

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.

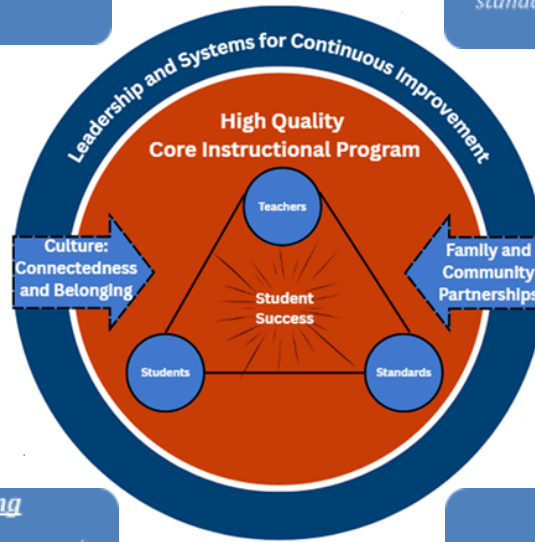
School Name and Grades Served	District	Superintendent	Date Plan Submitted	
Virgil I. Grissom, School 7 Grades PK3 - 6th	Rochester City School District	Dr. Eric Jay Rosser	06/30/2026	
School Leader	District Hyperlink to this Plan		<i>High Schools Only</i> Overall Graduation	
David Lincoln	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		NA	NA

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*.

Based on the Analyzing Systems and Structures Needs Assessment we found that attendance, behavior, social-emotional needs, and academic performance are strongly interconnected.

The review emphasized a greater need for consistency in implementing effective tier 1 instruction and intervention support across school-wide systems. This will be especially important as we move into new math and ELA programs that require student initiated discourse, the ability to learn from mistakes and the expectations that students take action on their own behalf.

Staff will use student work to drive instruction. Staff will articulate actionable next steps for each student (differentiation and scaffolds) and know what progress each student has made. Student data and analysis will originate from the classroom teacher and not from information being delivered to them at PLC's. Student data will drive instruction (not the curriculum). Student work will determine how to scaffold interventions and staff will teach with a sense of urgency so each child can meet grade level expectations throughout the school year.

A student learning challenge that appears across multiple data sources is stamina and problem solving. Too often students are not taking chances on their own; they are waiting for the explanation/answers. Students need to own their thinking.

Common themes that emerged from the surveys showed that while most respondents have an overall positive outlook about the school. However, there were areas needing additional

attention such as connectedness and belonging. We followed up with student interviews to gather additional evidence. Area of concern included: not feeling supported or that their presence is important, or only identifying a few staff members that they connect with. We now know that we need to take a closer look at ensuring that welcoming and affirming environments are established and maintained throughout the school year.

Finally, areas that influence attendance, engagement, and behavior outcomes include: recognition of/ celebrating student's learning (ex. SOAR assemblies, recognizing attendance, monthly incentives). We plan to increase the number of events and incentives for the 26-27 school 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?

High-quality Tier 1 instruction ensures that every student is seen, heard, supported, challenged, and held to high expectations through consistent access to grade-level, standards-aligned learning across all instructional settings. Instruction is purposeful, well-paced, and cognitively demanding, requiring students to think deeply, explain their reasoning, collaborate, and engage in productive struggle while carrying the cognitive load. Clear learning intentions and success criteria ensure students understand what they are learning, why it matters, and how to measure their progress. Daily opportunities to read, write, and build vocabulary occur within print-rich environments, and intentional scaffolds—including visuals and language objectives—support all learners, particularly multilingual students and students with disabilities, without compromising rigor or independence. Teachers use data to guide instruction, deliver timely feedback, and respond to student needs within structured, supportive learning environments. Ultimately, Tier 1 instruction is consistent, engaging, student-centered, and responsive, guaranteeing equitable access and success for every learner.

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?

What Students Are Doing (The Learning Experience)

In every classroom, Tier 1 learning looks active, engaging, and student-centered, with a clear focus on building transferable skills and strengthening literacy across all content areas. It looks like students reading, writing, speaking, listening, thinking, and communicating daily, applying their learning in meaningful and

varied contexts. Through consistent opportunities for discussion, collaboration, and academic discourse, students explain their thinking, learn from one another, and grow as confident communicators and problem-solvers. Learners use feedback to revise, refine, and deepen their understanding while taking increasing ownership of their growth over time. Tier 1 learning also looks like students consistently engaged in productive struggle—grappling with challenging tasks that promote critical thinking, reasoning, perseverance, and problem-solving—supported by intentional scaffolds, responsive supports, collaboration, and feedback that maintain high cognitive demand while building independence. Above all, Tier 1 learning feels rigorous, supportive, and empowering: a place where every student is actively engaged and developing as an independent, confident learner.

