feel welcomed and are helped to catch up, and that someone checks in to understand what's going on.

Finally, Monroe is proactive in strengthening family and community partnerships to improve attendance, engagement, and academic outcomes. Efforts include teacher phone calls, Shine Bright postcards, attendance celebrations, Hispanic Heritage and Black History Month celebrations, the Welcome Back to School event, Homecoming with a Parent-Teacher Conference, and Academic Achievement and Strong Character Awards. Family Survey results indicate that the school clearly communicates about attendance expectations, concerns are handled in ways that feel supportive rather than punitive, families feel informed about their child's progress and supports they may need, families feel welcomed to share ideas and concerns, and that communication from Monroe helps them understand how classroom learning connects from year to year.

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?

Tier 1 Instruction at Monroe

What it looks like:

- **Learning Intentions:** Learning intentions are posted in every classroom and are based on the NYS Standards. They are written in clear, accessible and student-friendly language where the focus is on what the students are learning. Learning Intentions are planned, constructed, and discussed in collaborative PLC meetings with equity and access as the anchors.
- **Success Criteria:** Success Criteria are measurable and differentiated to allow teachers and students to evaluate learning. They are actively used to measure progress and make actionable next steps. Success criteria help take the “guesswork” out of learning. Written from the students’ perspective, “I can” statements allow for clear insight into the expectation for each lesson.
- **Planning for Productive Struggle:** Student voices are centered in each lesson. Teachers see their students’ thinking by shifting the cognitive demand to them. Students are constructing their understanding, and teachers serve as facilitators of sense-making.
- **Actionable Feedback:** Throughout the feedback loop, students have multiple opportunities for revision. Students receive **intentional, timely, frequent, and varied feedback** that clearly aligns to the learning intention and success criteria.

What it feels like:

- Students feel safe and supported to push through **challenging learning processes**
- Students gain confidence as they develop their **learner agency**
- Students expect discomfort when **engaging in academic discourse**

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

What do we expect Tier 1 learning to look and feel

Tier 1 Learning at Monroe

What it looks like:

- Students know *what* they are learning, *why* they are learning it, and *how* they will achieve the success criteria. They seek feedback to progress in their attainment of the success criteria.

like in every classroom?

- Students own their learning.
- Students engage in peer to peer critical thinking, asking questions and constructing ideas. Ex: “Building Thinking Classrooms”, Visual Learning, Critical Thinking Protocols, Academic Discourse, etc...)
- Students transfer information to different contexts
- Students explore understandings and relationships between ideas through **productive struggle**

What it feels like:

- Students feel safe when sitting with discomfort
- Students feel confident when demonstrating their learning
- Students feel challenged in their progress towards mastery
- Students feel seen with actionable feedback to meet their individual needs.

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 frameworks 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 & 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?

Curriculum Monitoring Routines	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?
Collaborative Teacher Teams that Drive Rigorous Instruction	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?
Schoolwide Inquiry Cycles	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?
District and School Practices to Ensure Equitable Access to Rigorous Learning	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?
Multi-Tiered Systems of Support for Instructional Capacity-Building (MTSS-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.	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.
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,	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?

	actionable feedback connected to priorities and professional learning.	
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

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.	Practices addressed in 2025-26?
The development of PLCs to structure planning around our students' needs. The Monroe Must-Haves (schoolwide instructional framework) is for high-quality, grade-level standards-aligned instruction with input from all educators to better support all of our students. The use of the Plan, Do, Study, Act method with the instructional leadership team to ensure actionable steps for equity and access to high-level instruction in all classrooms at Monroe. If the instruction looks like our vision for high-quality instruction, then all students will develop high-leverage skills, such as evaluating information and metacognitive strategies, so their ability to apply knowledge across contexts is evident/the new norm.	This Lead Strategy was appointed by RCSD based on their findings and will be supported through the District. Walkthrough data suggests that the cognitive load is disproportionately on the teacher. This aligns with the RCSD's focus and priorities of ensuring PLC time within the school day. Monroe will be provided direct support from the district so that our Monroe Must-Haves are fully addressed, and we can take actionable steps to increase equity and access for all learners through shared instructional goals. Additionally, this Lead Strategy directly aligns with our DII Tenet 4, ensuring our teaching practices provide equitable access to grade-level instruction for all students.	LS1-EQUITY & ACCESS: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating and aligning instruction to shared goals.	<i>Refined</i>

