



2025–2026

DISTRICT COMPREHENSIVE EDUCATION PLAN (DCEP)

DISTRICT

Fred Walsh Affinity DCEP

COMMUNITY SCHOOL SUPERINTENDENT

HIGH SCHOOL SUPERINTENDENT

Fred Walsh

BEDS CODE

N/A - DISTRICT HS03 (CUNY & Urban Assembly Schools)

Comprehensive Educational Plan Outline

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Section 1: Overview of District Comprehensive Education Planning

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Overview of District Comprehensive Education Planning

The District Comprehensive Education Plan (DCEP) is an educational planning document developed by the High School Superintendent in consultation with HS constituent groups to provide a meaningful opportunity for stakeholders to collaboratively participate in shared decision making and school improvement in accordance with the requirements of [Chancellor's Regulation A-655](#). The DCEP aligns with New York City Public Schools' (NYCPS) system-wide priorities (below), responds to district- and school-level needs, sets the districtwide vision for professional learning, and satisfies all regulatory requirements set forth by the New York State Department of Education (NYSED) under Section 100.11 of Commissioner's Regulations and the federal Every Student Succeeds Act (ESSA).

The DCEP should serve as the blueprint that engages a district community in a systematic, ongoing review and analysis of student and school needs to identify and address priority needs by implementing key strategies and action steps that improve outcomes and performance for all students in the district.

Districts should focus their DCEP on the five system-wide priorities below, connecting their planning to the data discussions held as part of the district's needs assessment:

- Priority 1: All students learn to read well
- Priority 2: All students are physically and emotionally safe

- Priority 3: All students have a high-quality academic experience
- Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security
- Priority 5: All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

The Education Planning Process

The District Comprehensive Education Plan (DCEP) follows an equity-driven, continuous improvement cycle, rooted in the systemwide priorities. This begins with a comprehensive needs assessment of the district's most current data to identify priority needs and root causes.

Next, the HS Superintendent and key stakeholders establish **specific, measurable, attainable, relevant and timely**— SMART goal(s) aligned to each priority and determines targets to measure progress toward meeting each annual goal. Then, they define key strategies, professional learning activities and parent, family and community empowerment efforts and align human and instructional resources to support the action plans. Finally, as key to the continuous improvement planning cycle, they monitor implementation of those activities and track progress toward meeting annual goals.

Section 2: District Contact Information

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District High School Information

High School Superintendent:

Fred Walsh

Superintendent's Office Address:

333 7th Avenue

Superintendent's Email Address:

fwalsh@schools.nyc.gov

Phone Number:

1-212-356-3812

Fax:

N/A

BEDS Code

BEDS Code:

N/A - DISTRICT HS03 (CUNY & Urban Assembly Schools)

Section 3: District Stakeholder Involvement Signature Page

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District Stakeholder Involvement Signature Page

The signatures of constituency representatives indicate that consultation has occurred in the development of the District Comprehensive Education Plan and in the review, development, implementation and adoption of the current District Parent and Family Engagement Policy. High school stakeholder representatives should review this document and sign the original signature page in the appropriate column in blue ink. If a stakeholder representative does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which will be maintained on file, at the district office and be made available for view upon written request.

Directions:

- List the names of each high school stakeholder representative in the first column on the chart below.
- Specify the constituent group represented.
- Add other members as needed.
- High school stakeholder representatives should review this document and sign and date in the right-hand column in **blue ink**.

Name	Position and Constituent Group Represented	Signature
Frederick Walsh	Superintendent, Fred Walsh	
Melanie Lee	Deputy Superintendent, Melanie Lee	

Buffie Whitfield, PhD	Executive Director, Dr. Buffie Whitfield
David Adams	Chief Executive Officer of Urban Assembly, David Adams
Andrea Soonachan	University Dean for K16 Initiatives, CUNY, Andrea Soonachan
Michelle Ghedina	Administrator of Special Education
John Fadel	Academic Policy, Performance, and Assessment Lead, John Fadel
Lauren Manke	District Achievement and Instructional Specialist, Lauren Manke
Kristina Downtin	School Improvement Coach, Kristina Downtin
Aileen Ordonez	District Achievement and Instructional Specialist
Luke Janka	Multilingual Learners/English Language Learners Administrator, Luke Janka
Karen McAuliffe	District Achievement and Instructional Specialist, Karen M. McAuliffe
Jose Tenorio	Administrative Assistant, Jose Tenorio
Jennifer DeFilippo	Academic Policy, Performance, and Assessment Lead, Jennifer DeFilippo
Darline Jerez	Student Services Manager, Tatiana J Manrique
Boris Munoz	District Attendance Coordinator, Boris Munoz
Denise Lanier	Student Services Manager, Denise Lanier
Tom Patterson	Administrator of Special Education, Tom Patterson
Sofia Ikram	District Achievement and Instructional Specialist, Sofia Ikram

Ruth Hernandez	Multilingual Learners/English Language Learners Administrator
Abigail Myers	District Achievement and Instructional Specialist

District Leadership Team/District Stakeholder Involvement Signature Page

Section 4: District Summary

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District Summary

Provide the district's mission statement:

VISION

Our community of secondary schools, in partnership with families, CUNY, and the Urban Assembly, will graduate independent learners, critical thinkers, and effective communicators, prepared to lead a life of transformation in an evolving world. As a city-wide district of themed, early college, and career and technical education secondary schools, we believe our students thrive in student-centered, inclusive learning environments that lead graduates toward college and career pathways, ensuring a life of economic security and self-actualization.

MISSION

Our district is committed to ensuring all CUNY/Urban Assembly students graduate on a pathway to economic stability and civic responsibility by: *Valuing ambitious, effective curriculum that promotes and sustains inquiry and joy for students and teachers, flows seamlessly across grade levels and discipline areas, and addresses students' diverse needs, interests, concerns, identities, cultures, and developmental levels. *Continuing to build/strengthen our partnerships with colleges, industry partners, and community-based organizations. *Advocating for our schools to have the resources to meet the needs of every student. *Strengthening school relationships with families to elevate their voice and increase access to opportunities and resources. *Supporting teachers and school leaders to implement sustainable and responsive instructional practices that engage students in critical thinking, problem-solving, and strategic decision-making through pedagogy that challenges and excites them. *Empowering schools to use data to identify and address disproportionalities impacting historically underserved students and families by sharing and employing evidence-based practices. *Promoting cultural responsiveness in schools so that all members of the community are known, celebrated, supported, and safe, including students, families, and staff. When we reimagine the learners' experiences in this way, we affirm all people, promote access, foster agency, build, and strengthen human connections, and [mindfully] support the whole person – children and adults.

Develop a narrative summary that includes contextual information about the district's community and its unique/important characteristics and partnerships. Include

demographic information about your district’s student population.

Our 45 mission-driven Early College and Career Focused High Schools and Secondary Schools are located throughout four boroughs and proudly serve a population of 20,000 students (about the seating capacity of Madison Square Garden). Our schools work tirelessly and purposefully every day so that students of all backgrounds and circumstances can be successful. Our approach to teaching and learning is centered on the idea that students maximize their potential when they are allowed to cultivate human connection and joy. We do this by prioritizing student wellness through safe spaces that understand and respect all cultures – together we lift our students, families, and communities. To empower our students to grow without limits, we focus on project-based learning and partner with local colleges, businesses, and community-based organizations to pave multiple pathways to college and careers. After graduation, our students are fully prepared to excel in college, career, and community. Our student population mirrors that of the city with an even split between male and female students, approximately 20% of students having an IEP, 26% of students being English language learners, and three quarters being black or Latinx students.

Briefly summarize the key learner-centered initiatives your district will implement this school year to improve student outcomes.

The CUNY/UA District is supporting the launch of research-based ELA and math curricula in our high schools with a specific focus on 21 schools who were encouraged to identify a curriculum for the 2023-2024 school year based on Regents pass rates and/or college readiness scores over the past 5 years. As a district we believe that supporting our schools with implementation of standards-aligned, researched based curricula in both math and ELA will lead to improved outcomes for our students across a variety of metrics including Regents scores, pass rates, graduation rates and college readiness. It is also our belief that our teachers will be more prepared and have access to standards-aligned curricula and a greater variety of resources. 35 of our 45 schools will implement Illustrative Math and our schools will be part of the DOE pilot, receiving support from central and the district. About half of our 45 schools will implement one of these three curricular options: HMH, Fish tank, Springboard, and will receive support from the district in the implementation of the new curriculum. In support of our belief that strong leadership is foundational to the success of schools, we continue to prioritize development and support of our principals and the cultivation of our leadership pipeline. We will host six principal meetings with the Instructional Core at the center of the work. We will continue the Professional Learning (PL) series that we started last year for early career principals, with a focus on untenured principals to provide ongoing leadership development, mentoring, and support. As an additional level of early career principal support, we will offer first year principals a summer institute and ongoing coaching/mentoring. Lastly, to continue to build our leadership pipeline, we will continue to develop our assistant principals through our Assistant Principals Institutes.

Section 5: Priority 1 – All students learn to read well

Section 5: Priority 1 – All students learn to read well

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
 - [2024-25 ESSA Accountability Data](#), including NYSED District and School Report Cards
 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).
 - [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities.

Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:

- What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
- What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
- What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
- Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
- How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s)**: After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:
 - What theories or hypotheses explain the current student, school and district outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
<p>43% of 9th grade students scored within the on watch or intervention categories on EOY Star assessment 46% of 9th grade students scored within the intervention and urgent intervention categories on EOY MAP assessment</p>	<p>A significant number of our schools do not employ effective interventions with progress monitoring Lack of reading instruction or literacy support across all content areas Lack of data literacy around reading assessment data</p>	<p>There are gaps or lack of consistent administration and monitoring of the screener and its accompanying data. There is a gap in teacher knowledge around basic (tier I) literacy instruction at the secondary level across content areas. There are gaps in understanding in how to design effective MTSS at the secondary level across our schools.</p>

<p>46% of 6-8 grade students scored on the On Watch or Intervention category on EOY Star assessment 51% of 6-8 grade students scored within the Intervention and Urgent Intervention category on EOY MAP assessment</p>	<p>A significant number of our schools do not employ effective interventions with progress monitoring Lack of reading instruction or literacy support across all content areas Lack of data literacy around reading assessment data</p>	<p>There are gaps or lack of consistent administration and monitoring of the screener and its accompanying data. There is a gap in teacher knowledge around basic (Tier I) literacy instruction at the secondary level across content areas. There are gaps in understanding how to design effective MTSS at the secondary level across our schools.</p>

Annual Goals

Priority 1 SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least **one outcome-focused SMART goal** and **one MTSS-specific goal** to increase the percentage of students achieving proficiency in ELA. The relevant system-wide focus areas for **literacy** are outlined below.

System-wide Focus Areas for Literacy to Ensure that all New York City Students Become Thriving Readers and Writers:

- Provide literacy content aligned with the [2025-26 Citywide Instructional Focus for NYC Reads](#) and implement evidence-based literacy practices and comprehensive multi-tiered systems of support for all learners.
- Conduct dyslexia screening, professional learning, and program pilots (as applicable).
- Ensure that a comparable approach is in place for the development of biliteracy for schools that offer bilingual programs for screening and an appropriate phonics and knowledge building curriculum.
- Promote rigorous, differentiated [goal setting and action planning to close literacy achievement gaps](#) for marginalized student groups.
- Support literacy development through the integration of culturally responsive-sustaining texts and content.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, literacy for All Students will improve, as measured by a 16 Decrease, from 31 percent to 15 percent, of percentage of students scoring significantly below grade level (level 1) on the MAP and STAR Assessment.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, the assessment completion rate will improve by 9 points, from 86% to 95%, for the percentage of students in grades 6 through 9 who are being screened on the MAP and Star Assessment.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June 2026 the average Student Growth Percentile will increase by 7.6 points from an average of 52.4% growth across our schools to an average of 60% growth across our schools.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
MAP and Renaissance Star data reports	% of Students Scoring in quartile 1	October 15, 2025			
MAP and Renaissance Star data reports	Screener completion rates	October 15, 2025			

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

The district team will support the implementation of a comprehensive and cohesive Tier 3 plan focused on reading instruction with ongoing progress monitoring across schools.