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 to analyze student work, plan upcoming lessons, and ensure rigorous, coherent instruction across classrooms?
<i>Schoolwide Inquiry Cycles</i>	Leadership and teacher led inquiry routines that study evidence of implementation, analyze trends across classrooms, refine instructional practices, track the impact of strategies and inform professional learning, coaching and resource allocation.	What trends emerge from our implementation evidence, and how are we using these insights to refine practice, allocate resources, and drive continuous professional learning?
<i>District and School Practices to Ensure Equitable Access to Rigorous Learning</i>	Transparent, equity-focused routines for student placement, scheduling, staffing, grouping, and monitoring of task quality across settings to guarantee all students have access to grade-level, challenging learning opportunities.	How do our placement, scheduling, staffing, and grouping decisions ensure every student has equitable access to grade-level, challenging tasks across all learning settings?
<i>Multi-Tiered Systems of Support for Instructional Capacity-Building (MTSS-I)</i>	A coherent MTSS-I framework that supports Tier 1 instructional improvement, facilitates systems change and establishes sustainable cycles of continuous improvement for all learners including adults.	How effectively does our MTSS-I framework build Tier 1 instructional capacity, support systems change, and sustain continuous improvement for all learners—students and adults?
<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	How effectively do our leadership monitoring routines (walkthroughs, feedback, communication, tracking) maintain coherence, reduce

	initiatives, maintain coherence, and keep staff focused on core instructional priorities.	competing initiatives, and keep the focus on core instructional priorities?
Coordinated Feedback and Responsiveness Cycles	Structures that integrate student voice, teacher feedback, observation data, and implementation evidence to refine instructional supports, strengthen alignment, ensure timely, actionable feedback connected to priorities and professional learning.	How are we integrating student voice, teacher feedback, and observational evidence to refine instructional supports and ensure feedback cycles are timely, actionable, and aligned to priorities?
Community Engagement Team	The community engagement team (CET) shall be comprised of community stakeholders with direct ties to the school including, but not limited to, the school principal, parents of or persons in parental relation to students attending the school, teachers and other school staff assigned to the school, and students attending the school. The central function of the CET is to develop recommendations for improvement of the school and to solicit input through public engagement.	How will you leverage the CET's input and perspectives, as community liaisons to the school, to increase the quality and effectiveness of family and community partnerships in order to better support student success?

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

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

After reflecting on the Lead or Key Strategies that were implemented during the 2025-2026 school year, the school's shared vision for teaching and learning, the Executive Summary, and the list of Essential Systems and Structures for Effective Improvement Planning and Implementation included above, identify **no more than 4 Lead Strategies** for your school that will guide the improvement plan in the 2026-2027 school year.

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

Requirements:

- **Identify 4 Lead Strategies as described for the following areas and aligned to the Four Core Dimensions:**
 - **2 strategies focused on strengthening the Instructional Core/Tier 1 instruction.**

- 1 strategy that addresses attendance through culture, connectedness and belonging.
- 1 strategy to increase the quality and impact of family and community partnerships.

Lead Strategies should be:

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

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

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

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

To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at:

<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?
Lead 1: Tier 1 Shift from direct instruction (teacher is doing the majority of	Data from the NYS ELA and Math performance index is as follows: ELA: Grade 3 at 81.1, grade 4 at 95.2, grade 5 at 52.0, and grade 6 at	Engage in s... ▾	X <i>New</i> ☐ <i>Refined</i>

talking/modeling) to increased student ownership (problem solving, talking with peers, productive struggle). Instruction is crafted so that it's <i>challenging and engaging for all students</i>. Include opportunities for students to <i>self-reflect</i> on their learning (fist-to-five, turn-and-talk) on a daily basis.	55.6. This is far below the state averages ranging from 134.4-147.7. Math: Grade 3 at 82.5, grade 4 at 73.7, grade 5 at 42.0, and grade 6 at 36.4. Again, this is far below the state averages ranging between 130.4-156.1. Based on our Needs Assessment we are seeing that there is a clear need for increased student independence and ownership of their thinking. Students have become too reliant on adult support and struggle with both stamina and productive struggle time. Instruction needs to be specially designed to meet the needs of all students in the classroom so that they can feel both struggle and success. Our students need to learn that making mistakes is part of learning (ex. revising/ editing work).		
Lead 2: Tier 1 Develop a deeper understanding of where each student is at and what the next steps in instruction will be. Students can also articulate what they are working on as next steps. Students should be able to set goals with autonomy and not rely exclusively on the teacher.	See above for NYS performance index information from the 24-25 school year. We reviewed the district CFAs during the 25-26 school year. For example, we specifically tracked standard R2 for reading. Average Standard Performance ranged from 17% to 100%. Reflections were captured, but it is unclear how much action was taken to make instructional adjustments. Based on our Needs Assessment-Next steps with data have to be not just articulated, they have to drive instructional next steps. Data progressions must be revisited frequently through both formative and summative (unit) assessments. Students need to know where the discrepancy is between their learning and the grade level expectations (ex. Proper use of Bump It Up Walls and self-assessing on student friendly rubrics). Students need to be able to take self-initiated steps to meet the standards.	Ensure eq... ▾	X <i>New</i> ☐ <i>Refined</i>

