

Receivership School 2026-2027 Continuation Plan

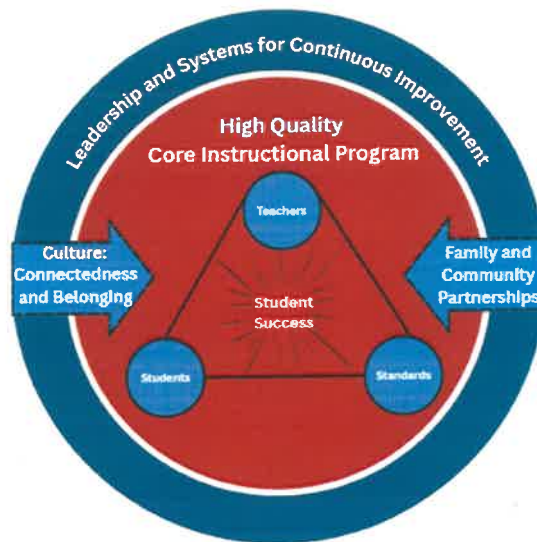
This document is not considered an evaluation by the New York State Education Department (NYSED). All sections of this document should be completed by the Superintendent Receiver and/or their designee, in collaboration with the school leader. Responses should be reflective of the outcomes achieved through 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	
South Middle School 6-8	Newburgh Enlarged City School District	Dr. Jackielyn Manning Campbell		
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)	
Mr. Roderick Phoenix			N/A	N/A



Leadership & Systems for Continuous Improvement
Building sustainable systems, strong leadership and a culture of efficacy that drives ongoing school improvement.

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)** establishing and strengthening the systems and structures intentionally designed and delivered in every learning space.

Culture: Connectedness & Belonging
Building inclusive, safe, and supportive environments where both students and staff experience belonging, agency, and collective responsibility for success.

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*.

South Middle School's review of student performance, surveys, and school practices shows that the main challenges are not about students' abilities but about how the school is organized and how teaching and support are delivered.

The school needs to address inconsistent teaching and unclear expectations across classrooms. Right now, what students are asked to do—and how they are supported—varies widely depending on the teacher. This creates unequal learning experiences. Systems meant to support students, such as extra academic help, attendance follow-up, and teacher coaching, are in place but are not seen by all staff as support but more of a burden. Attendance of staff and students is also a concern, as many students and families report that while absences are tracked, the reasons behind them are not fully addressed. Students are also missing instruction with teacher absences.

The most important learning challenge across all data is mathematics. Students in every grade are showing very low growth, meaning they are not improving as expected. At the same time, 6th-grade students are performing the lowest in both reading and math, making this a key area for immediate support. A clear strength is in reading, especially in 7th grade, where students are showing steady improvement. This suggests that some teaching practices are working well and could be expanded to other grades and subjects.

Several skill gaps are limiting student progress. Too much instruction focuses on memorization instead of helping students think deeply, solve problems, and explain their understanding. Many students cannot clearly describe what they are learning or what strong work looks like. In addition, expectations for quality work and level of challenge are not consistent across classrooms, making it harder for students to build skills over time.

A major theme across student feedback, attendance, and school climate is a mixed sense of belonging. Many students report having at least one caring adult in the building, which is a positive sign. However, far fewer feel valued or respected by the school as a whole. This means that while individual relationships are strong, the overall school experience is inconsistent and depends on the classroom. When students feel less connected, they are also more likely to miss school.

Family and community partnerships show both strengths and gaps. Families generally feel welcomed and care about their children's success, but their involvement often decreases after initial contact. Communication is not always clear or consistent, and it does not always connect to what students are learning. Language barriers also limit access for some families. In addition, students report that school activities do not always match their interests, which affects engagement.

In summary, the school's greatest need is to create consistency—in teaching, expectations, support systems, and communication. By strengthening math instruction, providing focused support for 6th grade, building a shared approach to teaching, improving attendance support, and creating stronger connections with families, the school can better support all students and create a more positive and effective learning environment.

ACRONYM GLOSSARY (for community readers): MTSS-I = Multi-Tiered System of Supports for Instruction (a framework ensuring all students receive the right level of support); DII = Demonstrable Improvement Indicator (a measurable goal set by New York State); PLC = Professional Learning Community (a structured team meeting where teachers analyze student work and plan instruction together); BTC = Building Thinking Classrooms (a research-based framework for student-centered math and ELA instruction); DOK = Depth of Knowledge (a scale for measuring how deeply students must think); CFU = Check for Understanding (a brief in-lesson technique to assess student learning in real time); SIG = School Improvement Grant (federal funding for low-performing schools); ELT = Extended Learning Time (additional instructional hours beyond the regular school day); MGP = Mean Growth Percentile (a state measure of how much students grew academically compared to peers who started at the same level); ELA = English Language Arts.

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?

