

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	
Henry Hudson School #28	Rochester City School District	Dr Eric Jay Rosser	6/30/2026	
School Leader	District Hyperlink to this Plan		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Jenny Blase-Schmidt Acting Principal	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		June %	August %



New York State EDUCATION DEPARTMENT

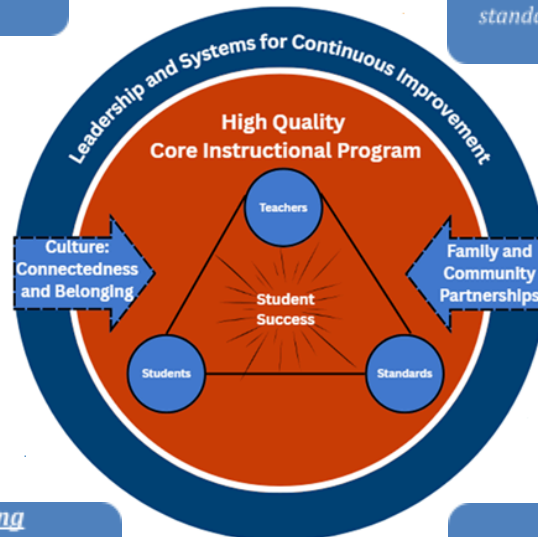
Knowledge > Skill > Opportunity

Leadership & Systems for Continuous Improvement

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

High-Quality Core Instructional Programs

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



Culture: Connectedness & Belonging

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

Family & Community Partnerships

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

Directions

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

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

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

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

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

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



Part I: Summarizing Findings from the Needs Assessment

Executive Summary: *Where are We Now?*

Briefly summarize the findings of the recently completed needs assessment.

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

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

The summary should be written in terms easily understood by the community-at-large. Please avoid terms and acronyms that are unfamiliar to the public. Limit the summary to *no more than 500 words*. All links included in the summary must be made publicly accessible *prior to submitting the plan*.

The recently completed needs assessment identified several areas that must be addressed to better support students and strengthen outcomes across the school community. Feedback from staff, students, families, walkthrough data and student data all point to the need for greater consistency in instruction and schoolwide systems. While staff share a common understanding of effective teaching practices, these practices could be refined to ensure consistency across classrooms. There is a need for clearer expectations around high-quality Tier 1 Instruction. The school must also continue balancing academic interventions with protecting core instructional time for all students.

Across all data sources, inconsistent student attendance emerged as the most significant barrier to student learning. Students who miss school frequently lose access to important instruction, which impacts both academic growth and classroom engagement. Relationships between staff and students are strong, and many families report positive connections with the school. Staff members are committed to supporting students and creating a caring environment for learning.

The assessment also identified several academic skill gaps that are limiting student progress. Many students need additional support in reading fluency, comprehension, vocabulary, and writing skills. Foundational math skills also remain an area of concern. In classrooms, students often struggle to remain engaged, sustain effort during challenging tasks, and work independently when faced with cognitively demanding tasks. Strengthening Tier 1 Instruction by planning cognitively demanding tasks and intentionally fostering independent thinking about grade level content while providing appropriate scaffolds will be essential to improving student outcomes.

Common themes related to belonging also emerged across attendance data, student feedback, observations, and climate surveys. While staff members report strong relationships with colleagues and students, many students do not feel their voices are consistently heard or valued within the school community. Some students reported concerns about peer interactions and feeling disconnected from



school. Families also shared that communication and opportunities for involvement can be improved. The assessment found that school events and activities that create opportunities for connection and celebration often have a positive impact on student attendance and engagement.

Family and community partnerships continue to play an important role in student success. Positive relationships between families and the school support stronger student engagement and attendance. However, there is an opportunity to strengthen partnerships focused on academics and student learning. While the vast majority of families report strong communication, families expressed a desire for more consistent communication and clearer opportunities to collaborate with the school in supporting their children's progress.

Overall, the needs assessment shows that the school is well-positioned to build on its strong relationships while improving instructional consistency, student engagement, and systems that support belonging and academic growth.



