

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.

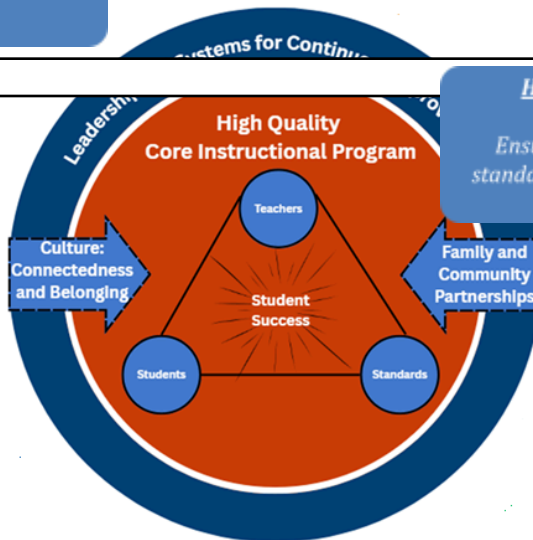
School Name and Grades Served	District	Superintendent	Date Plan Submitted	
Dr. Iris J. Banister School 33	Rochester City School District	Dr. Eric Jay Rosser	06/30/2026	
School Leader	District Hyperlink to this Plan		<i>High Schools Only</i> Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Lisa Garrow	https://rcsdk12org.finalsite.com/departments/school-innovation/receivership-schools-and-innovation		June %	August %

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*.

A review of multiple data sources and stakeholder feedback both highlight several key priorities to improve outcomes for all students. There is a clear need to strengthen both clarity and alignment around what high-quality Tier 1 instruction looks like in practice. This includes the intentional use of all adults in the classroom and the implementation of purposeful, data-driven small group instruction. At the same time, the school continues to work toward balancing targeted interventions with the protection of core instructional time.

Attendance continues to be the most significant barrier to student success. Chronic absenteeism along with disruptions caused by behavioral incidents, and staff absences negatively affect instructional consistency and student engagement. Despite these challenges, the school benefits from strong relationships among staff, students, and families. These positive connections provide a solid foundation to support continued growth and improvement.

Academic data reveals ongoing gaps in foundational literacy and mathematics skills. Students need continued support in areas such as reading fluency, comprehension, and math fluency. In addition, many students require support in building stamina, maintaining focus, and engaging in higher-level thinking tasks. Writing also remains an area for growth, particularly in developing students' understanding of the writing process. Addressing these foundational skill gaps through strong Tier 1 instruction, supported by targeted interventions and professional learning, will be critical to accelerating student achievement.

Feedback related to belonging indicates both strengths and areas for improvement. Staff report a strong sense of collaboration and teamwork; however, student voice is not consistently captured or reflected in decision-making or when addressing peer conflict. Some students feel their perspectives are not fully heard.

Family and community partnerships remain a strong asset, particularly in building relationships and supporting school initiatives. However, there is an opportunity to strengthen family engagement around attendance. Enhancing systems for consistent, two-way communication and collaborating with the district to support attendance concerns is imperative.

Efforts such as community building events and celebrations have shown a positive impact on attendance and engagement, suggesting an opportunity to build on these practices.

Overall, the school is well-positioned to build on its strong relational foundation while focusing on increasing instructional consistency, addressing foundational skill gaps, and strengthening systems that support belonging, engagement, and regular attendance.