Root Cause(s) to be Addressed:

A significant number of our schools do not have effective interventions with progress monitoring

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Organize trainings on reading intervention programs (Phonics for Reading, Rewards, Stari)

Organize trainings on secondary assessments (WIST, TOSWRF, ORF)

Lead regular meetings and PL for school-based Literacy Leads to ensure this work is supported across all schools.

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

In collaboration with the superintendent and district leadership, the Director of State and Federal Program Implementation (DSFP) will lead and coordinate targeted support for schools designated as TSI/ATSI. This work includes conducting five formal support visits over the course of the school year, guiding schools through outcomes-based progress monitoring, and completing five implementation reviews annually. In addition, the DSFP will provide assistance with navigating the I-Plan Portal, support schools in preparing for NYSED-led check-ins, and share supplemental support strategies available through the New York State Education Department.

For NYC Reads:

Two representatives who serve as the MTSS leads at their schools participate in monthly professional learning sessions, which entail on-site visits to view Tier 3 instruction to determine strengths & needs in terms of execution of curriculum and use of data to inform instruction, including grouping. Each school will be visited once in the fall semester and once in the spring, and the district leads will also unpack the End-of-Year data with school constituents to discuss what practices worked-what could be refined/replicated and extended to Tiers 1 & 2 and other content areas

As part of the CUNY-UA District initiative to improve students' literacy skills across content areas, all professional learning sessions led by District Achievement & Instructional Specialists will showcase two instructional practices-Three Reads and Text Engineering-which are designed to help students access a text at hand and also carry these reading practices to their independent reading.

In collaboration with NYSED, schools in the District designation status of comprehensive support and improvement (CSI) school receive additional coaching support as outlined in the support option of Principal Leadership.

Key Strategy 2 (Optional):

The district team will support schools through professional learning and coaching to improve reading instruction and literacy support across content areas.

Root Cause(s) to be Addressed:

Lack of reading instruction or literacy support across all content areas

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
The district team will analyze data to determine areas of need for literacy support.
The district team will identify specific reading strategies and skills that need to be developed, implemented, and refined across content areas.
The district team will lead PL and provide coaching focused on improving literacy instruction across content areas by focusing on implementation of shared literacy strategies/skills.

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

The district team will build data literacy through ongoing professional learning, coaching and operational support.

Root Cause(s) to be Addressed:

Lack of data literacy around reading assessment data.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

The district team will engage the principals with data work through the professional text, System-

Wise.

The district team will prioritize reading screeners (MAP and STAR) to ensure all schools are assessing students in grade 6-9 at least twice a year.

The district team will provide professional learning for schools to learn more about data and screener platforms

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

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Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

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Action Steps

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

100% of all students scoring in the 16th percentile or below will be programmed for intervention.

1. The district team will review programs to ensure Tier 3 reading intervention structures are programmed correctly, visit schools to ensure the programs are implemented with fidelity and monitor the Superintendent's Dashboard to monitor programming of students in intervention classes.

2. The district team will monitor attendance at the Tier 1 district PL focused on literacy strategies across content areas, observe classrooms and review lesson plans to ensure the inclusion of literacy strategies across content areas.

3. The district team will monitor the programming percentiles of all schools to ensure that all students receive the interventions determined by their assessment performance in secondary diagnostics.

4. The district team will continue to use the Superintendent's Dashboard to monitor our schools' implementation of reading intervention programs and will visit schools to assess the quality of these programs.

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
08/27/2025	11/12/2025	Fall Family workshops focused on understanding MAP and STAR reading assessments	Parent Coordinators
09/08/2025	06/01/2026	Professional Learning for Parent Coordinators to build their capacity to support families	Support from NWEA and Renaissance
02/04/2026	05/27/2026	Winter/Spring Family Workshops - Student growth and goal setting for Spring	Parent Coordinators

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

District Team Members, Generation Ready, NWEA Team, Renaissance Team

Instructional Resources:

Phonics for Reading, REWARDS, STARI

Other Resources Needed:

Assessment Tools:
Screeners - NWEA Map, Renaissance Star
Secondary Diagnostics: WIST, TOSWRF, ORF

Section 5: Priority 2 – All students are physically and emotionally safe

Section 5: Priority 2 – All students are physically and emotionally safe

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
 - [2024-25 ESSA Accountability Data](#), including NYSED District and School Report Cards
 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).
 - [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEGIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:
 - What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
 - What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
 - What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
 - Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
 - How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s):** After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:
 - What theories or hypotheses explain the current student, school and district outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
Classroom removals are trending downward	Schools that are trending positively are showing improvement in investing in staff development around developing positive relationships, behavioral supports and interventions and de escalation skills.	There is a continued need for training on: -Positive Behavior Supports -De-escalation techniques -Restorative Justice (RJ) practices There is a gap around teacher knowledge of classroom behavioral supports and interventions. There is a need for deeper analysis of classroom removal data to identify

		patterns and target support for specific teachers.
Supt. Suspensions are trending downward	Schools that are trending downward have established routines, practices and programs that reflect the positive engagement of transfer and existing students into their school community. However, some schools have not been trained or have not established a means to check in to ensure transfer and existing students are being positively engaged and connected to staff as part of the new school entry process.	There is a need for training on building community & relationships to include: -Analyzing suspension data -Assess existing structures and improve school onboarding practices for new students and engagement activities for continuing students. - Implement Conflict Resolution programs and strategies -Utilize restorative practices and peer mediation to strengthen community
Students with Disabilities suspensions are trending downward.	Schools with positive trends in reduced suspensions of SWDs are reflective of their implementation of targeted and inclusive behavioral supports and interventions, and training for working with SWD. However, not all schools have consistent practices or sufficient training for supporting SWD in moments of crisis or conflict. Lack of training in crisis and behavioral interventions	There is a need for continued training in: -Analyzing SWD suspension data -Behavioral support strategies and interventions SWD - Culturally responsive and trauma-informed practices

Annual Goals

Priority 2 SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least one outcome-focused SMART goal informed by your district's identified priority needs and the relevant system-wide focus areas for physical and emotional safety below.

System-wide Focus Areas for Physical and Emotional Safety:

- Develop safety infrastructure and systems, including staff training, collaboration with external partners, and implementation of safety and security best practices.
- Expand social emotional and mental health supports via restorative justice, Project Pivot, screeners, and other district-based initiatives (as applicable).
- Improve supports and outcomes for socially vulnerable student populations (Students in Temporary Housing, Students in Foster Care, newly arrived English Language Learners (ELLs), Students with Interrupted/Inconsistent Formal Education (SIFE).
- Develop and implement improved attendance practices to combat chronic absenteeism and center equity.
- Expand implementation of physical and mental wellness supports, including Physical and Health Education and related initiatives. This should include the articulation of school/district Wellness Councils, wellness committees, and wellness partnerships, etc.
- Align behavioral and SEL interventions within the MTSS framework.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June 2026, the number of Supports and Interventions per suspension or classroom removal, as reported in OORS, will increase by 1.3 from 0.7 to create a healthy ratio of 2:1

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Annual Goals

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Annual Goals

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Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
Suspensions and Supports OYSD School Climate & Safety Dashboard	# Suspension # of support	June 2025	874	1154	2308
Classroom removals and Supports OYSD School Climate & Safety Dashboard	# classroom removal # of support	June 2025	1594	577	1154

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Provide support to school counselors/deans/social workers/assistant principals/teachers with promoting a positive school culture and climate and decreasing classroom removals

Root Cause(s) to be Addressed:

Insufficient training in de-escalation, trauma-informed practices, or cultural responsiveness and awareness of wraparound services

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Provide district-wide professional development on Positive Behavior Intervention Supports (PBIS), trauma-informed practices, restorative practices, and de-escalation provided by Student Service Managers and partners

Partner with community-based organizations for mentorship and wraparound services to ensure access to resources

Key Strategy 2 (Optional):

Review suspension data by race, disability, and incident type for schools with disproportionate suspensions and share findings with leadership teams to inform prevent suspensions

Root Cause(s) to be Addressed:

High rates of students with behavioral, social-emotional, or academic needs without adequate support or targeted interventions

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Continue to message entering supports and interventions for each behavioral infraction and suspension with goal to be 2 for 1

Identify schools with disproportionate suspensions and provide targeted support to include, coaching, professional development and the implementation of multi-tiered interventions

Promote data review practices with key stakeholders & equity monitoring to include Students With Disabilities (SWD) population

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
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Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Principals will receive quarterly progress data sheets, which will be reviewed during Principal Conferences or 1:1 meetings. These reports will include data directly aligned to district goals to ensure school-level alignment.

Assistant Principals will also receive quarterly data sheets to support informed data conversations.

Data will be shared and reviewed with school counselors and social workers during their monthly professional learning sessions with Student Services Managers. Student Services Managers will follow up with schools and provide strategies to support identified goals.

The district team will conduct quarterly progress monitoring during Friday team meetings, dedicating one meeting each month to data review and action planning. Targeted principals will additionally receive data on disproportionality rates on suspensions and classroom removals, which will be reviewed during 1:1 meetings to guide school practice improvements.

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
09/01/2025	06/30/2026	Collaborate with local agencies, mental health providers, and community-based organizations to provide wraparound services, mentoring programs, and enrichment opportunities for students.	Graham Windham, Marble Health, Rize
09/01/2025	06/30/2026	Offer workshops to family leadership coordinator and parent coordinators, who will then turnkey the information to Parent Teacher Associations or Parent Associations, on topics such as navigating the school system, supporting learning at home, and accessing community resources.	District/Central Partners
09/01/2025	06/30/2026	Collaborate with Family Support Coordinator to respond promptly to parents' concerns to maintain strong and effective school-home partnerships.	District/Central Partners

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

District Team members, Central partnerships, CUNY, and Urban Assembly professionals

Instructional Resources:

None at this time

Other Resources Needed:

Restorative Practice Partners

Allocate funds to provide meals and refreshments for participants attending full-day professional development sessions.

Identify and secure additional venue options to host professional development sessions.