	I-Ready 2025-26 Data Distribution of Progress to Annual Typical Growth: ELA - 41% Math - 47% Distribution of Progress to Annual Stretch Growth: ELA - 17% Math -22%		
Lead 3- Attendance Increase data tracking for individual students and classes. Create a sense of belonging where every student believes their attendance is essential to classroom success. Acknowledge students through weekly displays, monthly incentives, and bimonthly attendance recognition at assemblies. Create an attendance <i>action</i> committee in addition to or replacement of our current committee. Utilize “Student Voice” members to increase the frequency with which we check in with students to get their feedback on incentives and feelings about culture, connectedness, and belonging.	This year we tracked monthly data by grade level and placed it on various display boards. Ranges for attendance percentages: <u>Grade, range (highest/lowest month)</u> K 82-91% (Nov/ Jan) 1 84-92% (Sep/ Jan) 2 83-90% (Apr/ Jan) 3 79-90% (Apr/ Jan) 4 80-87% (Apr/Jan) 5 81-88% (Sep/Jan) 6 85-90% (Apr/Dec, Jan, Feb) Our 25-26 SY Attendance Performance Index goal was 133. Our current number is 119. We noticed a significant drop in the <i>winter</i> due to the cold weather. Bussing issues have also negatively contributed to attendance numbers. Our highest <i>chronically absent</i> numbers occurred mostly in February (3), March (3), April (4), and May (1). Note: 5th (Apr & May) and 6th (Feb & Mar) had the same percentage 2 months in a row. <i>April</i> was the first month we advertised incentives (posters made) and that resulted in 4 classes having their highest attendance rate. A recent attendance incentive was a school dance for having 95% or better attendance in the month of <i>May</i>. We had a total of 175 kids eligible to attend the event (46% of our K-6 students).	Establish an early warning and monitoring system.	☐ New ☒ Refined

Lead 4- Family and Community Partnerships School partnerships will be strengthened through the collaboration of Community Partner Liaison (new position), Parent Liaison, School Leadership, a robust PTO, and increase of community partnerships/organizations. School to family connection opportunities are offered with greater frequency through the teacher's consistent use of ClassDojo and weekly grading updates in Parent Connect. A monthly newsletter highlighting school #7 student learning, celebrations and dates to remember will be created for the 2026-27 year. Parent, Family and Community school day and evening events with a 50/50 Focus on Academics/Event Nights (Family Game Nights) will be provided with greater frequency.	In the 2025-26 school year, we had 4 parent events. Books and Bingo Oct. 29th 40 parents attended Town Hall Dec. 17th Event - Dinner w. Staff and Winter Concert 117 dinner participants/200+ total Heart-to-Heart Feb. 11th Event 34 parents/66 total The Jeopardy May 13th Event 30 parents/ 75 total <u>2025-6 Community Partnerships</u> ☐ Happy Birthday Cha-Cha-Cha ☐ Believe Kids ☐ Aquinas Institute ☐ Eastman Dental ☐ School Store Title I after-school event funding requires academic objectives to fund initiatives.	Community Schools	☐ New ☒ Refined
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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
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School Improvement Plan: Implementation

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

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

What will be done?	Who will do it?	Target Date
Staff will read “Teach Like a Champion” Version 3.0 over the summer attend 20 hours of PLC to utilize the actionable strategies that fall within the categories below to apply within the classroom: Part 1: Lesson Preparation & Checking for Understanding Part 2: Academic Ethos (Raising Expectations) Part 3: Engaging Students and Building Ratio Part 4: Procedures & Routines Part 5: Building Character, Trust, and Motivation Step 1: Read the book between 6/25-7/26. Step 2: Staff participates at the building from 7/27-30 to discuss strategies from the book and how they will be implemented in ELA, math, and science units throughout the school year.	-administration -teaching staff participating in “Book Study”	Read: 6/25-7/26 Meet: 7/27-7/30
Prep for Turn-Key Training Administration attend Leadership Summit Coaches attend summer sessions to develop skills and strategies to utilize during 2026/27 school year.		8/20,21, 24 8/17-21?
Unpack learning outcomes for each unit to develop a deeper understanding of what students need to master by the end of the unit. Step 1: Teachers will <i>unpack</i> unit standards into smaller and measurable components for ELA (C-KLA K-5), Math (I-Ready K-5)), Science (Amplify K-5, 6th Open Sci. Ed. . See Sample: Unpacking Unit Protocol Step 2: Teacher will <i>review</i> end of unit assessments goals to see how they <i>align</i> with the standards and lessons.	-Instructional coaches -administration -all teaching staff	Start date of August 25th - 28th, 2026 8 am - 4 pm Revisited during Tuesday PLC’s - Varied dates based on unit duration.