At South Middle School, high-quality Tier 1 instruction is rigorous, standards-aligned, student-centered, and responsive to the needs of every learner. It looks like teachers clearly communicating learning targets and success criteria, facilitating standards-aligned instruction, and engaging students in cognitively demanding, grade-level tasks before direct instruction. Students work collaboratively in visibly random groups at Vertical Non-Permanent Surfaces (whiteboards), while teachers circulate, monitor understanding, and use purposeful questioning to deepen thinking rather than simply delivering information.

It sounds like rich academic discourse, with students explaining their reasoning, building on one another's ideas using sentence frames (e.g., "I agree because..." and "I'd like to add..."), while teachers use Talk Moves such as revoicing, pressing for reasoning, and purposeful wait time. Student voice exceeds teacher voice, with teachers acting as facilitators and limiting direct instruction to less than 40% of the lesson.

It feels like a safe, engaging, and intellectually challenging learning environment where productive struggle is expected, mistakes are viewed as opportunities for learning, and every student is actively thinking, collaborating, and solving problems. Instruction is differentiated through ongoing checks for understanding, timely feedback, and targeted support and enrichment so all learners can succeed. This shared instructional framework is implemented consistently across every classroom and reinforced through weekly PLCs, daily instructional walkthroughs by the principal and assistant principals, and ongoing instructional coaching to ensure coherence, accountability, and continuous improvement.

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 are active participants in their learning. They can clearly explain what they are learning, why it is important, and how to demonstrate success.

Students think critically, solve problems, and apply their knowledge in different situations. Students ask questions, engage in discussion, and work collaboratively with peers. Learning goes beyond completing tasks—it includes making sense of ideas and explaining reasoning.

Students take ownership of their progress. Students track their learning, reflect on their work, and use feedback to improve. Students are challenged appropriately and supported when needed, ensuring all students can succeed.

Every student feels a strong sense of belonging. Most students feel respected, valued, and supported not just by individual teachers, but by the entire school community, which includes, administrators, pps professionals, clerical staff, custodians, school monitors and food services support, and in all classrooms.

Students develop some skills that prepare them for success beyond school, including communication, higher order thinking, collaboration, problem-solving, and independence. Students are confident learners and critical thinkers who are ready for high school, careers, and life beyond the classroom.

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>	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>	How effectively and consistently is our curriculum being implemented across classrooms,

	including pacing, task quality, and alignment, identify variation, inconsistency, and opportunities to strengthen rigor.	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, and data driven practices 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, data outcomes, 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 this information to refine practice, allocate resources, and drive continuous professional learning?
<i>District and School Practices to Ensure Equitable Access to Rigorous Learning</i>	Transparent, equity-focused routines for student placement, scheduling, staffing, grouping, and monitoring of task quality across settings to guarantee all students have access to grade-level, challenging learning opportunities.	How do our placement, scheduling, staffing, and grouping decisions ensure every student has equitable access to grade-level, challenging tasks across all classrooms?
<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?
<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, maintain coherence, and keep staff focused on core instructional priorities.	How effectively do our leadership monitoring routines (walkthroughs, feedback, communication, tracking) maintain coherence and keep the focus on core instructional priorities?

Coordinated Feedback and Responsiveness Cycles	Structures that integrate student voice, teacher feedback, observation data, and implementation evidence to refine instructional supports, strengthen alignment, ensure timely, actionable feedback connected to priorities and professional learning.	How are we integrating student voice, teacher feedback, and observational evidence to refine instructional support and ensure feedback cycles are timely, actionable, and aligned to priorities?
Community Engagement Team	The community engagement team (CET) shall be composed 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? SMS SELF ASSESSMENT AGAINST THE 10 Essential Systems and structures

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?
Transition math instruction to prioritize reasoning and peer discussion	Staff/student surveys identify a critical lack of schoolwide rigor and classroom alignment.	Increase structured academic discourse to help students explain thinking and build on peer ideas	x New Refined
Transition from teacher-led procedural instruction to student-centered active engagement.	Students shared that they are bored in class; not all students felt they were being challenged. Data also showed a need to increase opportunities for discussion in classes and	Engage students in cognitively demanding tasks that require reasoning, sense-making, and problem-solving	New X Refined

	for project-based learning.	<u>SMS Definitions</u>	
Shift from high teacher scaffolding to real-time responsive instruction grounded in student thinking.	Historical data shows a severe "rigor gap": while 60% of students passed procedural classroom assignments, fewer than 28% achieved proficiency on State assessments due to an inability to solve multi-step, non-routine problems. 2025-26 baseline walkthroughs revealed teachers held the cognitive lift for over 70% of the instructional block, driving a culture of learned helplessness.	Establish a schoolwide culture of connectedness and belonging—grounded in consistent routines, restorative practices, and authentic relationships—that reduces absenteeism, supports on-time arrival, and builds the perseverance students need for academic success and high school readiness. <u>Connection to culture connectedness and attendance</u>	New x Refined
Shift family outreach from basic operational tracking to academic partnership. experiences) to build understanding of grade-level expectations and how families can support rigorous learning at home.	Family survey data and participation trends indicate a need for clearer communication around academic expectations so families can better support student learning and reinforce rigor outside of school.	Implement an accessible communication system and build community partnerships to empower families.	New x 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:	Increase opportunities for students to explain their thinking and build on the ideas of their peers through structured academic discourse.
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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: Dr. Pushkantser (Director), Office of Curriculum & Instruction

- When will it be done?