The development of PLCs that focus enactment of academic productive struggle, which shifts the cognitive load to the students. Teachers intentionally engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. If we shift the demand to the students, they will have more practice transferring their knowledge to novel tasks, similar to those found on regents exams. We should see an increase in the Regents scores of students engaged in demanding tasks that require reasoning, sense-making, and problem-solving.	This Lead Strategy was appointed by RCSD based on their findings and will be supported through the District. Walkthrough data suggests that the cognitive load is disproportionately on the teacher. This aligns with the RCSD's new focus and priorities, and Monroe will be provided direct support from the district so that all educators have embedded PLC time on their schedules, so they can meaningfully engage and effectively review, reflect, and improve data results from student assessments and coaching cycles for continuous improvement for Tier 1 instruction. Additionally, this Lead Strategy directly aligns with our DII Tenet 4, ensuring that all students are cognitively engaged through our refined teaching practices. In order for students to successfully pass their Regents exams, earn a high school diploma, and be college- and career-ready, students should practice and master the thinking skills such as reasoning, senses making, and problem-solving. Not only will our state assessments and graduation pathways require this level of thinking, our current workforce demands the same abilities in order to remain competitive in this global economy. Thus, Monroe teachers will strive to adjust their instruction, assessment, and performance tasks to include all four levels on a regular basis for the benefit of students. These will be measured as part of the Data Dive tool and collect evidence of Monroe framework aligned lessons.	LS2-Cognitively Demanding Tasks (Productive Struggle) Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	<i>Refined</i>
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The leadership team PLC will take actionable steps based on the trends found in our data sources. Our practice is shifting to a proactive approach of connecting areas of need to support and structures within our system. Data Sources- Cohort Tracker, Attendance Index, Student Needs Assessments, and Graduation Tracker. If we regularly monitor, identify and take targeted action for support we should see an increase in our attendance, passing rates, and graduation numbers. Our goal is to proactively connect support to students based on needs.	This aligns with the needs of our Tier 2 and Tier 3 systems of support. This strategy will address needs in a more timely manner. This strategy will also focus on increasing the quality and impact of family communication and early data for a proactive approach.	LS3-Early Warning Monitoring System Identifying and providing targeted interventions based on student needs	<i>Refined</i>
A schoolwide support and structure for struggling students and families. The framework will include community partnerships in areas of need outside of the school.	This aligns with the needs of our Tier 2 and Tier 3 systems of support. This strategy will address attendance through culture, connectedness, and belonging. This strategy will also focus on increasing the quality and impact of family and community partnerships.	LS 4- Family and Community Partnerships Build stronger community partnerships that support school goals and become an active part of helping students succeed.	<i>Refined</i>