Section 5: Priority 3 – All students have a high-quality academic experience

Section 5: Priority 3 – All students have a high-quality academic experience

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
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 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).
 - [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:
 - What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
 - What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
 - What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
 - Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
 - How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s):** After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:
 - What theories or hypotheses explain the current student, school and district outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
Algebra 1 passing rates are historically low	Mindsets around how students learn math and how teachers teach math	Professional learning around teacher and school leader mindsets and skillsets. (P, AP, T) Intervisitations In-person coaching for teachers and APs MTSS
There is a passing-rate performance gap of 8-	ELA curricula may be standards-aligned, but are not written or adapted to center	Professional learning around teacher and

<p>10% for SwIEPs and All Students (no IEPs), and a performance gap of 42-47% for ML/ELLs and All Students (no ML/ELL) on the ELA Regents. This gap represents the largest performance gap between ML/ELLs and non-ML/ELLs in our district across the ELA, Alg 1, Global, US, ES, and LE Regents.</p>	<p>the language and learning needs of ML/ELLs. ELA curricula may be standards-aligned and provide for texts at or above grade level, but teachers do not implement fully, or modify inappropriately. ELA teachers do not plan or implement units or lessons that teach reading, writing, or language explicitly. ELA teachers may not know or understand the unique language and learning needs of their diverse ML/ELL students—they may not have access to, use, or understand ML/ELLs students' language proficiency levels and/or discrete modality levels. ELA teachers are likely not planning lessons that center or respond to the learning and language strengths and needs of their ML/ELLs, but are planning for native-English speakers, and have their ENL co-teachers modify/differentiate tasks and texts.</p>	<p>leader mindsets and skillsets Professional learning to access, unpack, learn from, and plan in response to ML student data sources Intervisitations with high functioning co-taught classes/models PL on effective Tier 1 and Tier 2 strategies PL on explicit reading and writing instruction</p>
<p>Graduation rate for SwIEPs and MLs Heat Map Graduation Cohorts There is variability in the graduation rates of SwIEPs and MLs in smaller cohorts (less than 10 students). There are gaps in the grad rates between SwIEPs and ML/ELLs. SwIEPs are graduating at higher rates than ML/ELLs. The average number of SwIEP per grade level per school is greater than the average number of ML/ELLs per grade level per school.</p>	<p>Schools are not always aware of the proper supports for special populations, especially if it is a smaller cohort of students. The district lacks an intervention system tailored to schools with small special population cohorts, leading to inconsistent graduation rates. Co-teaching quality and functionality are low</p>	<p>District team needs to provide Tier 2 or Tier 3 intervention to schools where the graduation rate for SwIEPs and MLs is consistently low or variable. Professional learning for school staff serving special pops Progress monitoring to identify graduation risks early in the school year Norming high quality co-teaching and co-planning, including data-based planning Professional learning for school staff serving special pops Progress monitoring to identify graduation risks early in</p>

Therefore, it should be easier to support the ML/ELLs for success because it's a significantly smaller population.

the school year Norming high quality co-teaching and co-planning, including data-based planning

Annual Goals

Priority 3 SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least **one outcome-focused SMART goal** and **one MTSS-specific goal** to increase the percentage of students achieving proficiency in math informed by your district's identified priority needs and the relevant system-wide focus areas for high-quality academics below.

System-wide Focus Areas for High Quality Academics:

- Strengthen mathematics instruction aligned with the [2025-26 Citywide Instructional Focus for NYC Solves](#) and implement evidence-based practices and comprehensive multi-tiered systems of support for all learners.
- Increase school staff diversity and retention.
- Embed culturally responsive-sustaining texts and content (e.g., [Hidden Voices](#), [Black Studies Curriculum](#), etc.) in history, literature, and arts curricula to deepen civic engagement, enhance understanding of diverse cultures and provide relevant and affirming interventions in literacy development.
- Ensure Multilingual Learners/English Language Learners (MLs/ELLs) are served and progressing in appropriate settings; strengthen quality of instruction in ENL integrated content area classrooms that support students attaining grade-level knowledge while leveraging their home language through appropriately scaffolded units; design collaborative learning spaces and tailored professional learning for educators who support ENL and/or bilingual instruction.
- Ensure students with disabilities are served and progressing in the least restrictive and most appropriate settings; improve delivery of mandated services and expand specialized programs.
- Ensure Students in Temporary Housing (STH) and Foster Care (FC), including those who may also be MLs/ELLs and or students with IEPs, have appropriate access to a variety of support options, including tutoring and participation in new programs developed in the school to address potential attendance disruptions.

- Elevate health and physical education and activities, including ensuring appropriate student programming for a reimagined and engaged experience promoting social, emotional, and physical wellness and wellbeing.
- Create new programs/schools in response to community need; expand high quality seats.
- Elevate arts and civics for a reimagined and more engaged student academic experience.
- Ensure collaborative planning time is prioritized for educators who co-teach with established norms and expectations for teacher and student outcomes.
- Promote rigorous, differentiated goal setting to close achievement gaps in mathematics for marginalized student groups.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2026, graduation rate for SwIEPs will increase by 6 percentage points from 81% to 87%, as measured by New Visions.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June 2026, the graduation rate for MLLs/ELLs will increase by 6% from 70% to 76%, as measured by New Visions.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2026, the student pass rate for the NYS Algebra Exam will increase by 6% from 47% to 53%, for All Students, as measured by NYS Algebra Regents Exam results.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 3: All students have a high-quality academic experience with the following SMART Goal: By June, 2026, for All Students, the ELA Regents Exam pass rate will increase by 6% points from 66% to 72%, as measured by NYS ELA Regents Exam.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
NV Core 4 Tracker	On track to graduation for 12th graders (% of students with 2 or more alerts) On track to graduation for 12th grade ML/ELLs and SwIEPs (% of students with 2 or more alerts)	June 2025	All: 33% SwIEP: 38% MLL: 50%	All: 15% SwIEP: 26% MLL: 37%	All: 8% SwIEP: 13% MLL: 24%
Algebra 1 New Visions Interim Assessments	Pass rate for all students	June 2025 Regents	47%	49%	51%
ELA New Visions Interim Assessments	Pass rate for all students	June 2025 Regents	66%	68%	70%

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

- Tier 1: Math Professional Learning
- Tier 1: Job-Embedded Support
- Tier 2: Math Classroom Intervisitations
- Tier 3: Math Team Support

Root Cause(s) to be Addressed:

- Mindsets around how students learn math and how teachers teach math
- Implementing IM with integrity

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Math PL: Facilitate 4 district-led professional learning sessions focused on IM implementation, instructional and mindset shifts, and student-centered math practices for teachers. Partner with Teaching Lab & CUNY, to deliver 3 additional IM-aligned sessions. Provide PL for APs on observing for student-centered math practices and giving targeted feedback.

Job-Embedded Support: Conduct in-person coaching cycles for Algebra 1 teachers in Tier 3 schools, focusing on lesson planning, anticipating student thinking, and leveraging IM resources. Support school leaders with instructional walkthroughs and feedback conversations. Share implementation look-fors aligned to IM and student-centered practices. Maintain coaching logs and track teacher progress over time.

Intervisitations: Organize and facilitate intervisitations for teachers to observe high-quality IM implementation in peer classrooms. Provide pre- and post-observation protocols to guide reflection on instructional moves, student engagement, and math discourse. Capture and share effective practices district-wide through video or written summaries.

Math Team Support: Partner with school-based math teams in select schools to strengthen collaboration, align instruction to IM, and address student learning needs. Facilitate team meetings to review student work, analyze assessment data, and plan targeted instructional responses. Provide strategies for supporting struggling learners. Track and document progress through meeting notes and implementation data.

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

In collaboration with the superintendent and district leadership, the Director of State and Federal Program Implementation (DSFP) will lead and coordinate targeted support for schools designated as TSI/ATSI. This work includes conducting five formal support visits over the course of the school year, guiding schools through outcomes-based progress monitoring, and completing five implementation reviews annually. In addition, the DSFP will provide assistance with navigating the I-Plan Portal, support schools in preparing for NYSED-led check-ins, and share supplemental support strategies available through the New York State Education Department.

For Math: TSI/CSI schools receive job-embedded support from Teaching Lab (through NYC Solves) to enhance Tier 3 teaching and learning and promote student access to the curriculum and daily lessons.

A Math Lead + an AP from each school participates in monthly professional learning sessions that entail looking at student data in light of instructional practices. These sessions also focus deeply on the Five Practices that Promote student discourse in Math (National Council of Teachers of Mathematics).

As part of the CUNY-UA District initiative to improve student literacy skills across content areas, all professional learning sessions led by District Achievement & Instructional Specialists will showcase two instructional practices-Three Reads and Text Engineering-which are designed to help students access a text at hand and also carry these reading practices to their independent reading

Key Strategy 2 (Optional):

Tier 1: ELA PL Series

Tier 2: Office Hours, Coaching Teacher and/or Leadership Teams

Tier 3: One-to-one in-classroom coaching

Root Cause(s) to be Addressed:

ELA curricula may be standards-aligned, but are not written or adapted to center the language and learning needs of ML/ELLs.

ELA curricula may be standards-aligned and provide for texts at or above grade level, but teachers do not implement fully, or modify inappropriately.

ELA teachers do not plan or implement units or lessons that teach reading, writing, or language explicitly.

ELA teachers may not know or understand the unique language and learning needs of their diverse ML/ELL students—they may not have access to, use, or understand ML/ELLs students' language proficiency levels and/or discrete modality levels.

ELA teachers are likely not planning lessons that center or respond to the learning and language strengths and needs of their ML/ELLs, but are planning for native-English speakers, and have their ENL co-teachers modify/differentiate tasks and texts.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing

activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
Teachers get explicit instruction in adapting (e.g. via text engineering) curricular materials for ML/ELLs in ways that do not sacrifice complexity or meaning
Professional learning is grounded always in grade-level texts, adapted appropriately for diverse students.
Frameworks (e.g. Talk-Read-Talk-Write) engage all students in multiple modalities to purposefully support language needs.
Teacher questions are purposeful, pre-planned, text-dependent, and increase strategically in complexity as tasks progress (e.g. "what" questions, "how" or "why" questions, and "so what" questions).
Cognitively complex writing tasks are scaffolded, with multiple entry points, yet require skillful reading and purposeful text-dependent conversation with peers and teachers to establish and explore meaning.
Teachers learn to triangulate multiple data points (e.g. language proficiency levels, reading levels, modalities, etc.) in order to fully assess and respond to needs of all students, especially ML/ELL students.

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Action Plan

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- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

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Key Strategy 2 (Optional):

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Action Steps

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Implementation Walkthroughs and Look Fors: Structure: District-led and school-based instructional walkthroughs in math and ELA classrooms, using a common "look-for" tool aligned to IM implementation, student-centered practices, and ML/ELL instructional expectations.

Coaching Logs and Feedback Cycles: Job-embedded coaching cycles for Tier 2 and Tier 3 schools/teachers, with district specialists maintaining logs of focus areas, strategies implemented, and teacher progress.

Professional Learning Participation and Artifacts: Tracking participation in district-led PL sessions, PLCs, ICT Think Tank, ENL meetings, and intervisitations, with emphasis on teacher reflection and application of learning.

Interim and Ongoing Assessment Data Review: Data review protocols at BOY, MOY, and EOY for math and ELA, triangulating interim assessment results with implementation evidence.

Progress-to-Graduation Reviews: At least twice per year, review of on-track graduation data for 12th graders, disaggregated by subgroup, to identify early intervention needs.