What will be done?	Who will do it?	Target Date
Professional Development: Facilitate specialized training for the ELA curricula and advanced "Building Thinking Classrooms" (BTC) discourse techniques.	Mr. Phoenix (Principal), Instructional Math Coach (Instructional Coach), with Dr. Pushkantser (Director of Middle Level)	August 2026 start then follow up monthly
Data Cycles: Analysis of student work samples and discourse to determine student instructional needs.	ELA and Math Department Teachers (facilitated by Math Coach and Ms. Consorti (Instructional Coaches)	Bi-weekly throughout the 2026-27 School Year
Audit and provide supplemental "thinking tools" (e.g., vertical non-permanent surfaces, discourse sentence starters) for all classrooms.	District Team: Office of Curriculum & Instruction (Director: Dr. Pushkantser) — confirmed by September 10, 2026	September 30, 2026
Inter-rater Reliability: Conduct "Instructional Rounds" to ensure administrative feedback on discourse is consistent across all grade levels. Conduct these weekly classroom walks on a rotating basis.	Mr. Phoenix (Principal), Ms. Nin, Ms. Berrios Mr. Joseph and Ms. Reid (Assistant Principals), Dr. Pushkantser (Director)	September, then Weekly rotation
Curriculum & Resource Adoption -ELA Transition: Fully adopt and integrate ELA curricula" and data driven instructional decision making.	ELA Instructional Lead & Grade Level ELA Teachers (coached by Ms. Consorti (Instructional Coach), Dr. Pushkantser (Director)	September 2026
Math Sustainability: Deepen Building Thinking Classroom practices through purposeful discussion that helps students make sense of and connect their learning.	Math Department Teachers, Math Coach (Instructional Coach, Math Lead), Dr. Pushkantser (Director)	Ongoing — 30-day check: October 27, 2026; 60-day check: November 26, 2026; 90-day check: January 27, 2027; Final Evaluation: June 12, 2027

School Improvement Plan: Structures

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

What structures will support Lead Strategy 1?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Curriculum Monitoring Routines will be used to support literacy and numeracy classroom implementation with curricular resources.	x New Refined
When and how often will this take place?	A systematic observation and feedback loop designed to ensure literacy and numeracy standards and skills are taught using routines that maximize student voice. Addressed in weekly PLCs, daily walkthroughs, and weekly administrative cabinet meetings.	
How will this be used to implement and monitor Lead Strategy 1?	Focus on increasing opportunities for students to explain their thinking and engage with peers through structured academic discourse. Administrators and instructional coaches will use a Discourse Look-For Checklist during daily walkthroughs to collect data on student and teacher talk.	
Structure 2 <i>Provide a one sentence description.</i>	Clear shared Expectation for High quality Instruction	New x Refined
When and how often will this take place?	A unified instructional framework that defines exactly what "High-Quality Academic Discourse" looks like across all content areas will be reinforced during Faculty Meetings, "The Weekly" memo, PLCs, and 1:1 coaching sessions and addressed in weekly PLCs, daily walkthroughs, and weekly admin cabinets.	
How will this be used to implement and monitor Lead Strategy 1?	Faculty meetings, PLCs, grade-level team meetings, one-on-one conferences, and instructional coaching will be used to establish and refine schoolwide expectations for structured academic discourse. Teachers will engage in self-reflection using a shared rubric to analyze their practice, while instructional coaches provide actionable feedback focused on increasing student-to-student discourse and building on peers' ideas.	

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 DIs	Data Sources	Early Progress Indicator(s)
3-8 Ela & Math All students MGP - Teacher Practices & Decisions - Curriculum Development & Support 3-8 ELA and Math all core subject pl	- iReady Diagnostic results 3x per year - Formative Assessments- Reasoning Exit tickets - Formative assessments - Building Thinking Classroom rubric-based performance tasks—quarterly - Observational Data (Danielson Framework components 3b and 3C)	Q1: ELA/Math teachers establish Thinking Classroom routines; lesson plans incorporate intentional "Talk Moves" and sentence frames. Q2: Students independently challenge or build on peer ideas; constructed responses show measurable growth in writing justifications.