Implementation, Progress Monitoring & Impact

Instructional Lead Strategy 1:	LS1 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. <i>Collaborative Teacher Teams that Drive Rigorous Instruction</i>
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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?	Target Date
To meet LS1 Equity and Access, all teachers will align instruction across classrooms to shared, grade-level content goals through the coordination of <u>Learning Intentions (LI)</u>, <u>Success Criteria (SC)</u>, and <u>Closing the Feedback Loop</u> to ensure consistency in expectations with District-identified priority standards. Our shared understanding of what high-quality Tier 1 instruction and student learning look like in practice is the following: • <u>Learning Intentions</u>: Posted in every classroom and aligned to NYS Standards, written in clear and accessible language, focused on what students are learning, and are created through PLC meetings. • <u>Success Criteria</u>: Are measurable and differentiated so teachers and students evaluate learning, monitors progress, lead to actionable next steps, takes the “guesswork” out of learning, and are written from the student’s perspective in “I can” statements. • <u>Planning for Productive Struggle</u>: Teachers serve as facilitators of sense-making so that the cognitive demand is shifted to students because the lessons are planned with student voices at the center. • <u>Actionable Feedback</u>: Students have multiple opportunities for revision because they will receive and use intentional and timely feedback which are aligned with LIs and SCs • <u>Monroe “Must Haves”</u>: With this type of implementation, we will expect to see development in metacognition strategies, evaluating information, and an improvement in Regents examinations results.	Administration - Walkthrough tool Content Coaches Department Team members Peer Review-Data Dive Tool	Procedural Goal- Data Dive -3rd Week in October - Coaches Data Dive in 50% of classrooms and 50% of those classrooms will show evidence of planning for Monroe’s vision for Tier 1 instruction -3rd Week in December - Coaches Data Dive in 100% of classrooms and 65% of classrooms will show evidence of planning for Monroe’s vision for Tier 1 instruction - 2nd week in February Coaches will collect data on a second round for the Data Dive for 60% of the teachers and 75% will show evidence of planning for Monroe’s vision for Tier 1 instruction 3rd Week in May- Coaches will collect data on 100% of teachers and will observe 80% of the teachers successfully planning for Monroe’s vision for Tier 1 instruction

Review student data collaboratively to identify gaps in priority standards by content and adjust instructional plan accordingly. Share and refine instructional strategies that support inclusive, equitable participation in grade-level content. Measured through <u>common assessments (CFA)</u> .	Administration and Content Coaches	Quarterly tracking; 9/7, 11/11, 12/16, 1/29, 3/10, 4/14, 5/19 Bi-Weekly refinement 8/31/26-6/11/27

School Improvement Plan: Structure

List a minimum of one new or current structure that will support **Lead Strategy 1**.

Structure 1 Support: EQUITY & ACCESS- Collaborative Teacher Teams		
Collaborative Teacher Teams that Drive Rigorous Instruction	Professional Learning Communities - Time built into the school schedule for professional learning teams to meet during the regular school hours. Collaborative Teacher Teams that drive rigorous instruction for all learners. The use of the Plan, Do, Study, Act method with the instructional leadership team to ensure actionable steps for equity and access.	X Refined
When and how often will this take place?	Professional Learning Communities will meet with their content areas at least once a week or twice a week, based on the school letter calendar cycle.	
How will this be used to implement and monitor Lead Strategy 1?	LS1-EQUITY & ACCESS: PLC time will be structured through rolling agendas to coordinate with colleagues and align instruction to our shared learning goals. This will ensure equitable access to grade-level content through vertical alignment, especially for multilingual learners and students with disabilities, by coordinating the expertise of all teachers. The use of the Plan, Do, Study, Act method with the instructional leadership team to ensure actionable steps for equity and access. 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.	