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

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

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

What do we expect Tier 1 instruction to look and feel like in every classroom?	In every classroom, high-quality 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, including specialized programs, instruction is intentionally planned to include cognitively demanding tasks where students actively do the thinking, explain their reasoning, collaborate with peers, and engage in productive struggle supported by intentional scaffolds that maintain rigor and independence. Learning is guided by clear learning intentions and success criteria so students understand what they are learning, why it matters, and how to measure their success. Instruction is purposeful and well-paced, maximizing learning time and providing daily opportunities to read, write, and build vocabulary in print-rich environments. Scaffolds are strategically used to support all learners, including multilingual students, through visuals and language objectives, while maintaining rigor. Teachers use data to guide instruction, provide timely feedback, and continuously adjust to student needs, creating structured and supportive learning environments where students consistently carry the cognitive load and deeply understand content. Overall, Tier 1 instruction is consistent, engaging, student-centered, and responsive, ensuring equitable access and success for all learners.
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Vision for High Quality Learning: *Where Do We Want to Be?*

What do we expect Tier 1 learning to look and feel like in every classroom?	High-quality learning in every classroom is active, engaging, and student-centered, with a clear focus on building transferable skills and strengthening literacy across all content areas. Students read, write, speak, listen, think, and communicate 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 build confidence as communicators and problem-solvers. Students use feedback to revise, refine, and deepen their understanding while taking increasing ownership of their learning and growth over time. Students are consistently engaged in productive struggle, grappling with challenging tasks that promote critical thinking, reasoning, perseverance, and problem-solving. Productive struggle is supported through intentional scaffolds, responsive supports, collaboration, and feedback that maintain high cognitive demand while helping students build independence and confidence. Overall, high-quality learning feels rigorous, supportive, and empowering, where all students are actively engaged and developing as independent, confident learners.
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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 initiatives, maintain coherence, and keep staff focused on core instructional priorities.	How effectively do our leadership monitoring routines (walkthroughs, feedback, communication, tracking) maintain coherence, reduce competing initiatives, and keep the focus on core instructional priorities?



<i>Coordinated Feedback and Responsiveness Cycles</i>	Structures that integrate student voice, teacher feedback, observation data, and implementation evidence to refine instructional supports, strengthen alignment, ensure timely, actionable feedback connected to priorities and professional learning.	How are we integrating student voice, teacher feedback, and observational evidence to refine instructional supports and ensure feedback cycles are timely, actionable, and aligned to priorities?
<i>Community Engagement Team</i>	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 (DIIIs)**.

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?
Teachers will consistently plan for the use of school-selected discussion protocols, developed through summer professional learning and embedded within cognitively demanding tasks, along with evidence from independent assessments and student work to make learning visible.	Our data and self-assessment shows us that too many of the adults are doing the thinking. Our interviews and surveys showed students are resistant to struggle. Our walkthrough data shows an inconsistent implementation of independent assessment. Therefore, this shift in practice will allow for plans that have both discourse and independent assessment of the learning.	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	☒ New ☐ Refined
The master schedule has traditionally placed science instruction at the end of the instructional day in many classrooms, which may contribute to science receiving less instructional focus and consistency than other content areas. Strengthen equitable access to rigorous, grade-level instruction across all content areas by improving vertical collaborative planning, intentional scaffolding, and alignment of	Science was selected as a vehicle for increasing equitable access to rigorous, grade-level learning because student voice data indicated a desire for more inquiry-based learning opportunities. Student surveys and interviews indicate that students want to engage in more hands-on, inquiry-based, and project-based learning opportunities. Strengthening science instruction through intentional planning, vertical alignment, and an increased emphasis on vocabulary, discourse, and inquiry will help ensure that science is a consistent,	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.	☒ New ☐ Refined



learning goals for multilingual learners and students with disabilities, while increasing opportunities for vocabulary development, discourse, and application in ELA, mathematics, and science.	engaging component of the instructional program while providing students with meaningful opportunities to apply their learning, think critically, and solve real-world problems.		
Move from a primarily reactive approach to attendance and family communication to a proactive, collaborative approach that engages families as partners in supporting student attendance, early intervention and academic success. Expand the Attendance Team and attendance awareness efforts by including diverse staff members representing different roles, grade levels, and student subgroups. Expanding participation will ensure multiple perspectives are considered when identifying attendance barriers and developing solutions.	The Needs Assessment identified chronic absenteeism as one of the most significant barriers to student learning. Students who are frequently absent miss critical instructional opportunities, resulting in lower engagement and academic growth. While families report generally positive relationships with the school, survey and focus group feedback indicated a desire for more consistent two-way communication and clearer opportunities to support their children's learning. Historically, attendance efforts have focused on responding to attendance concerns after they occur. Expanding attendance awareness beyond the Attendance Team and strengthening proactive communication with families about both academics and attendance will help build stronger partnerships, increase engagement, and support improved student outcomes.	Strengthen family engagement through an improved communication platform that provides timely information on attendance, academics, and school expectations while creating opportunities for parent feedback and voice. Increased two-way communication will support stronger school-family partnerships and improve student outcomes.	☐ New ☒ Refined