Step 3: Teachers will <i>develop</i> <u>Learning Intentions</u> and <u>Success Criteria</u> that will require more cognitively demanding tasks. Students will be able to refer to and reflect on both throughout the lesson. *Long range planning sessions 4x/year (each marking period). Half-day release.		
<u>Develop a shared understanding (aligned with RCSD definition) of cognitively demanding teaching and learning for ELA and Mathematics through the process of several steps.</u> Step 1: Task Design & Selection Review lessons and identify areas where cognitively demanding tasks are present. Step 2: Facilitating Discourse <i>Deepen understanding</i> that high-efficacy teachers step off the stage and act as conductors rather than lecturers. <i>Work together to review and try</i> different protocols (ex. Turn and talk, think-pair-share, etc.). <i>Brainstorm</i> ways to have the students validate each others' answers, connect student thinking, and embrace unpredictability. <i>Create</i> sentence stems that can be used by both staff and students to facilitate discussions. Discourse student protocols will be present in teachers plans as well and during lessons.	-Instructional coaches, -Administration -all teaching staff	Start date of August 25th-26th during Summer Teacher Institute On-going throughout the year as each unit is unpacked. Student discourse protocols visible in classrooms by October 2026
Teachers ensure that <u>cognitively demanding tasks</u> are present in daily lessons. Step 1: Teachers <i>determine</i> when to provide opportunities for students to have <u>productive struggle time</u> during lessons. Step 2: Teachers will <i>design</i> learning activities that require students to build upon prior knowledge to create a solution for challenging tasks and explain their process. Collaboratively planning will begin week of September 14th, 2026 in Grade Level PLC's on a weekly basis. <u>Monthly PLC Agenda</u> Week One: Tier 1 Instruction Review and Planning for Cognitively Demanding Tasks Week Two: Review Data and Student Work - Equitable Access to Tier 1 Planning Week Three: Review Scaffolding Results, Adjustment for All Students, Attendance Reviews	-Instructional coaches -administration -all teaching staff	Start date of August 2026 Varied based on unit duration. Included in planning beginning August 2026 Summer Teacher Institute

Week Four: MTSS Data Dive w. Intervention Teachers and Tiered Intervention Planning		
After teachers have time to implement strategies listed above during their daily instruction and have monitored progress, grade level teams will analyze student work to identify the root causes of instructional challenges at PLCs during Week 2 and 3 (of 4 week PLC cycle). Step 1: Staff will <i>routinely review student work</i> to identify strengths, needs, misconceptions and root causes of instructional challenges. Teams will use this analysis to determine next instructional steps.	-Instructional coaches -administration -all teaching staff	Monthly-on-going (ELA and math) Quarterly-Science
Use student exemplars and “Bump-It-Up Boards” to support rigor and growth. Step 1: Teachers will use examples of student work at different performance levels to help students understand what quality work looks like. Step 2: Students will compare their own work to rubrics, exemplars, and level 3 or 4 responses. Step 3: Teachers will create opportunities for students to identify how to “level up” their work by taking academic risks, deepening explanations, and improving the quality of their reasoning. Step 4: Classrooms will display examples of growth and high-quality work so students can clearly see progress over time.	-Instructional coaches -administration -all teaching staff	Late-September classrooms will display a “Student Discourse” Bump-It-Up Board, October is Writing Exemplars “Bump-It-Up” Board, November is Math Constructed Response “Bump-It-Boards”

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**.

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Collaborative Teacher Teams that Drive Rigorous Instruction GL teams will work to deepen their understanding of what cognitively demanding tasks (CDT) look like to prepare for upcoming units/lessons.	☒ New ☐ Refined
When and how often will this take place?	Minimum of 2x/month during Grade Level Meetings. Coaches will meet with staff for a double planning session or two times that week (adjusted, as needed based on pacing).	

