

Receivership School 2026-2027 Continuation Plan

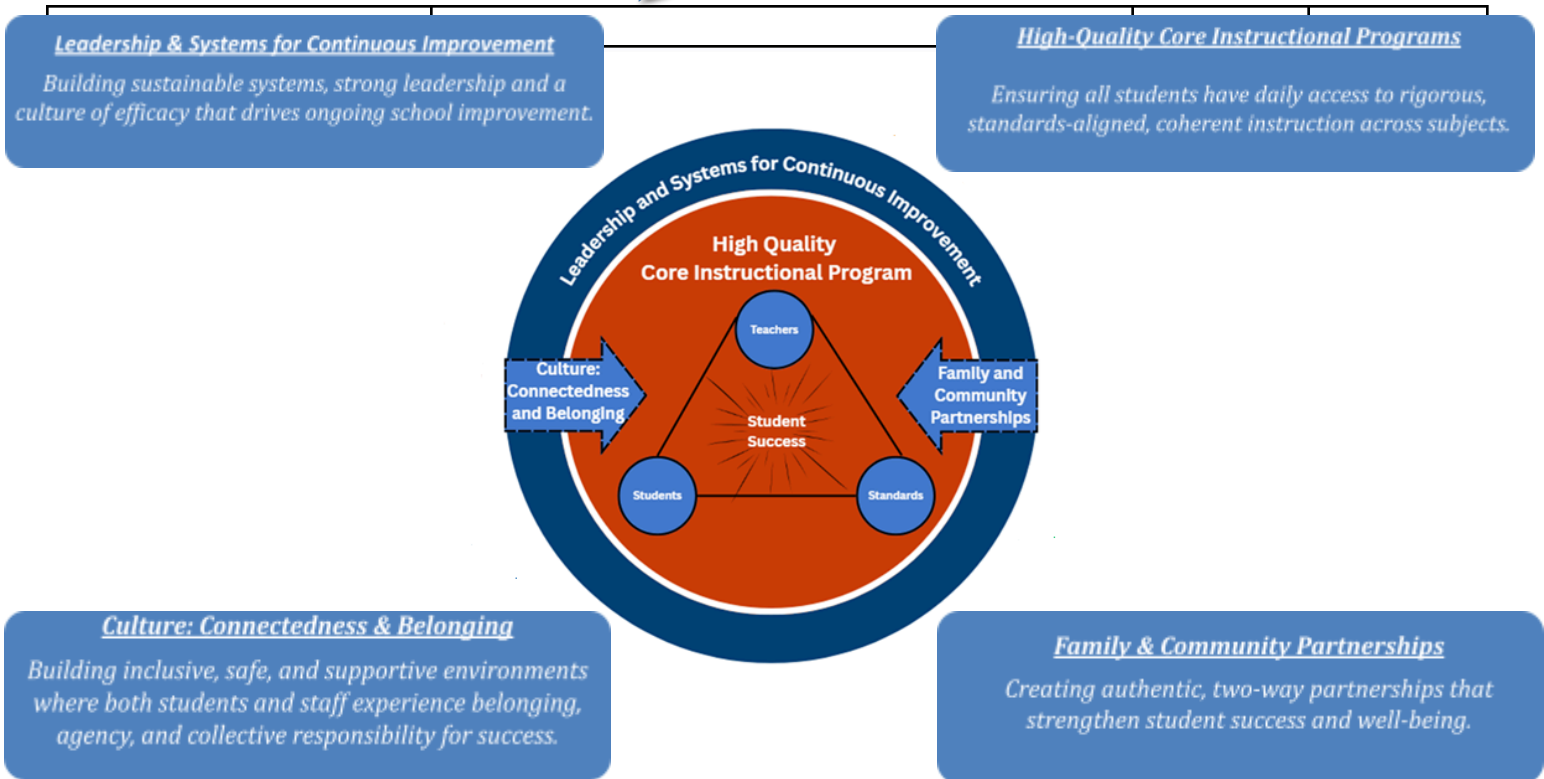
This document is not considered an evaluation by the New York State Education Department (NYSED). All sections of this document should be completed by the Superintendent Receiver and/or their designee, in collaboration with the school leader. Responses should be reflective of the outcomes achieved through 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	
Dr. David & Ruth Anderson Academy	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 Rate (The most recent 4-Year June and August graduation rates)	
Ryan C. Clair	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		June N/A	August N/A



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*.