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
09/09/2025	06/26/2026	Provide families with clear, family-friendly reports after each New Visions Interim Assessment in Algebra 1 and ELA, showing performance, growth, and next steps toward Regents readiness.	Parent coordinators, school-based PTAs/PAs and SLTs
09/09/2025	06/26/2026	Provide families of 11th & 12th graders with progress-to-graduation reports, including credits earned, Regents exams passed/remaining, and clear next steps to stay on track.	Parent coordinators, school-based PTAs/PAs and SLTs
09/09/2025	06/26/2026		

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

District Achievement & Instructional Specialists providing job-embedded support in math and ELA
Algebra 1, ELA, and ENL teachers participating in coaching cycles and intervisitations
Assistant Principals supporting instructional walkthroughs and feedback
ENL co-teachers and Special Education teachers collaborating on lesson design and implementation
Parent Coordinators facilitating family workshops and report distribution
School Counselors conducting graduation progress monitoring and family outreach

Instructional Resources:

Illustrative Math curriculum and aligned assessments
New Visions ELA and Algebra 1 Interim Assessments
MAP and STAR assessment platforms with family-facing report tools
DOE instructional frameworks for literacy and student-centered practices
Co-teaching planning protocols and high-functioning ICT models
Language proficiency and modality data reports for ML/ELLs

Other Resources Needed:

None at this time

Section 5: Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security

Section 5: Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
 - [2024-25 ESSA Accountability Data](#), including NYSED District and School Report Cards
 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).
 - [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEGIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS](#)

[Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:
 - What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
 - What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
 - What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
 - Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
 - How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s):** After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:

- What theories or hypotheses explain the current student, school and district outcomes?
- Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
Students that take AP courses and have higher GPA in HS, perform better in college	Allocation of resources at CUNY vs UA While many schools focus steadily on coursework to ensure that credits are met and scholarship	Schools lack the systems and mechanisms to accurately monitor GPA and AP enrollment; schools

	reports reflect passing %, the ability to offer advanced courses including AP courses vary from school to school	lack the vision and communication pathways around post secondary readiness
Future Ready cohort 4 additions and other college access/pathways programs - who is joining and who is not? Citywide 23% District 9%	Our schools need support and encouragement to join the pathways	Schools lack the knowledge and capacity to explore more deeply the FRNYC and CRYMA pathways programs (that add to PSR awareness and college crediting)
Middle or below our 52 CCR - these schools can be moved up Special populations are below city average in enrollment in early college classes.	Key levers of the group in the 40-50 range that can be helped to move up to the average Inequity in disseminating information. Bias in student expectations. Lack of knowledge around ML learning and achievement. Limited course work for staff members of ML.	Schools lack the information needed to reach all families of students in Special populations in the home language; PL lacks all staff participation around learning gaps, language acquisition, science of reading for MLLs

Annual Goals

Priority 4 SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least one outcome-focused SMART goal informed by your district's identified priority needs and the relevant system-wide focus areas for college and career readiness below.

System-wide Focus Areas for College and Career Readiness:

- Ensure students are developing a strong plan by working with K-4th grade families to activate their NYC Scholarship Accounts as part of the Save for College Program (known as completing Building Block 1); providing 1:1 advising (K-12), Individual Progress Review (IPR) (6-12) and completion of future plans (9-12) via college/career advising and awareness.
- Ensure students build **career readiness skills** by expanding access to and completion of financial literacy and computer science (K-12) and career readiness (9-12) coursework and experiences.
- Expand **access to and completion of advanced coursework** - Regents coursework in middle school (6-8) and early college credit/dual enrollment, Advanced Placement, International Baccalaureate (9-12), etc.
- Develop strategic partnerships and provide tailored supports to ensure all students equitably participate in all college and career readiness activities, regardless of language proficiency, immigration status, etc.
- Increase access to multilingual program models providing more opportunities for every student to obtain the [NYS Seal of Biliteracy](#).
- Ensure the implementation of specialized support programs tailored for students in foster care, addressing their unique educational needs and challenges.
- Expand **career connected learning pathways and work-based learning**, career examination and exploration programming (K-12), opportunities for early college credit and industry credentials, including via Career and Technical Education, Career Readiness Modern Youth Apprenticeship, FutureReadyNYC and internships/apprenticeships, as applicable.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

CUNY/UA district will address Priority 4: All students graduate college and career ready and have a strong plan and pathway to economic security with the following SMART Goal: By June, 2026, the Citywide CCR metric (%) for All Students will Increase by 5 from 52 to 57 as measured by L2RPT College and Career Readiness Metric (District).

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

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Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
2024-25 SQR data collected regarding Advanced Courses (Source: Insight)	Percentage of HS students enrolled in Advanced Courses (AP/IB, Advanced Math/Science, college-credit) earning classes	June 2025	Insight Beta EOY: All: 70% ML: 53% SWD: 50%	Percentage of students enrolled in Advanced courses (AP/IB, Advanced Math/Science, college-credit) earning classes is 3% higher than last year	Percentage of students enrolled in Advanced courses (AP/IB, Advanced Math/Science, college-credit) earning classes is 3% higher than last year
Transcript (STARS) and NV data portal	Average 9th grade HS student earning GPA 80+	June 2025	63.9% of 9th grade students	67% (increase of 3.1%) of 9th graders	71% (an increase of 7.1%) of 9th graders

			earning an 80+ GPA	earning an 80% GPA	earning an 80+ GPA
STARS CCP tracker	Number of 9th and 10th grade students receiving Fall and Spring PSR advisory meetings	June 2025	4946	4946 + 10%	4946 + 20%

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Key Strategy 1 (Required):

Tiers 1, 2 and 3:
Implement a 6-week district-wide continuous improvement cycle * that drives CCR access, supports schools in the 40–50% CCR range, and ensures equitable pathways for MLL, SWD, and STH students. Focus efforts on partnership building, GPA/AP tracking, family communication, and school-based team development.

Additional Tier 3:
Individual student pathways planning with counselor supports; PTGT based recovery plans; monitor disaggregated AP course enrollment in all subgroups

Root Cause(s) to be Addressed:

- Inequity in information dissemination to families in home languages.
- Expectation bias and lack of cultural and linguistic understanding of ML/IEP student capabilities.

- Limited course offerings and insufficient college partnerships at UA schools.
- Professional learning does not sufficiently focus on MLL/IEP academic growth and post-secondary access.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

1. Family & Student Engagement: - Distribute CCR and course access materials in multiple languages. - Establish student ambassador programs in each school to promote pathways. - Host multilingual family CCR events focused on readiness and planning. 2. Monitoring & Support: - Conduct bi-monthly check-ins with principals/APs on GPA and CCR data. - Monitor FRNYC, College Now, and CRMYA enrollment quarterly. - Use the 6-week cycle template to track and adjust implementation.

3. Data Infrastructure: - Build GPA and AP enrollment tracking systems. Utilizing Insight, STARS, Powerbi, and Pathways with Xello and Overgrad. - Disaggregate data by subgroup and CCR metric component. - Share quarterly CCR dashboards with school team

4. Early College Access: - Conduct a district-wide audit of advanced coursework and college partnerships. - Develop action plans for each UA school to expand AP, CN, and pathway options. - Launch a "CCR Accelerator" program for schools in the 40-50% range.

5. Professional Learning: - Deliver PD on expectation bias, MLL learning and achievement, and CCR pathways. - Train all staff on Literacy data, science of reading, language acquisition, and college advising for special populations.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

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Key Strategy 1 (Required):

To address career and college readiness, our district will implement key strategies like providing access to rigorous coursework, real-world learning experiences, and career exploration, alongside developing a comprehensive six-year plan for each student. These strategies should be tailored to different grade levels, focusing on building foundational skills in middle school and expanding opportunities for exploration and planning in high school. Professional learning will focus on equipping educators with the skills to guide students through these processes, including utilizing tools like Naviance for planning and portfolio development.

Root Cause(s) to be Addressed:

To better prepare students to stay focused on life after high school. Many students will be unprepared for the next stage in their academic and life journey unless schools intentionally prepare them for this next phase.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
High School: Utilize software like Naviance to facilitate the development of 6-year plans, encourage student engagement with their plans at least twice annually, and ensure that students can articulate the purpose of these plans.
Middle School: Implement Naviance in 6th grade, including building individual student portfolios and introducing career interest assessments.
Increase CollegeBoard Professional Development for teachers to ensure accommodations are met.
Professional Learning: Train counselors and teachers on utilizing Naviance effectively and providing guidance on career pathways.
Ensure increased parent participation in town hall meetings discussing AP and SAT key dates and the benefits of advanced coursework and college preparation.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

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- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
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Action Plan

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Action Steps

Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Primary monitoring structures include regular data analysis meetings, PLCs across schools, Implementation dashboards and trackers and surveys with feedback mechanisms

Currently over a quarter of our district schools are grouped by cohorts with multiple course sequences for FRNYC for Business and Finance, Technology, Healthcare, Data Science, Software development, Teaching and HVAC/Decarbonization and Film Production. By solidifying these programs using professional development and professional organizations while increasing the percentage of our schools applying for State approved CTE sequences, we continue to graduate students career ready in post secondary life. Each school's ability to graduate students college and career ready will be measured in CCR from baseline (June 2025) to goal (June 2026). Each school on average will have a 5% increase in CCR over this measurement period. Increased GPA, advanced course enrollment and pathways cohort increases will ensure that our goal is on track for success as these two measuring tools will be accretive for CCR overall metric

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
09/09/2025	06/28/2026	For students with IEP's connecting them to the Transition and College Access Centers (TCAC) for support around jobs, outside partnerships, vocational support	NYCDOE TCAC, Access VR, OPWDD
09/09/2025	06/28/2026	Engaging families through each schools unique partnership with CUNY or UA for additional supports on CTE Programs, AP Courses, IB, or support through the CUNY College system	CUNY/UA/P-Tech partnerships
09/09/2025	06/28/2026	Increase participation and information to families in Training Opportunities Program (TOP) and Summer Youth Employment Program (SYEP)	SYEP, TOP, TCAC
09/15/2025	06/15/2026	Utilize translation and interpretation services to ensure all families can participate regardless of language	Parent Coordinators and District Family Teams

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

Partners at the agencies listed above at Colleges, Summer Principal One on Ones, Leveraging Guidance Counselors/College Advisors, June Budget meetings with schools for staffing and funds

Instructional Resources:

AP courses (content/scheduling), IB, College Now, P-Tech, Career level courses (financial literacy, STEM, real life world experiences through Math context) and in connection with the Chancellor’s Signature Math Initiative, College trips and opportunities to go to college campuses

Other Resources Needed:

Specific Industry related collaborations for WBL, internships, conferences, meet and greet events, networking events etc. Digital resources being available, computerized adaptive testing and other important resources for students with IEP’s, MLL students and those needing testing accommodation

Section 5: Priority 5 – All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

Section 5: Priority 5 – All districts and schools are more inclusive and responsive for parents and families, including having more families choose NYC Public Schools

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
 - [2024-25 ESSA Accountability Data](#), including NYSED District and School Report Cards
 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).

- [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEGIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.
-
- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities. Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:
 - What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
 - What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
 - What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
 - Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
 - How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

 - **Identify Root Cause(s):** After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys](#)

[Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:

- What theories or hypotheses explain the current student, school and district outcomes?
- Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
There is inconsistent	Schools do not have standardized	Establish clear district-wide

<p>use of email, text, and in-person communication to families across schools (SY24-25 internal survey). Some families report receiving minimal or untimely updates.</p>	<p>protocols for communicating with parents. Staff may lack training on best practices for multi-channel communication or data on parent preferences. Leadership messaging around expectations for family communication is inconsistent.</p>	<p>communication standards for frequency, method, and content. Provide professional learning for staff to strengthen family engagement and communication practices. Monitor communication metrics across schools.</p>
<p>12 schools did not report PCAR data at all or entered data inconsistently (SY24-25 NYCPS internal reports)</p>	<p>PCs and principals lack understanding of how to enter PCAR data and the importance of these entries. Onboarding for new PCs and principals does not currently address PCAR protocols. Leadership messaging is limited or unclear. Compliance checks and data audits are minimal.</p>	<p>Conduct a needs assessment of schools based on PCAR data entry. Tier schools for targeted support. Provide PC-focused professional learning on PCAR entry and its value. Include PCAR compliance in principal performance reviews (PPOs).</p>
<p>Evidence shows limited, inconsistent messaging from district leadership to schools regarding PCAR expectations.</p>	<p>Leadership may have deprioritized PCAR due to competing initiatives or assumed understanding. Onboarding and professional learning do not emphasize PCAR significance.</p>	<p>Implement clear and explicit messaging from leadership regarding PCAR importance. Integrate messaging into regular check-ins and district communications. Ensure PCAR expectations are included in professional learning and PPO</p>
<p>PPO data shows few opportunities for schools to pivot or improve PCAR reporting during the school year.</p>	<p>Lack of systematic monitoring or follow-up protocols. Schools are not held accountable for timely, accurate PCAR submissions.</p>	<p>Establish regular check-ins and monitoring schedules to review PCAR data. Use PPO metrics to provide actionable feedback and support. Encourage iterative improvement throughout the year.</p>

Annual Goals

Priority 5 SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least one outcome-focused SMART goal informed by your district's identified priority needs and the relevant system-wide focus areas for **parent, family community and system responsiveness** below.