How will this be used to implement and monitor Lead Strategy 1?	During PLC time, the following inquiry structure will occur cyclically: PLC Protocol 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 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.		
Structure 2 <i>Provide a one sentence description.</i>	<table border="1"> <tr> <td data-bbox="509 976 1182 1108"> Curriculum Monitoring Routines. ILT will meet monthly to review progress, pacing, and equitable access to grade level content. </td><td data-bbox="1182 976 1481 1108"> X New □ Refined </td></tr> </table>	Curriculum Monitoring Routines. ILT will meet monthly to review progress, pacing, and equitable access to grade level content.	X New □ Refined
Curriculum Monitoring Routines. ILT will meet monthly to review progress, pacing, and equitable access to grade level content.	X New □ Refined		
When and how often will this take place?	Monthly- check in with CRTs to gather evidence. Monthly- ILT to review walk through data, coaching collaboration, etc..		
How will this be used to implement and monitor Lead Strategy 1?	ILT inquiry structure will occur cyclically: ILT Protocol Admin brings walk through data. Coaches bring evidence of progress (ex. Pacing, student work) with units and feedback (task analysis) from staff. 1. Analyze Evidence (Where are we now?) Review student learning, instructional, and implementation evidence aligned to the priority. Identify patterns, strengths, and challenges of classes 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 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.
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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 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 this strategy is having its desired impact?

Aligned DIIs	Data Sources	Early Progress Indicator(s)
-3-8 Math ELL Core Subject PI -Grades 5 Science SWD Core Subject PI -Teacher Practices and Decisions (DTSDE Tenet 4) -Curriculum Development and Support (DTSDE Tenet 3)	-CFAs, unit assessments, exit tickets, quarterly reports, anecdotal notes, student and staff feedback, walk-through data	-pre/post assessments for each unit starting in late September. -carefully crafted (and understood) lesson delivery -discussion in PLC and reflection of student work -students work with peers, have opportunities to assess and revise their work

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	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.

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

District Support: Equitable Resource Allocation

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

Guiding Questions:

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

Leader Resources	Teacher Resources	Student Resources
Access to iReady trainer Caitlin Ringler (math)	Teacher training - diving into each unit to develop a sound understanding of intended outcome	Manipulatives, workbooks
	Model classrooms identified for collegial walk-throughs ?	
	Visit other schools to observe high-quality instruction	
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
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Access to programs and resources (ex. iReady math and CKLA) Professional development opportunities attended. iReady = 17 hours (all teachers), 21 additional hours for lead GL teachers. 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.	Student performance data- Teacher improvement- Attendance- Walkthrough trends; CFA and i-Ready growth; course pass rates; credit accumulation; Regents performance; graduation indicators; implementation evidence collected through district monitoring structures
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Instructional Lead Strategy 2:	Equity & Access: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.
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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
Review baseline data to establish initial understanding of where each student is academically. Step 1: Grades 4-6 students: review NYS data results from spring 2026 testing. K-3 students: review CKLA data from spring 2026. 1st-6th: District (CFA and iReady) data also available for review, as needed.	Administration Instructional Coaches Teaching staff	August 25th-28th September 1st and 2nd

Step 2: Take a deeper dive into what the data is showing up (ex. NYS testing- think about <i>why</i> they got the answer wrong, look for specific missteps) Create documents to record data levels and identify standards areas of strength and needs based specifically on what the data is showing.		
Teachers have data chats with students to identify instructional gaps and set goals. Data Chats protocol	Teachers	Prior to 9/25 Repeats quarterly.
During PLCs, deepen understanding of how to differentiate materials (implement temporary scaffolds) and resources so all students may access the instruction and experience success during small group instruction. Step 1a: Provide training on “The What” - Differentiating Materials. Instead of changing the learning objective, alter how the information is packaged or presented (ex. Multi-modal content, parallel tasks, tiered text sets). Step 1b: Provide training on “The How” - Creating embedded Scaffolds. Scaffolds are temporary supports designed to be peeled away as student independence grows. They ensure students are doing the heavy cognitive lifting without getting blocked by mechanics (ex. Utilizing graphic organizers, sentence frames/starters, anchor charts, etc.). Step 2: Anticipate specific barriers (ex. Vocabulary, decoding, working memory, etc.) and plan for specific ways to “scaffold up” (present grade level content with scaffolds to support). Focus on providing different <i>pathways</i> to the exact same rigorous concept.	Administration Coaches Teaching staff	Late September/ Early October
After teachers have time to implement scaffolds during their daily instruction and monitor effectiveness, meet in PLC’s to review progress toward goal achievement. Data Point 1: student progress throughout a unit of instruction (ex. Exit tickets, writing samples, unit tests, anecdotal notes, etc.) Data Point 2: pulse check to look for/ensure equitable access to grade level content. How are students responding to scaffolds?	Administration Coaches Teaching staff	Early October (on-going)
ILT will meet at the end of each month to review (walk-through data, pacing, rigor, student data) what has been happening in classrooms to ensure equitable access to standards.	Administration Coaches Interventionists	Monthly (on-going)