Dr. David and Ruth Anderson Academy, School 16, recently completed a needs assessment that included student achievement data, survey results, student interviews, staff input, and a review of school systems and structures. The findings show that our school has many important strengths to build on, including strong relationships with students and families, regular family engagement events, a well-attended Community Engagement Team, caring schoolwide routines, and structured grade-level collaboration among staff.

At the same time, the needs assessment shows that student success is not yet consistent across all classrooms, grade levels, and subjects. Students need more consistent access to high-quality daily instruction that asks them to think deeply, explain their reasoning, solve problems, and apply grade-level skills independently. This is especially important in reading, writing, and math, where performance and growth vary by grade level. A key student learning challenge is helping students move beyond completing tasks to clearly explaining their thinking, using evidence, and solving more complex problems with increasing independence.

The data also shows that curriculum and instructional expectations are in place, but implementation is not yet consistent enough across the school. For example, in the Math grade 3-8 performance index

was 80. However, the range was quite vast with one grade level achieving 40 and one grade level at 125.

Staff collaboration, coaching, learning labs, and student work review are strengths that can be used to strengthen classroom practice. Continued focus is needed on monitoring whether agreed-upon instructional practices are actually showing up in classrooms and helping students learn.

Attendance and belonging also emerged as important areas of focus. Students and families generally report that they feel supported, known, and welcomed at school. However, both student and family survey responses show that when students miss school, families and students do not always experience follow-up as supportive or focused on removing barriers. Student interviews also showed that some students are comfortable arriving late, while others understand that lateness causes them to miss important learning. This suggests a need for clearer, more consistent, and more supportive attendance practices.

Family and community partnerships are a major strength at School 16. Families participate in monthly events, and the Community Engagement Team provides an important structure for feedback and decision making. Moving forward, the school can strengthen these partnerships by more clearly connecting family communication to what students are learning, why attendance matters, and how families can support academic growth at home.

Overall, the needs assessment shows that School 16 is a caring school community with strong relationships and promising systems already in place. The next step is to make those systems more consistent, inclusive, and focused so that every student receives strong instruction, feels connected to school, attends regularly, and grows academically.

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?

Questions are Cognitively Sequenced

- Principle: Cognitive demand is sustained through the intentional sequencing and structuring of questions that surface, connect and deepen student thinking over time.
- Look fors: Students asking questions problem solving in small groups and making sense of their learning.

Scaffolds Address Access, Maintain Thinking, and Fade Over Time

- Principle: Effective scaffolding supports equitable access to the intended thinking and learning without removing, diluting, or replacing the cognitive demand.

- Look fors: Students share ideas, explain reasoning, ask questions, and peer discussion.

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?

Students Do the Thinking

- Principle: Learning is most effective when students not the teacher are responsible for doing the thinking throughout the learning process.
 - Look fors: Students asking questions problem solving in small groups and making sense of their learning.

Thinking Made Visible

- Principle: Student thinking must be made visible in order to be understood, supported and advanced.
 - Look fors: Students share ideas, explain reasoning, ask questions, and engage in peer discussion.

Students Talk to Construct Understanding

- Principle: Thinking is strengthened when learners question, challenge, extend, and build upon the ideas of others.
 - Look fors: Student questions build upon one another. Students help answer other students' questions and facilitate their own discussions.

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	How effectively does our MTSS-I framework build Tier 1 instructional capacity, support systems change, and sustain

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

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

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

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

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

Requirements:

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

Lead Strategies should be:

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

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

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

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

To ensure the chosen Lead Strategies are evidence-based, refer to the New York State Supported Evidence-Based Interventions and resources at: <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?
Our needs assessment revealed inconsistencies in the performance index for grades 3- 6 testing to ensure high-quality tier one instruction. The following shift will be put in place: Shift Cognitive Load to Students & Elevate student voice. 1. Students Do the Thinking 2. Questions are Cognitively Sequenced 3. Thinking Made Visible 4. Students Talk to Construct Understanding	Necessary shifts in practice #1-5: The District has identified five core instructional focus areas. Those areas will become our School 16 shifts in practice. Data & Evidence: • Walkthrough data using the cognitive demand observation tool • Student work samples analyzed for depth of reasoning • Lesson plan reviews with task annotations • Student voice surveys about challenge level	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	X ☐ <i>New</i> ☐ <i>Refined</i>
5. Scaffolds Address Access, Maintain Thinking, and Fade Over Time Principle: Effective scaffolding supports equitable access to the intended thinking and learning without removing, diluting, or replacing the cognitive demand.		Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction	☐ <i>New</i> ☐ <i>Refined</i>