Focus Areas for System Responsiveness to Parents, Families and Communities:

- Ensure more families choose NYC Public Schools by deeply engaging with families to understand their needs and planning new and high-quality programs.
- Ensure multilingual and immigrant families are aware of their rights and options as related to Bilingual Education programs.
- Build community trust and bolster engagement, including via improved language access and increased family engagement and participation.
- Ensure families are aware and have access to programs that build their capacity to support their child's educational journey (e.g. Adult Education classes, GenConnect, Parent University, etc.).
- Develop stronger partnerships with families through effective engagement to build awareness of parent leadership opportunities (e.g. PA/PTA, School Leadership Teams, Citywide and Community Education Councils, etc.).
- Implement and lead strategies that support the increase of Minority and Women Owned Business Enterprises (MWBE) utilization and community-based organizations that provide educational, linguistic and wellness support.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

SMART Goal: By June, 2026, Parent Coordinator Activity Reports (PCAR) will show that 100% of parents accurately understand data entry procedures and the importance of PCAR as demonstrated by a 10 percentage point increase from 90%-100%

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June 2026, parents/families PCAR participation will Increase by 25% from 13450 to 17485 as measured by the Parent Coordinator Activity Reports (PCAR).

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

<School Name> will address Priority 5: All districts and schools are more inclusive and responsive for Parents of All Students with the following SMART Goal: By June, 2026, the Percentage of parents/families attending at least one school meeting or event (in-person or virtual). will Increase by 5% from 86% to 91% as measured by NYC School Survey .

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
Parent Coordinator Activity Report	Increase number of families linked to an activated account	07/1/26	13450 PCAR participation	15667 PCAR participation	17485 PCAR participation
Parent Coordinator Activity Report	Increase number of PCAR timely monthly submissions	07/1/26	32 schools	38 schools	45 schools
NYC School Survey	Increase parent attendance at school events	07/1/26	86%	88%	91%

Action Plan

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- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Implement districtwide multilingual engagement systems (translations, culturally relevant outreach, WhatsApp groups, TalkingPoints).

Strengthen family understanding of academic and postsecondary pathways (HS offerings, dual credit, IEP services, ML programming, MTSS supports).

Create family advisory structures representing ML/ELL, STH, foster care, and newcomer families.

Increase staff capacity in culturally responsive and linguistically sustaining family engagement.

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
September–October 2025: Launch districtwide Family Engagement Toolkit aligned to ML/ELL family best practices. Host ML/ELL fall Annual Parent Meeting with interpretation in top 8 district languages.
November–January 2025: Conduct family workshops on NYCPS pathways (CTE, graduation, early college) with ML/ELL interpretation. Parent Coordinators receive training on Supporting & Partnering with ML Families.
February–April 2026: Implement districtwide multilingual communication system (QR code newsletters, TalkingPoints, WhatsApp channels). Hold Newcomer Family Welcome Sessions—in collaboration with community-based partners.
May–June 2026: Conduct districtwide Family Choice & Enrollment Expo, showcasing school offerings. Launch bilingual “Navigating High School and Postsecondary Choices” series for families of rising 9th graders.

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

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Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Implement a Regular Monitoring and Feedback System for School-Family Communication Practices

Root Cause(s) to be Addressed:

Many schools have no or inconsistent PCAR entries; lack of regular check-ins and accountability.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
PCs to create scheduled progress monitoring reports to share with principals and district

leadership

Integrate monitoring into PPOs to provide actionable feedback

Schedule quarterly data review meetings

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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Action Plan

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Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps
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Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

Track PL attendance
Pre- and post-training assessment scores
Audit PCAR entries quarterly to confirm correct data entry

Track number of communications sent
Monitor PCAR data submission timeliness
Include PCAR adherence in principal performance reviews

Quarterly audits of PCAR entries
Feedback meetings with principals
Track follow-up actions and improvements

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
07/01/2025	06/30/2026	Encourage PCs to use skills to engage parents and families consistently PCs to share insights and strategies during parent events	Office of Enrollment, Office of Safety and Youth Development, Office of Inter-governmental Affairs
07/01/0025	06/30/2026	Parent leaders receive ongoing support in their leadership roles and responsibilities of PA/PTAs in accordance with Chancellor's Regulation A-660 and A-655 amidst a space to collaborate and share best practices.	Office of Family and Community Empowerment, Borough Presidents Council, District partners
07/01/2025	06/30/2026	Parent Coordinators receive professional learning to improve language access and increase family engagement and participation in all school activities.	Office of Family and Community Empowerment, Office of Language Access
07/01/2025	06/30/2026	Attending citywide and borough wide community town halls and engage in discussion on wide issues concerning school neighborhoods in our district.	Division of School Leadership, Community Stakeholders, Principals, Parents, Students

07/01/2025	06/30/2026	Conduct district and borough-wide high schools to offer families more options in choosing NYC Public Schools.	Office of Enrollment, District partners
07/01/2025	06/30/2026	Utilize social media platforms to amplify parent and community outreach.	Solved Consulting
07/01/2025	06/30/2026	Parents receive timely communication and feel informed. PCs can model consistent communication practices with families	

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

District Team members, Central partnerships, CUNY, and Urban Assembly professionals
Training manuals and step-by-step guides
Online resources and video tutorials
Staff time for onboarding and follow-up coaching

Instructional Resources:

Email templates and distribution lists
Dedicated staff to manage communication
Incorporate messaging into PL sessions

Other Resources Needed:

Parent Coordinator Handbook, Info Hub, schools.nyc.gov, FACE, DIIT, Panorama Survey, NYCSA

Section 5: Additional Priority – Attendance/Chronic Absenteeism

Section 5: Additional Priority – Attendance/Chronic Absenteeism

Data Trends, Root Causes and Priority Needs

Directions: Conduct a comprehensive needs assessment for each Priority. The information below provides guidance for reviewing and analyzing student, school and district performance trends to uncover root causes for low student achievement:

- **Review Multiple Data Sources:** Use the most current and available information including, but not limited to, the following sources of formative and summative data:
 - Qualitative and quantitative district data, including enrollment and class size trends
 - [2024-25 ESSA Accountability Data](#), including NYSED District and School Report Cards
 - [Instructional Leadership Framework \(ILF\)](#), [Supportive Environment Framework \(SEF\) Inventories](#), and [NYC School Survey results](#)
 - [Quality Review Reports](#), NYSED and NYCPS CSI or A/TSI Support Visits, Receivership Quarterly Reports (as applicable).
 - [NYC School Quality Guide](#), [Insight](#), New Visions, NWEA MAP and/or other formative assessment data, IEP Review Survey Data, Progress on IEP Goals Data, Program (SEIS-STARS Linkage) Reports, Mandated (Related) Services Reports, and [NYCPS Tools for Understanding Your Data](#) for specific NYSED accountability student subgroup information.

- **Analyze Data Trend(s) to Identify Areas of Strength and Need:** Identify district data trends by school, grade, cohort, and content area(s) to surface gaps and inequities.

Compare data sets to identify instructional and district practices that are impacting school and student performance. Guiding questions to consider:

- What does the data reveal about improving and declining district performance trends within schools, grades, cohorts, and student subgroups?
- What inequities are evident between highest and lowest performing student subgroups? Which district or school subgroup(s) scored at Level 1 based on NYSED ESSA accountability requirements?
- What does the district data suggest regarding the effectiveness (or ineffectiveness) of current programs, practices, and/or strategies/initiatives? What areas may need to be strengthened?
- Are there any differences in student performance between program delivery models for Multilingual Learners/English Language Learners (MLs/ELLs) and Students with Disabilities (SWD)? (e.g., for special education: self-contained vs. ICT; for ML/ELL: Transitional Bilingual Education (TBE) vs. Dual Language Bilingual Education (DLBE))
- How does delivery of instruction factor into district data trends? What are the implications for teacher quality and professional learning?

- **Identify Root Cause(s):** After analyzing the district data, engage in a process for uncovering root causes or contributing factors for low student and district performance. Develop theories or hypotheses to explain why these needs exist and why the district is getting its current outcomes. Root causes could be related to districtwide gaps and inequities in areas such as curriculum & instruction, systems & structures, student support services, climate & safety, and family & community engagement. Focus on the causes, rather than the symptoms. Use the [5 Whys Method](#), [Fishbone Diagram](#), or other methods for identifying root causes. Consider the questions below:
 - What theories or hypotheses explain the current student, school and district outcomes?
 - Are there root causes specific to certain subgroups, grades, cohorts, or content area(s)?

Additional resources and supports are available below.

- For guidance and best practices on engaging stakeholders in a comprehensive needs assessment and root cause analysis, see this [deck](#).

A current list of all CEP/Title 1 resources can be found on the [iPlan Portal Public Resources Page](#).

Data Trends, Root Causes and Priority Needs

Directions: After conducting your comprehensive needs assessment for this priority, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for each priority. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).
2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?
3. Priority Needs: What are the most important needs identified after completing your needs assessment?

1. Data Trends	2. Root Causes	3. Priority Needs
<p>Six schools have shown an increase in CA over time (3M403, 3M402, 3M494, 5M157, 19K764, 17K408) Students face unresolved barriers to attendance (e.g., transportation, health, disengagement). Schools may lack proactive systems or staff capacity to identify and address root causes early. There may be inconsistent implementation of MTSS for attendance and limited training or support. School</p>	<p>Students face unresolved barriers to attendance (e.g., transportation, health, disengagement). Schools may lack proactive systems or staff capacity to identify and address root causes early. There may be inconsistent implementation of MTSS for attendance and limited training or support. School</p>	<p>There is a gap or a lack of targeted data analysis and early identification in chronic absenteeism There is a gap or lack of tiering students who are chronically absent, and a gap in disaggregating chronically absent data by grade, subgroups, and attendance codes. There is a gap in school leadership</p>

messaging, resource allocation, and school leader prioritization around CA vary.	messaging, resource allocation, and school leader prioritization around CA vary.	in regularly reviewing chronically absent data with the attendance team.

Annual Goals

Attendance/Chronic Absenteeism SMART Goal

Directions: After conducting a comprehensive needs assessment by analyzing the district data, identifying root causes and surfacing priority needs, develop at least one outcome-focused SMART goal aligned to our system-wide focus on **improving attendance and reducing chronic absenteeism**.

System-wide Focus Area for Attendance/Chronic Absenteeism:

- Develop and implement improved attendance, student engagement, and family outreach practices to reduce chronic absenteeism and center equity.
- Districts serving Multilingual Learners/English Language Learners (MLs/ELLs) and immigrant students should consider the creation of cohort-based professional learning to address the specific needs of this population. These sessions can aid school-based teams in documenting an inclusive and welcoming school plan, fostering a sense of belonging, and ultimately enhancing attendance rates.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, the Chronic Absenteeism Rate for All Students will decrease by 5%, from 38 to 33, as measured by the New Visions Chronic Absenteeism Reports.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, the Chronic Absenteeism Rate for Students in Temporary Housing (STH) will decrease by 5%, from 48% to 43%, as measured by the New Visions Chronic Absenteeism Reports.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, the Year to Date Attendance Reports for All Students will increase by 2%, from 88% to 90%, as measured by the New Visions Year to Date Attendance Reports.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

By June, 2026, the Year to Date Attendance for Students in Temporary Housing (STH) will increase by 5%, from 83% to 88%, as measured by the New Visions Year to Date attendance.