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>	Schoolwide Inquiry Cycles. Teachers and coaches will meet monthly to review how scaffolds and differentiation are being implemented in every classroom.	☒ New ☐ Refined
When and how often will this take place?	Monthly during Grade Level Meetings. Coaches will meet with staff for a double planning session or two times that week (adjusted, as needed based on pacing).	
How will this be used to implement and monitor Lead Strategy 2?	During PLC time, the following inquiry structure will occur cyclically: during PLC time. Protocol: 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.	
Structure 2 <i>Provide a one sentence description.</i>	District and School Practices to Ensure Equitable Access to Rigorous Learning Equity-focused routines during ILT for student groups, and monitoring of task quality to guarantee <u>all</u> students have access to grade-level learning opportunities.	☒ New ☐ Refined
When and how often will this take place?	Monthly during ILT meetings.	

How will this be used to implement and monitor Lead Strategy 2?	ILT inquiry protocol will occur: 1. Analyze Evidence (Where are we now?) Review student learning, instructional, and implementation evidence aligned to the priority. Identify patterns, strengths, and challenges of classes 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.
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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 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)
-3-8 Math ELL Core Subject PI -Grades 5 Science SWD Core Subject PI -Teacher Practices and Decisions (DTSDE Tenet 4) -Curriculum Development and Support (DTSDE Tenet 3)	-CFAs, unit assessments, exit tickets, quarterly reports, anecdotal notes, student and staff feedback, walk-through data	-pre/post assessments for each unit -carefully crafted (and understood) lesson delivery -discussion in PLC and reflection of student work, and equal access to grade-level content.

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 implementation of special education services, conduct walkthroughs, supervise special education staff, and support CSE processes.	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.

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
	Teacher training - diving into each unit to develop a sound understanding of intended outcome	Manipulatives, workbooks
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:	Establish an Early Warning Intervention and Monitoring System
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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?
 - Grade level team
 - Building team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
Identify chronically absent/tardy students from previous years that will receive focused attention/support during the 2026-27 School Year.	Attendance Grade Level Teams chosen for upcoming school year.	August 2026

Step 1: Develop Attendance Team of support staff for each grade level to address the positives and negatives of that grade level's attendance. Step 2: Positive messaging will be pursued by attendance team members to families of chronically absent students. When possible, school and community resources will be provided to support families when needs are identified. Building a supportive network that focuses on assistance rather than punitive consequences will be the objective of 2026-27 Attendance Team. Step 3: Attendance concerns shared by classroom teachers (built into PLC meetings) monthly so the attendance team can proactively address concerns. *Continue to update the list throughout the year, based on need.	Bi-Weekly Attendance Team Meetings Once a month PLC Grade Level Discussion regarding attendance concerns w. Administration and CRT's.	Bi-weekly starting mid September 2026 through mid-June 2027. During Week 3 of PLC's September thru June.
Celebrate Attendance Weekly/Monthly Part 1: End of the Month Initiatives for 95% or better attendance. Part 2: Classroom Attendance Accolades Announcements- weekly. Part 3: "Fun Lunch" provided to class with "Best Attendance" monthly by PTO where students vote on their choice of lunch. Part 4: Monthly Perfect Attendance certificates provided during bi-monthly SOAR assemblies.	SOAR Team SOAR Team provides name to announcer PTO SOAR Team	End of the Month from Sept. 2026 - June 2027 End of the Month Celebration Bi-monthly
Documentation of success Part 1: "Chart it" Attendance Display/Contest - We will be transparent and update our weekly stats at the Main Entrance for students, families, staff and community members to observe as soon as they enter the building.	SOAR Team	Updated Monday AM Weekly
Survey Families and Students Part 1: Quarterly surveys addressing family obstacles and beliefs with regards to school attendance. These surveys will be available as QR codes posted at school as well as on our school website/social media. Randomly selected participating families will receive a token of recognition for their response. This will be highlighted in our monthly newsletter. Part 2: Action steps to improve attendance would be initiated/policy revised based on surveys results and conversations with families.	Attendance Team develop with Parent and Community Liaisons	Offered and Updated quarterly in conjunction with report cards.