		to shared learning goals.	
6.Culture: Connectedness and Belonging Based on our needs assessment data, students reported lower levels of safety and belonging than staff perceived them to be experiencing. This discrepancy highlights the need to strengthen schoolwide efforts to foster an inclusive, safe, and supportive environment where all students and staff feel valued, connected, and empowered. Our focus will be on cultivating a culture of belonging, agency, and collective responsibility, ensuring that every member of the school community contributes to and benefits from a positive and supportive learning environment.	Data & Evidence: Leadership team data review protocols, MTSS data cycle records, student and staff connectedness surveys, Tier 1 walkthrough data, and student progress monitoring data.	Strengthen family and community partnerships by regularly reviewing NYSED Community School rubric evidence, family participation data, connectedness surveys, and community partnership supports to improve family voice, student/family connectedness, and access to needed resources.	☐ <i>New</i> ☐ <i>Refined</i>
7.Family and Community Partnerships Creating authentic, two-way partnerships that strengthen student success and well-being.	Data & Evidence: NYSED Community School rubric ratings, CET agendas and minutes, family participation data, connectedness surveys, school partnership inventory, and documented action steps based on identified family and student needs.	Strengthen schoolwide coherence by using leadership team monitoring, MTSS data cycles, connectedness surveys, and walkthrough data to measure and improve student belonging, timely response to student needs, and equitable access to rigorous grade-level Tier 1 instruction.	☐ <i>New</i> ☐ <i>Refined</i>

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

Implementation, Progress Monitoring & Impact

Instructional Lead Strategy 1:

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

School Improvement Plan: Implementation

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

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

What will be done?	Who will do it?	Target Date
Develop “School 16 Engagement Protocols” as a schoolwide resource to strengthen pedagogy across all grade levels and disciplines. • Develop the School 16 Engagement Protocols: Principal, Assistant Principal and Instructional coach curate strategies from: ○ <i>Teaching Like a Champion</i> by Doug Lemov, Total Participation Techniques by William Himmele) • A draft will be shared on the School 16 Summer Institute to all staff on 8/26/26 and how strategies will be explicitly applied to lessons and units. • A final published resource will be sent to RCSD print shop after teachers have had opportunities for questions and feedback. • Each staff member will be asked to identify 3 focus protocols for the 26-27 school year. • These protocols will be the foundation of walkthrough feedback, ongoing professional development, and grade-level PLC meetings.	Classroom teachers, Instructional coaches, and building administrators	Summer PD: 8/26/26 for teacher feedback
Enhancing i-Ready Math units and lessons with instructional practices from the book <i>Building Thinking Classrooms in Mathematics</i> by Peter Liljedahl. • 20 Copies of the book were delivered and distributed on 6/16/26. • Instructional coaches to be approved for summer pd hours to develop professional	Teachers, instructional coaches, and assistant principal	Summer planning: 8/28/26 Deliverable: Unit 1 by 9/4/26

development around the 14 practices outlined in the book. • Instructional coaches work directly with teachers to select three focus strategies to apply to weekly lesson plans. • Teachers will be presented with opportunities to build on the previous year's leaning lab classrooms, to observer strategies in action. • The core strategies will be shared at weekly grade level PLC's and identified on classroom walkthrough tool.		
Enhancing CKLA units using field experiences, expert speakers and community partnerships. • ELA teachers were provide the list of units with blank column to the left of CKLA unit. • At grade level PLC's on 6/11/26, teachers brainstormed field experiences, guest speakers, and auxiliary resources to enhance each unit. • Teachers, under the direction of building administrators and support of instructional coaches will develop two units from the new CKLA curriculum that are fully enhanced with outside experiences identified.	Teachers, instructional coach, and administration	Summer planning: 8/28/26 Deliverable: 1st enhanced CKLA unit

School Improvement Plan: Structures

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

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

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	<i>Clear, shared expectations for high-quality Tier 1 instruction</i>	☐ NewEng ☒ Refined
When and how often will this take place?	Weekly grade level PLC's	
How will this be used to implement and monitor Lead Strategy 1?	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. • School 16 will utilize the newly created District-created PLC form and process to capture modifications to planning and instruction.	