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 <i>instruction</i> to look and feel like in every classroom?	25-26 Receivership Principal PLC Agenda What it Looks Like • Student-Centered: Instruction is inquiry-based, where students are developing the skills to seek answers themselves rather than just being given them. Emphasis is on student agency. • Culturally Responsive: Content and teaching methods reflect and respect the diverse backgrounds of the students. • Pedagogy: Teachers are encouraged to departmentalize, and become experts in standards and content knowledge. • Curriculum: Teachers utilize district curriculum to engage students in rigorous lessons. • Visible Engagement: The environment is structured around metacognitive practices, where students are aware of and can articulate their own thinking processes. What it Feels Like • High Expectations & Support: Students feel challenged by an environment with high expectations while feeling safe and supported. • Meaningful & Purposeful: Students are engaged in critical thinking resulting in higher engagement, improved communication, and deeper understanding of material. • Respectful Environment: There is a strong sense of mutual respect teacher to teacher, teacher to student, and student to student. • Inquiry-Driven: The atmosphere is one of exploration and interest-based discovery incorporating student discourse.
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Vision for High Quality Learning: *Where Do We Want to Be?*

What do we expect Tier 1 <i>learning</i> to look and feel like in every classroom?	What are students doing: lifting the cognitive load, grappling, discourse What it Looks Like • Student-Centered and Led: Instruction is inquiry-based, where students are developing the skills to seek answers themselves rather than just being given them. Emphasis is on student agency. • High Student Engagement: Students actively participate in dialogue with peers to collaborate and problem-solve. Learning is structured around metacognitive practices, where students are aware of and can explain their own thinking processes. What it Feels Like • High Expectations & Support: Students feel challenged by rigorous standards but remain safe and supported throughout their learning journey. • Meaningful & Purposeful: Learning is deeply engaging and relevant. • Collaborative Environment: Students work together to take ownership of their own learning. • Inquiry-Driven: Rather than simply knowing the right answer, the focus is one of exploration, interest-based discovery and sense-making.
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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. This includes 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, and grouping; Monitoring of task quality across settings to guarantee all students have access to grade-level, challenging learning opportunities.	How do our placement, scheduling, staffing, and grouping decisions ensure every student has equitable access to grade-level, challenging tasks across all learning settings?
<i>Multi-Tiered Systems of Support for Instructional Capacity-Building (MTSS-I)</i>	A coherent MTSS-I framework that supports Tier 1 instructional improvement, facilitates systems change and establishes sustainable cycles of continuous improvement for all learners including adults.	How effectively does our MTSS-I framework build Tier 1 instructional capacity, support systems change, and sustain continuous improvement for all learners—students and adults?
<i>Balanced “Just in Time” Assessment Systems</i>	A clearly defined assessment system that uses formative feedback, interim and common assessments (each have an explicit purpose and use) to provide timely, actionable data that drive instructional adjustments and support student learning.	How well does our assessment system provide timely, actionable information that meaningfully informs instructional adjustments and supports student learning?
<i>Leadership Team Monitoring and Coherence</i>	Normed leadership routines, including walkthroughs, feedback, communication structures, and tracking systems, that assess implementation, reduce conflicting initiatives, maintain coherence, and keep staff focused on core instructional priorities.	How effectively do our leadership monitoring routines (walkthroughs, feedback, communication, tracking) maintain coherence, reduce competing initiatives, and keep the focus on core instructional priorities?
<i>Coordinated Feedback and Responsiveness Cycles</i>	Structures that integrate student voice, teacher feedback, observation data, and implementation evidence to refine instructional supports, strengthen alignment, ensure timely, actionable feedback connected to priorities and professional learning.	How are we integrating student voice, teacher feedback, and observational evidence to refine instructional supports and ensure feedback cycles are timely, actionable, and aligned to priorities?

