

Receivership School 2026-2027 Continuation Plan

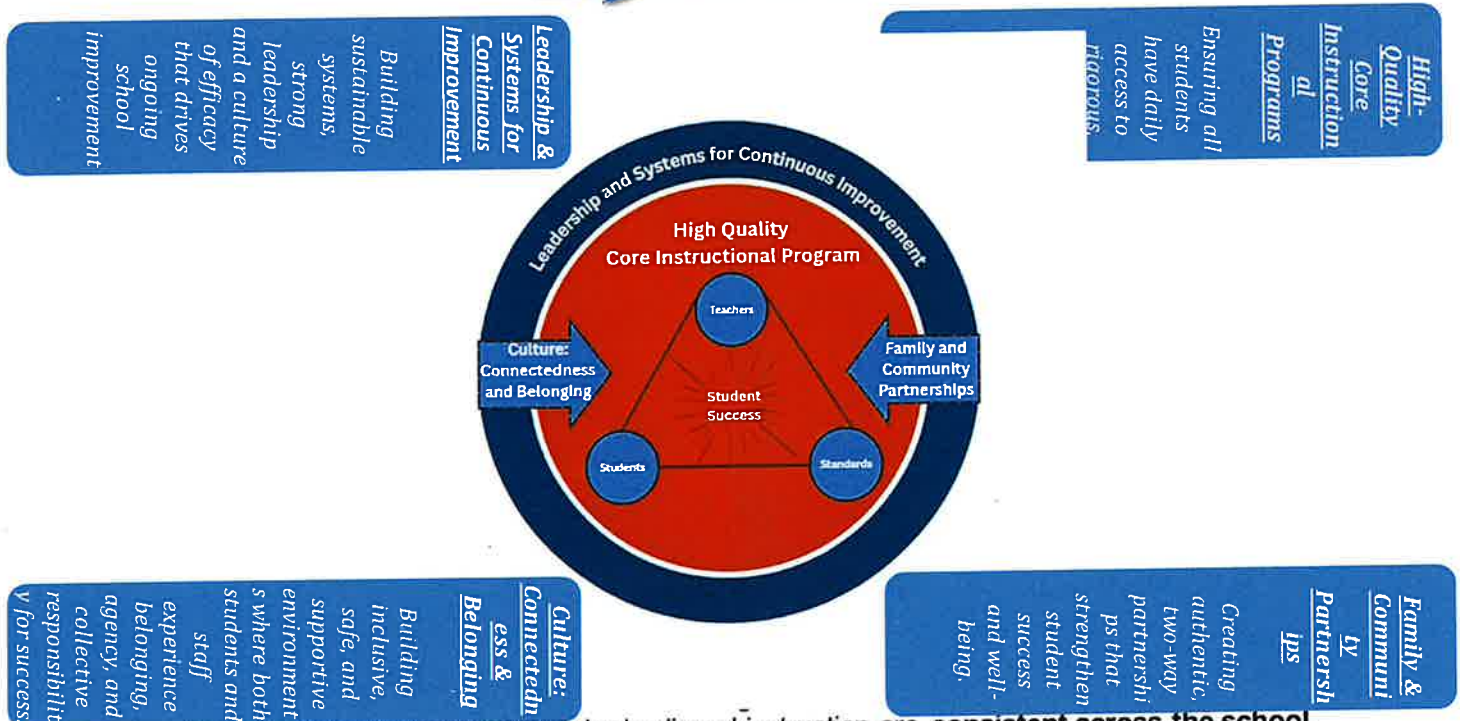
This document is not considered an evaluation by the New York State Education Department (NYSED). All sections of this document should be completed by the Superintendent Receiver and/or their designee, in collaboration with the school leader. Responses should be reflective of the outcomes achieved through 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	
John F. Kennedy Elementary School K-4	Kingston City School District	Paul J. Padalino	June 30, 2026	
School Leader	District Hyperlink to this Plan		High Schools Only Overall Graduation Rate (The most recent 4-Year June and August graduation rates)	
Melissa Jamieson			June %	August %



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*.

As part of our ongoing commitment to improvement, JFK Elementary School recently completed a comprehensive needs assessment. We gathered input from students, families, and staff through surveys, classroom observations, and attendance data. The findings below are shared openly so our entire school community understands where we are, what we are proud of, and where we are focused next.

What do we now know about our school that needs to be addressed?

One of the clearest findings is that expectations and routines are not consistent from classroom to classroom. Students and families noticed that different teachers have different rules, and that can feel unfair and confusing. We also know that getting students to school every day is a significant challenge and when students miss school, they fall behind quickly because our reading program moves at a fast pace. Addressing attendance and creating more consistent classroom practices across the building are top priorities going forward.

What is the most important learning challenge and what strengths can we build on?

Our biggest learning challenge is keeping up with instruction when students are frequently absent. Our reading curriculum is rigorous and fast-moving, and missed days mean missed lessons with few easy ways to catch up. At the same time, we have real strengths to celebrate and families overwhelmingly feel that JFK is a welcoming, caring place. Nearly 9 out of 10 families surveyed said the school treats their child fairly, and most families feel there is at least one trusted adult at school who looks out for their child. We will build our improvement work on that strong foundation of trust.

What specific skills or misunderstandings are holding students back?

Some students are confused about why certain classmates receive extra support during tests, such as additional time or having questions read aloud. Supports are provided based on individual learning needs, but the way they have been communicated has created a sense of unfairness among some students. Additionally, students sometimes struggle with understanding what test questions are asking, suggesting that we need to strengthen how we teach reading comprehension and critical thinking skills in all classrooms.