Families receive information about school, but not how to help students in school			
Strengthen communication loop and sense of belonging between all stakeholders; community members, school members and families.	The qualitative data highlights a key strength: families consistently describe staff as caring and inclusive. At the same time, parents expressed a need for more opportunities for family and student engagement, along with clearer and more consistent reminders emphasizing the importance of daily attendance.	Family events will integrate academics, community supports, and sense of belonging in our school community.	☒ New ☐ Refined

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

Implementation, Progress Monitoring & Impact

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

What will be done?	Who will do it?	Target Date
Through professional learning, the school will build a shared, school-wide understanding of cognitively demanding tasks, establishing a common foundation and consistent expectations across all staff. Continued professional learning on cognitively demanding tasks will strengthen instructional practice and deepen teacher understanding. This professional learning will also focus on productive struggle, gradual release of responsibility, and strategies that support students in reasoning and problem-solving independently before teacher intervention.	Instructional Leadership Team	Summer PLE (Tuesday, 8/25) and Ongoing 26-27SY
Engage staff in ongoing professional learning grounded in <i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond to develop a shared schoolwide understanding of culturally responsive teaching, cognitive demand, independent learner development, and instructional practices that promote student thinking, rigor, and productive struggle.	Instructional Leadership Team Teachers	Tuesday 8/25 Ongoing Wednesday grade-level PLCs beginning 9/9/26 Monthly 1-hour PLE
Prioritize intentional lesson planning that aligns with the curriculum and incorporates cognitively demanding tasks to ensure all students experience rigorous, high-quality learning.	Instructional Leadership Team Teachers	Summer PLE (August 2026) Ongoing Wednesday grade-level PLCs beginning 9/9/26
Grade-level PLC time will be used as a time for intentional lesson planning that aligns with the curriculum and incorporates cognitively demanding tasks, ensuring all students experience rigorous, high-quality learning.	Instructional Coach, grade-level chair and grade-level teams	Beginning during Summer PLE (August 2026) Weekly Wednesday



		grade-level PLCs beginning 9/9/26 and continuing in PLCs during the 26-27 SY
ELA & Math Unit unpacking protocols as a grade-level team.	Teachers Instructional Coach Leadership	Beginning during Summer PLE (August 2026) Weekly Wednesday grade-level PLCs beginning 9/9/26 and continuing in PLCs during the 26-27 SY
Use the Evidence Analysis Protocol during grade-level meetings to examine student work from a shared cognitively demanding task and adjust instruction accordingly.	Instructional Coach, grade-level chair and teachers	Weekly Wednesday grade-level PLCs beginning 9/9/26 and continuing in PLCs during the 26-27 SY
Facilitate vertical collaboration opportunities, including bilingual and specialized program teams, to co-plan cognitively demanding tasks and discuss scaffolds that maintain rigor for multilingual learners and students with disabilities.	Instructional Coach Leadership Teachers	Monthly
Coaching cycles focused on intentional lesson planning that aligns with the curriculum and incorporates cognitively demanding tasks to ensure all students experience rigorous, high-quality learning.	Instructional Coaches and Teachers	Ongoing 26-27SY
Creation of a schoolwide menu of student discourse strategies to establish structured opportunities for student discourse in lessons to promote reasoning and sense making.	Instructional Leadership Team in Collaboration with Teachers	Created Summer 2026
Non evaluative data collection for ILT - School leadership will design and implement a non-evaluative data collection tool to gather student engagement tracker; student discourse, student thinking, teacher questioning	Instructional Leadership Team	Created July 2026



		Used ongoing 26-27SY
Administrative walkthrough data collection - Develop clear instructional look-fors for cognitively demanding instruction, including evidence of student thinking, reasoning, discourse, productive struggle, and independence measured using an aligned walkthrough tool.	Administration	Created July 2026 Used ongoing 26-27SY
Implement regular learning walks focused on student engagement in reasoning, sense-making, and problem-solving, followed by timely feedback to teachers.	Administration and Instructional Coaches	Monthly Ongoing 26-27SY