Community Engagement Team	The community engagement team (CET) shall be 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?
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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. The candidate demonstrates exceptional knowledge of school improvement research, skillfully using data collection, analysis, and application to drive decision-making. They effectively design and implement a comprehensive, research-based continuous improvement framework that includes clear diagnosis, strategic planning, thoughtful implementation, and ongoing evaluation. Their work consistently reflects a strong ability to articulate a compelling rationale for goal setting while leveraging organizational effectiveness data to guide and monitor progress toward school priorities. Additionally, the candidate shows a strong capacity to assess organizational effectiveness through purposeful data use and evaluation practices, ensuring continuous and sustainable improvement over time.
- 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?
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Instruction will be focused on making student thinking visible rather than on task completion.	There is a need to start designing lessons that move beyond basic recall, pushing students toward active problem-solving and measurable academic growth. This will also ensure consistency across each grade level. The school is performing at an overall Growth Level 2 and a Growth Index of 49.2 in ELA. The overall Math Growth Level is 1, with a lower Growth Index of 44.2. This indicates that, on average, students are growing at a slower rate in Mathematics compared to their peers statewide. There is variation among grade levels, especially in grades 4-6.	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem solving.	X <i>New</i> ☐ <i>Refined</i>
We are shifting toward a culture of collective planning and data analysis. As collaborative teams, we will unpack the curriculum to create highly effective, rigorous lessons and analyze current data (including local and state assessment scores) to inform instructional decisions and ensure access for all students.	Walkthrough data shows that the cognitive load was heavy on the teacher end, but light on student participation. This shift will distribute the workload and thinking from teacher to student. In the past, there were no collaborative planning times or a protocol to use. Teachers planned in isolation during their own planning time.	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.	X <i>New</i> ☐ <i>Refined</i>
Implement an attendance tracker	This shift is necessary because a closed feedback loop transforms	Establish an early warning attendance	☐ <i>New</i> x <i>Refined</i>



with a built-in closed feedback loop. This requires a shift from a siloed administrative task into a shared, data-driven priority. The feedback loop will primarily serve school staff, classroom teachers, and attendance team members. When a teacher or staff member submits an attendance concern, they can opt-in to receive active updates regarding the specific interventions deployed by the attendance team (e.g., additional phone calls, home visits, drop/transfer tracking, or community organization referrals) to eliminate the traditional information vacuum. Family Survey Analysis Student Survey Analysis	attendance workflows into a unified strategy. Research from organizations like <i>Attendance Works</i> shows early, transparent intervention can reduce chronic absenteeism by up to 20%. By providing staff with complete visibility into the attendance team's actions, the system eliminates the "information vacuum," increases teacher buy-in, and leverages school relationships to ensure consistent, coordinated student support.	intervention and monitoring system.	
 School 33 Event... Build a coherent, schoolwide system for checking the consistency of expectations, routines, and accessibility across all family and community engagement events. https://canva.link/6t8w6wtoiyygepyp	Previously, there was no formalized system or uniform method for promoting and planning school events. While family engagement has always been a goal, basic accountabilities—such as mandatory sign-in sheets, advanced custodial requests, or proactive funding	Establish an efficient and informative communication process to increase accessibility for family and community engagement events.	☒ <i>New</i> ☐ <i>Refined</i>



	applications—were not standard practice. Furthermore, historical engagement data indicates a disparity: while recreational events (e.g., school concerts, "Moms and Muffins") see high attendance, direct educational interfaces (e.g., parent-teacher conferences, workshops) suffer from low engagement. Goal: To guarantee equitable access to event information, drive higher attendance, and ensure families interface directly with essential community partners and resources they voted for (including financial literacy, mental health, SPED navigation, afterschool, and summer programming).		
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Schools selecting "Other" should type the Lead Strategy directly in the drop down after the word "Other." This strategy should be approved by the Superintendent Receiver or designee as well as NYSED.

Implementation, Progress Monitoring & Impact

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

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

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

- When will it be done?

What will be done?	Who will do it?	Target Date
Staff will develop a shared understanding of what a cognitively demanding task looks like and sounds like. Through District led professional learning with Instructional Leaders and turnkeyed to teachers at the school level. Staff will participate in twice weekly grade level meetings where teachers will unpack curricula, upcoming units, and upcoming lessons in order to identify and plan for cognitively demanding tasks. Grade level teams will create learning intentions and success criteria that are aligned to content and reflect cognitively demanding tasks. Teachers will then engage in improvement cycles that include the following steps to ensure students are deeply involved in the identified cognitively demanding tasks: Analyze Evidence, Reflect and Learn, Plan and Apply, Monitor Impact.	Coaches, Administration, Teachers	June-Sept August-June