What themes emerge about students feeling connected and like they belong?



Survey results showed a gap between what students and families reported about belonging. Families generally felt their children are seen, heard, and respected at school and the data supports that. However, some students reported feeling that they are not always treated the same as other students. Creating clear, school-wide expectations that every child experiences the same way, no matter which classroom they are in, will help every student feel that JFK is truly their school.

How do family and community partnerships affect student success?

The data is clear: when families feel welcomed and informed, students do better. Families told us that positive, friendly communication from the school makes a real difference. Most families reported feeling supported when they reach out about attendance or other concerns, and they appreciate knowing their child has a caring adult at school. Strengthening those communication channels and making it easier for families to stay connected to what their child is learning, especially after absences, is an important next step.

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, instruction is cognitively demanding, aligned to grade-level standards, and intentionally planned to allow students to connect their own experiences. Teachers consistently provide feedback, check for student understanding, and use evidence of learning to adjust and move the lesson forward.
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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?	In every classroom, students actively engage in rigorous, grade-level learning through organized, well-planned discussion, inquiry, and problem-solving. Students demonstrate understanding through critical thinking, clear communication, and apply/share learning by transferring knowledge to new and authentic context.
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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	What trends emerge from our implementation evidence, and how are we using these insights to refine practice, allocate resources, and drive continuous professional learning?



	professional learning, coaching and resource allocation.	
<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 support 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.
- In column 3, 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 need a consistent, shared framework for planning and delivering cognitively demanding, grade-level aligned instruction in every classroom.	• Walkthroughs reveal inconsistency in task rigor across classrooms. • WIN time is non-uniform. • ELA MGP of 43.4 and Math MGP of 33.6 are both in Level 1 range. • ELA and Math Core PI scores (85.4/84.6) are at the bottom of Level 1.	Lead Strategy 1: Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving.	☒ <i>New</i> ☐ <i>Refined</i>
All students, including multilingual learners and students with disabilities, must have equitable and uninterrupted access to grade-level content.	• SWD ELA MGP is 39.1 and SWD Math MGP is 38.8, both Level 1. • ELP Success Ratio is .4 (Level 1). CSE services conflict with ENL pullout, causing students to miss T1 instruction.	Lead Strategy 2: Ensure equitable access to grade-level content, especially for multilingual learners and students with disabilities, by coordinating with colleagues and aligning	☒ <i>New</i> ☐ <i>Refined</i>

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?
	No protected ENL/ICT/Gen Ed collaboration time exists.	instruction to shared learning goals.	
The school must build a tiered, consistent, relationship-centered system for identifying and responding to chronic absenteeism.	- EM Attendance All Students score is 150.5 and ELL Attendance is 148.6 (both Level 1, which is above the threshold meaning more absences). - Absenteeism is the single highest-leverage barrier identified across all data sources. CKLA pacing means absent students fall behind rapidly.	Lead Strategy 3: Attendance Data Analysis Meetings and Committee	☐ New ☒ Refined
Family communication must be more structured and two-way which will connect families to their child's learning and build on the trust that our survey data confirms already exists.	89% of families feel JFK treats their child fairly. DTSDE Tenet 6 (Family and Community Engagement) selected as a Demonstrable Indicator. - Families and students struggle to access missed content. - Communication is positive but not yet tied to instructional priorities.	Lead Strategy 4: Community Engagement Team; structured two-way family communication and engagement routines connected to instructional priorities and attendance.	☐ 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

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
• To unify expectations across the school and ensure students have equitable experiences regardless of individual teachers, JFK will adopt CHAMPS as the common language framework. ○ C — Conversation: What level of talking is okay? (None, whisper, partner talk, free discussion?) H — Help: How do students get help or ask questions? (Raise hand, ask a neighbor, come to the teacher?) A — Activity: What is the task or activity students should be doing? M — Movement: Are students allowed to move around? To get materials, sharpen a pencil, use the restroom? P — Participation: What does successful participation look and sound like? S — Success! • CHAMPS helps teachers define expectations <i>per activity</i>, not just for the classroom as a whole. So the expectations for a silent quiz look different from a collaborative lab, and students know exactly what's expected in each case. It also shifts the culture from punishment-based management to a positive, instructional approach — treating behavior as something you teach, not just enforce.	Principal / Instructional Coach / All teachers / All teaching assistants/ All support staff / Security / Aides / Lunch & Recess Monitors	August 2026
• Introduce and embed discourse routines aligned to current curriculum as mandatory structures in all classrooms. Structures include: Turn and Talk, A & B Partnerships, Think-Pair-Share, Structured Academic Conversations, Anchor Charts, and Vocabulary Walls	Principal/ Instructional Coach	October 2026 (ongoing)
• Develop and conduct professional development that builds teacher capacity in establishing a Culture of Error: Develop and launch common language and classroom norms that affirm student effort and normalize mistakes as part of the learning process. Frame productive struggle as a sign of cognitive engagement, not failure.	External Expert /Instructional Coach/Classroom Teachers/Support Staff	October 2026 (ongoing) (Superintende nt's Days / Faculty Meetings)