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.*

Aligned DIs	Data Sources	Early Progress Indicator(s)
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DI 6 - Teacher Practices and Decisions DI 7- (DTSDE Tenet 4) DI 920, 920, 940, 950 - Core subject PI	- Quarterly benchmark common assessments (RCSD CFA) - Interim 5-week reports. - Year-Grade Verification & End-of-Year Check-Out - Teacher Walk-through tool	5-weeks All grade-level and content teams will engage in at least two cycles of common planning focused on aligning instruction to shared learning goals and analyzing student work, with meeting minutes and action steps documented. Impact will be measured using student progress on identified priority standards and tracked by the teachers. (DI 920/930/940/950). By the end of Quarter 1 100% of core content teachers (DI 6; DI4) will implement at least one standards-aligned, grade-level task with documented scaffolds for priority standard-focused improvement.
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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
1. 100.19.g.3.viii- include a provision of a job-embedded professional learning for teachers at the school, with an emphasis on strategies that involve teacher input and feedback 2. 1.0 FTE- School Improvement Team - expand the curriculum and program offerings of the school to include Academic Intervention Support classes, which include the implementation of research-based MTSS intervention services for struggling students, especially at the 11th grade	1. Impact will be measured through improved instructional practices and student outcomes. Evidence will include walkthrough and observation data (DI 6; Tenet 4) showing increased use of agreed-upon strategies, teacher feedback from professional learning cycles, and documentation from team meetings. Student impact will be monitored through quarterly benchmark assessments (RCSD CFA), 5-week interim reports, and curriculum-based assessments, with a focus on increased proficiency and reduced subgroup performance gaps (DI 920/930/940/950). 2. The impact of focusing on Grade 9/ 11 (Yellow) students: - Improvement in Credit Completion Rates - State Exam Proficiency: Increased pass rates on high-stakes exams required for graduation. - Master Schedule Analysis: <i>Evidence of dedicated “Advisory” periods that do not pull students away from core instruction or elective opportunities.</i> - Individualized Support Plans: Feedback on how MTSS data allows for more precise differentiation in the general education classroom, targeting “yellow” students to improve outcomes before senior year. This should increase Graduation Plan: Increase in the number of 11th graders "on track" for graduation compared to previous cohorts.

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
Time and structures to facilitate data cycles, instructional coaching support	Ongoing job-embedded professional learning, common planning time	Access to grade-level aligned instructional materials with appropriate supports
Access to professional learning aligned to equity-focused instructional practices.	Timely materials, such as aligned curriculum resources	Access to high-quality out-of-school support.
Funding to support substitutes/coverage for teacher collaboration and coaching cycles.	Scaffolded instructional tools and data tracking systems.	

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:

LS2 Cognitively Demanding Tasks (Productive Struggle): Engage students through Productive Struggle that requires reasoning, sense-making, and problem-solving.

Clear, shared expectations for high-quality Tier 1 instruction in the PLC- Planning for Productive Struggle

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?	Target Date
With LS2, teachers will align instruction across classrooms to plan for academic productive struggle, shift the cognitive load to the students, and provide multiple access points to instruction. This shift will require daily opportunities for students to engage in cognitively demanding tasks that require reasoning, sense-making, and problem-solving in every class. This will be measured and monitored through walkthrough tools from Administration and a Data Dive tool for Coaches and peers. The coaches will use our Vision for High Quality Instruction to develop the Data Dive tool to drill down and collect data to show the growth in this shift. We should see an increase in the Regents scores if students are engaged in cognitively demanding tasks that require reasoning, sense-making, and problem-solving. This measuring tool will allow the team to see areas that need improvement.	Administration - Walkthrough tool Content Coaches Department Team members Peer Review- Data Dive Tool	Procedural Goal- Data Dive -3rd Week in October - Coaches Data Dive of 50% of the staff, measuring the number of classrooms that have students engaged in CDT. 50% of the classrooms should have students engaged in CDT. -3rd Week in December - Coaches will have visited 100% of the rooms to measure CDT. 65% of staff should have students engage in CDT. 2nd Week in February- Coaches will collect data on a second round for the Data Dive 60% of the teachers with 75% of teachers have CDT in their lessons. 3rd Week in May- Coaches will collect data on 100% of teachers and will observe 80% of the teachers successfully engaging students in CDT

School Improvement Plan: Structures

List a minimum of one new or current structure that will support **Lead Strategy 2**.