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>	Collaborative teacher teams will drive rigorous instruction and plan for cognitively demanding tasks through the use of a planning protocol (Universal Backward design) to unpack curricula.	☒ New ☐ Refined
When and how often will this take place?	Twice weekly for 40 mins each during our common planning meetings Ongoing throughout the 26-27 school year, 2x30 per week	
How will this be used to implement and monitor Lead Strategy 1?	Data from building- and district-based walkthroughs and calibration walks will be conducted and feedback will be shared with teacher teams to support implementation of cognitively demanding tasks. Additionally, local assessments (i-Ready Diagnostic, CFA, Unit Tests, Writing Post Assessments) and student work will be analyzed during teacher collaborative time to monitor	
Structure 2 <i>Provide a one sentence description.</i>	Instructional leadership team will analyze data from grade level PLCs to drive sustainable improvement.	☐ New ☒ Refined
When and how often will this take place?	Instructional Leadership team will meet biweekly on Tuesdays	
How will this be used to implement and monitor Lead Strategy 1?	The Instructional Leadership Team (ILT) will use the PLC structure to analyze trends across classrooms as identified through walkthrough data, student tasks, etc.	

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)
Math: 39, 40, 110, 111, 114 ELA: 100, 101, 104	Common Formative Assessments, i-Ready Diagnostic Assessments, Unit Assessments, Walkthrough data, grade level team meeting minutes	By November 2026 grade-level agendas and minutes will show the use of unpacking planning protocols for each grade-level as well as evidence of data analysis for BOY assessments.

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
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
School Chief support; OSI support; biweekly principal coaching and data review meetings; district professional learning opportunities; continuation plan monitoring.	Instructional coaches; intervention teachers; district curriculum materials; coaching cycles; co-planning and professional learning opportunities; districtwide professional development days.	Small-group intervention support; access to grade-level curriculum and instructional materials; targeted academic supports funded through district and grant resources.

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

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

Instructional Lead Strategy 2:	Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities by coordinating with colleagues and aligning instruction to shared learning goals
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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
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Staff will develop a shared understanding of grade level appropriate scaffolds to ensure success via summer learning and throughout the school year during PLCs. Staff will participate in twice weekly grade level meetings where teachers will unpack curricula, upcoming units, and upcoming lessons in order to identify ways to design targeted, grade-level appropriate scaffolds based on student data. Learning gaps will be identified by analyzing student performance on common assessments, diagnostics, work samples and unit assessments.	Coaches Administration District Content Leads	June-Sept Sept-June
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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>	Clear shared expectation for high quality tier 1 instruction; A schoolwide framework for high-quality, grade level standards-aligned instruction that is grounded in best practices that the leadership team and instructional staff regularly review, refine and reinforce.	☐ New ☒ Refined
When and how often will this take place?	Twice weekly for 40 mins each during our common planning meetings Ongoing throughout the 26-27 school year, 2x30 per week	
How will this be used to implement and monitor Lead Strategy 2?	Building- and district-based walkthroughs and calibration walks will be conducted to determine alignment with our structures. Local assessments (i-Ready Diagnostic, CFA, Unit Tests, Writing Post Assessments) Professional learning will be offered to support the framework for high quality instruction, based on the book Building Thinking Classrooms.	
Structure 2 <i>Provide a one sentence description.</i>	Curriculum Monitoring Routines - weekly walkthroughs and instructional rounds	☐ New ☒ Refined
When and how often will this take place?	The Instructional Leadership team will meet monthly.	

How will this be used to implement and monitor Lead Strategy 2?

The Instructional Leadership Team will use the PLC structure to analyze trends across classrooms as identified through walkthrough data, student tasks, etc.