What will be done?	Who will do it?	Target Date
Communicate to families how JFK will teach students to engage in productive struggle academically. Share language, strategies, and expectations so that families can reinforce a growth mindset at home.	Principal/ Instructional Coach/ Classroom Teachers	September 2026 - Open House
Design and facilitate professional development on Instructional Rounds. Establish a clear, consistent process for how Instructional Rounds are conducted at JFK, including look-fors, debrief protocols, and follow-up cycles.	Community Engagement Team /Principal/ Instructional Coach	October 2026 (ongoing)
- Use grade-level team collaborative planning times to do the following: - Clarify curriculum priorities, interrogate lessons, and lock in pacing. - Analyze student data/work samples to assess depth of understanding. Use findings to inform instructional decisions and coaching cycles. - Reflect on and explore how our instructional lead strategies are shaping student learning and growth. - Design tasks that require students to think critically, reason, and persevere through challenging academic work. Explicitly connect task design to the SEL Character Strong unit on Perseverance to reinforce academic and social-emotional alignment.	Instructional Coach/Teachers	Monthly, October 2026 onward

Improvement Plan: Structures

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

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Create collaborative grade-level teams that drive rigorous instruction through structured planning sessions in which teachers analyze student work, identify misconceptions, select and design cognitively demanding tasks, and collaboratively plan upcoming lessons using a common protocol.	Refined
When and how often will this take place?	Grade-level teams will meet for 40 minutes during each A-F cycle throughout the 2026-2027 school year. Meetings will be facilitated by designated grade-level teacher teams and supported by the Instructional Coach.	
How will this be used to implement and monitor Lead Strategy 1?	- Structured Protocol for teacher practice analyzing student work samples, scaffolding and creating cognitively demanding tasks. - Documented minutes in a uniform layout, housed in a central location, reviewed weekly by the leadership team available to the district supervisors and assistant superintendents.	



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)
1. DI #33: 3-8 ELA All Students MGP (baseline: 43.4; target ≥ 45) 2. DI #39: 3-8 Math All Students MGP (baseline: 33.6; target: ≥ 45). 3. DI #100: ELA All Students Core PI (baseline: 85.4) 4. DI #110: Math All Students Core PI (baseline: 84.6)	Classroom walkthrough data, lesson plans, PLC artifacts, student work samples, i-Ready Diagnostic Assessments (ELA and Math), common formative assessments	By October 2026: 100% of grade-level teams will participate in collaborative planning meetings focused on student work analysis and the design of cognitively demanding tasks as evidenced by meeting agendas, minutes, and planning artifacts.
1. DI #33: 3-8 ELA All Students MGP (baseline: 43.4; target ≥ 45) 2. DI #39: 3-8 Math All Students MGP (baseline: 33.6; target: ≥ 45).	Classroom walkthrough tool aligned to Lead Strategy 1	By October 2026: At least 80% of observed classrooms will demonstrate implementation of discourse routines and opportunities for students to explain reasoning, justify thinking, or engage in problem-solving tasks.
1. DI #33: 3-8 ELA All Students MGP (baseline: 43.4; target ≥ 45) 2. DI #39: 3-8 Math All Students MGP (baseline: 33.6; target: ≥ 45).	Student work samples and instructional rounds data	By October 2026: Student work will be collected and reviewed across grade levels will demonstrate increasing evidence of reasoning, explanation, perseverance, and sense-making as measured through common review protocols.



1. DI #100: ELA All Students Core PI (baseline: 85.4)	iReady Reading Diagnostic Assessment	By February 2027: Students will demonstrate progress toward individualized Typical Growth goals for iReady Reading Diagnostic with at least 30% of students meeting or exceeding expected typical growth target in reading.
1. DI #110: Math All Students Core PI (baseline: 84.6)	iReady Math Diagnostic Assessment	By February 2027: Students will demonstrate progress toward individualized Typical Growth goals for iReady Math Diagnostic with at least 60% of students meeting or exceeding expected typical growth target in reading.

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
Curriculum and Programming Authority: The adoption of a shared task-analysis protocol. This is a non-negotiable instructional expectation enforced through the leadership supervision cycle.	- Quarterly i-ready growth data reviewed mid-year and end-of-year. - Improved teacher practice as measured by instructional walkthroughs.
Scheduling Authority: - The receiver will mandate a once per cycle (A-F) common planning period per grade level. - Utilization of protected time in the contract for collaborative planning time.	- Documented minutes from common planning grade level groups reported to Receiver monthly. - Improved teacher practice as measured by instructional walkthroughs

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
- Instructional coaching time - Instructional rounds and feedback tools	- Instructional coaching time - Weekly planning time	Cognitively demanding grade-level tasks in every classroom daily



Professional learning facilitation from instructional coach	Professional development for CKLA and iReady curricula from curricula professionals	- Consistent discourse routines and academic language support - Formative feedback during instruction
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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
District Supervisors Collaborate with Instructional Coach on Collaborative Planning District content supervisors participate in school-based collaborative planning sessions alongside the instructional coach to co-develop lesson plans, review unit alignment, and reinforce high-leverage instructional strategies tied to the adopted curriculum. <i>Frequency: Minimum bimonthly per content area</i>	- Increase quality of instruction based on district walkthrough rubric - iReady diagnostic data showing growth in targeted skill domains each trimester - Quarterly teacher self assessment regarding individual progress implementation of high leverage instructional strategies
District Director of Math, Science, and Technology The District Director of MST works directly with the school's instructional coach and grade-level math teachers to identify, curate, and share What I Need (WIN) intervention materials aligned to iReady diagnostic data and grade-level standards. Materials are differentiated by skill gap and integrated into the school's intervention block to ensure students can access Tier 1 instruction daily. <i>Frequency: Monthly collaboration + quarterly material refresh</i>	- iReady diagnostic growth scores disaggregated by intervention group (3x per year) % of students meeting projected iReady typical growth targets each trimester - Formative observation data confirming WIN materials in use during intervention block
Assistant Superintendents Conduct Quarterly Curriculum Integrity Checks Assistant Superintendents conduct structured, on-site curriculum integrity checks each quarter to verify fidelity of implementation of the adopted ELA and Math curricula. Checks include classroom observations, artifact review (lesson plans, student	- Curriculum integrity check reports with trend data across quarters - Bi-annual Principal Supervisor check-ins focused on instructional leadership growth and school-wide data trends