Annual Goals

If you would like to edit the phrasing of this goal you may do so here:

Setting Progress Measures and Targets

Setting Progress Measures and Targets

Directions: It is expected that progress monitoring, based on interim outcome data, will occur at two progress monitoring periods during the school year (MOY & EOY). Identify what the district would expect to see at the end of each period to know if you are on track to reach the identified goal(s). The progress monitoring targets can be a percentage or a number and should reflect a sufficient increase to meet the goal. Note: Districts will be required to enter MOY & EOY results in the Progress Reporting Tool (PRT) on the iPlan Portal.

Measurement Tool	Key Performance Indicator	Baseline Date	Baseline Data	Middle of Year (MOY) Progress Target	End of Year (EOY) Progress Target
Daily attendance recording by schools (as input into ATS and posted on Insight and New Vision Portal).	Chronic Absenteeism		38%	35%	33%
Daily attendance recording by schools (as input into ATS and posted on Insight and New Vision Portal).	Year To Date Attendance	June 2025	88%	89%	90%
Daily attendance recording by schools (as input into ATS and posted on Insight and New Vision Portal).	STH Chronic Absenteeism	June 2025	48%	45%	43%
Daily attendance recording by schools (as input into ATS and posted on Insight and New Vision Portal).	STH YTD Attendance	June 2025	83%	85%	88%

Action Plan

Directions: Identify the key strategies and progressive action steps the district will take to address the specific priority needs and root causes identified for this goal(s). More than one strategy can be indicated if multiple and/or differentiated needs for this priority have been identified.

- Key strategies should be key levers for success and may represent something that is new to the district.
- Action steps to operationalize key strategies should focus on new activities or initiatives and/or modifications to current initiatives (e.g. expanded to reach a wider audience or refined for greater impact on schools or students). Include professional learning activities focused on improving learner-centered outcomes. Districts are encouraged to include intentional strategies for non-dominant grade bands (e.g. grades 6-8) as applicable.

Note: Routine activities the district does every year should not be included.

Key Strategy 1 (Required):

Targeted Data Analysis and Early Identification
Disaggregate CA data by grade, subgroup, and attendance codes.

Strengthened Tier 1 Attendance Systems

Tiered Intervention Plans

Family Engagement & Communication

Leadership Accountability & Coordination

Staff Training and Mindset Shifts

Root Cause(s) to be Addressed:

Identify patterns (e.g., days of week, time of year, cohorts).
Identify early warning signs of absenteeism risk.

Consistent daily attendance routines in every classroom.
Implement classroom- and school-wide practices that foster attendance from the start.
Clear school-wide attendance messaging and expectations.

Schools need to tier students on attendance. Analyze the data granularly.

Schools need to communicate with families about the importance of attending school each day.
Schools need to know "why" students are missing school.

Build relationships and communication channels with students and families to address attendance barriers quickly.

The school leadership team needs to be involved in attendance improvement plans. Leadership needs to know its data better.

Use attendance data to drive timely interventions.

Staff need training in recognizing that student absences may stem from traumatic experiences and aim to address the underlying issues with compassion and understanding, rather than punitive measures.

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

Action Steps

Build simple dashboards or routines for monitoring. Pair engagement data with attendance and behavior trends to identify specific groups of students who are most impacted.

Strong start-of-year engagement and re-engagement campaigns.

Tier 2: Personalized outreach for at-risk students before they become chronically absent. Tier 3: Case management approach with the Attendance Team or a social worker for students with complex barriers.

Conduct empathy interviews or surveys to understand root causes. Use culturally responsive and language-accessible outreach. Offer flexible support (transportation, uniforms, health services).

Regular review of CA data by the school leadership team. Clear point person for attendance

strategy implementation. District support for coaching and feedback.

Professional learning on trauma-informed attendance practices. Emphasis on relationships, connection, and belonging. Redefine CA as a whole-school challenge—not just an admin task.

For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

In collaboration with the superintendent and district leadership, the Director of State and Federal Program Implementation (DSFP) will lead and coordinate targeted support for schools designated as TSI/ATSI. This work includes conducting five formal support visits over the course of the school year, guiding schools through outcomes-based progress monitoring, and completing five implementation reviews annually. In addition, the DSFP will provide assistance with navigating the I-Plan Portal, support schools in preparing for NYSED-led check-ins, and share supplemental support strategies available through the New York State Education Department.

The CUNY-UA Attendance Manager provides monthly sessions that address four aspects of successful attendance for all students: 1) strong attendance practices 2) active attendance teams 3) personalized student interventions 4) partnerships with Communities to ensure Supportive Environments

As necessary, the Attendance Manager:

- ensures schools develop Universal/Preventative Programs to promote regular attendance (assigns school members to lead the day to day work around attendance)
- supports schools with maximizing use of their School Success Mentors, CBO leaders & other Community members, and school social workers to create personalized intervention and recovery plans for students with CA due to multiple barriers
- monitors school leadership's set agendas for weekly meetings with School Attendance Teams and ensures schools are displaying Attendance Policy and Goals conspicuously in common areas of school buildings

Key Strategy 2 (Optional):

Root Cause(s) to be Addressed:

Action Steps: Indicate what the district will do specifically to implement each strategy to achieve this annual goal. Include both school/district and/or student-facing activities and related professional learning. Be sure to indicate how action steps will be introduced and rolled out.

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For Target Districts: Describe how this action plan supports the CEP Key Strategies of your school(s) identified for the TSI/ATSI/CSI support models.

Implementation Monitoring

Implementation Monitoring: Indicate your primary structures to monitor implementation of the key strategies and action steps described above. Include specific data/evidence you will use to determine progress and impact on instruction, student learning, and achievement.

Note: Implementation Progress Checks will be conducted in the Progress Reporting Tool (PRT) in the iPlan Portal for the 2025-26 school year.

1. Attendance Metrics

Chronic Absenteeism Rate (% of students missing =10% of instructional days).

Daily & Weekly Attendance Reports (disaggregated by grade level, subgroup, homeroom).

3-, 6-, 9-week trend analysis to evaluate impact of interventions.

2. Intervention Tracking

Number and type of Tier 2/Tier 3 interventions implemented (e.g., home visits, mentoring, check-in/check-out).

Participation rates in support programs.

Re-engagement success (students returning to regular attendance).

3. Academic Progress Indicators

Benchmark assessment scores (e.g., MAP, iReady, STAR).

Report card grades and course completion rates.

Standardized test scores compared between chronically absent and regularly attending peers.

4. Engagement & Climate Data

Student and family surveys (on sense of belonging, relevance of schoolwork, barriers to attendance).

Parent contact logs (frequency and outcomes of engagement).

Participation in extracurriculars and school events.

5. Instructional Impact

Teacher reports on pacing, re-teaching due to absenteeism.

PLC minutes documenting instructional adjustments made for absent students.

Observational data from classroom walkthroughs (evidence of differentiated support).

Progress Monitoring time line:

Weekly: Attendance data pulled; flags for early intervention.

Bi weekly: Attendance Data Team meeting with schools.

Monthly: SLT reviews progress, identifies trends, evaluates impact on learning.

Quarterly: Progress report on chronic absenteeism trends and academic correlation.

Family and Community Empowerment

Family and Community Empowerment

Directions: Indicate the strategies/activities that will be implemented to engage and support families (including foster and birth parents) and community collaboration in the implementation of this action plan.

Start Date	End Date	Strategies to Support Family & Community Empowerment	Partners/CBOs Leveraged
09/04/2025	06/30/2026	Collaborate with parent-facing school based staff around attendance initiatives and events.	CUNY & UA Partners
09/04/2025	06/30/2026	Offer training on: Understanding attendance data and its academic impact. Supporting learning at home. Accessing community services and navigating school systems.	CUNY & UA Partners

Resources

Directions: Indicate available and anticipated resources that will be leveraged to achieve this annual goal and implement this action plan, including human resources, instructional resources (e.g., curricula, programs), and others. Use N/A if not applicable and/or indicate other resource needs.

Human Resources:

District Team members, Central partnerships, CUNY, and Urban Assembly professionals; Attendance Teachers

Instructional Resources:

None at this time

Other Resources Needed:

None at this time

Section 6: Multi-Tiered Systems of Support (MTSS)

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Multi-Tiered Systems of Support

NYCPS Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. The Multi-tiered Systems of Support (MTSS) framework organizes **supports** into three tiers:

- **Tier 1** provides schoolwide, high-quality programming for all students, including SWDs;
- **Tier 2** offers data informed small-group interventions for at-risk students; and
- **Tier 3** delivers intensive, individualized support for students with persistent needs.

In order to ensure that schools provide students with instruction that matches their needs, they must implement a robust MTSS framework that includes all the following components:

 MTSS Chart

By **Using Assessment Tools with Purpose**, schools can identify students that need additional support in the form of academic or behavioral interventions. See [NYSED's memo](#) to view the criteria for determining AIS services. The district should analyze multiple data sources (Screeners, Diagnostics, State Exams, Attendance, etc.) to identify the groups of students in need of additional academic and behavioral support.

The district should identify a set of **targeted academic and behavioral interventions that can be delivered** to address the needs of the students in the district.

The district should then develop a system for **Setting and Monitoring Progress Goals** for the interventions that are delivered to students.

For each step of the intervention process: Screening, Identification, Delivery, and Progress Monitoring, the District should develop a plan to **Activate Family Engagement** to ensure that families are aware of their child’s academic and behavioral needs, the interventions being provided, and how the school and family can collaborate to further support their child’s learning.

Use the charts below and the Multi-Tiered System of Support (MTSS) structure above to describe the district’s plan for ensuring schools match academic, social-emotional, behavioral, and instructional resources with student needs. The plan should prioritize targeted support for all learners, especially those at risk of not meeting state standards, including students impacted by housing instability/living in Temporary Housing, those in foster care or experiencing child welfare system involvement, and culturally and linguistically diverse populations. Interventions must address the unique challenges these students face across academic, behavioral, and social-emotional domains. Indicate any specialized materials, technology-based tools, and/or supplemental instruction, including Expanded Learning Time, that enhance district, school-wide, or classroom-level supports.

Priority Needs and Root Causes

Directions: After conducting your comprehensive needs assessment for the delivery of MTSS services, use the chart below to:

- **Summarize the data trends (gaps in student, school-level and district performance) for this area. Use the most current data available and cite the data source(s) and year(s).**
- **Identify the root causes (and/or contributing factors, theories, hypotheses) that explain the current student, school-level and district outcomes and pinpoint gaps in current intervention practices.**
- **Indicate the high leverage priority needs determined by the district that, if resolved, will advance equity and result in measurable, positive impact on student outcomes.**

Guiding Questions:

1. Data Trends: What did you see as you analyzed data trends? Cite data sources and years, including those available from [NYCPS](#) and [NYSED](#).