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>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.	☒ New ☐ Refined
When and how often will this take place?	This will start with summer professional learning and continue on through the 26-27 school year during weekly grade-level PLCs and bi-monthly School-Based 1-hr professional learning time.	
How will this be used to implement and monitor Lead Strategy 1?	This structure will be used to establish and reinforce clear expectations for cognitively demanding Tier 1 instruction, while providing a consistent framework for observing, analyzing, and refining instruction through walkthroughs, coaching, and grade-level data conversations to ensure alignment and continuous improvement.	
Structure 2 <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.	☒ New ☐ Refined
When and how often will this take place?	This will occur during scheduled weekly grade-level PLC meetings throughout the 26–27 school year. These weekly PLC grade-level meetings are held with school leadership, the instructional coaches, classroom teachers and support staff (speech, SpEd and ENL teachers). Additional planning time will be provided during extended planning sessions.	



How will this be used to implement and monitor Lead Strategy 1?	This structure will be used to collaboratively plan cognitively demanding tasks aligned to the curriculum, analyze student work using common protocols, and adjust instruction based on evidence to ensure consistent implementation of rigorous, reasoning-based learning across classrooms.	
Structure 3 <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.	☐ New ☒ Refined
When and how often will this take place?	This will occur through ongoing, tiered support structures throughout the 26–27 school year, including summer professional learning, data meetings, coaching cycles, and targeted interventions as needed.	
How will this be used to implement and monitor Lead Strategy 1?	This structure will be used to build and sustain teacher capacity to implement cognitively demanding Tier 1 instruction by providing differentiated support based on teacher need and using student outcomes.	

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 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 this strategy is having its desired impact?

Aligned DIIIs	Data Sources	Early Progress Indicator(s)
DII 100 DII 110 DII 150 DII 114 DII 154 Tenet 3 Tenet 4	• Observations • Walkthroughs and Learning Walks • Lesson plan check-ins • School created standards assessments (Weekly What I Knows)	By November 2026, a new data collection tool will give a baseline of the tasks students are being asked to do. By November 2026 grade-level agendas and minutes will show the use of unpacking planning protocols for each grade-level.
	Data Sources	
	• Observations • Walkthroughs and Learning Walks • Lesson plan check-ins	



	• School created standards assessments (Weekly What I Knows) • Middle-of-the-Year RCSD Common Formative Assessments • Middle-of-the-Year iReady Diagnostic	
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District Support: Powers of The Receiver

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

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

Powers of the Receiver	Evidence of Impact
The Superintendent Receiver will leverage district authority to ensure implementation of district curriculum and instructional priorities focused on engaging students in cognitively demanding tasks that require reasoning, sense-making, and problem solving. The district will provide centralized professional learning, instructional coaching, intervention support, and School Chief oversight to support implementation. Instructional coaches will support teachers through coaching cycles, co-planning, co-teaching, modeling, data analysis, and job-embedded professional learning aligned to district instructional priorities.	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.

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
Summer PLE funding	<i>Culturally Responsive Teaching and the Brain</i> by Zaretta Hammond	



Substitute funding for extended grade level PLCs		
Training on new ELA curriculum being adopted for 26-27	Training on new ELA curriculum being adopted for 26-27	Student materials from new 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 Supports, Structures & Systems	Evidence of Impact
School Chiefs and OSI will monitor implementation through biweekly meetings with principals, classroom visits, walkthroughs, and review of student outcome data. District structures will include principal meetings, instructional coach meetings, intervention teacher meetings, and NYSED Receivership monitoring processes. Data reviewed will include Common Formative Assessments, i-Ready results, student work, grades, and graduation indicators.	Walkthrough trends; CFA and i-Ready growth; course pass rates; credit accumulation; Regents performance; graduation indicators; implementation evidence collected through district monitoring structures.