Structure 2 <i>Provide a one sentence description.</i>	Collaborative Teac Benchmark goal: Walkthrough tool will be aligned to lead strategies. Feedback will be aligned to <i>School 16 Student Engagement Strategies</i> . •	☐ New ☒ Refined
When and how often will this take place?	Weekly grade level meetings	
How will this be used to implement and monitor Lead Strategy 1?	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.*

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 DII's	Data Sources	Early Progress Indicator(s)
DII 7: Teacher Practices and Decisions	NYSED provided rubric	1st quarter goal: • 50% of classrooms will be observed using School 16 Student Engagement Strategies. 2nd quarter goal: • 60% of classrooms will be observed using School 16 Student Engagement Strategies. 3rd quarter goal: • 70% of classrooms will be observed using School 16 Student Engagement Strategies.
DII 8: Curriculum Development and Support	NYSED provided rubric	

		Indicators consistent with NYSED provided rubric: high-quality instruction, and cohesive teaching practices, and collaborative use of evidence to ensure all students receive the support needed to achieve academic success. Indicators consistent with NYSED provided rubric: instructional coherence, supports teacher capacity, and promotes the use of effective resources and practices to meet the diverse needs of all learners.
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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
Additional summer hours as outlined in School 16 26-27 Summer Institute.	First enhanced CKLA and i-Ready units.
PLC meetings once a week and grade-level MTSS meetings once a week to plan interventions and student success.	All students have access to grade-level, challenging learning opportunities.

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
"Building Thinking Classrooms in Math" ordered 20 copies	"Building Thinking Classrooms in Math"	District-provided Curriculum

	School 16 Engagement protocols professional development	

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

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

Instructional Lead Strategy 2:	Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning instruction to shared learning goals.
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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
Self-contained special education teachers will use summer planning hours, grade-level PLCs, and vertical team release time to internalize CKLA units, identify grade-level learning goals, and plan differentiated access points aligned to students' individual needs. - Each self-contained special education teacher will receive turnkey professional development on the new CKLA curriculum from instructional coaches. - Each teacher was recommended up to 20 summer professional development hours to receive training in differentiating lesson and unit plans for the first two unit plans. - Differentiated unit plans will be supported by instructional coaches and reviewed by building administrators for feedback before 8/28/26.	SPED teachers, instructional coach	Summer planning: 8/28/26 Deliverable: 1st differentiated CKLA unit completed
Planning records and PLC evidence will show that CKLA lessons are adapted to provide equitable access to grade-level content while maintaining the intended thinking, language demands, and cognitive rigor of the curriculum. Grade-level PLCs and Monthly SPED department meetings will be grounded in high-quality tier-one instruction and planning as indicated above.	SPED teachers, instructional coach, and administration	9/22/26 Ongoing weekly grade level PLCs

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>	Collaborative Teacher Teams that Drive Rigorous Instruction	☐ New ☒ Refined
When and how often will this take place?	Weekly grade level meetings: - During collaborative meeting times, teams will utilize rolling agendas with objectives, meeting roles, and protocols through a cyclical PLC inquiry structure. - Teams will analyze evidence to determine where students are now, reflect on what is working or not working and why, and connect learning to the identified instructional priority.	

	Teams will then plan and apply specific instructional strategies, monitor implementation and student impact, and bring evidence back to determine next steps.	
How will this be used to implement and monitor Lead Strategy 2?	Benchmark goal: Walkthrough tool will be aligned to lead strategies. Feedback will be aligned to <i>School 16 Student Engagement Strategies</i>. 1st quarter goal: 50% of classrooms will be observed using School 16 Student Engagement Strategies. 2nd quarter goal: 60% of classrooms will be observed using School 16 Student Engagement Strategies. 3rd quarter goal: 70% of classrooms will be observed using School 16 Student Engagement Strategies. 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.	
Structure 2 <i>Provide a one sentence description.</i>	District and School Practices to Ensure Equitable Access to Rigorous Learning	☐ New ☒ Refined
When and how often will this take place?	Weekly grade level meetings Weekly instructional leadership team meetings	
How will this be used to implement and monitor Lead Strategy 2?	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.	

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)
DII 7: Teacher Practices and Decisions	NYSED provided rubric	1st quarter goal: 50% of classrooms will be observed using School 16 Student Engagement Strategies.
DII 8: Curriculum Development and Support	NYSED provided rubric	2nd quarter goal: 60% of classrooms will be observed using School 16 Student Engagement Strategies. 3rd quarter goal: 70% of classrooms will be observed using School 16 Student Engagement Strategies. Indicators consistent with NYSED provided rubric: high-quality instruction, and cohesive teaching practices, and collaborative use of evidence to ensure all students receive the support needed to achieve academic success. Indicators consistent with NYSED provided rubric: instructional coherence, supports teacher capacity, and promotes the use of effective resources and practices to meet the diverse needs of all learners.