Specific District Supports, Structures & Systems	Evidence of Impact
work, unit pacing), and debrief conversations with the principal and instructional coach. <i>Frequency: Quarterly (October, January, March, June)</i>	
District Support to Address Behaviors Impeding Tier 1 Instruction The district will provide targeted support to reduce classroom disruptions that interrupt core instructional time. This includes: • Creation of a building based Behavioral Specialist position. They will conduct a needs assessment and co-develop a school-wide behavioral support plan • Professional development on proactive classroom management strategies and restorative practices • Support implementing consistent Tier 1 behavioral expectations across all classrooms • Coordination with school counselors and psychologists to address chronic behavioral patterns for identified students • Behavioral specialist will be on site FTE .6	• Monthly data on classroom removal rates and office discipline referrals (disaggregated by grade/classroom) • Instructional time-on-task data from walkthrough observations • Chronic absenteeism rates (monthly tracking via eduCLIMBER / attendance system) • Reduction in out-of-classroom time as a percentage of total instructional minutes per month • Teacher survey data on instructional climate and perceived support
Funding Prioritization Budget expenditures aligned to school improvement priorities reviewed semi-annually	• Title I and school improvement funds will be directed toward instructional coaching, supplemental materials, targeted intervention programs to ensure students can access Tier 1 instruction, and family engagement initiatives.

Instructional Lead Strategy 2:

Equity and Access: Ensure equitable access to grade-level content to multilingual learners and students with disabilities.

School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 2** during the 2026-2027 school year.

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



What will be done?	Who will do it?	Target Date
Review and adjust master schedule to identify conflicts between special education services, ENL pull out and WIN time; restructure to protect Tier 1 instructional time for all students.	Principal	Summer 2026, September 2026
Schedule ENL integrated supports during Tier 1 ELA or Math instruction.	ENL Teachers	September 2026
Establish monthly co-planning meetings between ENL, ICT, general education teachers and instructional coach. Meetings should result in a plan of shared responsibility for scaffolding content based on individual student needs using a shared protocol aligned to grade-level standards and bilingual progressions.	ENL, ICT, Instructional Coach, Classroom Teachers	October 2026 (ongoing)
Analyze student outcome data disaggregated by MLL and disability status; use findings to adjust support structures	Principal, Instructional Coach, Classroom Teachers, ICT teachers, ENL	October 2026, January 2027, May 2027
Review the MLL caseload and status and create a schedule to ensure all students are getting the required supports	ENL Teachers, Principal, Instructional Coach	September Ongoing
Review and align all IEP/ELP accommodations to ensure students access grade-level content without being removed from T1 instruction.	Principal, Instructional Coach, ICT, ENL teacher	October 2026 (ongoing)
Conduct professional development on the distinction between scaffolding and differentiation, anchored to the curriculum currently being implemented. Support teachers in identifying where each approach is most appropriate within the instructional sequence.	External Expert/ Instructional Coach	October 2026 (ongoing)

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>	Equity data review meetings examining student outcomes disaggregated by MLL status, disability status and economically disadvantaged subgroup; scheduling and placement decisions reviewed for equity impact.	☐ New
When and how often will this take place?	October, January and May after iReady Math and ELA diagnostic and KCSD iReady reading assessments.	
How will this be used to implement and monitor Lead Strategy 2?	Meeting notes and data summaries will be submitted to the principal. Trends will be used to adjust scheduling, placement, and service.	



Structure 2 <i>Provide a one sentence description.</i>	Collaborative co-planning meetings between ENL, ICT, and general education teachers and instructional coach using a shared template to align accommodations, embed supports and maintain grade-level rigor. Meetings should result in a plan of shared responsibility for scaffolding content based on individual student needs using a shared protocol aligned to grade-level standards and bilingual progressions.	☐ Refined
When and how often will this take place?	Designated letter day every other cycle; co-teaching schedules reviewed quarterly.	
How will this be used to implement and monitor Lead Strategy 2?	Co-planning documentation will be reviewed by the principal to ensure student access to grade-level content and co-teaching fidelity.	

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 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)
1. DI #34: 3-8 ELA SWD MGP (baseline: 39.1; target: ≥ 45) 2. DI #40: 3-8 Math SWD MGP (baseline: 38.8; target ≥ 45). 3. DI #180: ELP Success Ratio All Students (baseline: .4; target $\geq .5$)	• KCSD iReady Assessments for reading and math (quarterly) • Meeting notes from Equity Data Review meetings • Meeting notes from collaborative co-planning meetings.	October 2026 • 100% of ELL students and SWD students are receiving the appropriate levels of instructional support.