Structure to Support LS2: Cognitively Demanding Tasks - Collaborative Teacher Teams		How does this compare to 2025-26?
Structure 2 <i>Clear, shared expectations for high-quality Tier 1 instruction</i>	Professional Learning Communities - Time built into the school schedule for professional learning teams to meet during the regular school hours for the creation of clear and shared high-quality T1 instruction. Planning for PS, collecting and analyzing impact of shifts.	☐ New ☒ Refined
When and how often will this take place?	Professional Learning Communities will meet at least once a week, sometimes twice a week, based on teacher needs. We have outlined a monitoring schedule to collect evidence of this work.	
How will this be used to implement and monitor Lead Strategy 2?	LS2- Cognitively Demanding Tasks: The Data Dive evidence will be used to guide our practice to ensure students are engaged in cognitive demands in our classrooms so they can apply their skills to the demands of the standardized exams. PLC time will be structured to coordinate with colleagues and align instruction to our shared learning goals. This will ensure equitable access to grade-level content through vertical alignment, especially for multilingual learners and students with disabilities, by coordinating the expertise of all teachers.	

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)
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DI 70 - Graduation Rate DI 140 - CCR DI 920, 920, 940, 950 - Core subject PI DI 68 - 11th graders with 5+ credits DI 6 & 7	- Quarterly benchmark common assessments - Interim 5-week reports. - Year-Grade Verification & End-of-Year Check-Out - Teacher Walk-through tool - Grade Level Attendance data	5-weeks All grade-level and content teams will engage in at least two cycles of common planning focused on aligning instruction to shared learning goals and analyzing student work, with meeting minutes and action steps documented. Impact will be measured using student progress on identified priority standards and tracked by the teachers. (DI 920/930/940/950). By the end of Quarter 1 100% of core content teachers (DI 6; DI4) will implement at least one standards-aligned, grade-level task with documented scaffolds for priority standard-focused improvement.
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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
<u>100.19.g.3.viii-</u> include a provision of a job-embedded professional learning for teachers at the school, with an emphasis on strategies that involve teacher input and feedback	Impact will be measured through improved instructional practices and student outcomes. Evidence will include walkthrough and observation data (DI 6; Tenet 4) showing increased use of agreed-upon strategies, teacher feedback from professional learning cycles, and documentation from team meetings. Student impact will be monitored through quarterly benchmark assessments, 5-week interim reports, and curriculum-based assessments, with a focus on increased proficiency and reduced subgroup performance gaps (DI 920/930/940/950).

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
Time and structures to facilitate data cycles, instructional coaching support	Ongoing job-embedded professional learning, common planning time	Access to grade-level aligned instructional materials with appropriate supports
Access to professional learning aligned to equity-focused instructional practices.	Timely materials, such as aligned curriculum resources	

Funding to support substitutes/coverage for teacher collaboration and coaching cycles.	Scaffolded instructional tools and data tracking systems.	

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.

Instructional Lead Strategy 3:	LS3- Early Warning Intervention and Monitoring System (EWIMS) <i>Leadership Team Monitoring and Coherence</i>
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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?	Target Date

Implement a structured system to regularly track attendance, behavior, and course performance data to identify students at risk early and trigger timely interventions.	The leadership team PLC will take actionable steps based on the trends found in our data sources. Our practice is shifting to a proactive approach of connecting areas of need to support and structures within our system both academically and non-academically. Data Sources- Cohort Tracker, Attendance Index, Student Needs Assessments, and Graduation Tracker.	Team-based intervention meetings: Weekly: • Tuesdays, 7/7/26-7/28/26 Bi-weekly: • Starting 8/31/26-6/11/27 Administrative review of trends and systems: monthly (ongoing) • Monroe Summer Summit- August 31, 2026
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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**.

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 3 <i>Provide a one-sentence description.</i>	<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.	X Refined
When and how often will this take place?	• Weekly Planning Meetings - Tuesdays, July 7-July 28 • Monroe Summer Summit- Professional Development August 31, 2026 • Biweekly for attendance updates, every 5 weeks for academic updates	
How will this be used to implement and monitor Lead Strategy 3?	This will serve as our main tracking dashboard, allowing stakeholders within the school to easily view trends and identify students. The identified students can then be placed with the supports that we have within the building. The Shine Bright Program can provide high-quality out-of-school academic support. The team can also connect students in need to the HIVE and community support with the CET. Coaching cycle recommendations could also be made from areas of need in the classroom.	