2. Root Causes: What do you believe are the reasons within the district’s control that are leading to these outcomes?

3. Priority Needs: What are the most important needs identified with respect to the delivery of MTSS services?

1. Data Trends	2. Root Causes	3. Priority Needs
<p>31% of students in grades 6-9 are reading significantly below grade level according to the MAP and STAR screener data.</p>	<p>Lack of reading instruction across content areas Focus on whole language instead of the science of reading in grades K-5 Lack of MTSS in our middle schools and high schools. Inadequate use of screeners .</p>	<p>Ensure all schools assess all students in grades 6-9 Assess students more closely using secondary diagnostics to determine specific literacy needs Create an MTSS team to develop effective structures for interventions and monitor progress to ensure impact Program intervention classes to ensure students have the interventions they need built into their day.</p>

How will you ensure that schools implement evidence-based Tier 2 and Tier 3 interventions in a way that directly addresses specific student learning and behavioral needs, and leads to measurable improvement in student outcomes? In your response, include the structures that support districtwide implementation of MTSS.

he CUNY/UA District will require all schools to form an MTSS team and send an MTSS point person to ongoing professional learning led by the district team. This professional learning will focus on building the capacity of the MTSS point to lead the work back at each of their respective schools. The rollout will focus on developing a clear implementation plan including, but not limited to:

- A comprehensive assessment plan that includes MAP or Star screener administered 3 times a year for all students in grades 6–9 with secondary diagnostics for all students scoring below the 40th percentile to determine if the need is in phonics, fluency or comprehension.
- The district will offer 3 rounds of PL in reading intervention programs to address student needs (Phonics for Reading, REWARDS, Stari) and the MTSS point will organize the team to ensure that these intervention classes are programmed and observed.
- The district team will also offer training in secondary diagnostics to ensure schools are equipped

to accurately assess students.

The MTSS points will also engage in PL focused on data literacy and progress monitoring to ensure schools have effective systems and structures in place for tracking student progress.

What specific strategies and progress monitoring systems will you employ to increase the academic outcomes for students performing at or below the 16th percentile to ensure these students receive intensive, individualized support that results in significant academic growth? In your response, describe how you will ensure interventions are implemented with fidelity and adjusted based on student need.

The CUNY/Urban Assembly District Team will prioritize the implementation of MTSS across our schools by:

Providing ongoing professional learning and support for our MTSS points

All pedagogues who teach a reading intervention class will be trained in their respective programs through district training in partnership with Generation Ready (Phonics for Reading, REWARDS, Stari).

Our Superintendent, Deputy Superintendent and Executive Director will include visits to reading intervention classes as a part of the PPO and will build the capacity of our school leaders in supervising this work.

During MTSS Trainings throughout the school year the district team will focus on developing systems for progress monitoring and will be asked to bring their progress monitoring data to the MTSS PL sessions.

How will you leverage the district team to monitor and support schools to ensure the strategic use of Tier 2 and Tier 3 interventions yields demonstrable academic or behavioral gains for targeted students?

The district team will plan and support the roll-out of MTSS at all schools across the district through:

Ongoing PL sessions with MTSS points to ensure schools have the development and resources they need to do this work well.

School-based visits to observe the interventions in action and provide feedback to the teachers and MTSS team.

Coaching support for MTSS points to ensure capacity is being built so that the work can be scaled in response to student need.

Monitoring of data to ensure students are making progress and supporting schools in making adjustments when needed.

Academic Support

Directions: Complete the chart and identify Tier 2 or 3 MTSS Academic supports to improve student outcomes.

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Academic Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 2	Students demonstrating a need for supplemental instruction as identified by screening, assessment or by Tier 1 progress monitoring	Varies by curricular focus • More sequenced teacher-directed instruction • Grouping students by need	Small group instruction in the classroom	Before, During, and After school	Mixed Modalities
Tier 3			Groups of 6-8 for Phonics for Reading, groups of 12-15 for Rewards and STARI	Before, During, and After school	Mixed Modalities

Directions: Complete the chart and identify Tier 2 or 3 MTSS Student Social/Emotional supports.

Any Tier 2/3 interventions should be in addition to the foundational work being done at Tier 1.

Student Social/Emotional Support Indicate Tier 2 or 3	Criteria for Determining Service	Program Type or Strategy	Service Delivery Model (Small group, one-to-one, tutoring, etc.)	When is Service Provided? (Before, during or after school)	Technology-Based Tool (Indicate Yes or No)
Tier 3	Students in crisis School Requests for Assistance Behavioral Data Discipline Disparities	TCIS (Therapeutic Crisis Intervention for Schools) provides school staff with training in crisis support and de-escalation techniques.	1-1	During	No
Tier 2	Students mandated for counseling and at-risk counseling	Mindfulness Intensive	1-1 and group strategy	During	No
Tier 3	EMS Transport and Suicide Ideation Data 1 or more ideation or attempt	Develop a specific safety plan for crisis situations, including steps to take if the student feels overwhelmed or at risk. This plan	1-1	During	No

		may involve removing themselves from triggering situations, seeking support, or contacting emergency services if necessary.		
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Family and Community Empowerment Around MTSS

How does the district empower families with the knowledge and tools to understand and actively participate in the implementation of MTSS, including its essential components and how they support their child’s success?

The families will be informed about MTSS, its purpose and how to access reports for their children when they engage in assessments. The district team will train the parent coordinators so that they can support this work and meet the needs of the families as questions arise. The district team will also hold parent workshops to ensure parents are well informed and have an opportunities to ask questions about the reading assessments and interventions, as well as systems and structures for meeting the emotional needs of students across the district.

What systems are in place to ensure that families of students receiving Tier 2 and Tier 3 interventions receive consistent, clear, and actionable updates on their child's progress—and are supported in interpreting and responding to this information?

The district team will provide templates and timelines for communication with families about student progress.
The district will hold ongoing workshops for families following each administration to help parents understand and interpret progress reports populated on the MAP and Star platforms.
The MTSS points will engage in learning about how to support and communicate with families throughout this process.
Schools will be asked to articulate a family communication plan for students who require Tier 2 and 3 interventions.

How does the district ensure that families of students receiving Tier 3 intensive interventions are not only informed, but meaningfully involved as co-decision makers in planning, adjusting, and evaluating their child’s individualized support plans?

The district team will include a focus on empowering families to be co-decision makers in the parent workshops.
Schools will be asked to articulate a parent outreach plan that includes parents as collaborators in decisions for their children.
MTSS Points will be trained in best practices in family outreach and support when students are engaged in Tier 3 intensive interventions.
The district team will facilitate roleplays in PL and will asked MTSS Points to come prepared to share their family engagement plans for feedback.

In accordance with the federal McKinney-Vento Homeless Assistance Act and to support schools with Chancellor's Regulation A-780, report on district’s students living in temporary housing (STH). Note that all Title I and non-Title I schools receive a Title I allocation for STH students. The [Students in Temporary Housing \(STH\)](#) website provides guidance on STH pupils and how these funds can be used to meet their needs, as well as restrictions. For more information on acceptable uses of the mandated Title I, Part A set-aside to support your district’s STH population, please refer to the [Title I STH Funds Toolkit](#).

Identify the number of Students in Temporary Housing who are currently attending schools in your district and provide a breakdown of their temporary housing status.

Since the number of STH children can change regularly, districts should carefully track this number to determine whether there has been an increase in need.

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CUNY & UA District STH information: Double up (1197 students), Hotel & Motel (26 students), Shelter (562 students), Other temporary living situations (93 students), total STH (1895 students), Foster care students (67 students). STH attendance (83.47%), Foster attendance (69.95%), Title 1 allocation unspent (7.24%)

After a careful analysis of historical demographic, attendance and achievement data for your STH population, what trends do you notice, and how can these trends inform the services and support provided for this population?

Analysis of the housing status, attendance, and achievement data for our STH population shows patterns of higher absenteeism, and gaps in academic performance compared to the general student population. These trends indicate a need for targeted support such as counseling, mentorship, and consistent family engagement to address social-emotional needs and foster stability. Building strong family rapport and closely monitoring student progress can help STH students feel safe and supported, while connecting them to wraparound services that address housing instability, food insecurity, laundry services, clothing needs, and other barriers to learning.

Describe the services your district is planning to provide to the STH population. How were those services selected to best meet students' needs? How will you (or did you) utilize the [STH Title I Survey](#) to select services aligned to need?

As part of our Tier 1 supports during the consolidated plan review process, the district ensures that each school has a completed Students in Temporary Housing Program plan that includes:

- Identification of a Students in Temporary Housing School-Based Liaison (STH SBL) who completes the mandated annual McKinney-Vento training and related participation survey.
- Display of McKinney-Vento informational posters in all schools and availability of the McKinney-Vento Parent School Guide and Chancellor's Regulation A-780 in both the STH SBL office and the Parent Coordinator's office.
- Completion of the Student Housing Questionnaire by the entire student body, with a designated staff member responsible for ongoing residency updates.
- Accurate RHST reporting and housing designation coding by October 31.
- Identification of the staff member responsible for distributing MetroCards to eligible students and parents/guardians.
- Collaboration with the STH liaison to ensure designated Title I STH funds are spent exclusively to support students affected by homelessness during the school year.

As part of our Tier 2 and Tier 3 supports, the district provides:

- Targeted "Mindfulness Intensives" professional learning for STH liaisons, focused on integrating mindfulness and mindful movement to build student agency and enhance social-emotional

wellness.

Monthly Counseling Series sessions that address factors impacting STH students, assist schools in disaggregating relevant data, and share community-based resources.

Attendance support from the district's attendance point person, who works with school-based attendance teams to analyze data and implement supports for students at risk of attendance challenges (e.g., child welfare-involved students, STH students, and students chronically absent in the prior year).

Additionally, the district has established a partnership with Fresh Direct and facilitated a workshop for guidance counselors, school social workers, and parent coordinators to enhance understanding of how STH funds can be leveraged to support families in temporary housing. This initiative streamlines school engagement with families and assists them in ordering items tailored to their individual needs.

Describe how the district's essential components of MTSS are shared with families.

The district involves parent coordinators in their professional learning opportunities. The approach to engaging parent coordinators is designed to ensure they are well-informed and confident in their ability to provide comprehensive support, enabling families to access resources, navigate challenges, and actively participate in their child's education.

Describe how the district ensures families receive updates on the progress of their child(ren) who receive Tier 2 targeted, or Tier 3 intensive interventions

The district engages the STH school-designated liaison in targeted professional development to ensure families receive consistent and timely communication regarding their child's progress. This includes regular progress reports, home visits when appropriate, family conferences, translation and interpretation services, and technical support to promote full understanding of student progress and engagement in the educational process.

The district attendance teacher monitors each student's school attendance by collaborating with school staff to address identified needs, conducting home visits to shelters and hotels, and working closely with families to reengage the student in school. When appropriate, the attendance teacher facilitates access to alternative learning pathways to support the student's educational continuity and success.

Describe how the district ensures families are involved during decision making regarding the progress of students receiving Tier 3 intensive intervention.

When a school requests support, the district employs a multidisciplinary approach to engage families, assess and monitor the effectiveness of interventions, and provide additional options as needed. The district's attendance coordinator meets with families in person and virtually to present information and discuss available educational alternatives, ensuring that families are informed and supported in making decisions that best meet the student's needs.

Prioritizing Students in Foster Care

As included in your schools' Office of School and Youth Development Consolidated Plans-Child Child Abuse and Neglect Intervention and Prevention School Plan and in accordance with the federal Education Law 3244 – Education of Children in Foster Care (Effective 2018) establishes the rights of students placed, or moved, in foster care to:

- **Continue attending school of origin if determined to be in their best interest, or, if not, attend school near foster care placement,**

- **Immediate enrollment, and**

- **Transportation, if necessary to attend school of origin**

Please respond to the questions below.

How many students in foster care are currently enrolled in your district? Provide a detailed breakdown of the social-emotional and academic supports available to them.

The district currently serves 67 enrolled students in foster care. Social-emotional supports for these students include dedicated counseling sessions utilizing a trauma-informed approach, consistent monitoring by STH liaison, wraparound services as needed, and coordinated engagement with foster parents, caseworkers, and other caregivers to align school and home supports. Academic supports include individualized tutoring, targeted intervention services, and Saturday academic programs to address specific learning needs.

What targeted supports are in place for students in foster care, including those newly transitioning into the foster care system? How does your district ensure these students receive the necessary interventions to promote stability and success?