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
Scheduling Authority: The Superintendent/Receiver exercises scheduling authority to direct the restructuring of JFK's master schedule, eliminating conflicts between special education services, ENL pull-out, and WIN intervention time. The governing principle is non-negotiable: No student may be removed from Tier 1 core instruction for two different services consecutively. This ensures that all students — including those receiving special education and/or ENL services — have uninterrupted access to grade-level instruction. The restructured schedule will prioritize: • Co-teaching and push-in models where possible to preserve Tier 1 time • Staggered pull-out scheduling so no student loses core instructional time twice in the same block • WIN intervention blocks scheduled outside of Tier 1 ELA and Math instruction	• Revised master schedule reviewed and approved by Receiver • Scheduling conflict audit completed at start of year - zero students scheduled out of Tier 1 for two simultaneous services • Monthly service delivery logs confirming ENL, special education, and WIN sessions occur outside Tier 1 blocks • iReady diagnostic growth data disaggregated by subgroup (students with IEPs, ENL students) reviewed each quarter to assess whether access to Tier 1 instruction is producing measurable academic gains • Walkthrough data confirming co-teaching and push-in models are in place where scheduled
Staffing Authority: The Receiver exercises staffing authority to ensure that JFK has a sufficient number of certified ENL specialists to deliver all mandated English as a New Language services as required by each student's individual language learning plan. Staffing decisions will account for: • Current ENL enrollment and service hours required per student mandate • Appropriate caseload ratios per ENL specialist to maintain service quality	• Service delivery compliance logs confirming all ENL students are receiving mandated hours • iReady diagnostic growth data for ENL students reviewed each quarter, with disaggregated subgroup reporting • Chronic absenteeism rate among ENL students and SWD monitored monthly, attendance as an indicator of engagement and access

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
• Scheduling flexibility • Director of ENL support	• Protected co-planning time • Shared accommodation tracking tools • Access to disaggregated data	• Uninterrupted Tier I instructional time • Accommodations embedded in grade-level tasks



		• Equitable access to the same high-quality content for all
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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
Participates in Scheduling Audit and Quarterly Placement Reviews The district will participate directly in the school's master schedule audit process and will conduct quarterly placement reviews to ensure that: • Every student's IEP service mandates are being met within the restructured schedule • Placement decisions reflect the Least Restrictive Environment (LRE) requirements and do not unnecessarily remove students from general education settings • Any scheduling conflicts between special education services, ENL pull-out, and WIN intervention are identified and resolved promptly • Students are not being removed from Tier 1 instruction as a result of service delivery decisions • Scheduling adjustments identified through the audit are reviewed and approved by district leadership before implementation. <i>Frequency: Initial audit — September 2026; Quarterly placement reviews — November, February, April</i>	• Scheduling audit report completed by September 2026 with documented findings and corrective actions • Quarterly placement review summaries shared with the Principal and Receiver • Zero students scheduled out of Tier 1 for two simultaneous services, verified at each quarterly review • IEP compliance rate: 100% of students receiving all mandated service hours as documented in monthly service logs • iReady diagnostic growth for students with IEPs, reviewed each trimester to assess impact of placement and access decisions on academic progress



Specific District Support	Evidence of Impact
Co-Teaching Fidelity Documented Through Walkthroughs and Reported to Receiver District supervisors will conduct structured walkthroughs focused specifically on co-teaching fidelity, verifying that co-teaching models are being implemented as designed and that both the general education teacher and the special education or ENL co-teacher are actively sharing instructional responsibility. Walkthroughs will look for: • Evidence of a recognized co-teaching model in use (e.g., One Teach/One Support, Station Teaching, Parallel Teaching, Team Teaching) • Both teachers engaged in instruction — not one teacher instructing while the other manages behavior or circulates passively • IEP accommodations and ENL scaffolds visibly embedded in the lesson delivery • Student engagement and access for all learners, including those with disabilities and multilingual learners Walkthrough findings are compiled into a summary report submitted to the Receiver each quarter. <i>Frequency: Walkthroughs conducted monthly; quarterly integrity summary reports submitted to Receiver</i>	• Monthly walkthrough data: co-teaching model observed, fidelity rating, and follow-up action documented per classroom • Quarterly co-teaching integrity summary report submitted to Receiver, includes trend data across the year • Post-walkthrough coaching conference notes: evidence that instructional feedback was delivered and acted upon
Director of ENL K-12 Ongoing Scheduling Review Review the MLL caseload and status and create a schedule to ensure all students are getting the required supports	• Quarterly review of ENL provider's schedule

Culture and Connectedness (Attendance) Lead Strategy 3:

Schoolwide Inquiry Cycles focused on attendance.

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
Establish a school-wide attendance team which meets monthly to review data and assign tiered outreach.	Principal, Social Worker, Bilingual Family Worker	September 2026 (ongoing)
Create a stipend position for additional attendance outreach efforts, specifically targeting support for our non-English speaking families.	Bilingual Family Worker (or TBD)	September 2026 (ongoing)
Create and communicate clear, consistent school-wide attendance expectations (in English and Spanish); align messaging across all grade levels and with district policy.	Principal, All Staff	September 2026 (before school opens)
Implement tiered attendance response messaging : Tier 1 = universal positive messaging; Tier 2 = personalized outreach after 3 total absences; Tier 3 = individualized plan after 10 absences.	Attendance Committee	October 2026 (ongoing)
Conduct quarterly student voice surveys on belonging, connectedness, and classroom culture; share results with staff.	Attendance Committee	Quarterly (October, January, April, June)
Implement a 'While Your Were Out Buddy' protocol for students returning after extended absences: students in 3rd and 4th grade will be partnered up and responsible for catching up their partner on Tier 1 content that was missed.	3rd and 4th grade teachers	November 2026 (ongoing)