Develop Family Agency Support and Provide Resources Part 1: Boost Family Support by offering a support network within PTO where parents can share similar experiences and challenges. This sense of community can encourage regular attendance for students/their families. Teachers and classroom staff have to be present to make this a successful initiative. Teachers can take turns to attend PTO meetings per grade levels/teams. Part 2: Community Liaison connects families with community partners to address housing, transportation, food availability, child care, etc. and other areas that may affect students' ability to attend school daily.	PTO, Parent Liaison, Community Liaisons and participating staff members in PTO	Monthly beginning September of 2026
Create a "Return to Classroom" Plan Step 1: Students who are absent will have a "We Missed You" folder at their desk with the previous day(s) class assignments. Step 2: A peer mentor from the class will meet with the absent student(s) at the back of the room and spend the first ten minutes of the day reviewing the assignments with the absent student and discussing what learning they missed from the day(s) previous. Step 3: Teacher can check-in with absent student to determine if further clarification and reteaching opportunities are required after they've met with the peer mentor.	Classroom Teachers	Daily

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 1 <i>Provide a one sentence description.</i>	Schoolwide Inquiry Cycles Leadership and teacher-led inquiry routines that study evidence of implementation, analyze trends across classrooms, refine practices, and track the impact of strategies.	☐ New ☒ Refined
When and how often will this take place?	Attendance will be addressed monthly during PLC's. The "Attendance Team" will meet bi-weekly (1st and 3rd Monday of each month) to discuss concerns and decides steps we can take to improve attendance for chronically absent students.	
How will this be used to implement and monitor Lead Strategy 3?	Analyze Trends, Build Routines 1. Identify chronically absent/tardy students from 25-26 to monitor prior to the beginning of the year. Update throughout the year.	

	- Track monthly data (with daily, weekly and monthly incentives advertised) and celebrate attendance. - Display and weekly update attendance data school-wide. - Support families- PTO and community liaison. - Implement a return to class plan for absent students. Track the Impact, Refine Practices - Feedback from families and students- quarterly.	
Structure 2 <i>Provide a one sentence description.</i>	Leadership Team Monitoring Coherence. Our attendance team will establish tracking systems to monitor attendance patterns.	☐ New ☒ Refined
When and how often will this take place?	Attendance team will meet weekly to review attendance data.	
How will this be used to implement and monitor Lead Strategy 3?	Tracking systems that assess implementation: - Identify chronically absent/tardy students from 25-26 to monitor prior to the beginning of the year. Update throughout the year. - Track attendance data (with weekly and monthly incentives advertised). - Display updated attendance data school-wide. - Set up support for families- PTO and community liaison. - Review feedback from families and students- quarterly.	

School Improvement Plan: Progress Monitoring and Impact

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

Guiding Questions:

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

Aligned DII's	Data Sources	Early Progress Indicator(s)
-Plan for an implemented community school model. -Family and Community Engagement (DTSDE Tenet 6) -Teacher Practices and Decisions (DTSDE Tenet 4)	Weekly/monthly/quarterly attendance reports for both classrooms and individual students.	Monthly incremental improvements in student attendance. Decrease of chronically absent students.

District Support: Powers of The Receiver

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

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

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

District Support: Equitable Resource Allocation

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

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

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

District Support: Progress Monitoring and Impact

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

Guiding Questions:

- How will the district ensure students at this school have access to effective teachers, high-quality instruction, and meaningful learning opportunities?
- What data will be analyzed to demonstrate the impact of district support on the school's progress toward its Demonstrable Improvement (DI) Indicators?

- Provide concrete examples (e.g., student performance data, teacher retention/improvement, access to programs, attendance, or engagement metrics).
- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Support	Evidence of Impact
● Attendance Dept will provide bi-weekly ○ Master Attendance report of the last 10 school days ○ Referral log ranking students in order of unexcused absences with a checklist of interventions that have been completed and suggestions for additional interventions/next steps ○ Attendance indicator report modeled after SIRS 116 without the lag ● District Attendance Specialist assigned as Lead for each Receivership school who will participate in all of the school's Attendance Team meetings ● Bi-weekly support from District Attendance Specialists ○ 2 specialists will dedicate 1 full day every 2 weeks to support the attendance team with attendance related tasks based on guidance provided here. (Link list of phone calls, home visits, supporting recognition ceremonies, etc) ○ School Attendance team will identify the activities the support staff will be assigned in the Attendance Team Rolling Agenda ○ ● District will provide certificates to students for all students in Level 4 for Excellent Attendance and students who move out of Level 1 from one quarter to the next for Improved Attendance	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 Schools
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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 team
 - District team
- When will it be done?

What will be done?	Who will do it?	Target Date
The community schools strategy transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. They organize in- and out-of-school resources, supports, and opportunities so that young people thrive. (Learning Policy Institute, 2023) from: link • Establish enabling conditions: Conduct a comprehensive needs assessment that reflects input from all stakeholders. Develop a shared vision and goals for student success and community well-being. Build trusting relationships by creating a welcoming school climate that fosters inclusivity and cultural responsiveness. Implement inclusive decision-making processes and create systems for actionable data to guide the work. • Implement key practices: 1. Collaborative leadership, shared power and voice 2. (link is external)	CSL Administration Parent Liaison ILT CET	July 1 Meet Wednesday (weekly) review stakeholder influences on building culture, attendance, instruction