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)
Math: 39, 40, 110, 111, 114 ELA: 100, 101, 104	Common Formative Assessments, i-Ready Diagnostic Assessments, Unit Assessments, Walkthrough data, grade level team meeting minutes	By November 2026 grade-level agendas and minutes will show the use of unpacking planning protocols for each grade-level as well as evidence of data analysis for BOY 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	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.

assigned to each school to monitor implementation of special education services, conduct walkthroughs, supervise special education staff, and support CSE processes.

District Support: Equitable Resource Allocation

List the resources you will need to allocate to **Lead Strategy 2** for implementation.

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

Building Leader Resources	Teacher Resources	Student Resources
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 and current curriculum.
School Chief support; Associate Directors of Special Education; OSI support; Bilingual Education and ENL Department support; principal professional learning.	Instructional coaches; intervention teachers; translation and interpretation services; professional learning focused on multilingual learners and students with disabilities; curriculum resources and instructional supports.	ENL services; bilingual education programs; home language supports; special education services; intervention support; interpretation and translation services; SIFE and newcomer supports where applicable.

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

Specific District Support	Evidence of Impact
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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.
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Culture and Connectedness (Attendance) Lead Strategy 3:	Establish an early warning attendance intervention system.
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School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 3** during the 2026-2027 school year.

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

What will be done?	Who will do it?	Target Date
• Daily tracking of attendance data: Executed by School Secretaries to monitor daily intake and input trends. • Weekly analysis of attendance data: Conducted by the central office-based Attendance Liaison to evaluate systemic patterns. • Bi-Weekly analysis of attendance data: The full Attendance Team will meet bi-weekly to analyze the attendance dashboard/tracker, discuss student caseloads of concern, and determine concrete next steps or follow-up actions. • Staff Training for Partnering with Families: Provide staff with training on how to conduct calls home regarding absences (caring and non-punitive).	Attendance Team	2026-2027

○ <i>Summer Family Partnership Sub-Action:</i> Over the summer, the team will conduct active interviews and focus groups asking families about their past experiences with attendance calls and their underlying preferences. This raw family feedback will be used directly during staff training to give teachers deep context on the necessary shift.		
● Examine attendance index by subgroup quarterly	Attendance Team	

School Improvement Plan: Structures

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

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

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	A data dashboard for analyzing attendance patterns across student groups, grade levels, classrooms, and times of year to identify inequities and adjust schoolwide practices	☐ New ☒ Refined
When and how often will this take place?	Data pulled weekly from PowerSchool; reviewed during bi-weekly attendance meetings.	
How will this be used to implement and monitor Lead Strategy 3?	To assist the attendance team in identifying students in need of individualized interventions. Data will be pulled weekly from PowerSchool.	
Structure 2 <i>Provide a one sentence description.</i>	At least one monthly meeting focuses strictly on systemic dashboard data trends; the alternate	☐ New ☒ Refined



	bi-weekly meeting is dedicated to caseload tracking, logging intervention updates (phone calls, home visits, community partner handoffs), and optimizing the staff feedback loop.	
When and how often will this take place?	2x a month	
How will this be used to implement and monitor Lead Strategy 3?	The team will identify students from the concerns tracker / data dashboard and grade/house liaisons will conduct appropriate outreach.	

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)
DI 300: EM Attendance All Students	• Attendance Concerns Tracker (common) • PowerSchool (quarterly, interim) • 33 Attendance Dashboard (all)	• System will be created • All staff received training during summer PL • System implementation will begin on the first day of school

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

implementation of attendance interventions, data monitoring, family outreach, and community partnerships designed to improve student engagement and reduce chronic absenteeism.