School Improvement Plan: Structures

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

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 Provide a one sentence description.	Schoolwide Inquiry Cycles: <i>Attendance meetings where the attendance committee reviews current attendance data, analyzes trends and root causes, assigns outreach and documents actions.</i>	☐ Refined
When and how often will this take place?	Monthly; attendance data reviewed weekly by principal.	
How will this be used to implement and monitor Lead Strategy 3?	Attendance trends tracked weekly; outreach logs reviewed at each team meeting; chronic absenteeism rates reported monthly to Superintendent Receiver.	
Structure 2 Provide a one sentence description.	Coordinated Feedback and Responsiveness Cycles: <i>Student voice and belonging survey administered school-wide, results analyzed by grade level and demographic group, shared with staff and used to refine culture-building and attendance response strategies.</i>	☐ New



What structures will support Lead Strategy 3?		How does this compare to 2025-26?
When and how often will this take place?	Quarterly (October, January, March, June)	
How will this be used to implement and monitor Lead Strategy 3?	Survey results analyzed by grade and subgroup; findings will be used to adjust Tier 1 and tier 2 attendance and belonging supports. Shared with CET at each meeting.	

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 DIs 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 DIs	Data Sources	Early Progress Indicator(s)
• DI #300 - EM Attendance All Students (baseline: 150.5; target: ≤ 133.5 Level 2 threshold) • DI #304 - EM Attendance ELL (baseline: 148.6; target: ≤ 125) Student belonging survey data (local measure)	• Daily attendance data; chronic absenteeism rate by grade and subgroup; • Student belonging survey (quarterly) • Family outreach logs (eSchool phone logs) • Social Worker contact records	• By November 2026: Attendance team established and meeting monthly with documented agendas and outreach logs. • Chronic absenteeism rate decreases by 4+ percentage points from 2025–26 baseline (October 2025 = 30.72 % chronically absent; January 2026 = 33.01% chronically absent; April 2026 = 36.09% chronically absent; June 2026 =) . • First belonging survey administered and results shared with staff and CET by November 2026.

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
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Programming Authority:

Superintendent receiver directs implementation of a consistent, school-wide attendance policy and tiered response protocol.

- Monthly attendance data reports shared with Receiver.
- Tiered outreach logs reviewed quarterly.
- Year-end chronic absenteeism rate compared to 2025–26 baseline.
- Attendance interventions for Tier 3 students documented and reviewed monthly by principal and Receiver.

District Support: Equitable Resource Allocation

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

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

Building Leader Resources	Teacher Resources	Student Resources
• Attendance team coordination time • Attendance data access	• Clear attendance protocols and family communication scripts; • Belonging survey tools; • 'While You Were Out Buddy' protocol; professional learning on the connection between attendance, belonging, and student relationships.	• Consistent, welcoming classroom routines in every classroom; • Check-in support after absences • Quarterly student voice surveys; • Access to a trusted adult • Tiered outreach before additional absences

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
District Provides Support with Family Outreach -Stipend position to support JFK's attendance improvement efforts by building and sustaining direct relationships with families of chronically absent students? The person will serve as a bridge between the school and home, addressing non-academic barriers that contribute to chronic	• Monthly chronic absenteeism reports reviewed by the Receiver, tracking the percentage of students missing 10% or more of school days, disaggregated by grade level and subgroup • Family outreach logs audited quarterly: number of families contacted, mode of



Specific District Support	Evidence of Impact
absenteeism, including transportation challenges, family circumstances, health concerns, and student disengagement. • Conduct proactive outreach to families of students at risk of chronic absenteeism (missing 5% or more of days) before the 10% threshold is reached • Facilitate home visits, phone conferences, and in-person meetings with families as needed • Connect families to district and community partnership resources including housing support, food access, mental health services, and transportation assistance • Collaborate with the school's attendance team on individualized re-engagement plans for students with chronic patterns of absence • The district shares an updated directory of community partnership resources with JFK at the start of each semester to ensure referrals reflect current availability. <i>Frequency: Ongoing; family outreach logs maintained weekly and reviewed quarterly</i>	outreach, and documented follow-up actions per chronically absent student • Community partnership referral tracking: number of families connected to external supports and documented outcomes where available • Mid-year attendance trend data (January) reviewed at district level, comparing current chronic absenteeism rate to baseline and DI target • End-of-year attendance data reviewed at district level, comparison to DI Indicator targets #300 and #304
District Maintains Attendance Tracking System Access and Provides Training The district will ensure that JFK school staff have consistent, reliable access to the Attendance Tracking System (ATS) and will provide targeted training so that all relevant staff and school leadership can effectively use ATS data to identify, monitor, and respond to attendance patterns in real time. • Onboarding and refresher training for attendance system provided at the start of the school year and as needed for new staff • Attendance system access provisioned and verified for all attendance-responsible staff before September 8, 2026 • District provides monthly attendance data extracts and summary reports to the JFK Attendance Team • Technical support escalation pathway established. Attendance system issues resolved within 3 business days	• Attendance access verification log confirming all responsible staff provisioned by September 8, 2026 • Attendance Team meeting agendas and notes documenting monthly review of district-provided attendance data updates • Monthly chronic absenteeism data pulled from Attendance System reviewed by Receiver, rate tracked against DI Indicator targets #300 and #304 • Attendance data accuracy audit conducted quarterly, confirming attendance system records align with school-based attendance logs