3. Expanded, enriched learning opportunities		
4. Powerful student and family engagement		
5. Integrated systems of support		
6. Culture of belonging, safety, and care		
7. Rigorous, community-connected classroom instruction		

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 1 <i>Provide a one sentence description.</i>	Community Engagement Team	☒ New ☐ Refined
When and how often will this take place?	Monthly beginning in July 2026- Meetings facilitated by the Principal and Community School Liaison	
How will this be used to implement and monitor Lead Strategy 4?	The Community Engagement Team will use monthly meetings to monitor implementation of the Community Schools framework by reviewing progress on action plan benchmarks, stakeholder feedback, family participation, attendance and behavioral data, and the effectiveness of integrated student supports. The team will use this information to identify barriers, refine strategies, coordinate resources, and ensure implementation remains aligned with the school's identified needs and improvement goals.	
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 4?

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 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)
2, 6, 300	Meeting Agendas and Minutes SIRS 116 Partnership Inventory	(CET) Monthly Meeting Agendas and Minutes Community Engagement Team Meeting Attendance CET Recommendations

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 coordinate partnerships and support ongoing engagement of families and community stakeholders.	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and engagement outcomes; CET participation records.

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 protocol	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	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.

regular review of implementation through principal meetings, School Chief support meetings, Community Liaison Specialist meetings, and Receivership monitoring processes.

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

For the 2026–2027 school year, School 33 is identifying and selecting Community Engagement Team (CET) members through a targeted, multi-tiered recruitment process:

- Stakeholder Surveying:** A comprehensive survey was distributed to staff, families, and community partners to assess interest, preferred meeting modes, and availability, while explicitly defining the distinct roles of the CET, School-Based Planning Team (SBPT), and PTA to encourage informed leadership.
- Staff Selection Criteria:** Membership is interest-driven with a structured cap of 1–2 teachers per grade level to ensure balanced and equitable representation across all academic tiers.
- Community Partner Criteria:** Formal decision-making and recommendation power is reserved strictly for active, established partners. Potential or new partners are welcome to observe or present their programs to ensure alignment with school goals, but they will not hold voting authority.
- Open and Flexible Family Enrollment:** To remove barriers caused by historically low family participation, the school maintains a year-round, open-door policy, welcoming any family members to join the CET at any point and in whatever capacity they can offer.
- Integrated Event Outreach:** To boost diverse representation, the CET will actively recruit and coordinate select meetings alongside popular, pre-existing school functions (such as Family Bingo Night) to engage families where they are already gathered.

Membership

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

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

Continuing Members

Dave Lincoln- Principal
Mark Wilkins- Assistant Principal
Janelle Moucha-Mason- Instructional Coach
Jacob Rohan- Instructional Coach
Nytazia Brooks- Parent Liaison
Patricia Greco- Teacher
Laura Hart- Teacher
Shanenda Grady- Parent
Alejadrina Cora- Parent
Robert Downs- Community Member

New Members for 2026-2027

Continued Recruitment

Participation

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

Action Steps to Increase Participation

Recruitment at all family related events
Meeting with Neighborhood groups

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

Building leadership and the Principal will establish a structured, data-driven reporting pipeline to ensure the CET has immediate access to critical indicators. This will be achieved through the following methods:

- Dedicated Monthly CET Agenda Item:** The Principal will maintain a recurring agenda item to present a synthesized "Lead Strategy Impact Report" (covering metrics like formative assessment data, chronic absenteeism, and behavioral interventions).
- Pre-Meeting Data & Agenda Packages:** The week of the scheduled meeting, relevant data sets and progress updates on department-approved intervention models will be distributed to the CET coupled directly with the official meeting agenda. This ensures members have the necessary context to review information in advance, focusing meeting time entirely on analysis, support, and feedback.
- Stakeholder Transparency Loop:** All actionable data insights, modifications to turnaround models, and key decisions will be systematically cascaded to the SBPT and student families within one week of the CET meeting via established communication channels.

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
● All CET meeting agendas, slides and minutes will be posted on the school website and shared with staff via Admin Bulletin and social media on a monthly basis. ● Recommendations will be shared on the school website, social media and presented during School Based Planning Team meetings. ● CET will solicit public input from all stakeholders through online surveys (shared via Teacher-Family communication, social media, robocalls, etc), in-person communication (survey hardcopies, conversations, pop-ups) ● All recommendations and opportunities for input will be provided in English and Spanish.	● School-Level Monitoring: Building administration will track CET meeting cadence, attendance rosters (ensuring diverse stakeholder representation), and the completion timeline of the public posting requirements.



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

RYM
OK

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):

Janelle Moucha-Mason

Signature of CET Representative:

Title of CET Representative:

Instructional Coach

Date:

6-17-26

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