Instructional Lead Strategy 2:

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

School Improvement Plan: Implementation

What will be done?	Who will do it?	Target Date
Professional learning about the Elementary Science assessment and the role of elementary science instruction.	Instructional Coaches Sci. Department	Summer PLE (8/26/2026)
Teachers will engage in Science focused grade-level PLCs	Sci. Department Instructional Coaches	Weekly Wednesday grade-level PLCs beginning 9/9/26 and continuing in PLCs during the 26-27 SY
Through summer professional learning teachers and staff at School #28 will establish shared expectations for equitable access to grade-level Tier 1 instruction, including support for multilingual learners and students with disabilities.	Instructional Leadership Team	Summer PLE (August 2026)
Provide professional learning on scaffolding cognitively demanding tasks, with intentional support for multi-lingual learners and SWDs, without reducing rigor (e.g., language supports, multiple entry points, representations).	Instructional Leadership Team	September 2026
Grade-level PLC meeting times will be used to support intentional lesson planning that aligns with the curriculum and incorporates cognitively demanding tasks, ensuring all students experience rigorous, high-quality learning. Grade-level PLCs include classroom, special education and ENL teachers.	Instructional Coaches Grade-level chairs Grade-level teams	October 2026 & Ongoing 26-27 SY
Unit unpacking protocols as a grade-level team.	Teachers Instructional Coaches Leadership Team	Weekly Wednesday grade-level PLCs beginning 9/9/26 and continuing in PLCs during the 26-27 SY
Use co-planning and co-teaching models to strengthen differentiation and access to Tier 1 instruction.	Co-teaching teams Leadership	Superintendent's Conference Day (September) Ongoing 26-27SY



Conduct instructional walkthroughs and teacher learning walks in all rooms including specialized programs that focus on evidence of scaffolds and student engagement in grade-level tasks, followed by feedback and coaching.	Instructional Leadership Teams and teachers	September 2026
Science focused instructional walkthroughs	Leadership Team Instructional Coaches Science Department	Every other month beginning Sept. 2026
Review student work using the Data Wise Evidence Analysis Protocol, incorporating equity-focused questions to examine access, engagement, and cognitive demand across student subgroups and inform instructional adjustments.	Instructional Leadership Grade-level teams	Beginning September 2026 Ongoing 26-27 SY
Schoolwide menu of student discourse strategies to establish structured opportunities for student discourse in lessons to promote reasoning and sense making.	Instructional Leadership Team in Collaboration with Teachers	Ongoing 26-27SY
Teachers will use the unpacking protocol for science, especially to develop opportunities for hands-on, inquiry-based, and project-based science learning. Ultimately ending the year with a science celebration of learning	Teachers Students	Ongoing 26-27 SY Spring 2027

School Improvement Plan: Structures

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

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

What structures will support Lead Strategy 2?		How does this compare to 2025-26?
Structure 1: Clear, shared expectations for high-quality Tier 1 instruction	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.	☒ New ☐ Refined
When and how often will this take place?	This will start with summer professional learning and continue on through the 26-27 school year.	
How will this be used to implement and monitor Lead Strategy 2?	This structure will be used to establish and reinforce clear expectations for cognitively demanding Tier 1 instruction, while providing a consistent framework for observing, analyzing, and refining instruction through	



	walkthroughs, coaching, and grade-level data conversations to ensure alignment and continuous improvement.	
Structure 2 <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.	☒ New ☐ Refined
When and how often will this take place?	This will occur during scheduled weekly grade-level team meetings throughout the 26–27 school year, with additional time provided during extended planning sessions.	
How will this be used to implement and monitor Lead Strategy 2?	This structure will be used to collaboratively plan cognitively demanding tasks aligned to the curriculum, analyze student work using common protocols, and adjust instruction based on evidence to ensure consistent implementation of rigorous, reasoning-based learning across classrooms.	
Structure 3 <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.	☒ New ☐ Refined
When and how often will this take place?	This will occur through ongoing, tiered support structures throughout the 26–27 school year, including summer professional learning, data meetings, coaching cycles, and targeted interventions as needed.	
How will this be used to implement and monitor Lead Strategy 2?	The MTSS structure will be used to ensure equitable access to grade-level instruction by providing tiered supports for all students including multilingual learners and students with disabilities.	

School Improvement Plan: Progress Monitoring and Impact

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

Guiding Questions:

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

Aligned DII's	Data Sources	Early Progress Indicator(s)
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DII 100 DII 110 DII 150 DII 114 DII 154 Tenet 3 Tenet 4	• Observations • Walkthroughs and Learning Walks • School created standards based assessments • Science Unit Assessments	By November 2026 grade-level agendas and minutes will show the use of unpacking planning protocols for each grade-level.
	Data Sources	
	• Observations • Walkthroughs and Learning Walks • standards based assessments • MOY RCSD Common Formative Assessments • MOY iReady • Science Unit Assessments	

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
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.	NL services; bilingual education programs; home language supports; special education services; intervention support; interpretation and translation services; SIFE and newcomer supports where applicable.
Summer PLE funding		
Substitute funding for extended grade level PLCs		
District level science department support throughout the year.		