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 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 the strategy is having its desired impact?

Aligned DIIs	Data Sources	Early Progress Indicator(s)
DI 70 - Graduation Rate DI 140 - CCR DI 920, 920, 940, 950 - Core PI DI 68 - 11th 5+ credits DI 6 & 7	Data will be pulled from PowerSchool and Panorama to get accurate reflections of students' current grades and attendance	Teacher Practice: More frequent data-informed instruction, consistent use of progress monitoring, and timely implementation of Tier 1–3 interventions. Student Behavior: Improved daily attendance, reduced chronic absenteeism, and fewer behavioral referrals. Student Outcomes: Increased course pass rates, higher credit accumulation (especially 11th grade), and improved on-track rates for graduation and CCR indicators.

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
100.19.g.3.iv- establish steps to improve hiring, induction, teacher evaluation, professional learning, teacher advancement, school culture, and organizational structure (e.g., instructional coaches or research-based instructional plans);	

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; Associate Directors of Special Education; OSI support; Bilingual Education and ENL Department support; principal professional learning.	Instructional coaches; intervention teachers; translation and interpretation	ENL services; bilingual education programs; home language supports; special education services; intervention support;

	services; professional learning focused on multilingual learners and students with disabilities; curriculum resources and instructional supports.	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.

Instructional Lead Strategy 4:	LS 4- Family and Community Partnerships <i>Build stronger community partnerships that support school goals and become an active part of helping students succeed beyond the regular school day.</i>
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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-level team ? District team? When will it be done?

What will be done?	Who will do it?	Target Date
Expand and align partner engagement by prioritizing student outcomes aligned with the School Improvement Plan. Leverage existing community connections to expand partnerships to meet community needs identified in the Needs Assessment. Utilize existing communication structures (i.e., CET monthly meetings and individual monthly partner check-ins) to monitor progress towards meeting these identified needs.	Community Site Coordinator and the CET	October 15th, 2026

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**.

What structures will support Lead Strategy 4?		How does this compare to 2025-26?
Structure 4 <i>Provide a one-sentence description.</i>	The Community Engagement Team (CET) will serve as a vital liaison between the school, families, and community partners by providing ongoing feedback on student and family needs. CET input will guide the development and expansion of high-quality school-day, out-of-school-time, and community-based services, ensuring that family and community partnerships are responsive, coordinated, and aligned to improve student success.	Refined
When and how often will this take place?	The Community Engagement Team will meet monthly to discuss concerns and implement strategies to assist the students and families in the school community.	
How will this be used to implement and monitor Lead Strategy 4?	Through the CET, we will collect data and feedback to identify which partners are needed. We will then use our monthly meetings to monitor the partner support our families and students are receiving.	

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)
• Tenet 6 from the DTSDE Framework	• Monthly CET Meeting attendance • Attendance of Parent Engagement Events • Response rate to Quarterly Family feedback survey • Number of students and families accessing school-based support services (pantry, clothing, closet, school-based health clinic)	• 50% of partners attending CET meeting • 30% parent attendance of Parent Teacher Conference or Back to School Event • Quarterly Family Feedback survey distributed by October 15th • Clothing Closet and food pantry are promoted at back-to-school events, grade-level assemblies, and parent-teacher conferences

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 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 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; 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.

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
Community Engagement Team (CET) members will be identified through a combination of open recruitment and targeted outreach to ensure broad representation of the school community. Recruitment efforts will include emails, phone calls, text messages, school announcements, flyers, social media postings, and invitations shared at family engagement events, parent-teacher conferences, and school functions. Interested parents, students, staff, and community stakeholders will attend

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

meetings and gauge interest during meetings. When interested members confirm they want to join the team they will be added to our membership log.