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
Additional summer hours as outlined in School 16 26-27 Summer Institute	First differentiated CKLA Unit
PLC meetings once a week and grade-level MTSS meetings once a week to plan interventions and student success.	All students have access to grade-level, challenging learning opportunities.

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
Funding for Summer Institute	CKLA Curriculum	Related books, articles and technology
Funding for field studies, in class experts and student resources	Field Studies	CKLA curriculum materials
	In class experts	

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:	Strengthen schoolwide coherence by using leadership team monitoring, MTSS data cycles, connectedness surveys to measure and improve student belonging, timely response to student needs, and equitable access to rigorous grade-level Tier 1 instruction.
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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
Student attendance monitoring and intervention will take place during MTSS twice monthly to address absences and tardy patterns. A shift will be made from a separate attendance meeting to a collaboration with classroom teachers The newer attendance metric will be the preferred measurement of progress for the students At the CET meeting on 6/23/26, the school counselor discussed a communication newsletter for parents. Updates to follow on Quarter 1 report. The Community site coordinator discussed centralizing parents supports into a central hub. Updates to follow on Quarter 1 report. Develop a student and staff survey administered three times a year, assessing the following: inclusivity, safety, supportive environments, belonging, agency and collective responsibility for success. • Principal and assistant principal will develop a survey during July 2026. • Teachers will see survey at the Summer Institute on August 26, 2026 and have opportunities for questions and feedback. • Survey will be administered 3 times yearly: End of 1st quarter, 2nd quarter and 4th quarter. • Results of survey will be reflected in quarterly continuation reports. • Included in the report will be actions taken based on the survey response data. • Survey results will be disaggregated by grade level and compared to attendance data by grade level to determine connectedness between attendance and students' reporting of safety and belonging.	All students 3-6 and all staff	End of 1st, 2nd and 4th quarter

School Improvement Plan: Structures

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

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

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Coordinated Feedback and Responsiveness Cycles	☐ New ☒ Refined
When and how often will this take place?	3 times a year	
How will this be used to implement and monitor Lead Strategy 3?	Solutions and action planning will be bases on survey data and reflected in quarterly reporting.	

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)
DII 30: EM Attendance SWD	Connectedness and Belonging Survey Results Attendance Index	Compare Connectedness and Belonging Survey results to Attendance Index by grade level to determine any correlation. 1st quarter goal: • 60% of students will report in survey that they are emotionally and physically safe at school. 2nd quarter goal: • 70% of students will report in survey that they are emotionally and physically safe at school. 3rd quarter goal:

		80% of students will report in survey that they are emotionally and physically safe at school.
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District Support: Powers of The Receiver

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

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

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

District Support: Equitable Resource Allocation

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

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

Building Leader Resources	Teacher Resources	Student Resources
Attendance Team	Administer survey	Attendance incentives
Attendance Tracker	Compare survey results with attendance	Attendance goal sheets

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

- How will resources (staffing, funding, programs, services, materials) be distributed to meet the unique needs of this school?

Specific District Support	Evidence of Impact
The district will support each Receivership school through a multi-tiered attendance and engagement system that includes school-based Attendance Teams, Intervention Prevention Teachers, Community Liaison Specialists, the Attendance Department, School Chiefs, and OSI. Attendance data will be reviewed regularly through school attendance team meetings, principal meetings, School Chief support meetings, and district monitoring structures. Schools will receive support in analyzing attendance trends, identifying students in need of intervention, coordinating outreach efforts, and connecting students and families to school and community-based supports. School climate and student connectedness data will also be reviewed to inform continuous improvement efforts	Daily attendance rates; subgroup attendance data; intervention participation and outreach records; school climate survey results; student connectedness and belonging survey results; behavioral indicators; course completion rates; graduation indicators; evidence of implementation of attendance interventions and engagement strategies.