District Support: Equitable Resource Allocation

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

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

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

District Support: Progress Monitoring and Impact

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

Guiding Questions:

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

Specific District Support	Evidence of Impact
The district will support each Receivership school through a multi-tiered attendance and engagement system that includes school-based Attendance Teams, Intervention Prevention	Daily attendance rates; subgroup attendance data; intervention participation and outreach records; school climate survey results; student connectedness and belonging survey results;

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.	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:	To build a coherent and streamlined framework for family and community engagement events with the ultimate goal of improving student academic, SEL, and attendance outcomes.
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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
Event Guidance Document https://canva.link/6t8w6wtoiyygepyy	School Based Committees, Community Liaison Specialist, Parent Liaisons, Community Partners, Administrative Team	All events will be completed by June 2027

School Improvement Plan: Structures

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



What structures will support Lead Strategy 4?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	A schoolwide system for checking consistency of expectations, routines, and accessibility across family and community engagement events (via the Event Guidance Document/Toolkit)with the ultimate goal of improving student academic, SEL, and attendance outcomes. Event Guidance Document	× New ☐ Refined
When and how often will this take place?	Ongoing and continuous throughout the 2026–27 school year. It will be introduced during School 33's Professional Learning Summit in August, reviewed by the event team prior to each event, and audited by the Community Engagement Team (CET).	
How will this be used to implement and monitor Lead Strategy 4?	he CET will inspect all accountability documents (such as sign-in sheets, advanced facilities setups, and funding requests) per the event guidance toolkit to provide crucial checks and balances, with the primary goal of establishing a predictable, high-quality event pipeline that maximizes family awareness and physical attendance, thereby serving as the ultimate vehicle to share schoolwide expectations, deliver vital resources, and directly improve student academic, SEL, and attendance outcomes.	
Structure 2 <i>Provide a one sentence description.</i>	A multi-pillared resource and communication vehicle leveraging high-traffic school events to align expectations, deliver targeted community partnerships, and directly track holistic student outcomes	☐ New X Refined
When and how often will this take place?	Executed systematically during all major scheduled schoolwide calendar events, family workshops, and community forums throughout the 2026–27 academic year.	
How will this be used to implement and monitor Lead Strategy 4?	This structure ensures that every family function is intentionally designed to drive student success by serving as an access engine, providing direct instruction, and introducing critical wrap-around services that directly monitor and influence student data patterns. By creating an equitable, predictable, and highly organized event pipeline, the school deepens two-way community partnerships that explicitly drive student success across three key pillars: • Events as a Vehicle for Shared Expectations: Repurposes passive gatherings into active tools to communicate universal academic and behavioral expectations, creating a unified	

	school-home front where classroom routines are mirrored at home. • Resource Delivery for Targeted Outcomes: Serves as an onsite access engine to connect families directly with requested community resources, including financial literacy, mental health services, SPED navigation, and summer programming. • Attendance Outcomes: Builds institutional trust through welcoming, well-publicized events that foster shared accountability and decrease chronic absenteeism by linking families to out-of-school support systems. • Social-Emotional Learning (SEL) Outcomes: Bridges gaps in mental health and wrap-around care by giving parents immediate, on-site access to community experts, equipping them to support behavioral development at home. • Academic Outcomes: Provides direct instruction and clarity on curriculum requirements during events, empowering families with the tools needed to reinforce student academic growth outside the classroom.
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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 4**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

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

Aligned DIIIs	Data Sources	Early Progress Indicator(s)
DI 2: Plan for and implement Community School Model DI 6: Family and Community Engagement (DTSDE Tenet 6)	Event Guidance Toolkit Accountability Google Form	Event Toolkit and Accountability Form has been created All staff and school-based committees have received training during summer PL System will begin implementation on the first day of school

District Support: Powers of The Receiver

List the Powers of the Receiver that will be utilized to specifically support the school in implementing **Lead Strategy 4**.

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

Powers of the Receiver	Evidence of Impact
The Superintendent Receiver will support meaningful family and community engagement through the district's Community Schools framework, Community Liaison Specialists, school-based Community Engagement Teams (CETs), and district family engagement supports. The district will provide interpretation and translation services, support family participation in school decision-making processes, administer climate and needs assessment surveys, and facilitate community partnerships that address academic, social-emotional, and attendance needs. Community Liaison Specialists will coordinate partnerships and support ongoing engagement of families and community stakeholders.	Family participation data; climate survey results; NYSED Needs Assessment survey results; partnership utilization data; attendance and engagement outcomes; CET participation records.