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, Programming, and Staffing (Staffing & PD): The receiver will utilize the power to mandate and expand job-embedded professional development. This includes requiring participation in coaching cycles for increased knowledge of literacy and numeracy practices. Scheduling and Extended Learning Time : The Receiver will exercise the power to restructure the master schedule to mandate common planning time and add 200 hours of quality ELT (extended learning time). This time will be protected from non-instructional duties to ensure PLC teams focus exclusively on analyzing data. Implementation of Evidence-Based Practices (School Intervention): The Receiver will establish standardized lesson planning expectations that include differentiation for all diverse learning subgroups. These expectations will strengthen Tier 1 instructional practices by emphasizing student facilitation, critical thinking, collaborative discourse, and purposeful engagement to ensure all students have equitable access to core instruction.	Walkthrough Trend Data: Quarterly reports will show evidence of implementation of literacy and numeracy strategies. Monthly review of PLC agendas and lesson plans that demonstrate utilization of data-driven strategies. Monthly peer review by Instructional Leads will confirm that lesson plans include differentiation. Student data will include rubrics that align to the lesson plan and its objectives.. Evidence of impact will include improved instructional practices across classrooms,

Leadership Capacity & Accountability: The Receiver will utilize the power to redefine the role of school leadership, shifting the Principal from a building manager to an Instructional Leader. This involves mandated coaching for the Principal to facilitate high-quality, actionable feedback.

increased student engagement, stronger implementation of Tier 1 instruction. Growth in student academic outcomes across diverse learning subgroups.

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 Coaches & Mentors	High-Quality Curricula	Adaptive Learning Platforms
Analytic Dashboards (to self-monitor building-wide progress)	Protected Common Planning Time & Master Schedule to support PLCs	High-Quality Instructional Materials (Access to culturally relevant texts)
Data Walks & Intervisitation Cycles	Professional Development Funding (Directly aligned to Lead Strategy 1)	Student Data Folders & Binders (For self-monitoring and goal setting)
"Growth Essentials" Checklist (Principal-as-Instructional-Leader tool) and feedback tools	Summer Curriculum Intensives & Unit Internalization Guides	Hands-on opportunities for peer-to-peer learning
Professional development support	Thinking Classrooms PD (PD, coaching, and whiteboards)	Just-in-Time Tutoring
Quarterly Self-Reflection Rubrics	Lesson Study Cycles & Teacher Intervisitation Cycles	Extended Learning Opportunities (Summer Bridge & "Intersession Camps")
Data Innovation Suite (To review student work/compare strategies)	Shared Vocabulary Guides & Instructional Practice Anchors	AI Tutors & Personalized Learning Supports
Funding for to support field trips/real-world connections	Book Clubs (Professional learning communities focus)	Field Trips & Guest Speakers (Real-world connections)

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
● Differentiated Resource Allocation: The district will prioritize this Receivership school for Title I and SIG funding to ensure classrooms are equipped with curricular materials. ● The District Human Resources department will grant the school "First Look" status for all high-quality candidates. ● The District will analyze school-level data with school staff to ensure the school is embedded in professional development that leads to high quality instruction for increased academic outcomes. ● Instructional Leadership Coaching : The district will provide coaching and professional development opportunities to the building leaders. This coach will focus exclusively on the "Principal as Instructional Leader" transition, conducting "Side-by-Side Walkthroughs" with the building team to calibrate the quality of feedback provided to teachers regarding student discourse. ● Extended Learning Time & Operations Support: The District will provide dedicated fiscal support to ensure extended learning time for staff and students.	● Classrooms will be fully equipped with mandated instructional materials by the beginning of schools. ● Core content areas will be staffed by certified teachers. ● Quarterly reports will show improvement towards meeting DI targets. ● Inter-Rater Reliability: Alignment in observation scores between District and Building leaders will be coached to ensure there is alignment in both the walkthrough and feedback. ● Active student engagement in ELT programs

Instructional Lead Strategy 2:

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

School Improvement Plan: Implementation

Identify process-based implementation benchmarks for **Lead Strategy 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
Task Analysis PD: Train staff on Hess Cognitive Rigor Matrix and DOK levels to identify procedural vs. demanding tasks	Building Team: Instructional Math Coach (Instructional Coach), Mr. Phoenix (Principal), Dr. pushkantser (Director)	August 2026 / Sept 2026
Resource Inventory: Audit core content units to build a grade-level "Bank of High-Demand Tasks"	Grade Level Team: Department Leads & Core Content Teachers, Dr. Pushkantser (Director), Mr. Phoenix (Principal)	By October 15, 2026
Provide professional development and collaborative planning to ensure alignment of rigorous learning objectives, lessons, and tasks that promote high-level thinking and grade-level expectations.	Dr. pushkantser (Director), Math Coach & Ms. Consorti (Instructional Coaches), Department Leads	September 2026
Establish Thinking Routines: Implement "Thinking Classroom" structures to ensure students—not teachers—do the heavy lifting.	Mr. Phoenix (Principal), Instructional Math Coach (Coach), & Core Content Teachers	Ongoing (Baseline by Oct)
Implement Performance Tasks: Administer at least one high-cognitive demand performance task per quarter that requires a written justification of the solution.	Grade-Level Teams (facilitated by Department Leads under Math Coach & Ms. Consorti (Instructional Coaches)	Nov 2026, Jan 2027, March 2027