Specific District Support	Evidence of Impact
<i>Frequency: Training at start of year and as needed; monthly data updates to CET; ongoing ATS access</i>	
District Aligns Elementary and Middle School Attendance Policies The district will ensure that attendance definitions, intervention thresholds, notification timelines, and escalation protocols are consistent across elementary and middle school levels. This alignment is critical for JFK as a school that may receive students transitioning from elementary grades with established attendance patterns. Consistent policies ensure: • Families receive the same attendance expectations and consequences regardless of which school their child attends • Chronic absenteeism intervention is triggered at the same threshold (10% of days missed) across all grade levels • Attendance records transfer accurately when students move between elementary and JFK, preventing gaps in monitoring • Shared language and messaging across the district reduces family confusion and increases accountability • Aligned policy document distributed to all school principals and family liaisons by September 2026. <i>Frequency: Policy review annually each August; mid-year implementation check in January</i>	• Aligned attendance policy document on file and distributed to all relevant staff by September 2026 • Mid-year (January) and end-of-year (June) attendance trend data reviewed at district level, comparing JFK's chronic absenteeism rate to district-wide averages across grade levels • Year-end comparison of JFK's attendance data to DI Indicator targets #300 and #304, with analysis of whether policy alignment contributed to improvement • Outgoing 5th-grade attendance transition data reviewed at the end of the year — identifying students leaving with prior chronic absenteeism patterns so early outreach can be initiated immediately as they prepare for middle school



**Family and
Community
Partnerships Lead
Strategy 4:**

Structured Two-Way Family Communication and Partnership

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
Establish structured Community Engagement Team (CET) meeting calendar (4x/year); share agenda, attendance data, and lead strategy progress reports in advance of each meeting	Principal + CET Chairperson	September 2026 (calendar set before school opens)
Launch weekly family communication providing academic updates tied to what students are learning — including resources for re-engagement after absences	Principal + Teachers	October 2026 (ongoing)
In collaboration with the district, Conduct two family learning nights per year (ELA and Math focused) where families experience the kinds of tasks their children are working on in class	Principal + Grade Level Teachers + Coach+ District	November 2026 and March 2027
Solicit formal family input through CET and annual family survey; use results to refine communication and partnership strategies	CET + Principal + Counselor	Annually (May 2027) + ongoing CET input

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 Provide a one sentence description.	• Community Engagement Team - The CET meets 4 times a year with a structured agenda, pre-shared data including attendance and lead strategy progress, and a formal input and recommendation process; minutes and recommendations posted publicly.	☐ Refined



What structures will support Lead Strategy 4?		How does this compare to 2025-26?
When and how often will this take place?	Quarterly Meetings	
How will this be used to implement and monitor Lead Strategy 4?	- Meeting minutes and CET recommendations submitted to the district and posted on the district website within 14 days of each meeting. - Principal reports CET input to staff.	
Structure 2 Provide a one sentence description.	Weekly Family Bulletins/Newsletter <i>Weekly plain-language Family Learning Bulletin sent to all families connecting what students are learning to how families can support at home, including what to do if their child missed school.</i>	☐ New ☐ Refined
When and how often will this take place?	Weekly, every Friday	
How will this be used to implement and monitor Lead Strategy 4?	- Open/read rates tracked; - family feedback collected quarterly through CET; - content reviewed monthly by principal for alignment to instructional priorities.	

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

Aligned DIIs	Data Sources	Early Progress Indicator(s)
DI #6: Family and Community Engagement (DTSDE Tenet 6) Chronic absenteeism rates (DI #300, #304): family engagement as a lever Student belonging survey (quarterly local measure)	- CET meeting attendance and participation logs; - annual family survey results; - weekly bulletin open rates; - attendance data - school climate survey (annual) - family learning night attendance	- By September 2026: CET calendar established; - First two meetings held with documented minutes and recommendations. - Weekly Family Learning Newsletter launched.

District Support: Powers of The Receiver

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

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

Powers of the Receiver	Evidence of Impact
Community Partnership and Communication Authority: - Receiver directs the district communications office to support JFK's family communication infrastructure. - Translation services for all family communications will be funded and maintained.	- CET meeting minutes and attendance reviewed quarterly by Receiver. - Family engagement metrics reviewed semi-annually. - Annual family survey results shared with Receiver.
Staffing Authority: District Support with staff (stipends) for two-way engagement with families of chronically absent students, with specific focus on families of ELL students.	- District Support staff outreach logs reviewed quarterly. - Attendance data for families reached by support staff tracked monthly and compared against school-wide baseline.