The district collaborates with the district attendance coordinator and Central Office to ensure principals receive monthly data reports detailing new student transitions and/or changes in status. Schools are encouraged to closely monitor foster care students for support. Schools are encouraged to also monitor daily attendance and conduct timely outreach when absences occur. Administrators are advised to implement a tiered approach to the outreach process:

Tier 1 – Contact the ACS Child Protective Specialist (CPS) or a member of the CPS team assigned to investigate child abuse or neglect allegations.

Tier 2 – Contact the ACS Office of Safety First to connect with the student’s active ACS partner agency. If no active partner exists, contact the ACS Office of Education and Employment Initiatives for appropriate referrals.

Tier 3 – Reach out to the foster care agency case planner directly, or contact the ACS Office of Education and Employment Initiatives to facilitate the connection.

After analyzing historical demographic, attendance, and achievement data for students in foster care, what trends have emerged? How can these insights be used to improve the services and support provided to this population?

The data indicate that these subgroups experience higher rates of chronic absenteeism and lower graduation rates. While a number of targeted supports are in place, schools continue to face challenges in fully utilizing available Title I funding. We anticipate that student outcomes will improve when 100% of these funds are allocated to direct services.

What specific strategies does your district implement to ensure students in foster care, particularly those in transitional grades, receive targeted Social-Emotional Learning (SEL) support? How do these strategies help address academic and behavioral challenges?

The district equips staff with training in Therapeutic Crisis Intervention for Schools (TCIS), de-escalation, suicide prevention, and progress review strategies to better support students in foster care. Services include transitional planning, mentoring, progress monitoring, responsive interventions, and wraparound supports, with ongoing caregiver communication to strengthen home-school connections. These strategies enhance focus, engagement, and attendance, foster a sense of belonging, and build self-regulation and positive relationships, ensuring students have the tools and stability to thrive during critical transitions.

Section 7: District Parent and Family Engagement Policy

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District Parent and Family Engagement Policy

All districts are required to develop a District Parent and Family Engagement Policy that meets the parental involvement requirements of Title I. The District Parent and Family Engagement Policy should describe how your district will plan and implement effective parent and family engagement activities and/or strategies to improve student academic achievement and the performance of schools in the district.

Note:

- Any activities/strategies involving parents described in the action plans should also be included in the District Parent and Family Engagement Policy.
- The signatures of constituency representatives on the District Stakeholder Involvement Signature Page indicate that consultation has occurred in the review, development, implementation and adoption of the District Parent and Family Engagement Policy.
- The Superintendent's signature in Section 3: District Stakeholder Involvement Signature Page certifies the adoption of the District Parent and Family Engagement Policy.
- The District Parent and Family Engagement Policy is in effect and adopted for a period of two academic years from the date of adoption and is reviewed once every academic year.

CUNYUA District Wide Parent and Family Engagement Policy PART I: GENERAL EXPECTATIONS
CUNYUA agrees to implement the following statutory requirements: • The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds

Act (ESSA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents and families of participating children. • Consistent with section 1116, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1116(b)(1) of ESSA, and each include, as a component, a school-parent compact consistent with section 1116(d) of ESSA. The school district will incorporate this district wide parent and family engagement policy into its District Comprehensive Education Plan developed under section 1112 of ESSA. • In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of ESSA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand. • If the District Comprehensive Education Plan, developed under section 1112 of ESSA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the New York State Department of Education. • The school district will provide additional guidance to ensure that schools involve the parents of children served in Title I, Part A programs in decisions about how the one percent (minimum set-aside) of Title I, Part A funds reserved for parental involvement is spent in support of the activities articulated in the school's Parent and Family Engagement Policy. • The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition: Parental involvement means the participation of parents, guardians, persons in parental relationship and foster parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring- (A) that parents play an integral role in assisting their child's learning; (B) that parents are encouraged to be actively involved in their child's education at school; (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and (D) the carrying out of other activities, such as those described in section 1116 of ESSA

PART II: DESCRIPTION OF HOW THE DISTRICT WILL IMPLEMENT REQUIRED DISTRICT-WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS

CUNYUA will with the assistance of its schools take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of ESSA in support of schools receiving Title I funds: (a) Assign a dedicated district staff member to act as a liaison to Title I schools and coordinate technical assistance, guidance, and support, as needed, under the direction of the High School Superintendent and in collaboration with the Division of School Leadership to ensure that schools are aware of these requirements; (b) Facilitate the annual review and evaluation of the District Parent and Family Engagement Policy to determine the effectiveness of the policy and make revisions when necessary to improve the policy and the quality of parental engagement

CUNYUA will take the following actions to involve parents in the process of school review and improvement under section 1114 (b) of ESSA: • Provide timely access to information regarding ESSA requirements, made by schools, low performing schools, teacher qualifications, and other critical information related to Title I programs and school improvement initiatives to local leadership structures that represent parents and families such as: District Leadership Teams, Community

and Citywide Education Councils, Borough and District Presidents' Councils, and Title I District Parent Advisory Councils (if applicable) at regularly scheduled public meetings, and through the school or district website (if applicable).

- Inform parents of the process describing how and why schools are identified for school improvement interventions; and
- Provide parents of children attending such schools with the following information in a timely manner:
 - 1) An explanation of what the identification means, and how the school compares in terms of academic achievement to the other elementary, intermediate or secondary schools served by the District and the State educational agency involved;
 - 2) The reasons for the identification;
 - 3) An explanation of how the parents and family members can become involved in addressing the academic issues that caused the school to be identified for school improvement;
- Publish and disseminate to parents and to the public, information regarding any actions taken by the District to address the problems that led to the identification of school for improvement, including:
 - 1) An explanation of what the District is doing to address the problem of low achievement;
 - 2) An explanation of the school is doing to address the problem of low achievement; and,
- Provide parents with information on the professional qualifications of teachers and paraprofessionals.

CUNYUA will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective programs, activities and procedures for the involvement of parents and family members to improve student academic achievement and school performance:

- Schools and District Support Staff will provide professional development training to teachers, pupil services personnel, principals, and other staff in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Support the formation of schools' Parent Advisory Councils.
- Ensure that the information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand.
- Ensure that consultation/collaboration take place between school and parents.

DCUNYUA will coordinate and integrate parent and family engagement strategies under Title I Part A programs by: **INCLUDE DISTRICT SPECIFIC ACTIVITIES AND THOSE BELOW THAT APPLY**

- Collaborating with schools, district and central offices, and external partners (e.g., Community-Based Organizations) to conduct extensive outreach to parents and families providing Pre-K information regarding enrollment, program standards, comprehensive services, school-age programs and other specific supports as requested by the parent or family;
- Encouraging and supporting parents as equal partners in full participation in the education of their children by collaborating on the tools and resources necessary for student achievement and success;
- Assisting parents in understanding the importance of the home-school connections;
- Working with classroom staff/teachers to engage and support parents in building their capacity to support their children's education including sharing of student information with parents (e.g., results of initial assessments and ongoing monitoring of student progress);
- Providing for the health and well-being of their children including, but not limited to the importance of structure, nutrition, health, hygiene/moral, and social emotional needs;
- Offer flexible meeting times for parents, such as meetings in the mornings, or evenings to accommodate parent schedules;
- Facilitating the translation of information and other resources in the dominant languages spoken by parents.

CUNYUA will take the following actions to conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this parent and family engagement policy in improving the academic quality of its Title I, Part A

schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design evidence-based strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parent and family engagement policy. • CUNYUA shall provide, to the extent feasible, full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language the parents can understand. • Annual presentation of the Parent and Family Engagement Policy in a format and, to the extent practicable, in a language the parents can understand to the District Leadership Team, President's Council, District Parent Advisory Council and Community Education Council. • Involve parents and family members, in an organized, ongoing, and timely way the opportunity to review and respond in writing to the Parent and Family Engagement Policy evaluating its content and effectiveness. • CUNYUA will use the findings of the evaluation about its parent and family engagement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary, with the involvement of parents in its parental involvement policies. A. CUNYUA will build the schools' and parents' capacity for strong parent and family engagement, in order to ensure effective involvement of parents and family members and to support a partnership among the schools involved, parents, and the community to improve student academic achievement and school performance, through the following activities specifically described below: CUNYUA will, with the assistance of its Title I, Part A schools, provide assistance to parents and family members of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph – 1) the State's academic content standards, 2) the State's student academic achievement standards, 3) the State and local academic assessments including alternate assessments, 4) how to monitor their child' progress, and how to work with educators: • Provide assistance to parents and family members in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child's progress and work with educators to improve the achievement of their children. • Provide materials and training to help parents and family members work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parent and family engagement. • Provide monthly professional development for Parent Coordinators in order to turn-key academic, social, and emotional issues to parents in their schools. • Provide training for parents and parent leaders of Parent Associations, Parent-Teacher Associations, School Leadership Teams, Title I Parent Advisory Councils, District and Borough Presidents' Councils, District Leadership Team, District Parent Advisory Council and Community Education Council. • Provide such other reasonable support for parental and family engagement activities (e.g. college and career readiness) under section 1116 as parents may request. B. CUNYUA will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by: INCLUDE DISTRICT SPECIFIC ACTIVITIES AND

THOSE BELOW THAT APPLY • Training Parent Coordinators in strategies and resources to provide assistance to parents in order to support academic and non-academic growth; • Offering access to districtwide training for parents regarding the use of technology, and web based accountability tools; and • Providing access to space, where feasible, to support parenting and adult education classes (e.g., ESL, Computer, and job readiness).

C. CUNYUA will, with the assistance of its schools and parents, support its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Encouraging Principals to spearhead parent involvement initiatives in their schools.
- Training Parent Coordinators to collaborate with various personnel in their schools.
- Meeting monthly with Parent Coordinators to review ideas and share best practices on how to effectively work with parents.

E. CUNYUA will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Provide for effective parent communication by giving sufficient notice of district schedules for parent-teacher conferences, school and district reports, and citywide initiatives in a format and, to the extent practicable, in a language the parents can understand.
- Allocation of funds from the Department of Education to eligible schools for supplemental translation and interpretation services for Limited English Speaking parents.
- Access to the New York City Department of Education Division of Multilingual Learners website so parents have access to citywide and regional events as well as translated materials.

PART III: DISCRETIONARY DISTRICT WIDE PARENT AND FAMILY ENGAGEMENT POLICY COMPONENTS CUNYUA is committed to meaningful parent involvement and will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1116 of the Every Student Succeeds Act (ESSA). In doing so, the District will:

- Actively involve parents and family members in planning, reviewing and improving the District's Title I and parent and family engagement programs;
- Provide for effective parent-school communications by giving sufficient notice of schedules for parent-teacher conferences, frequent reports to parents, and citywide initiatives;
- Utilize native language when providing training, sending reports and information and communicating with non-English speaking parents;

Support all aspect of parent involvement through the Parent Coordinator; and

- Conduct an annual evaluation of the District's Parent and Family Engagement Policy and where appropriate, a review of instructional programs

PART IV: ADOPTION This District Parent and Family Engagement Policy for CUNYUA has been developed jointly with, and agreed on with, parents and family members of children participating in Title I, Part A programs, as evidenced by district-level meeting notices, attendance sheets, minutes, feedback forms and/or surveys from meetings where the District Parent and Family Engagement Policy was shared and discussed. This evidence will remain on file in the district office and be subject to review and/or by city, state or federal officials or their representatives. This policy was adopted by CUNYUA on Date (Month Day Year) and will be in effect for the period of () years. The school district will distribute this policy to all parents of participating Title I, Part A children in the dominant languages spoken by parents in District schools receiving funds under Title I, Part A on or before June 30, Year. The

final version of this policy will also be included as an attachment to the DCEP and be translated in the dominant language spoken by parents in CUNYUA.