School Improvement Plan: Structures

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

What structures will support Lead Strategy 2?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Quarterly Performance tasks	New x Refined
When and how often will this take place?	Tasks administered 4x per year; Task and rubric analysis in department meetings, PLC's, and instructional rounds	
How will this be used to implement and monitor Lead Strategy 2?	An artifact analysis using a common rubric to examine student work for evidence of conceptual understanding, reasoning, and sense-making.	
Structure 2	The "Thinking Classroom" Observation &	x New

Provide a one sentence description.	Coaching Loop	Refined
When and how often will this take place?	Bi-weekly coaching cycles and weekly administrative walkthroughs.	
How will this be used to implement and monitor Lead Strategy 2?	This structure will be used to monitor the <i>routines</i> that support Strategy 2. Success is measured by the percentage of classrooms where students engage in independent "productive struggle".	

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)
• 3-8 ELA/Math MGP • Teacher practices • Curriculum support	• Task Audit Logs: A monthly log of tasks analyzed using the rigor protocol. • i-Ready "Reasoning" and "Problem Solving" strands. • Student Work Samples: Rubric-scored performance tasks.	• PLCs will use a common task-analysis protocol to revise and enhance at least two instructional tasks • Evidence of Impact: 70% of student work samples will demonstrate evidence of reasoning and sense-making, as measured by a common rubric

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
• Master Schedule & Planning Structures: The Receiver will invoke the power to restructure the school master schedule to ensure and protect aligned PLCs, common planning time, and interdisciplinary collaboration time, which also supports the integration of the NYSED Portrait of a Graduate. • Implement Extended Learning Time Mandate: The Receiver will utilize the power to implement ELT opportunities	• Systemic Consistency: Weekly collaborative planning sessions will be documented through PLC artifacts (agendas, meeting minutes, and lesson-plan reviews). • Student Outcomes & Participation: Growth as evidenced by student participation and engagement in ELT.

(200 hours). These hours will be strategically used for project-based learning that go beyond traditional remediation, focusing instead on acceleration and hands-on activities. Job-Embedded PD & Coaching: The Receiver will invoke the power to mandate ongoing, job-embedded professional development. and the use of data driven instruction to ensure all staff are equipped to shift from procedural teaching to student-centered reasoning.	Instructional Rounds / Walkthrough Data: Aggregated data from classroom walkthroughs showing a measurable increase in student-led discussions, open-ended questioning, and students explaining <i>how</i> they arrived at an answer.
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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
Instructional Coaches: Personnel dedicated to modeling Project-Based Learning (PBL) and CTE integration.	Task Analysis Protocols: Standardized rubrics (e.g., Hess Matrix) to evaluate the DOK level of tasks before instruction.	Hands-on activities
Short-Cycle Observation Tools	Project-based learning and Portrait of a Graduate Professional Development	Career Exploration Tools: Access to guest speakers, field trips, and virtual reality career simulation
Analytic Dashboards: Software to monitor MGP and performance trends in CTE/PLTW-aligned core subjects.	Protected Common Planning Time: Dedicated Master Schedule blocks for collaborative "Unit Internalization."	High-Interest Texts: Culturally relevant and complex texts that require evidence-based reasoning and sense-making.
Executive Coaching: Leadership-specific PD focused on moving from "Building Manager" to "Instructional Rigor Lead."	PBL Planning Guides: Frameworks for designing long-term, inquiry-based units with real-world applications.	Technology Access: 1:1 devices and high-speed internet to access adaptive platforms and research tools.
Funding for Site Visits: Budget for leaders to observe high-performing CTE/Middle School models.	CTE Content Specialists: Access to district-level experts to help align core standards with career pathways.	Extended Learning Time
Data Review Suite: Tools to monitor and review student data and building data	Rubrics for Self-Assessment: Tools to help teachers move from "evaluator" to "facilitator" during student struggle	Career Exploration Tools: Access to guest speakers, field trips, and virtual reality career simulations.

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
● Differentiated Resource Allocation: The district will prioritize this Receivership school for Title I and SIG funding to ensure classrooms are equipped with curricular materials. ● The District Human Resources department will grant the school "First Look" status for all high-quality candidates. ● The District will analyze school-level data with school staff to ensure the school is embedded in professional development that leads to high quality instruction for increased academic outcomes. ● Instructional Leadership Coaching : The district will provide coaching and professional development opportunities to the building leaders. ● Extended Learning Time & Operations Support: The District will provide dedicated fiscal support to ensure extended learning time for staff and students.	● Classrooms will be fully equipped with mandated instructional materials by the beginning of schools. ● Core content areas will be staffed by certified teachers. ● Quarterly reports will show improvement towards meeting DI targets. ● Inter-Rater Reliability: Alignment in observation scores between District and Building leaders will be coached to ensure there is alignment in both the walkthrough and feedback. ● Active student engagement in ELT programs

**Culture and
Connectedness
(Attendance)
Lead Strategy 3:**

Establish a schoolwide culture of connectedness and belonging—grounded in consistent routines, restorative practices, and authentic relationships—that reduces absenteeism, supports on-time arrival, and builds the perseverance students need for academic success and high school readiness.