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
- District support staff for family outreach - Translation/interpretation services - District communications support; - Time for CET facilitation; - access to family engagement data	- Weekly bulletin/newsletter content templates; - Family-facing instructional explanation resources; - Communication protocols for absence outreach	Families who are better informed and more engaged, which research consistently shows improves attendance, motivation, and academic outcomes for students

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
District Maintains Translation Services for All Family Communications The district will ensure that JFK families who are English Language Learners or whose home language is not English have full and equitable access to all school communications, notices, and engagement opportunities through sustained translation and interpretation services. This support includes: • Translation of written communications, including attendance letters, report cards, school improvement updates, CET outreach materials, and family event notices , into the home languages represented in JFK's student population • Oral interpretation services available for family meetings, parent-teacher conferences, IEP meetings, and CET engagement events • Coordination between the district's communications office and the school's family liaison to ensure no family communication is distributed in English only • Multilingual versions of the school improvement dashboard made available to families each semester <i>Frequency: Ongoing for written materials; interpretation available within 48 hours of request for meetings</i>	Progress Monitoring Evidence: • Translation request and fulfillment log reviewed quarterly, tracking volume, languages requested, and turnaround time • Family engagement metrics in mid-year and end-of-year school progress reports submitted to Receiver, including participation rates disaggregated by language background • Annual family survey results reviewed at district level , survey administered in home languages; results analyzed for differences in family satisfaction and engagement by language subgroup • Audit of CET outreach materials each semester to verify multilingual versions are on file and in use • Attendance trend data for ENL students reviewed monthly as a downstream indicator of whether language access barriers are being reduced
District Maintains Funding for JFK Family outreach support person -The district will support a stipend position dedicated to family support personnel at JFK as a protected school improvement resource. This position is critical to JFK's attendance and family engagement strategy This person helps JFK with • Continuity of family relationships built during the prior school year, avoiding the loss of trust that comes with staff turnover mid-improvement cycle • Sufficient staffing to conduct proactive outreach to all chronically absent students and their families, not just reactive response after thresholds are crossed • Coordinate with community partners, and attend family engagement events as a	• District Family support person funded • Quarterly review of CET participation logs • District Family support person attendance at CET meetings as a proxy for sustained engagement capacity • Family outreach logs reviewed quarterly, volume and quality of outreach attributed to Family support person • Year-end chronic absenteeism rate compared to DI Indicator targets #300 and #304 with Family support outreach data included as a contributing factor in the analysis



Specific District Support	Evidence of Impact
consistent, known presence in the school community /	

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

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

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

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

Selection

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

Summary of CET Selection Process

- CET members will be identified through an open nomination process communicated to all families, staff, and community members via school newsletter, automated phone call, and the district website in all applicable dominant languages.
- Administrative and teacher representatives will be selected per Commissioners Regulations §100.11(b).
- Parent and community representatives will self-nominate or be nominated by current CET members, with final selection confirmed by the principal in consultation with the Superintendent Receiver.
- Recruitment prioritizes representation across grade levels, language backgrounds, and community constituencies.

Membership

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

Continuing Members

Melissa Jamieson - Principal
Emily Daniels - Parent
Julann Peters - Reading Teacher
Brittany Myers - Special Education Teacher
Nicole Zalocki - Reading Teacher
Ashlei Bauer - Special Education Teacher
Jen Torok - Special Education Teacher
Heidi McGarry - 3rd Grade Teacher
Emily Zifchak - Instructional Coach

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).



Dana Heppner - Special Education Teacher
Jessica Miller - 2nd Grade Teacher
Jessica Feshold - 2nd Grade Teacher
Rodney Brown - Teaching Assistant
Alexandria Bailey - 4th Grade Teacher
William Manley – 3rd Grade Teacher
Elissa Hansen – Music Teacher
Caroline Weishaupt – School Psychologist
Trudian Hay – School Social Worker

New Members for 2026-2027

Rose Marie Reid - Reading Teacher
Ketsia Louis - BCBA

Participation

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

Action Steps to Increase Participation

To increase participation of parents, families, and students the school will:

1. offer CET meetings in multiple formats (in-person and virtual/hybrid) with childcare and translation provided;
2. schedule meetings at varying times to accommodate working families;
3. send personal invitations to families of chronically absent students to join the CET as a meaningful partnership role in school improvement;
4. recruit a Grade 4 student representative through a classroom nomination process; and
5. publicize CET meeting dates, agendas, and minutes on the school website and in the weekly family bulletin.

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 members will receive the following in advance of each meeting:

- current attendance data and trend analysis,
- lead strategy implementation progress updates,
- student achievement summaries in accessible language, and
- any pending decisions requiring CET input.
- Between meetings, the principal will share monthly attendance updates.
- All CET meeting minutes and formal recommendations will be posted publicly on the district website within 14 days of each meeting.

Progress Monitoring and Impact

- Outline the school's plan for ensuring the CET's engagement and contributions are represented in decisions made about the school's improvement plan and implementation.



- How will the CET make its recommendations public?
- How will the CET solicit public input?
- How will the **school and the district** monitor the engagement of the CET?
- What data and related evidence will be used to measure the impact of the CET on 2026-2027 plan implementation?

CET Engagement Plan	Evidence of Impact
CET recommendations will be formally documented at each meeting and reviewed by the principal and Superintendent Receiver to determine how they inform plan implementation.	• CET recommendation log reviewed quarterly; • 80%+ of formal recommendations receive a documented response from the principal within 30 days.
CET will solicit public input through a publicly posted comment form on the district website, open family meetings at least twice per year, and an annual family survey.	• Number of public comments received; • Family survey response rate; • Open meeting attendance tracked annually.
The school and district will monitor CET engagement through meeting attendance, diversity of representation, and quality of CET-generated recommendations.	• CET meeting attendance tracked at each meeting;
CET impact will be measured by attendance trend data (DI #300, #304), family engagement metrics, and school climate survey scores (DI #6).	• Chronic absenteeism rate • annual family survey results

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):

Signature of Receiver:

Date:

Paul Peralta
6/26/26

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

Name of CET Representative (Print):

Signature of CET Representative:

Title of CET Representative:

Date:

Jennifer Torok
J. TOROK
Teacher
6/26/26



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