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	Student subgroup achievement data; i-Ready and CFA results; graduation indicators; service implementation data; attendance data; walkthrough trends demonstrating access to grade-level instruction.



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

particular attention to multilingual learners and students with disabilities.	
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**Culture and
Connectedness
(Attendance)
Lead Strategy 3:**

Strengthen family engagement through an improved communication platform that provides timely information on attendance, academics, and school expectations while creating opportunities for parent feedback and voice. Increased two-way communication will support stronger school-family partnerships and improve student outcomes.

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
Develop a schoolwide family engagement calendar that includes academic-focused events and celebratory events. This calendar will be shared in the Welcome Back Family Newsletter, Family Handbook, and pushed out on ParentSquare	Parent Liaison School Leadership	September 2026
Purchase of a two-way communication platform	Building budget	July 1, 2026
Professional development for all staff about the new platform and features	ParentSquare Webinar	Summer PLE August 2026
Parent and family outreach to get them connected	Parent Liaison	August 2026
ParentSquare table at orientation	Parent Liaison	August 2026
Expanding participation of the attendance team will ensure multiple perspectives are considered when identifying attendance barriers and developing solutions.	Attendance Team Parent Liaison School Leadership Community Liaison Specialist	
The attendance team will create and share a menu of strategies to be utilized to address attendance.	Attendance Team Parent Liaison School Leadership Community Liaison Specialist	
Grade-level teams will collaborate to establish their grade-specific plan for consistent classroom-to-home communication expectations, grade-level newsletters, regular updates about learning, academic progress and attendance.	Grade-level teams Leadership	Superintendent's Conference Day Weekly grade-levels PLCs on Wednesdays



		beginning 9/9/26
ParentSquare table at Open House	Parent Liaison	October 2026
Principal and Parents as Partners workshop to not only get information about school, but now how to help students in school	Principal Parent Liaison	January 2027
Attendance team will use ParentSquare as additional tool for outreach about attendance	Attendance Team	Weekly attendance team meetings beginning the week of 9/14/26
Schoolwide monthly newsletter for families featuring academic strategies and ideas, featured events and attendance updates.	Principal Instructional Leadership Team Attendance Team	August 2026
Ongoing monitoring of the Parent Square data dashboard	Leadership Attendance Team	Attendance team meets weekly beginning the week of 9/14/26 Leadership will review data as part of their rolling agenda
Create family feedback systems (surveys, listening sessions, and table-talk protocols during events) to gather ongoing input about school communication, attendance supports, and family engagement needs.	Parent Liaison Community Liaison Specialist School Leadership	Quarterly Surveys Focus groups at events
General attendance data and engagement data from ParentSquare will be shared at CET meetings.	Community Liaison Specialist School Leadership	November 2026 CET Mtg. March 2027 CET Mtg.

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>A structured routine to gather, analyze, and respond to feedback from students and families about academics, attendance, and school experience.</i>	Structure: A feedback and responsiveness routine where the team gathers, analyzes, and acts on insights from students and families to strengthen relationships, improve support, and increase belonging.	☒ New ☐ Refined
When and how often will this take place?	The attendance team meets weekly. As a team the data review; ongoing communication touchpoints. Parent Liaison will track attendance daily for multiple sources to help us be proactive with our interventions.	
How will this be used to implement and monitor Lead Strategy 3?	Moves communication from one-way to two-way by intentionally collecting family input (surveys, messages, events) and using it to adjust practices. Tracks engagement, identifies barriers, and ensures families are active partners in supporting attendance and learning.	
Structure 2 <i>A structured feedback loop where students and families regularly share insights on attendance barriers, and the school uses that input to adjust supports, communication, and school practices.</i>	Structure: A feedback loop in which students and families share insights about barriers to attendance, and the school uses this information to improve routines, supports, and school climate.	☒ New ☐ Refined
When and how often will this take place?	Monthly collection (surveys, ParentSquare, events) with biweekly attendance team review	
How will this be used to implement and monitor Lead Strategy 3?	Ensures two-way communication is consistent and actionable by capturing real-time family and student perspectives, identifying root causes of absences, and using that data to refine outreach, supports, and schoolwide practices, while monitoring trends in engagement and attendance over time.	
Structure 3 <i>A schoolwide system that ensures families receive clear, consistent, and easy-to-understand communication about attendance, along with accessible ways to ask questions and get support.</i>	Structure: Structures for keeping families informed about attendance, including consistent communication, easy-to-understand information, and clear pathways for families to seek help or ask questions.	☒ New ☐ Refined
When and how often will this take place?	Ongoing (daily/weekly communication as needed); monthly schoolwide updates	