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 schoolwide focus on relationship building, goal setting, attendance monitoring system.	Building Team: Instructional coach (Instructional Coach), Mr. Phoenix (Principal), Restorative administrator- Ms. Reid, AP's- Mr. Joseph, Ms. Berrios, Ms. Nin, And Dr. pushkantser (Director)	August 2026 (PD Days)
Implement restorative practices training for all staff, including restorative circles, and conflict resolution protocols.	Building Team: Instructional coach (Instructional Coach), Mr. Phoenix (Principal), Restorative administrator- Ms. Reid, AP's- Mr. Joseph, Ms. Berrios, Ms. Nin,	By End of September
Launch a "Every Student Known by Name" initiative that ensures each student has a trusted adult advocate and receives regular check-ins.	Building and grade level teams: Principal Phoenix, AP's, restorative administrator, Department Leads & Core Content Teachers, Dr. Pushkantser (Director), Mr. Phoenix (Principal)	September 2026
Implement positive attendance campaigns, grade-level incentives, and student recognition systems focused on	Building Team, Teachers, Student	October 2026 and ongoing



attendance, growth, and perseverance.	Support Staff	
Launch Vertical Non-Permanent Surfaces and digital tools (Class Companion/i-Ready) across 100% of core rooms.	Teachers & Building Team	September 2026
Conduct monthly attendance and belonging data reviews to identify trends and adjust supports.	District Team & Building Team	Monthly starting October

School Improvement Plan: Structures

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

What structures will support Lead Strategy 3?		How does this compare to 2025-26?
Structure 1 <i>Provide a one sentence description.</i>	Student success team - A schoolwide structure that regularly reviews attendance, behavior, and academic data to identify students in need of support and coordinate targeted interventions that strengthen belonging, engagement, and persistence.	☐ New × Refined
When and how often will this take place?	Bi-weekly meetings with monthly grade-level data reviews throughout the school year.	
How will this be used to implement and monitor Lead Strategy 3?	The team will monitor attendance, tardiness, behavior referrals, course performance, and student engagement data to identify barriers to success and ensure timely interventions. Progress will be tracked through attendance trends, intervention logs, student surveys, and chronic absenteeism data.	
Structure 2 <i>Provide a one sentence description.</i>	Students participate in grade-level communities that promote school pride, relationship building, positive attendance habits, and perseverance through recognition and team-based activities.	☐ New × Refined
When and how often will this take place?	Occurs monthly with ongoing incentives and celebrations.	
How will this be used to implement and monitor Lead Strategy 3?	The structure will reinforce students' sense of belonging and connection to school by recognizing attendance, growth, positive behavior, and perseverance. Implementation will be monitored through attendance data, participation rates in grade-level activities, student climate survey results, and absenteeism trends.	

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 DIIs	Data Sources	Early Progress Indicator(s)
• Early monitoring of attendance for all students • Climate and student engagement • Teacher practices • 3-8 ELA/Math MGP	• Attendance • Student climate surveys • Behavior data • Referral data • Intervention logs • Participation records • Diagnostic and assessment data	• Evidence of Change: An increase in attendance. • An increased percentage of students reporting feeling connected to at least one adult in the building. • Decrease in absenteeism compared to the same period the previous school year. • 65% of students participate in at least one school sponsored activity. • Q2: students with improved attendance will demonstrate increased academic progress on interim 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 3**.

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

Powers of the Receiver	Evidence of Impact
• Curriculum, Programming, and Staffing (Staffing & PD): The Receiver will utilize the power to mandate and expand Job-Embedded Professional Development. This includes requiring participation in coaching cycles for increased knowledge, restorative practices, and student engagement strategies. The Receiver will exercise the power to Restructure the Master Schedule to mandate common planning time and add 200 hours of quality ELT(extended learning time). This will support the review of attendance, interventions, and community building activities. • Leadership Capacity & Accountability: The Receiver will utilize the power to redefine the role of school leadership, shifting the Principal from a building	• Walkthrough Trend Data: Quarterly reports will show evidence of restorative and relationship-building practices in classrooms. • Improved attendance rates, reduced tardiness, and increased participation in school-based activities. • Quarterly climate survey results demonstrate improved student perceptions of belonging and school connectedness. • Reduced absenteeism and improved student engagement among targeted students. • Evidence of impact will include improved instructional practices across classrooms,

manager to an Instructional Leader. This involves mandated coaching for the Principal to create a positive school culture and improve attendance systems.	increased student engagement, and growth in student academic outcomes across diverse learning subgroups.
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District Support: Equitable Resource Allocation