Membership

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

Continuing Members
Jason Muhammad - Principal (RCSD) Jalen McGill - Community Liaison Specialists (RCSD) Lieselle Taylor - Director of Community Schools (Central office RCSD) Joi Rice - TA (RCSD) Olivia Garber - US History Teacher (RCSD) Brittany Dorman - Social Learning Specialist (Center for Youth) Daekwon Ruffin - Social Learning Specialist (Center for Youth) Robert Downs - Supervisor (Center for Youth) Whitnee Shipman - Academic Coach (UofR Upward Bound) Karelynn Torres - Rivera - Youth Advocate II (Hillside) Omayra Ramos - White - Supervisor (Hillside) Ingrid Gonzalez - College and Career Advisor (Brockport ETS) Courtney Allen - Intervention/Gang Specialist (Pathways to Peace) Nicole Butler - Director of School Based Health Center (UofR School Based Health Center) Lilian Grisby - Behavioral Health Specialist (UofR School Based Health Center) Elyssa Rossi - Small Business Liaison (Neighborhood Association) Delzi Bermudez - US National Guard Recruiter (US National Guard) Wesley Adams - US NAVY Recruiter (US NAVY) Acabel Helwin - US Marine Corps Recruiter (US Marines) Eric Evans - Director (Foodlink) Thomas Keeting - Director of Emergency Services - (Open Door Mission) Shayla Johnson - Restaurant Owner (Shayla J's Dessert Bistro) Phil Hounshell - (Rochester Education Foundation) Antoine Hyman - CEO (Glory to Glory) Earnest EJ Daniels - Student Advocate (GLory to Glory) Eric Stringer - Polmark (Kappa Alpha Psi Inc.) Greg Hopkins - CEO (CTC Changing the Community) Michael Taylor - CEO/Owner (Chick Fil A) Amy Breitenborn - Director (SPIRIT NY) Catherine Thomas - (SPIRIT NY) Calvin Butler - Director of Education (Alpha Phi Alpha Fraternity Inc.) Thomas Gawronski - Education Liaison (Monroe County FACT Team)

New Members for 2026-2027
Home School Liaison

Participation

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

Action Steps to Increase Participation
Participation in Community Engagement Team (CET) will be addressed in 2 ways, increase in the quantity of families and students as well as an increase in active engagement during meetings. The action steps for both goals are listed below. Goal One: Increase the number of families participating - Flexible meeting options (in-person and virtual) to reduce barriers to participation - Weekly Announcements to students encouraging participation to monthly meetings - Emails and ROBO calls to parents encouraging participation to monthly meetings Goal Two: Increase engagement and participation during meeting - Generate interactive discussions, reflective surveys, feedback opportunities, and shared decision-making during meetings and events. - Develop leadership roles for families and students

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
The Community Engagement Team (CET) will develop and distribute an agenda before each meeting that includes time for reviewing student performance data, intervention outcomes, and school improvement priorities. During CET meetings, members will analyze academic, attendance, behavior, and engagement data to monitor the effectiveness of strategies and interventions. The team will also analyze needs assessment results regularly and use findings to adjust action plans, allocate resources, and address identified areas of need. - Monthly Agenda Items - CET Meeting Data Review Sessions - Access and review of Needs Assessment

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 make its recommendations public through uploading meeting agenda, meeting minutes, and meeting presentation on to the school website • The CET will solicit public input through hosting public CET meetings. Also by collecting feedback during school events, sporting events, and neighborhood meetings/townhalls • Engagement and monitoring of the CET will stem from review of the monthly CET meeting minutes • Data and evidence used to measure impact of CET will stem from academic, attendance, behavioral, and student support. Data will be collected and monitored quarterly	• Recommendations posted to the school website • Increase of survey feedback from members of the public • Increase in student support services, attendance, and academics

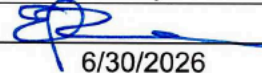
Assurance and Attestation

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

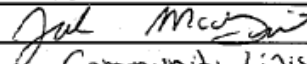
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6/17/26*

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):

Jalen McGill

Signature of CET Representative:



Title of CET Representative:

Community Liaison Specialist

Date:

6/18/2026

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