How will this be used to implement and monitor Lead Strategy 3?	Strengthens two-way communication by proactively informing families while creating clear pathways for response and support. Monitoring includes tracking message engagement, family responses, and attendance trends to ensure communication is improving awareness, connection, and student attendance.
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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 3**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

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

Aligned DIIIs	Data Sources	Early Progress Indicator(s)
DII 100 DII 110 DII 150 DII 300 DII 114 DII 154 Tenet 2 CET Tenet 6 Family & Community Engagement	• ParentSquare engagement data • Parents that attend information session about ParentSquare at the welcome back orientation in August • Parents that attend open house • Family & Parent Engagement Survey Data	By January 2027, 90% of families will be connected to ParentSquare. By January 2027 the majority of responses in our Family & Parent Engagement Survey will rate our communication positively.

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	Attendance rates; chronic absenteeism rates; intervention logs; student climate survey results; student engagement data; graduation indicators.



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	
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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
Funding to purchase the platform.	Funding for training.	
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
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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.
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Family and Community Partnerships Lead Strategy 4:	Family events will integrate academics, community supports, and cultivate a sense of belonging in our school community.
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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
Develop a yearlong family engagement calendar that intentionally integrates academics, cultural celebrations, and community resources into school events.	School leadership team Parent Liaison Community Liaison Specialist Family Event Planning Team	Beginning of August 2026
Summer CET meeting where the calendar is shared, and other ideas/feedback about events is given	Community Liaison Specialist Assistant Principal	August 2026



Monthly CET meetings with community partners will provide recommendations on attendance initiatives, proactive strategies to address chronic absenteeism, and approaches to strengthen academic outcomes. These meetings will also support the development of expanded partnerships, volunteer engagement, and identification of additional financial resources to support school priorities.	Community Liaison Specialist Assistant Principal	Monthly Sep. 2026 - June 2027
Establish a schoolwide family event planning committee that includes teachers, families, students, community partners, and support staff to collaboratively plan and coordinate events	Leadership Team CET Parent Liaison Teachers/Staff Family Event Planning Team	Beginning Fall 2026
Create opportunities for students to take leadership roles in school-wide & family events through project-based learning, student ambassadors, performances, presentations, and event support roles.	Family Event Planning Team Leadership Team Parent Liaison School Leadership Community Liaison Specialist	Ongoing, 26-27 SY
School-wide events and monthly grade-level assemblies will celebrate and recognize positive student attendance and family engagement through certificates, raffles, incentives, and public acknowledgments.	Attendance Team School Leadership Parent Liaison Community Liaison Specialist Family Event Planning Team	Ongoing, 26-27 SY
Gather ongoing feedback from families, students, and staff following events to evaluate participation, identify barriers, and improve future programming.	School Leadership Parent Liaison Community Liaison Specialist Families	Ongoing, 26-27 SY
Facilitate opportunities for families to engage in dialogue, learn from one another, and build a sense of community through parent-led workshops, focus groups, and networking opportunities. These experiences will cultivate family leaders who can elevate the voices and needs of the broader school community.	School Leadership Parent Liaison Community Liaison Specialist Families PTO members	Ongoing 26-27SY

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>A Community Engagement Team (CET) that plans and coordinates family events</i>	Structure: Community Engagement Team	☐ New ☒ Refined



integrating academics, community resources, and opportunities to build a strong sense of belonging.		
When and how often will this take place?	The CET will meet monthly throughout the 26–27 school year, with additional planning sessions prior to major family events, and host family engagement events quarterly.	
How will this be used to implement and monitor Lead Strategy 4?	This structure will be used to design and implement family events that intentionally connect academic learning with community supports, while monitoring participation, family feedback, and engagement data to ensure events are inclusive, accessible, and foster a strong sense of belonging across the school community.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 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 100 DII 110 DII 150 DII 300 DII 114 DII 154 Tenet 2 CET Tenet 6 Family & Community Engagement	- CET Minutes - Attendance of events	At least 50% of family events will include an academic learning component where families learn strategies to support reading, mathematics, science, or attendance at home.