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

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

Building Leader Resources	Teacher Resources	Student Resources
Attendance and climate data dashboard	Restorative practices training	Individual Response Materials: Personal whiteboards and dry-erase kits for every student to facilitate "all-pupil response."
Coaching for Building Leaders: Specialized PD for administrators	Digital Formative Platforms	Student Data Trackers: Folders or digital dashboards where students track their own progress and can reflect
Analytic Snapshots: Data visualization tools to correlate real-time mastery rates with daily attendance trends.	Community building resources	ELT and enrichment opportunities
Professional Development	Professional development on restorative practices and positive culture for the classroom	Student leadership opportunities and mentoring opportunities
	Instructional Coaches:	Attendance recognition and incentive programs

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
Monthly attendance and climate data	Quarterly reports demonstrate progress toward attendance and school climate DI

reviews conducted jointly by district and school leadership teams. - District-supported professional development on restorative practices and relationship-centered instruction. - The District Human Resources department will grant the school "First Look" status for all high-quality candidates. - The district will analyze school-level data with school staff to ensure the school is embedded in professional development that leads to high-quality instruction for increased academic outcomes. - Instructional Leadership Coaching : The district will provide coaching and professional development opportunities to the building leaders. - Extended Learning Time & Operations Support: The District will provide dedicated fiscal support to ensure extended learning time for staff and students.	targets. - Walkthrough data shows increased implementation of restorative and engagement practices. - Core content areas will be staffed by certified teachers. - Quarterly reports will show improvement towards meeting DI targets. - Inter-Rater Reliability: Alignment in observation scores between district and building leaders will be coached to ensure there is alignment in both the walkthrough and feedback. - Active student engagement in ELT programs
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Family and Community Partnerships Lead Strategy 4:

Implement an accessible communication system and build strong community partnerships that empower families as active partners in student success.

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 a unified schedule for school-to-home communication using Technology platforms	Building Team: Parent Liaison & Principal	August 2026 (Launch)
Host quarterly parent workshops focused on district	Building Team-	Quarterly

curriculum maps and home support.	teachers and admin and director	(Sept, Nov, Jan, March)
Parent Empowerment Services: Partner with local providers to support families.	District Team	Classes start Sept 2026; ongoing
Host "Open Lab" sessions during Curriculum Nights to help parents access real-time grade and attendance data.	Building Team & Data Specialist	September 2026
Community Partnership - Codify community resource loops within the school structure.	District Team & Principal	October 2026

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>	The "Multichannel Message" Hub -A dedicated system where all school communications are centralized, translated into the top five home languages, and delivered simultaneously via paper-based "Backpack Mail."	☐ New x Refined
When and how often will this take place?	Monthly newsletters and weekly updates	
How will this be used to implement and monitor Lead Strategy 4?	Integration of digital QR codes in communications to analyze parent survey feedback and interest trends	
Structure 2 <i>Provide a one sentence description.</i>	Monthly conversations with the principal with updates on school progress	New x Refined
When and how often will this take place?	Family Engagement Activity and /or workshops held monthly.	
How will this be used to implement and monitor Lead Strategy 4?	Tracked via parent sign-in logs and unique participation metrics.	

School Improvement Plan: Progress Monitoring and Impact

Identify Early Progress Indicator benchmarks for measuring evidence of change and impact of **Lead Strategy 4**. These can be process-based. *As the year progresses, subsequent benchmarks will be provided by schools within each Quarterly Report.*

Guiding Questions:

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

Aligned DIs	Data Sources	Early Progress Indicator(s)
- Family and Community engagement - EM attendance for all students 3-8 ELA/Math MGP	Parent sign-in data, attendance logs, log ins, and feedback surveys	- Evidence of Change: A Increased parent participation at school-wide events compared to the 2025-26 baseline. - Q1 Benchmark: 50% of families will have successfully logged into Infinite Campus to check their student's attendance and grades at least once. - Q2 Benchmark: 50% of parents will report that they agree" that the school provides clear information on how to support their child's learning at home.

District Support: Powers of The Receiver

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

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

Powers of the Receiver	Evidence of Impact
- The Receiver will utilize the power to mandate and expand Job-Embedded Professional Development- to support training on communication platforms and cultural responsiveness to effectively engage families. - Staff will receive training on how to integrate community resources into the school system. Scheduling and Extended Learning Time : Time will support opportunities for staff to communicate and engage with families. - The Receiver will establish standardized lesson planning expectations that incorporate syllabi, equitable grading structures, rubrics, learning targets formative for equitable family access and ensure that parents have real time data to support tier 1 instruction through updates in the SMS system. Leadership Capacity & Accountability: The Receiver will utilize the power to redefine the role of school leadership, shifting the	- Quarterly reports will show evidence of parent communication and partnerships. - Quarterly review of parent feedback and progress on communication and support in place. - Monthly peer review by Instructional Leads will confirm that lesson plans align with student objectives and allow for family facing resources. - Student data reviews will cross-reference academic performance with family engagement touchpoints. Rubrics aligned to lesson objectives will be analyzed alongside parent attendance at Curriculum Nights to measure how home support impacts student growth. - An increase in parent communication, higher family satisfaction surveys, and subsequent