Family and Community Partnerships Lead Strategy 4:	Strengthen family and community partnerships by regularly reviewing NYSED Community School rubric evidence, family participation data, connectedness surveys, and community partnership supports to improve family voice, student/family connectedness, and access to needed resources.
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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
Completed checklist, report based on NYSED community schools rubric • CET membership will jointly complete NYSED community schools rubric on October 2026 meeting. • CET will identify no more than 3 core areas to prioritize.	CET. Possible CET subcommittees to lead implementation of focus areas.	January 2027

- Action items will be developed and assigned within CET. - Goal is to improve one step in the rubric by January 2027 for each identified focus area. While participation has been high for School 16 parent events, our focus for increased communication continues to be our social media accounts as an increasingly high leverage strategy to get communication to parents in addition to email, mailings, and robo calls.		
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School Improvement Plan: Structures

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

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

What structures will support Lead Strategy 4?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Community Engagement Team	☐ New ☐ Refined
When and how often will this take place?	Monthly	
How will this be used to implement and monitor Lead Strategy 4?	Leverage the CET's input and perspectives to increase the quality and effectiveness of family and community partnerships in order to better support student success	

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)
DII 2: Plan for and implement Community School Model	NYSED Community School Rubric	Introduce and revisit at monthly CET meetings 1st quarter goal:

		50% of the community schools rubric will be satisfied at School 16. 2nd quarter goal: 60% 50% of the community schools rubric will be satisfied at School 16. 3rd quarter goal: 70% of the community schools rubric will be satisfied at School 16.
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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 4**.

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

Powers of the Receiver	Evidence of Impact
Community Schools Model CET Team Community Liaison	NYSED Community School Rubric Attendance at school events

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
NYSED community schools rubric	NYSED community schools rubric	Field experiences, guest speakers aligned to the curriculum.

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

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

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

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

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

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

Selection

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

Summary of CET Selection Process
CET team is made up of building staff, community partners, parents and students. Teachers and staff volunteer to be on the team. Anchor partners are invited. Community leaders have been longstanding members with the opportunity to renew every year.

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

Membership

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

Continuing Members

- Ernestine Brown, Community Site Liaison
- Liselle Taylor, Director of Community Schools
- Ryan Clair, Principal
- Jennifer Reininger, Instructional Coach
- Beth Cross, Assistant Principal
- McKensey McDonald, Counselor
- Josie McClaren, President, 19th Ward Association
- Dr. Phyllis Moss, 19th Ward Association
- Pastor Nate McGill, Living Word Church
- Victor Norflee, Tru Impact Tutoring
- Johnté Sheppard, parent
- Harmony Davis, student

New Members for 2026-2027

Khadija Yawn, CEO. RocRoyal

Participation

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

Action Steps to Increase Participation

Our goal is to have broader participation represented by each community partner. Our staff and community representation has remained consistent over last two years.

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

Lead strategies are presented to CET membership in our September meeting. A mandatory receivership meeting for families is shared at the Welcome Back to School event at School 16 on the last week of August.

Progress Monitoring and Impact

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

CET Engagement Plan

Evidence of Impact



CET members will be active participants in completed the NYSED Community Schools rubric and identifying strengths, gaps and focus areas relative to the language in the rubric.	CET members will be responsible in identifying gaps in the NYSED community schools rubric and in developing action items to address growth in identified areas.
CET recommendations will be reflected on our continuation plan each quarter.	Impact will be shared quarterly in School 16 continuation plan reports.
Input is provided as a standing agenda item following principals report at monthly CET meetings.	Questions, concerns, feedback and actions will be captured in each report.
Engagement will be reflected in CET attendance, monthly presentations, and minutes.	Reports are shared internally among CET membership and posted publicly.

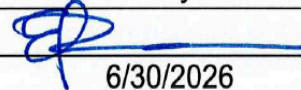
Assurance and Attestation

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

RM
OK

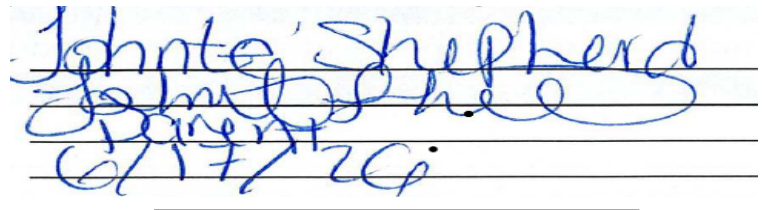
By signing below, I attest that the Community Engagement Team (CET) has had the opportunity to provide direct and explicit input into this Continuation Plan. The CET has also reviewed and updated, as necessary, its CET Plan and membership for the 2025-2026 school year.

Name of CET Representative (Print):

Signature of CET Representative:

Title of CET Representative:

Date:



Johnita Shepherd
Parent
6/17/26

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