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,	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and



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.	engagement outcomes; CET participation records.
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District Support: Equitable Resource Allocation

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

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

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

District Support: Progress Monitoring and Impact

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

Guiding Questions:



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

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



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

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

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

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

Selection

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

Summary of CET Selection Process

Membership

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

Continuing Members

Eric Evans - Foodlink
Lorin Schwartz - Lawyers for Learning
Katherine Thoresen - Teacher
Ramona Rodgers - Center for Youth
Jenny Blase-Schmidt - Acting Principal
Kirstin Pryor - Assistant Principal/Academy Director
Andre Medlock - Pathways to Peace
Daimonique Santiago, Parent
Tarlen Gibson- Community Place/Charles Settlement
Ana Quesada - Wellness Coordinator/Counselor
Mary Bruzstowicz - Autism Up/U of R

New Members for 2026-2027

Nyesha McKinney - Community Liaison Specialist
Seeking representative from RCSD Bi-lingual Council
Potentially seeking representative of neighborhood association
Considering a student representative
Seeking more parent representatives

Participation

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

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



Action Steps to Increase Participation

Action Steps to Increase Participation:

- The new Community Liaison Specialist will partner actively with the Parent Liaison and work to bring “recruitment” energy; using her getting to know the school as an opportunity for lots of parent conversations
- Sign-up at all school-wide events
- CET meetings shared on social media
- Leadership team made an active recruitment effort to secure a consistent parent for the Receivership Needs Assessment team, which is an active parent leadership role

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

CET’s agenda and meetings are planned for by the School Leadership Team, and facilitated by the Community School Specialist, in conjunction with an Assistant Principal. This team structure and workflow ensures that CET has access to necessary data at critical progress monitoring times. More importantly, the school has built in a regular cadence for feedback; planning when to bring data or questions to CET for input and guidance, and then reporting back so that the team sees how input has shaped school actions. CET has access to all required data and/or reports that would help monitor progress in regards to the Lead Strategies; however, the in depth work tends to focus on strategies pertaining to social-emotional supports, family engagement and attendance--in short, the work that removes barriers to learning.

With the new Community School Specialist in place, summer planning will also ensure more productive communication (e.g., pre-set agenda items, pre-reading materials, partner meeting cycles, etc.) within the CET.

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



Ensuring that CET's contributions are represented in school decisions is largely a function of the leadership having a commitment to integrating their wisdom into decision-making and making responsive adjustments. Our team is making that commitment and will put it into action by:

- Setting a cadence and structure in the Leadership Team Rolling Agenda such that CET's deliberations and recommendations are explicitly and regularly shared and discussed.
- Including at least 2 members of the Leadership Team on the CET.
- Crosswalking the calendars for sharing data cycles, progress monitoring and decision making.
- Promoting and integrating feedback mechanisms (e.g., surveys, interactive focus groups) as well as highlighting school decision-making opportunities like CET, SBPT, etc., in all our family events and communications. This helps ensure the commitment to feedback and responsiveness becomes embedded in the school culture. Providing CET with results of two-way communication and family feedback in regular cycles.
- Making CET meetings and minutes as widely available as possible, including social media, virtually and through rolling agendas and electronic presentations.

There are a number of implementation milestones that we can measure to help assess the health and functioning of CET. These include:

- The standing agenda item of requesting input and then reporting back on responsive steps for using last month's input.
- Twice a year CET reflections on the functioning and value of the team.
- Attendance and active participation in the CET.
- Quarterly, anecdotal reporting of the guidance the leadership team received from CET, as well as how it was processed and applied. The Community School Rubric is another reporting tool that allows for reflection and assessment, at least in part on CET's role and impact.
- Evolving partnership inventory and at least quarterly data review and meetings/adjustments to direct service provision.
- Tracking of events: family attendance, partner involvement

By actively progress monitoring in the aforementioned ways, the school is able to adjust in real time, refining the purpose and power of the CET. Taken as a whole, this allows us to articulate year over year improvements and become ever more strategic about the CET's impact on school improvement.



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 §100.1^a

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):

Ramona Rodgers

Signature of CET Representative:

Title of CET Representative:

Center For Youth

Date:

June 12, 2026

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