Principal from a building manager to an Instructional Leader.	growth in student academic outcomes across diverse learning subgroups due to a strengthened home-school alliance.
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District Support: Equitable Resource Allocation

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

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

Building Leader Resources	Teacher Resources	Student Resources
Parent Liaison / Community Coordinator	Translation Services & Apps:	Mentorship Programs
Multichannel Communication Suite:	Professional Development (Tenet 6): Training on culturally responsive family engagement and "Interactive Curriculum Night" design.	Career & College Access: Funding for field trips
Parent workshops	Interactive Demo Materials:	Home-to-School Transition Kits: Materials for students and parents to use together to bridge the learning gap at home.
	Shared Communication Calendar	Technology/resources for Home Use:

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
Targeted allocation of certified personnel and materials; operational backing for comprehensive staff/student ELT.	Aligned observation rubrics; public data transparency; verified operational equity where ELT is open to 100% of families.

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

Members are chosen through a transparent, collaborative process. Teachers are selected via internal union votes, parents are recruited with a focus on diverse student subgroups, students are selected across various diverse groups and grades to participate, and community partners are directly invited to ensure compliance with NYSED regulations. Additionally the receiver has included members of the bargaining units to participate in this process.

Membership

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

Continuing Members

Dr. Jackie Manning Campbell - Superintendent of Schools
Ms. Letitia Politi - Board of Education Member
Ms. Onyx Peterson - Deputy
Dr. Elisa Correa-Soto - Assistant Superintendent
Mr. Joseph McGrath - Assistant Superintendent
Mr. Roderick Phoenix - Principal
Dr. Mariya Pushkantser - Director of Middle Level
Ms. Aynek - Parent
Mr. Joseph Beckner - Assistant Principal
Ms. Brenda Santiago-Sanchez- Parent
Dr. David Gallagher - Mt. St. Mary Faculty
Ms. Erika Berrios - Assistant Principal
Mr. Eric Buxton - Teach
Ms. Shamika Heyward - Parent
Skyler Chishol - Student
Carmel Sosler - Student
Mr. Salaam - Parent
Mr. William Morgan - Parent Engagement Coordinator

New Members for 2026-2027

-

Participation

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

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

Communication

Action Steps to Increase Participation

- **Hybrid Access**
- **Multilingual Accessibility**
- **Tie Meetings to Student Showcases:** * Align CET updates with events where students are already performing or being recognized (e.g., band concerts, sports award nights, art shows). Parents are far more likely to attend a meeting if it is paired with celebrating their child's achievements.
- **Community-Based Outreach:**
 - Go to where the families are. Have the Community School Coordinator and parent leaders set up information tables at local community centers, faith-based organizations, and neighborhood parks to gather input from families who may not feel comfortable entering the school building.
- **Student-Family Duos:** To foster intergenerational dialogue, 8th-grade student representatives will be selected alongside a parent or guardian whenever possible, creating a supportive environment for youth advocacy.

Action Steps for Student Engagement

- **Elevate Authentic Student Voice:**
 - **The Student Report:** Dedicate the first 10 minutes of every CET meeting to the student representatives. Allow them to present data, concerns, or ideas gathered directly from their peers.
 - **School-Wide Polling:** Use digital tools (like Google Forms or Mentimeter via school Chromebooks) during advisory or homeroom periods to poll the entire student body on school culture, safety, and activities. This ensures student CET members represent the wider student population.
- **Create Tiered Leadership Opportunities:**
 - Establish a Junior CET or principal's advisory advisory club open to 6th and 7th graders. This creates a pipeline of student leaders who understand the receivership goals before they reach the 8th grade.
- **Incentivize Peer-to-Peer Recruitment:**
 - Task student leaders with running student-led town halls or forums during lunch periods. Provide school-spirit incentives

- 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

- Conversation with the Principal
- Parent workshops
- Town halls
- School newsletter

- Digital outreach
- Forums

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
• Administrative Review: The Principal and Community School Coordinator present all major School Comprehensive Education Plan (SCEP) revisions to the CET before finalization. • Receivership Dashboard: A dedicated website tab hosting translated copies of meeting agendas, approved minutes, and formal district responses. • Public Forums: Bi-annual formal presentations delivered during scheduled District Board of Education meetings. • Bi-Annual Climate Surveys: Comprehensive, translated Fall/Spring surveys administered to families, staff, and students regarding safety and culture.	• Adoption Rate: Demonstrate improvement based on actionable, compliant CET recommendations are adopted or integrated into the school's weekly action plans. • Attendance: Increase attendance at public CET forums compared to the previous year. • Language Access: Provide communications available in the top community languages. • Survey Completion: Achieve a minimum increased response rate from students and families on annual climate surveys. •

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:

Jackie Lynn Manning Campbell
Jackie Lynn Manning Campbell
June 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):

Signature of CET Representative:

Eric Buxton
Eric Buxton



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

Title of CET Representative:

Date:

Teacher
6/30/26

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