District Support: Equitable Resource Allocation

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

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

Building Leader Resources	Teacher Resources	Student Resources
School Chief support; OSI support; Community Schools Department support; Community Engagement Team (CET) guidance; access to district family engagement resources; support from the Bilingual Education, ENL, and World Languages Department for multilingual family engagement.	Community Liaison Specialists; interpretation and translation services; family engagement resources and training; support for strengthening communication and partnerships with families; district survey tools and engagement 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

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

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

Membership

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

Continuing Members

- Lisa Garrow, Principal

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

Continuing Members

- Adrian Jimenez, Community Liaison Specialist
- Michelle Killings, Assistant Principal
- Kristal Haines, Assistant Principal
- Lisa Pritchard, Assistant Principal
- Eileen Eller, PreK Director
- Taylor Johnson, Music Teacher
- Lieselle Taylor, RCSD Community Schools Director
- Lindsey Brown, East Upper & Lower Schools, Community Liaison Specialist
- Janielle Crocker, Connected Communities Chief Impact Officer
- Samuel Fluitt, Connected Communities Education Project Manager
- Hailey Cox, Common Ground Health (Healthi Kids), School Projects Coordinator
- Ronda Wade, Center for Youth, 21st Century Grant Assistant Director
- Kathleen Pendergast, Rochester Regional Health School Based Health Center, Nurse Practitioner
- Mary Sheffer, EnCompass, Administrator
- Jeremy Smith, Freedom Scholars Learning Center, Executive Director
- Kelvin Sanchez-Orona, Freedom Scholars Learning Center, Site Coordinator
- Jessica Privitera, Rec Center Manager, Thomas P. Ryan Rec Center
- Alem Mesgina, Hope 585, Resource Navigator
- Embrazia Maxwell, Parent

New Members for 2026-2027

School 33 is currently recruiting new members for the 26-27 School Year. A survey has been provided to staff, families and community partners to gather information around interest, proposed times and the meeting mode.

Participation

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

Action Steps to Increase Participation

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

- **Stakeholder Surveying:** A comprehensive survey was distributed to staff, families, and community partners to assess interest, preferred meeting modes, and availability, while explicitly defining the distinct roles of the CET, School-Based Planning Team (SBPT), and PTA to encourage informed leadership.
- **Open and Flexible Family Enrollment:** To remove barriers caused by historically low family participation, the school maintains a year-round, open-door policy, welcoming any family members to join the CET at any point and in whatever capacity they can offer.

- **Integrated Event Outreach:** To boost diverse representation, the CET will actively recruit and coordinate select meetings alongside popular, pre-existing school functions (such as Family Bingo Night) to engage families where they are already gathered.

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 models in a timely manner.

CET Communication

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

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

Progress Monitoring and Impact

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

CET Engagement Plan	Evidence of Impact
● All CET meeting agendas, slides and minutes will be posted on the school website and shared with staff via Admin Bulletin and social media on a monthly basis. ● Recommendations will be shared on the school website, social media and presented during School Based Planning Team meetings.	● School-Level Monitoring: Building administration will track CET meeting cadence, attendance rosters (ensuring diverse stakeholder representation), and the completion timeline of the public posting requirements.

- | | |
|---|--|
| <ul style="list-style-type: none"> CET will solicit public input from all stakeholders through online surveys (shared via Teacher-Family communication, social media, robocalls, etc), in-person communication (survey hardcopies, conversations, pop-ups) All recommendations and opportunities for input will be provided in English and Spanish. | |
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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:

RW OK

Date:

6/30/2026

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):

Emberia Maxwell

Signature of CET Representative:

Title of CET Representative:

Parent

Date:

6/2/24

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